MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

July 26, 2021

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Acting Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

A. MOTION TO MOVE INTO EXECUTIVE SESSION

At 5:02 pm Mr. Lembo moved a motion to go into a brief executive session.

B. MOTION TO OPEN REGULAR SESSION

At 5:10 p.m., Mr. Lembo called the Regular Public Meeting to Order.

Mr. Lembo announced the Board has been meeting in Executive Session pursuant to NJSA:12. The minutes from this meeting will be released when the need for confidentiality no longer exists. The Board was meeting to discuss issues of Student Personnel.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Acting Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

Visitors:
There were approximately five visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and

the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. COMMENTS FROM THE PUBLIC

Mark Sullivan, discussed the sports program and specifically the girl softball program. Prior senior players, six years ago and during this year have brought to the attention of the administration the lack of professionalism, harassment of the coaches in the program. Read remarks from softball plays that have also been submitted to Mr. Cook. Would like to see something done for the players who go to sports for relief and joy.

Laura McKenna, 361 Bingham Road, discussed learning loss and is hearing some distressing stories of children who couldn't learn during remote learning. Parents telling her that their children were not showing up for the remote classes, keeping strange hours and staying up all night playing video games. Summer school was remote and did not help the kids who didn’t do well remotely. Asking for extra tutoring and extra help for next year.

V. SUPERINTENDENT REPORT

Back to School Night will be in person this year. Dates will be sent by the principals.

Principals will be also be sending welcome back videos to help students navigate the return to full-day instruction and review protocols for the school year.

A 2021-2022 School Year Parent Forum with all principals will be held at the end of August to discuss protocols and answer parent questions. The forum will be held the week of August 23 in the Board room at the Education Center and will be livestreamed from the website. Parents will receive an email with more details in the coming weeks.

All schools will be holding tours for students who would like to be reacquainted to the building prior to the start of the school year. Anyone interested in a tour should reach out to the principal.

The Village of Ridgewood Health Department will be hosting a vaccine drive for students. Two dates are currently being considered, and incentives will be offered to encourage participation. Students who are already vaccinated can present their vaccination card at the drive to receive the incentive. The tentative dates are August 19 and September 9. A flyer with more details is forthcoming.

As of Monday, August 9, masks will be optional on school grounds and in school buildings, as per the Governor's announcement regarding masks for the upcoming school year. While masks will be optional, they are highly encouraged for students. The mask policy is dependent upon local activity levels.

Ms. Poelstra presented the 2020-2021 Student Performance Review
The data presented compares three different school years: 2018-2019 traditional school year, 2019-2020 in person through March with fully remote spring, and 2020-2021 hybrid and remote instruction. During the pandemic, shifts were made to methods of instructional delivery and assessment. The student performance data presented was based on Fountas and Pinell reading levels (K-5), Envision 2.0 math scores (K-5), student grades in all subject

areas (6-12), and teacher feedback through summer professional development.

Elementary assessment was less impacted by the changes from 2018-2019 in terms of the types of assessments administered. A comparison of elementary student assessment data for reading and math at the elementary level was reviewed. Summer interventions are in place for elementary students including summer adventure, a summer session with the guidance counselor for remote students, and a scavenger hunt activity for new students.

Shifts at the secondary level (6-12) included middle school portfolios, project-based assessments, on-demand assessments with access to resources, flexibility with timelines, and opportunities for progress toward proficiency of course content. A comparison of secondary assessment grades by quarter for the past three years was presented, as well as percentages of grades that were not passing. Summer interventions at the secondary level include the Summer Academy Transition Program, tours for new and remote students, and summer school.

Over 300 teachers are participating in summer professional development and re-examining a balanced approach to teaching and learning.

Mr. Dani requested that the district review additional data points for gathering student data. He would like to see the student growth percentiles implemented and asked what can we do to increase the percent of students who are not at grade level.

Ms. Poelstra reviewed the current process developed and implemented by the I&RS team to assist students who are identified as not being at grade level.

The Board discussed additional data points for gathering student data and identifying growth.

To view this portion of the meeting scroll to 33:50.

VI. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration, with the addendum.

B. ADMINISTRATION

i. **Approval: Settlement Agreement SE#1/2021-2022**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#1/2021-2022 between the parents of Student #903912 and the Ridgewood Board of Education.

The Board has received background information.

ii. **Approval: Submission of the Comprehensive Equity Plan Annual Statement of Assurance for the 2021-2022 School Year**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the Comprehensive Equity Plan Annual Statement of Assurance for the 2021-2022 school year.

The Board has received background information.

iii. **Approval: Revised 2022-2023 School Calendars**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revised 2022-2023 school calendars as listed on **Attachment B.**

Ms. Brogan moved approval of B. Administration with the addendum.
Ms. Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Brogan requested to have a discussion regarding the 21-22 school calendar and understand why Juneteenth has not been included.

Dr. Gorman reviewed that the holiday falls on a Sunday in 2021-22 school year and since the calendar was already set it would require last minute changes. If a student or staff member would like to observe the federal holiday on the 20th which is a Monday, they will not be penalized the day. Exams that may be scheduled on that day could be made up.

Ms. Townes added that we have contacted the Board attorney and waiting for his response regarding the legality of not scheduling the day off.

The district calendar will be updated to reflect additional holidays when they are not during school days.

The 2022-23 school calendar was updated to include Juneteenth as a day off and moved graduation day by one day.

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. **Approval: Field Trips**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

ii. **Approval: Agreement with Teaching Strategies for Early Childhood**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Teaching Strategies for Early Childhood for the subscription and implementation of The Creative Curriculum for Preschool for the period of August 20, 2021 through August 19, 2024 in the amount of $38,533.50.

The Board has received background information.

iii. **Approval: 2021-2022 Ridgewood High School Sports Schedule**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 Ridgewood High Schools Sports Schedule, as listed on **Attachment D.**

The schedule has been reviewed and endorsed for equal education opportunity.

Ms. Brogan moved approval of C. Curriculum & Instruction.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Brogan noted that the curriculum committee reviewed the strategies for early childhood and it will improve the curriculum and workbooks for the RED, RISe, REACH programs.

Dr. Gorman presented for consideration D. Human Resources, with the addendum.

D. HUMAN RESOURCES

i. **Revision: Ridgewood Public Schools Salary List for the 2021-2022 School Year, approved by the Board at its meeting May 10, 2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Renewals of the Non-tenured Teachers, Administrators, and Staff Members for the 2021-2022 school year.

DESIMONE, Angelo - Treasurer of Monies, Education Center, effective July 1, 2021 through June 30, 2022.

From: $5,000
To: $5,120

Account #11-000-230-104-00-45-019-000

YANKUS, Wayne - School Physician, District, effective July 1, 2021 through June 30,

2022.

From: $26,000
To: $26,624
Account #11-000-213-104-00-00-019-000

ii. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Administrator

MELUCCI, Michelle - Assistant Principal Middle School, George Washington Middle School, effective August 1, 2021, or as soon after as possible, through June 30, 2022, pending verification of employment as outlined by Chapter 5.
Ms. Mullucci's credentials are as follows:

- Supervisor of STEM Education (Grades 5-12) and NJSLA Test Coordinator (Grades K-8), and Director of Gifted and Talented Programs (Grades K-12), Mountain Lakes School District, Mountain Lakes, July 2018 to Present
- Mathematics Teacher, The School District of the Chathams, September 2003 to June, 2018

Education:

- College of Saint Elizabeth, Educational Leadership, Doctor of Education, 2021
- Montclair State University, Mathematics, Master of Science, 2007
- New Jersey Institute of Technology, Computer Science and Second Major in Applied Mathematics,Bachelor of Science, 2002

Possesses the following New Jersey Standard Certificates:

- Principal
- Supervisor
- Teacher of Mathematics
- Teacher of Students with Disabilities

Salary: $135,000 prorated

Account # 11-000-240-103-00-09-019-000

Teachers

DARAKJY, Christa - Science Teacher (tenure track), Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Darakjy possesses an NJDOE Standard Certificate as a Teacher of Biological Science.

Salary: $69,242

Cl. MA, St. 2

Account # 11-140-100-101-02-10-019-000

DeCROIX, Kristen - Fifth Grade Teacher (tenure track), Ridge School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. DeCroix possesses an NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6.

Salary: $72,992
Cl. MA+30, St. 2

Account # 11-120-100-101-09-04-019-000

VERES, William - STEPSS Teacher (tenure track), Benjamin Franklin Middle School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Mr. Veres possesses an NJDOE Standard Certificate as an Elementary School Teacher in Grades K-5, Elementary Teacher with Subject Matter Specialization: Science in Grades 5 - 8, and Teacher of Students with Disabilities.
Salary: $69,092
Cl. BA, St. 7

Account # 11-212-100-101-00-08-091-000

WOLMAN, Andie - Leave of Absence Replacement Third Grade Teacher (non-tenure track), Ridge School, effective August 31, 2021 through June 30, 2022. Ms. Wolman possesses Provisional Certificate as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities. Ms. Wolman will be registered into the NJDOE Provisional Teacher Program.

Salary: $61,642
Cl. BA, St. 1

Account # 11-120-100-101-09-04-019-000

Administrative Assistant

PASPALAS, Alexandra - Administrative Assistant to Business Office, Education Center, effective July 19, 2021 through June 30, 2022.

Salary: $49,369
Cl. AA12 , St. 2

Account # 11-000-251-105-00-04-019-000

Secretary

OKOSZKO, Jaime - Guidance Secretary/Child Study Team Secretary, Ridgewood High School and Somerville School, effective September 1, 2021 through June 30,

2022.

Salary: $39,588
Cl. AS10, St. 2

Account # 11-000-219-105-00-10-019-000

Field Placement

QURBANALI, Mansuor - Ramapo College, Clinical Practice with Luke Dolby, English Teacher, Ridgewood High School, effective September 1, 2021 through May 9, 2022.

Classroom/Lunchroom Aides for the 2021-2022 School Year, as listed on Attachment E

Revision: Fall 2021 Coaching Assignments, approved by the Board at its meeting June 28, 2021

Assistant Girls Soccer
Remove: **TBD**
Replace: **Turano, Rebecca**, Step II, Total Stipend $5,054

Assistant Football
Remove: **TBD**
Replace: **Bello, Richard**, Step IV, Total Stipend $7,955

Remove: **TBD**
Replace: **Cord, David**, Step IV, Total Stipend $7,955

Remove: **TBD**
Replace: **Maxwell, Ryan**, Step II, Total Stipend $7,019

Remove: **TBD**
Replace: **McDermott, Michael**, Step III, Total Stipend $7,487

Ridgewood High School Volunteer Coaches

Girls Cross Country
Cirillo, Tara
O'Brien, Elizabeth
Ross, Jennifer

Volunteer Physician (Football) for the 2021-2022 School Year: Dr. Anthony DelFico

Additional/Revision: 2021 Summer School Special Programs Staffing

Teachers

		20/21 Salary	Full Summer Salary	Hourly Rate	Summer Salary
DiModugno, Grace (74 hrs.)	LLD Special Needs - K-2 Grades			$36.31	$2,687
Charles, Josi	Nurse			$31.95	$5,432

Remove: **Minzer, Hana** and **Owens, Morgan**

Teacher
ID #6558, RISe Teacher (K-2), 5.5 hours, $59.28 per hour, Total $326.04

Aides
Coughlin, Ryan
Crawford, Ryan
Tilyou, Ellie*

Student Volunteer
Catalano, Luis*
Rosolanko, Jake*

Additional: 2021 Summer Ridgewood Community School Employees

Summer Adventure
Beyer, James
Cancio, Josylin
Coughlin, Wendy
Crawford, Ryan
Farrell, Hannah
Nyhuis, Kaitlyn*
Romano, Odalys
Schaffer, Emily*
Tilyou, Ellie*

Account # 13-422-100-101-00-60-060-001

Junior Edition
Dabby, Maxwell
McCooe, Clare
Ponchak, James

Volunteer - Maker Space Steam Camp
Ren, Joy

Account # 13-423-100-101-00-60-060-001

Temporary Employees

Addition/Revision: RHS - Student Employees, effective June 29, 2021 – September 1, 2021, each not to exceed 180 hours, each at an hourly rate of $12.00 ($2,160), approved by the Board at its meeting on June 28, 2021

Lobosco, Gavin

from: Prettiest, Liam, to Prettitore, Liam

Account #11-000-218-110-00-010-000

Buildings and Grounds - Summer 2021

Each to receive an hourly rate of $12.00

Barnes, Colyn; Burrows, Charles; Chimassa, Abongnwi; Chimassa, Bessem-Asu; Diamond, Nathaniel; Dickson, Tyrone; Marchetti, Zachary; Oltmanns, Christopher; and **Zhang, Jiahua**

Account #11-000262-110-00-42-048-001

***Related to staff member**

iii. **Change of Assignments for the 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 School Year, as listed below.

BAILEY, David - **from** Middle School Assistant Principal, George Washington Middle School, **to** High School Assistant Principal, Ridgewood High School, effective July 1, 2021 through June 30, 2022. Mr. Bailey possesses an NJDOE Provisional Certificate as a Principal. He is registered in the NJLL Program.

Salary will remain the same: $131,072

Account # 11-000-240-103-00-09-019-000

KAPLAN, Nancy - **from** Second Grade Teacher, Somerville School, **to** Media Specialist, Somerville School, effective August 31, 2021 through June 30, 2022. Ms. Kaplan is pending issuance of an NJDOE Emergency Certificate as a Media Specialist.

Salary will remain the same: $86,367, Cl. MA, St. 13

Account # 11-000-222-104-00-05-019-000

Administrator

MONAHAN, Timothy – **from** Social Studies Teacher, Ridgewood High School, **to** Assistant Principal Middle School, George Washington Middle School, effective August 2, 2021, or soon after as possible, through June 30, 2022.

Mr. Monahan's credentials are as follows:
- Social Studies Teacher, Ridgewood High School, September 2004 to present

Education:
- Ramapo College, Educational Leadership, Master of Arts
- Fordham University, History, Master of Arts
- University of South Carolina, Teaching, Master of Arts
- University of South Carolina, Experimental Psychology, Bachelor of Arts

Possesses the following New Jersey Standard Certificates:
- Teacher of Social Studies
- Teacher of Psychology
- Supervisor

Possesses the following New Jersey Certificate of Eligibility:
- Principal

From: $121,810 ($114,632 + $300 CP + $6,878 ratio), Cl. MA+45, St. 18
To: $128,000 prorated

Account # 11-000-240-103-00-09-019-000

iv. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Secretary

PHILBRICK, Skye - Lead Secretary Fine/Applied Arts, Ridgewood High School, effective July 1, 2021.

Infant/Toddler Development Center

Head Teacher

VASSALLO, Stephanie - Head Teacher, effective July 1, 2021.

v. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement, listed below

Teacher

CORCORAN, Erin - Eighth Grade English, Benjamin Franklin Middle School, effective December 1, 2021, with twenty-one and half years of Ridgewood service.

Erin Corcoran's career in Ridgewood:

- 2000-2021 - English Teacher, Benjamin Franklin Middle School

Classroom Aide

KEENAN, Kathleen - Resource Room Special Education Classroom Aide, Orchard School, effective July 1, 2021.

Kathleen Keenan's career in Ridgewood;

- 2006-2021 Special Education Classroom Aide, Orchard School

vi. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

PALMER, Meaghan – Eighth Grade Science Teacher, George Washington Middle School, effective August 31, 2021 through June 23, 2022, with a reinstatement date of September 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

VALERI, Amanda – Learning Disabilities Teacher - Consultant, Ridgewood High School, effective September 1, 2021 through December 20, 2021, with a reinstatement date of December 21, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Hawes School

Additional: 2021 Summer Secretarial Support

- **Higgins, Patricia**, not to exceed 6 hours, at an hourly rate of $36.56 ($219.36).

Account #11-000-240-105-00-02-002-001

Somerville School

Secretarial Support - August 31, 2021

- **Chakonis, Ashley**, not to exceed 6 hours, at an hourly rate of $29.97 ($179.82).

Account # 11-219-105-00-05-019-001

- **Mannion, Erin**, not to exceed 6 hours, at an hourly rate of $28.82 ($172.92).

Account #11-000-240-105-00-09-000-001

- **Okoszko, Jamie**, not to exceed 6 hours, at an hourly rate of $28.28 ($169.68).

Account #11-000-240-105-00-05-005-001

Willard School

Additional 2021 Summer Hours

- **Chanod, Margaret**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account # 11-120-100-101-00-07-007-001

George Washington Middle School

Moving Classroom

- **McKinnon, Evelyn**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account # 11-401-100-101-00-09-009-001

Advisory Program

- **Barba, Allison**, not to exceed 12, at an hourly rate of $49.82 ($597.84).

Account # 11-000-219-104-00-09-024-001

Ridgewood High School

Additional: Fall 2021 Fitness Center Supervisor

- **Reilly, Nancy**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account #11-402-100-101-00-10-036-001

Overnight Field Trip to Atlanta, Georgia - February 4-7, 2022

- **Two Chaperones: Haas, Jeffrey** and **Luckenbill, John**, each for three nights, each at $200 per night ($1,200).
- **One Substitute Nurse: TBD** for three nights, at $200 per night ($600) and at $170 per day for four days ($680), for a total of $1,280.

Account #11-401-100-101-010-10-001

Special Programs

ESL Screening

- **Cahill, William**, not to exceed 2 hours, at an hourly rate of $65.87 ($131.74).

Account #11-000-223-104-00-22-022-001

- **Nagy, Zsuzsanna**, not to exceed 2 hours, at an hourly rate of $68.61 ($137.22).

Account #11-000-223-104-00-22-022-001

- **Sweeney, Maria**, not to exceed 2 hours, at an hourly rate of $76.99 ($153.98).

Account #11-000-223-104-00-22-022-001

- **Roberts, Deirdre**, not to exceed 2 hours, at an hourly rate of $71.06 ($142.12).

Account # 11-000-223-104-00-22-022-001

- **Nolan, Amy**, not to exceed 2 hours, at an hourly rate of $59.88 ($119.76).

Account # 11-000-223-104-00-22-022-001

REACH Program Orientation - August 30, 2021

- **Gellman, Jennifer**, not to exceed 4 hours, at an hourly rate of $56.31 ($225.24).
- **Letavish, Kelly**, not to exceed 4 hours, at an hourly rate of $63.67 ($254.68.
- **Carrera, Amy**, not to exceed 4 hours, at an hourly rate of $65.87 ($263.48).
- **Osenbruck, Jennifer**, not to exceed 4 hours, at an hourly rate of $49.33 ($197.32).

Account # 11-216-100-101-00-01-024-001

Additional: 2021 Summer Hours

- **Alexander, Elliane**, not to exceed 35 hours, at an hourly rate of $47.48 ($1,661.80).
- **Azzopardi, Deirdre**, not to exceed 20 hours, at an hourly rate of $80.87 ($1,617.40).

Account # 11-000-216-104-00-24--24-001

Special Education Program Support

- **Aday, Douglas**, not to exceed 20 hours, at an hourly rate of $62.84 ($1,256.80).

Account #11-212-100-101-66-04-024-001

Home Instructor - July 2021

- **Reilly, Nancy**, not to exceed 6 hours, at an hourly rate of $60.32 ($361.92).

Account #11-219-100-101-00-24-024-001

Curriculum, Instruction & Assessment

Revision: 2021 Summer Curriculum Writing, approved by the Board at its meeting on June 28, 2021

Staff members as listed on **Attachment F,** at the curriculum hourly rate of $53.33.

Information Technology Department

Revision: Student Workers

- **Winn, Declan**, **from** Information Technology Department Student Worker, effective June 29, 2021, through December 31, 2021, to be paid at the minimum wage of $11.00 for 206 hours ($2,266) and effective January 1,
- 2022, through June 30, 2022, to be paid at the minimum wage of $12.00 for 170 hours ($1,700.00) for a Grand Total of 299 hours ($3,382) approved by the Board at its meeting on June 28, 2021, **to** Information Technology Department Student Worker, effective June 29, 2021, through December 31, 2021, to be paid at the minimum wage of $12.00 for 188 hours ($2,256) and effective January 1, 2022, through June 30, 2022, to be paid at the minimum wage of $13.00 for 93 hours ($1,209) for a Grand Total of 281 hours ($3,465).
- **McAskin, Kevin**, **from** Information Technology Department Student Worker, effective June 29, 2021, through December 31, 2021, to be paid at the minimum wage of $11.00 for 200 hours ($2,200) and effective January 1, 2022, through June 30, 2022, to be paid at the minimum wage of $12.00 for 93 hours ($1,116.00) for a Grand Total of 293 hours ($3,316), approved by the Board at its meeting June 28, 2021, **to** Information Technology Department Student Worker, effective June 29, 2021, through December 31, 2021, to be paid at the minimum wage of $12.00 for 170 hours ($2,040) and effective January 1, 2022, through June 30, 2022, to be paid at the minimum wage of $13.00 for 93 hours ($1,209) for a Grand Total of 263 hours ($3,249).
- **Lawson, Landon**, **from** Information Technology Department Student Worker, effective June 29, 2021, through December 31, 2021, to be paid at the minimum wage of $11.00 for 170 hours ($1,870) and effective January 1, 2022, through June 30, 2022, to be paid at the minimum wage of $12.00 for 93 hours ($1,116.00) for a Grand Total of 263 hours ($2,986), **to** Information Technology Department Student Worker, effective June 29, 2021, through December 31, 2021, to be paid at the minimum wage of $12.00 for 170 hours ($2,040) and effective January 1, 2022, through June 30, 2022, to be paid at the minimum wage of $13.00 for 93 hours ($1,209) for a Grand Total of 263 hours ($3,249).
- **Calvetti, Anna**, **from** Information Technology Department Student Worker, effective June 29, 2021, through September 4, 2021, to be paid at the

minimum wage of $11.00 for 153 hours ($1,683), approved by the Board at its meeting on June 28, 2021, **to** Information Technology Department Student Worker, effective June 29, 2021, through September 4, 2021, to be paid at the minimum wage of $12.00 for 117 hours ($1,404).

Account #11-000-222-110-08-31-031-001

Uninterruptible Power Supply (U.P.S.) Replacement

- **Michels, James**, not to exceed 15 hours, at an hourly rate of $30.22 ($45.33 time and a half), not to exceed $679.95.
- **Valere, Neil**, not to exceed 20 hours, at an hourly rate of $32.33 ($48.49 time and a half), not to exceed $969.80.

Account #11-000-222-104-08-31-031-001

Two Card Swipe Stations at Hawes School

- **Enmore, Jaeson**, not to exceed 15 hours, at an regular hourly rate of $53.07 ($77.73 time and a half), not to exceed $1,165.95.

Account # 11-000-266-104-08-31-031-001

Mr. Lembo moved approval of D. Human Resources.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Mr. Lembo welcomed the two new assistant principals.
He recognized the retirees and wished them well.

Dr. Gorman presented for consideration E. Finance

Mr. Dani requested to pull items iv. and vii. for a separate vote.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2020-2021** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Somerville Home and	$5,100 (gift in kind)	A gift for facility improvements of a sidewalk expansion for	N/A

School Association		increased access to the Kindergarten entrance.	

Previously Approved Donation			
Ridgewood Alumni Association *	$235,000	To be used for improvements to the existing STEM lab.	20-057-100-610-00-10-010-000 **20-057-100-731-00-10-010-000** **20-057-100-330-00-10-010-000**
*this donation was approved at the June 14, 2021 meeting, account numbers were added in bold			

ii. Approval: Secretary's Line Item Certification

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **May 2021**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and

payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

iii. Approval: Acceptance of the Board Secretary and Treasurer Report

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **May 2021;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting.

v. Approval: Secretary's Line Item Certification

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **June 2021**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

vi. Approval: Acceptance of the Board Secretary and Treasurer Report

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **June 2021;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting.

viii. Approval: Agreement with West Side Presbyterian Church for Use of their Parking Lot

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an agreement with West Side Presbyterian Church to provide parking for George Washington Middle School Faculty and staff only for the 2021-2022 school year, in the amount of $25,350 (65 cars at $39 per car per month). The total increase of fee from the 2020-2021 school year is $650. The increase per car per month is $1.

Parking for evening/special events is an additional $2,475 and requires separate permission. Fees are detailed on the invoice attached to the agreement.

The Board has received background information.

ix. Approval: Parent Transportation Contract for ESY 2021

The Ridgewood Board of Education, upon the recommendation of the Superintendent

of Schools, approves the following parental transportation contracts for ESY 2021.

Route #	Contractor	Rate per Day	Annual Cost
9057S	Parent	$ 30.00	Based on # of days actually attended
9051S	Parent	$ 30.00	Based on # of days actually attended
9050S	Parent	$ 30.00	Based on # of days actually attended

xi. Approval: Disposal of Equipment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of the equipment as listed below through www.govdeals.net, and as listed on **Attachment G.** These items are obsolete and no longer needed.

- ➢ Education Center: six Folding Tables, 30 chairs and one dry erase board

xii. Approval of Grant Submissions: IDEA, ESEA

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following grant funds and approves the submission of the grant applications:

Grant	Award
IDEA Basic	$1,056,163
IDEA Preschool	$39,510
ESEA Title IIA	$67,250
ESEA Title III	$28,782

xiii. Approval: Transportation Contract Renewals for 2021-2022

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewals of the following transportation contract with D&M Tours for the 2021-2022 school year. The contracts reflect a 1.69% CPI index which has been mandated by the state of NJ for 2021-2022.

Route#	Contractor	School	Annual Cost
R7	D&M Tours	Ridge	$44,170.20
R8	D&M Tours	Ridge	$44,170.20
W9	D&M Tours	Willard	$44,170.20

*The district will be approving Durham and Region one contracts in August.

iv. Approval: Additional Contracted Therapists to Provide Special Education Services for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves additional contracted therapists to provide special education services for the 2021-2022 school year, as listed on **Attachment H.**

xii. Approval: 2021 Extended School Year and 2021-2022 School Year Received Tuition Students from Other School Districts

2021 Extended School Year Received Tuition Students		
Home District	**School Attending**	**# of Students**
Wyckoff Board of Ed, NJ	Ridge RISe	1
Oakland Board of Ed, NJ	Ridge RISe	1
Wallington Board of Ed, NJ	GWMS	1
Mahwah Board of Ed, NJ	STEPSS Program	1
Emerson Board of Ed, NJ	Hawes	1
Emerson Board of Ed, NJ	Glen RISe	1
Allendale Board of Ed, NJ	Glen RISe	1

2021-2022 School Year Received Tuition Students		
Home District	**School Attending**	**# of Students**
Wyckoff Board of Ed, NJ	Ridge RISe	1
Oakland Board of Ed, NJ	Ridge RISe	1
Wallington Board of Ed, NJ	GWMS	1
Mahwah Board of Ed, NJ	STEPSS Program	1
Emerson Board of Ed, NJ	Hawes	1
Emerson Board of Ed, NJ	Glen RISe	1
Allendale Board of Ed, NJ	Glen RISe	1

Ms. Brogan moved approval of E. Finance with the exception of items iv. and vii.
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Kwak noted that there is one transportation contract renewal on the agenda, but the others are coming.

Mr. Lembo read the donations into record and thanked the responsible parties.

Dr. Gorman presented E. Finance items iv. and vii for consideration.

iv. <u>Approval: Budget Appropriation Transfers</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **May 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

vii. <u>Approval: Budget Appropriation Transfers</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **June 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

Mr. Kaufman moved approval of E. Finance items iv. and vii.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none
ABSTAIN: Mr. Dani

VII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented for consideration A. Regular of Funds Allocated under the ESEA

The $99 that is in the grant is a carryover fo adjusted funds from the 20-21 school year. We did not receive any ESEA funds for the 21-22 year since we did not qualify per the new requirements. The $99 would require us to spread the money over the 4 schools which is less than $25 per school; attached to that there is a lengthy acceptance process to explain what we are using the $25, which would not even be enough for one student to get one session of BSI or similar services. The other concern is that there is a new component to the Title 1 Grant process called Annual School planning program. We have not seen that part of the application yet and we do not know what is in that component. If that component cannot be met with the $25 per school, we would have to use funds from our operating budget if there are requirements that we could not meet. With such a small dollar allocation per school, there is not much we can do productively especially considering the time

required to put into the application process and the check-ins required along the way.
The new determining factor that was changed to qualify for funds is the percentage of students living in poverty based on census data. The district missed the qualification by approximately eight students.

A. <u>Approval: Refusal of Funds Allocated under the ESEA</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the refusal of funds allocated under the ESEA Consolidated for Title I-A of $99 for Fiscal Year 2022.

Mr. Lembo moved approval of A. Refusal of Funds Allocated under the ESEA
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

VIII. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
June 24	Columbia Bank On-Line	102093-102124	97,611.12	Ms. Brogan
June 30	Columbia Bank On-Line	102125-102311	1,179,108.44	Ms. Brogan
July 2	Columbia Bank On-Line	102501-102556	600,881.38	Ms. Brogan
July 12	Columbia Bank On-Line	102557-102583	345,523.79	Ms. Brogan
July 13	Columbia Bank On-Line	102584-102589	1,018,519.76	Ms. Brogan
July 20	Columbia Bank On-Line	102590-102621	254,726.85	Ms. Brogan
June 15	Payroll Transfer	P35803	3,536,454.53	Ms. Brogan
June 30	Payroll Transfer	P35804	240,320.57	Ms. Brogan
June 30	Payroll Transfer	P35805	240,320.57	Ms. Brogan
June 30	Columbia Bank On-Line Scholarship	831559	393.25	Ms. Brogan
June 3	Electronic Transfer	C35861	21.45	Ms. Brogan

June 7	Electronic Transfers	R35801-R35802	6,083.03	Ms. Brogan
June 7	Electronic Transfer	C35862	52.12	Ms. Brogan
June 15	Electronic Transfer	P35858	246,414.08	Ms. Brogan
June 28	Electronic Transfer	L35622	17,501.72	Ms. Brogan
June 30	Electronic Transfers	P35086; P35859	247,468.97	Ms. Brogan
June 30	Electronic Transfer	F35863	9,649.12	Ms. Brogan
July 7	Electronic Transfers	H35807	1,105,113.86	Ms. Brogan
June 24	Food Service	620252-620348	5,553.36	Ms. Brogan
June 30	Food Service	620349	18,137.11	Ms. Brogan
July 2	Columbia Bank Void Check	102548	(80,404.00)	Ms. Brogan
TOTAL			9,089,451.08	

Ms. Brogan moved approval of bills reviewed by her.
Mr. Kaufman seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none
ABSTAIN: Mr. Dani

IX. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan shared a statement with the Board regarding later start times.

X. BOARD COMMITTEE REPORTS

Mr. Lembo discussed that the Facilities and Finance committees were recently separated from being a Committee of the Whole. These committees are always changing.

Some of the Alternative Schedules Subcommittees met and began to explore aspects of this subject beyond late start times.

The Curriculum Committee held a special meeting to review the new preschool curriculum and professional development for the Red, RISe, and Reach programs.

The Facilities Committee recently met. They discussed the topic of capital projects and that the high school electrical project is progressing and discussed the topic of capital

projects.

Mr. Dani discussed that before the facilities committee moves forward the Board should discuss where they stand on referendums and how to fund the projects.

Ms. Kwak stated that the Board should receive a priority list and some dollars associated with each.

Ms. Brogan stated that the current priority list is from 2017. FKA has given a proposal for approximately $100,000 to look at the buildings. She is of the opinion that some of the capital projects should be done out of capital reserve.

The Board discussed identifying the priority lists of projects and the possibility of engaging FKA in reviewing the projects and assessing pricing for a possible referendum.

To see this portion of the meeting scroll to 2:13.

XI. DISCUSSION ITEMS

Mr. Lembo stated that Matt Lee will possibly attend the meeting in August to discuss the creation of the Board and District goals.

The Board discussed additional ways to disseminate important communications to parents who are not listening to the Board meetings.
To view this portion of the meeting scroll to 2:31.

Mr. Dani discussed masks and the rising transmission rate. He believes that anyone waiting to get the vaccination should go now, so by the time school opens they will be done.
Ms. Kwak asked for clarification regarding masks on busses.

XII. ACCEPTANCE OF MINUTES

- April 26, 2021 Regular Public Meeting
- May 10, 2021 Regular Public Meeting
- May 24, 2021 Regular Public Meeting
- June 14, 2021 Regular Public Meeting
- June 19, 2021 Executive Session Meeting
- June 28, 2021 Executive Session Meeting

Mr. Dani requested to edit the May 24 minutes to reflect that the AP exams he referred to were for grade 10 instead of 11.

Mr. Lembo moved acceptance of minutes.
Ms. Brogan seconded the motion, which were unanimously approved.

XIII. OTHER BUSINESS

None at this time.

XIV. COMMENTS FROM THE PUBLIC

None at this time.

XV. ADJOURNMENT

AT 7:35 p.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

August 30, 2021

At 5:00 p.m., Mr. Lembo called the Regular Public Meeting to Order.

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. COMMENTS FROM THE PUBLIC

Ashley Laub, 303 Westgate Road**,** asked Ms. Poelstra other than summer schools, what are the measures to help ensure the trend in failing grades does not continue? Referenced slide from Ms. Poelstra's presentation, Is an A in 2018 the same as an A in 2021, how are we reestablishing the level of an A? Are there plans to reestablish how students learn without having their resources at their fingertips? On the approved conferences, equity in action. Is there literature on what the teachers will be learning at the conference? Has there been additional discussion on the mask hot topic?

Ms. Poelstra answered that she is presenting tonight and some of the questions will be answered.

Lucy Tan, thanked BOE for their dedication. It is the duty of public schools to be unbiased and neutral on how religion is presented. No religious practice is imposed or endorsed by the state. A new radical sexual ideology is being imposed on the children of the public schools. Our public schools are becoming less and less friendly and inclusive to people of faith or traditional sexual morality. The NJ legislature has passed controversial laws mandating public schools teach lessons that violate many family beliefs or practices regarding sex, sexuality, gender identity, ethics, morality and religion. These laws violate the constitutional rights of parents to educate their children. These laws were written with no opt out or other protection for families with religious beliefs or moral objections to the content. She does not

believe that anyone should have the right to enforce their beliefs on someone else. March 1, 2021 BIll 4454 was signed into law starting in the 2021-22 school year, public schools are required to teach transgender identify and sexual orientation diversity lessons starting in kindergarten. Schools will now be required to teach a subjective belief to 5 year old children. June 12, 2020 the Department of Education adopted a new standard for education in health class, revised the standard for eighth grade. She supports equal rights, diversity and inclusion including sexual minority groups. Schools should ensure that students speak and act respectfully. The government does not have a right to impose a sexual framework onto students. The government's imposed morality regarding sexuality and gender identity directly conflicts with the students constitutional rights for freedom of conscientious thought or speech because it requires them to acknowledge, affirm or speak in a way that the state defines as tolerant.

Susan Madison, 428 Linwood Ave, asked for clarification on contact tracing, if people are masked inside, will it occur outside given that transmission is a tenth of a percent?

Dr. Gorman stated if the health department decides we need to contact trace then we will. He confirmed that children who are vaccinated do not have to quarantine unless they test positive and have contracted the virus.

Deborah Steinbaum, 295 Grandview Circle, the delta variant is different, and there are two public findings that show the delta variant is two times more likely to put you in the hospital. It seems that it is more dangerous. There is a recent report published by the CDC that looked at masking in a highly vaccinated area, referred to a teacher who removed a mask to read a story and 12 students contracted covid. The delta variant spreads quickly and we don't understand the dynamics. Concerned that we have not collected data on immunizations. The voluntary survey does not have names required. If there is a quarantine question, how will you know if my child has been vaccinated? Does not know if the classroom has lower rate of vaccinated students and will it affect quarantine. What is the percentage of students vaccinated? Very grateful that many of the schools will have outdoor lunch time. Hopes that it is encouraged and not just tolerated. The best thing we can do for the kids is to let them go outside and eat lunch.The BF cafeteria is like a dungeon and does not feel comfortable to eat lunch there when they can be outdoors. Would love to see a plan for testing within the schools. Referenced to an LA district, it may be a part of a way to keep the schools open.

Lucy Tan, asked if Dr. Gorman has any feedback based on her comments?

Mr. Lembo stated we are still doing public comments and we cannot answer specific questions. Offered that she email her additional comments and questions to the board.

Alexandra Rivas Smith, 375 Fairmount Road, inquired when some clear communication will be shared about the performing arts policies. Daughter met with the new choir teacher and was informed they will be singing without masks outdoors. What accommodations will be planned for this year for performances to provide the most normal experience? Does not want to see a repeat of the canceled events especially with the high vaccination rates.

Dr. Gorman stated he had a meeting with Administrators and guidelines will be prepared within the next few days.

Julia Russell, 118 Fairmount Road, given that the mandate is that we wear masks indoors: will it apply to all activities when indoors? Obviously we all want to remain safe, but we also want to create as normal of an environment as possible. She can reach out to Mr. Nyhuis, but wanted thoughts on this as well.

Dr. Gorman responded there is a difference in requirements between in-class activities and after-school activities. This is being worked out and we are talking with the health department. For the immediate future we will be hosting classes outside.

Julia Russell, asked a follow up question, if it is the same students in class and after school, why is there a different policy?

Dr. Gorman replied that is the conundrum we have been in, different rules and different guidance from the different state agencies. They are more restrictive during school hours versus after hours.

Laurie Weber, 235 South Irving Street, per the comment from the woman discussing the LGBTQ curriclum, did not hear the entire comment but heard enough to respond. There is an abnormally high suicide rate in the LGBTQ community in our country. We lost a member in our own community shortly after his graduation a couple of years ago. Can attest that the homophobic environment that had been allowed to exist at the Ridgewood High School prior to that event was palpable. Bigotry thrives in ignorance, the appropriate response is to educate. The more our young people understand the more likely they are to make kind and appropriate choices in how they relate to their peers. No one should fear or shun anything that supports that understanding. Applauds every effort to make that happen.

Himanshu Vyas, 424 South Pleasant Ave, regarding elementary School covid measures. Lunch practice that is supposed to go to pre pandemic state, which is two grades together in the cafeteria. We recognize that elementary school kids are not vaccinated, is there a specific reason that we don't have lunch outside or at their own desk to maintain social distance? What measures are being put in for air purification and anything along those lines? Are there measures put in place in cases where kids lose their masks in school?

Marguerite Carmody, 566 Knickerbocker Road, calling to share her personal views on the 18-21 STEPSS program that is on the agenda for approval. Commends the district on bringing the 18-21 program in the district, and recognizes that this is a win-win for the district in regards to the tuition savings. Appreciates Dr. Fenwick and the Special Programs Office in surveying the parents about the program as it was being developed and inviting the parents to tour the Oak Street space, which she found incredibly valuable. The Oak Street space is ideal for three reasons in her view, one is that it is in the heart of town providing easy access to community based instruction, provides the appropriate amount of privacy for the students which is critical, and has facilities to provide life skill development. Impacted parents have been patient and flexible as the logistics of securing a space were sorted out. Many of the families left established programs, now that the state approval is secured and finalized she looks forward to seeing the students and staff having the space to move forward. She is counting on the board to approve the lease and allow the special education program to move forward in the space on Wednesday.

Lucy Tam, heard this summer's curriculum revision has put climate change and LGBTQ inclusion in most subjects curriculum to be implemented this school year. Wants to know if there will be a public information session explaining details of these changes or a webpage posting the changes. Whether the board has reviewed and voted to approve or disapprove it before it is implemented in all classrooms. Detailed implementation is up to the local school district and community. Implementation of curriculum change on this large scale has made herself and parents concerned across many towns, private school enrollment is rising. Parents pay tax to support schools, they should not struggle between the choice of keeping kids in public school or paying a lot of extra money to move their children to private schools. Asking the BOE to take a thoughtful and minimal approach in making these changes and providing parents easy access to the detailed curriculum changes made.. Hopes district Administrators will continue to respect parents request to opt out from uncomfortable materials of sex ed according to our district guidelines.

Laura McKenna, 861 Bingham Road, did not realize the Board was going to be discussing the STEPSS program; her son will be a student in the program. We need a program like this in town. We need to have young adults be part of the community instead of shipping them off, and the community has to get to know them and find employment and life skills and can only be done if they are in the community. Is the space wonderful? No It's fine. It's a good location but it's a windowless basement and she worries about the air quality. She has a pet peeve about putting special education children in windowless basements. It's just not nice. She would love to approve this but would like this to go forward and look at alternative spaces in the future. There will be learning curves this year, we know that, it's ok. Going forward she would like to look at other spaces that have a little light going through.

Dr. Gorman addressed some of the questions. He stated regarding the curriculum, it is posted online and Ms. Poelstra can help steer in the right direction. Parents always have the option to opt-out of parts of the health curriculum, history or even some of the English classes. Students are given an alternative assignment, they can work on that and then continue with the class when that section is over. We follow what the state puts out and we develop the lessons from there. We don't force our beliefs onto students, we try to teach people to be aware of what is going on and teach them tolerance. In class they can debate different sides and can take a pro versus con.

We put out a survey to staff and parents of students. We have about 1000 responses so far, and the survey will be open through the end of the week. We also put out the message that staff and students can voluntarily give their vaccine card to the nurse so we can have it when contact tracings.

For lunch, at the elementary level it gets tricky to eat outside. We are expecting rain Wednesday and Thursday. Some of our younger students require a lot of assistance; having them outside and scattered around it gets tricky helping opening containers and getting them organized. It is not ideal but it works well when there are alot of students during the lunch hour.

The air is purified two, three and sometimes even fours times in an hour and that works very well. We can't have students eating at their own desks because the teachers need to eat

their own lunch and we don't have enough aides to have the kids sitting in their classroom with someone watching them.

If a student loses their mask they can go to their teacher or principal and get another one. We ask students to bring 2-3 masks with them.

V. PRESENTATIONS

Mr. Lembo read the Resolution honoring William Carbone.

A. RESOLUTION HONORING WILLIAM CARBONE

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, William Carbone has served as an employee for ten years and as a volunteer for seventeen years for the Ridgewood Board of Education; and

WHEREAS, during his tenure as a volunteer he created and distributed the Chalk Talk newsletter that provided communication regarding district events including student and staff recognition, upcoming events and news; and

WHEREAS, the Ridgewood Board of Education accepts, William Carbone's resignation as a volunteer and expresses gratitude and well wishes in his future endeavors; now, therefore, be it

Resolved, that this resolution be entered into the official minutes of the Board of Education meeting held on August 30, 2021.

VI. SUPERINTENDENT REPORT

School opened September 1. This year, students will be in school for a full day with lunch. Each level sent welcome back videos to families to review protocols and procedures for this year. The videos are posted on the district website.

Last week, the District held the Road Forward Presentation and Panel Discussion for parents to present information about the school year and answer questions. This video can be viewed on the district website.

Schools have been giving tours to students who were either fully remote last year or to any students who wanted to be reacclimated to their building.

Over half of the district's teachers participated in professional development over the summer and will be incorporating new practices, tools, and assessments into their lessons.

On Monday, a Symptoms Checking Reminder was emailed, asking parents and staff to review the list of COVID-compatible symptoms on a daily basis and stay home when symptoms are present. This reminder will be emailed on a monthly basis.

An Anonymous Voluntary Vaccination Status survey was sent to parents. This survey will

close on Friday, September 3.

Ms. Poelstra's presentation was a follow-up to various questions about summer programming, assessment, and student performance data. Through a federal grant, the K-5 Summer Adventure Program was offered to students who qualify for free or reduced lunch, as well as English Language Learners. The program consisted of a mix of academics, learning ecosystems, and STEM experiences. Extended school year services were also expanded for special education students over the summer.

For students in grades 6-12, a Summer Academy Transition Program was offered, which included a combination of SEL activities, academic skills reinforcement, and other experiences to foster students' re-acclimation to the school environment. Summer school also ran for students in grades 6-12 with a total enrollment of 206 students. Additional summer preparations included transition counseling services, elementary scavenger hunts, building tours, orientation, and Intervention and Referral Services review and refinement.

During the school year, the district will be using a new assessment tool, LinkIt!, for grades K-5 that aligns with the New Jersey Student Learning Standards. Internal pre-assessments are also used to determine starting points for instruction, and adjustments to pacing, instruction, and assessment will be determined by the outcomes of these assessments in conjunction with Start Strong assessment results. The Start Strong assessments will be administered this fall, and parents will receive an Individual Score Report.

Data that was presented as part of the Student Performance Review presentation at the July 26 Board of Education meeting was reviewed and further clarified.

A conversation regarding implementation of resources to improve data, levels of student support, parent teacher conferences will review individual student work including Linkit benchmarks and data ensued. Students will be receiving assessments in math, reading, Linkit and Start Strong before October 15.

Students that were invited to attend the Grade 6-12 Summer Academy were not invited based upon their demographic group, but were invited based upon factors such as their grades and attendance.

Ms. Poelstra explained that the state does not give an exact formula for calculating the growth formula. The state assessment data that is more useful is called the Evidence Statements. When we get results there are graphs that show the easiest question to the most difficult question and will post on a line graph how many students got that question correct or wrong. The same questions are not always given to the same students, so we don't know which students received which questions. But when we look at large groups of students we can see the percentages and adjust the curriculum based on gaps. Ms. Poelstra confirmed that the same NJSLA assessment is given to all students regardless of classes, if they are college prep or if the student has an IEP.

To view this portion of the meeting scroll to 51:27.

VII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: 2021-2022 Memorandum of Agreement Between the Ridgewood Board of Education and the Bergen County Special Services School District for a Suspension Alternative Program (SAP)</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 memorandum of Agreement between the Ridgewood Board of Education and the Bergen County Special Services School District for a Suspension Alternative program (SAP).
This program provides the district five weeks of SAP services per school year, at a fee of $750. Services requested beyond the five weeks will be billed at $125 per week.

The Board has received background information.

ii. <u>Approval: Settlement Agreement SE#3/2021-2022</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#3/2021-2022 between the parents of Student #904339 and the Ridgewood Board of Education.

The Board has received background information.

iii. <u>Approval: Settlement Agreement SE#4/2021-2022</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#4/2021-2022 between the parents of Student #906119 and the Ridgewood Board of Education.

The Board has received background information.

iv. <u>Approval: Settlement Agreement SE#5/2021-2022</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#5/2021-2022 between the parents of Student #601887 and the Ridgewood Board of Education.

The Board has received background information.

v. **Approval: Settlement Agreement SE#6/2021-2022**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#6/2021-2022 between the parents of Student #902647 and the Ridgewood Board of Education.

The Board has received background information.

vi. **Approval: Settlement Agreement SE#7/2021-2022**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#7/2021-2022 between the parents of Student #906833 and the Ridgewood Board of Education.

The Board has received background information.

vii. **Approval: Reading & Abolishment of Policies to be approved in one reading per Bylaw 0131**
- ➢ Policy 1648 Restart and Recovery Plan (**Attachment B**) ***abolished***
- ➢ Policy 1648.02 Remote Learning Options for Families **(Attachment C)** ***abolished***
- ➢ Policy 1648.03 Restart and Recovery Plan: Full-Time Remote Instruction **(Attachment D)** ***abolished***

viii. **Approval: Reading & Adoption of New Policy, to be approved in one reading as per Bylaw 0131**
- ➢ Policy 1648.11 The Road Forward COVID-19: Health and Safety **(Attachment E**) ***new***

Ms. Brogan moved approval of B. Administration with the addendum.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.
Mr. Dani requested to remove C. iii. and v. for a separate vote.

C. CURRICULUM & INSTRUCTION

i. **Approval: Field Trips**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment F.**

ii. **Approval: Annual Contract with Bergen County Special Services School District for Hospital Instruction**
The Ridgewood Board of Education, upon the recommendation of the Superintendent

of Schools, approves the annual contract with Bergen County Special Services School District for Hospital Instruction for the 2021-2022 school year, for students who are receiving services at New Bridge Medical Center in Paramus, NJ, during school hours, at the rate of $65 per hour, as per N.J.A.C. 6A:14, 6A:16-10.1 and 6A:16-10.2.

The Board has received background information

iv. <u>New and Revised Curricula for the 2021-2022 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves new and revised curricula for the 2021-2022 school year, as listed on **Attachment G**

Ms. Brogan moved approval of C. Curriculum & Instruction, with the exception of iii. and v.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

<u>Approval: Contract for Services with The Great Schools Partnership, Inc.</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a contract for services with The Great School Partnership, Inc. for fifteen days of school coaching focusing on advancing the goals of the district strategic plan, for the period from July 1, 2021 through June 30, 2022, not to exceed $22,000.

The Board has received background information.

Mr. Dani requested confirmation that this is a different organization than the one they were discussing for the past hour.
Ms. Poelstra confirmed.

Mr. Dani asked that we are not paying to the ranking company.
Ms. Poelstra confirmed no, this is a totally different company.

Mr. Dani confirmed that this is not the first year with them, we have been with them for a while. Do we have survey data from our internal teachers that says yes they are needed?
Ms. Poelstra replied that Great Schools Partnership was instrumental in helping the district build our summer professional development program. They worked on identifying the four areas that our teachers would do professional development in with the goals of the strategic plan and teaching and learning. With their consultation a supervisor team and administrators built the courses, the feedback from our teachers has been excellent. Upon conclusion the teachers are given an exit ticket google form to fill out and we received great feedback about the quality of work they were able to do this summer. This is one data point.

Mr. Dani's request for going forward when we bring in these consultants for renewal can we have that feedback data?

Dr Gorman stated yes, we do the surveys after our consultant groups.
Ms. Brogan confirmed if Mr. Dani is asking to see all 300 surveys or the summary.
Mr. Dani replied the summary.

Dr. Gorman stated that if we are dissatisfied with a consultant we do not even put them on the agenda for renewal.
Ms. Polesta added also if we no longer need their services, we do not put them on the agenda for approval.

Mr. Dani added that the differentiation is that if Dr. Gorman as an administrator is satisfied versus the recipient of the course.

Mr. Dani moved approval of C. Curriculum & Instruction, iii.Contract for Services with The Great Schools Partnership, Inc.

Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Approval: Agreement with Janine Halloran, LMHC of Coping Skills for Kids
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the speaker's proposal in the amount of $2000 from Coping Skills for Kids/Janine Halloran, LMHC. Ms. Halloran will present Coping Skills During the Pandemic and Beyond. The presentation is part of the Community Outreach Program Wellbeing Speaker Series and will be held virtually on September 22, 2021.

The Board has received background information.

Mr. Dani asked how many people attend these talks.
Ms. Poelstra replied that it depends. We've had audiences of 5 to 150. The virtual ones were well attended but does not have the number off the top of her head.

Mr. Dani asked that since this is for parents and we are paying a speaker $2,000, it should be recorded.
Dr. Gorman stated that we've asked but because it is proprietary they do not allow it.
Mr. Dani requested that we go back and ask the vendor again, since corporate presentations used to be like that, but these days all corporate presentations are available.

Ms. Kwak suggested that it can be recorded and viewed for the week or the weekend.

Ms. Kwak asked if there is a time limit for the speaker? If there is a lot of participation will we have a longer time period.
Ms. Poelstra stated historically $2,000 is on the lower end. Prior to Ms. Poelstra coming we had some bigger names and we've scaled back. $2000 is the going rate. In her experience, a speaker has always stayed and talked to people who have

questions. They have never left based on time. Usually they speak for about an hour and then take questions for half an hour. This is the typical amount of time.

Mr. Lembo added that she is a well known speaker who has been on national news and has written a book. This seems like a good deal, we've had some other speakers with a lot more money, her background is pretty impressive.

Mr. Dani asked is this money coming from our budget?

Ms. Poelstra has money set aside in her budget. In the past, we have received generous donations from the Foundation and Federated that have helped us pay for speakers. We wanted to get this off the ground based upon feedback from parents, and the stress of transitioning back and providing something to the community and parents, we felt that this would be money well spent. If the Board wants to wait to vote until the 13th it will hamper our ability to do communication on it.

Mr. Lembo said he is ok with making a motion to vote and we can investigate Ms. Kwak's request.

Mr. Dani moved approval of C. Curriculum & Instruction, v. Agreement with Janine Halloran, LMHC of Coping Skills for Kids

Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources with the addendum.

D. HUMAN RESOURCES

i. Approval: Revision to Current Job Description and Revision to Current Job Description and Title Change

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revision to current job description, and revision to the current job description and title change, as listed below and on **Attachment H.**

Instructional Technology Specialist Technician

From: K-12 Technology Coordinator
To: K-8 Technology Coordinator and
Technology Coordinator - Ridgewood High School

ii. Appointments

The Ridgewood Board of Education, upon the recommendation of the

Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Administrator

Revision: MELUCCI, Michelle - Assistant Principal Middle School, George Washington Middle School, **from** effective August 2, 2021, or as soon after as possible, through June 30, 2022, approved by the Board at its meeting on July 26, 2021, **to** effective September 1, 2021, or as soon after as possible, through June 30, 2022 , pending verification of employment as outlined by Chapter 5.

Ms. Melucci's credentials are as follows:

- Supervisor of STEM Education (Grades 5-12) and NJSLA Test Coordinator (Grades K-8), and Director of Gifted and Talented Programs (Grades K-12), Mountain Lakes School District, Mountain Lakes, July 2018 to Present
- Mathematics Teacher, The School District of the Chathams, September 2003 to June 2018

Education:

- College of Saint Elizabeth, Educational Leadership, Doctor of Education, pending
- Montclair State University, Mathematics, Master of Science, 2007
- New Jersey Institute of Technology, Computer Science and Second Major in Applied Mathematics, Bachelor of Science, 2002

Possesses the following New Jersey Standard Certificates:

- Principal
- Supervisor
- Teacher of Mathematics
- Teacher of Students with Disabilities

Salary: $135,000 prorated

Account # 11-000-240-103-00-09-019-000

Teachers

CALAMIA SCHECKEL, Beth - 0.80 FTE Latin Teacher (tenure-track), Benjamin Franklin Middle School and George Washington Middle School, effective September 20, 2021, or as soon after as possible, through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Calamia Scheckel possesses a NJDOE Standard Certificate as a Teacher of Latin.

Salary: $68,573
Cl. MA+45, St. 8

Account # 11-130-100-101-07-08-019-000
Account # 11-130-100-101-07-09-019-000

CAPOLONGO, Justine* - RISe Special Education Teacher (tenure track), Benjamin Franklin Middle School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Capolongo possesses a NJDOE Standard Certificate as a Teacher of Preschool through Grade 3 and Teacher of Students with Disabilities.

Salary: $69,242
Cl. MA, St. 2

Account # 11-212-100-101-00-08-019-000

DOWNS, Emily - 0.20 FTE Art Teacher (tenure track), Benjamin Franklin Middle School, effective August 31, 2021 through June 30, 2022. Ms. Downs possesses a NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Art.

Salary: $12,328
Cl. BA, St. 1

Account # 11-130-100-101-04-08-019-000

ICOCHEA, Christopher - Leave of Absence Replacement Eighth Grade Science Teacher (non-tenure track), George Washington Middle School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Mr. Icochea is pending issuance of an employment of NJDOE Standard Certificate as a Teacher of Biological Science.

Salary: $61,642
Cl. BA, St. 1

Account # 11-130-100-101-02-09-019-000

KOWALSKI, Alexandra - Second Grade Teacher (tenure track), Somerville Elementary School, effective August 31, 2021 through June 30, 2022. Ms. Kowalski possesses a NJDOE Provisional Certificate as an Elementary School Teacher in Grades K-6. Ms. Kowalski will be registered into the NJDOE Provisional Teacher Program.

Salary: $61,642
Cl. BA, St. 1

Account # 11-120-100-101-09-05-019-000

LIM, Christina - Third Grade Teacher (tenure track), Travell Elementary School, effective August 31, 2021 through June 30, 2022. Ms. Lim possesses a NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6.

Salary: $62,142
Cl. BA, St. 2

Account # 11-120-100-101-09-06-019-000

ORIONDO, Jennifer - Leave of Absence Replacement RED RISe Teacher (non-tenure track), Glen Elementary School, effective August 31, 2021 through January 12, 2022, pending verification of employment as outlined by Chapter 5. Ms. Oriondo possesses a NJDOE Standard Certificate as a Teacher of Preschool through Grade 3, Elementary School Teacher in Grades K-6, and Teacher of Students with Disabilities.

Salary: $61,642
Cl. BA, St. 1

Account # 11-212-100-101-00-01-019-000

PAPAPIETRO, Meagan - Guidance Counselor (tenure track), Benjamin Franklin Middle School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Papapietro possesses a NJDOE Standard Certificate as a School Counselor.

Salary: $74,089 ($69,242 + $4,847 ratio)
Cl. MA, St. 2

Account # 11-000-218-104-00-08-019-000

RAPHAELS, Jennifer - Social Studies Teacher (tenure track), Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Raphaels possesses a NJDOE Standard Certificate as a Teacher of Social Studies.

Salary: $96,192
Cl. MA, St. 16

Account # 11-140-100-101-05-10-019-000

SCHRENZEL, Hannah - Leave of Absence Replacement School Psychologist (non-tenure track), Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Schrenzel possesses a NJDOE Standard Certificate as a School Psychologist.

Salary: $61,642
Cl. BA, St. 1

Account # 11-000-219-104-00-10-019-000

Secretary

ARDESE, Lynn - Lead Secretary Fine/Applied Arts, Ridgewood High School, effective September 1, 2021 through June 30, 2022.

Salary: $40,342
Cl. AS10, St. 3

Account # 11-000-221-105-00-22-019-000

Revision: OKOSZKO, Jaime - Guidance Secretary/Child Study Team Secretary, Ridgewood High School and Somerville Elementary School, effective September 1, 2021 through June 30, 2022, approved by the Board at its meeting on July 26, 2021.

From: Salary: $39,588 Cl. AS10, St. 2
To: Salary: $41,347, Cl. AA10, St. 2

Account # 11-000-218-105-00-10-019-000
Account # 11-000-219-105-00-05-019-000

Support Staff

ALESSI, Alexander - Instructional Technology Specialist Technician, Hawes Elementary School, Somerville Elementary School, and Travell Elementary School, effective September 1, 2021, or as soon after as possible, through June 30, 2022.

Salary: $44,000 prorated

Account # 11-000-222-104-08-31-019-000

Long-term Substitutes

AHMED, Jared - School Social Worker, Ridgewood High School, effective September 1, 2021 through December 21, 2021, pending verification of employment as outlined by Chapter 5, at a daily rate $150 per day, until the assignment ends. Mr. Ahmed possesses a NJDOE Standard Certificate as a School Social Worker.

Account # 11-000-219-104-00-10-019-000

MEZINI, Alba - Art Teacher, Ridgewood High School, September 1, 2021 through January 22, 2022, pending verification of employment as outlined by Chapter 5, at a daily rate $150 per day, until the assignment ends. Ms. Mezini possesses a NJDOE Certificate of Eligibility as an Art Teacher. Ms. Mezini will be registered into the NJDOE Provisional Teacher Program.

Account # 11-140-100-101-04-10-019-000

SARGENTI, AVA* - Third Grade Teacher, Ridge Elementary School, effective August 31, 2021 through December 23, 2021, pending verification of employment as outlined by Chapter 5, at a daily rate $150 per day, until the assignment ends. Ms. Sargenti possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Sargenti will be registered into the NJDOE Provisional Teacher Program.

Account # 11-120-100-101-09-04-019-000

Infant/Toddler Development Center

Head Teacher

RINALDO, Danielle* - IDTC Head Teacher, effective September 1, 2021 through June 30, 2022.

Salary: $30,000 + $3,000 (in lieu of benefits package)

Account # 62-990-100-101-00-62-060-000

Field Placements

ALEXANDER, Raina* - Rutgers University, Intern to shadow Jessica Vasquez, Physical Therapist, District, effective September 1, 2021 through December 23, 2021.

BIGOS, Jillian - William Paterson University, Clinical I and Clinical II with Danielle Connor, Fifth Grade Teacher, Willard Elementary School, effective September 1, 2021 through May 6, 2022.

BOCCHINO, Jessica - William Paterson University, Clinical I with Kerrianne Reilly, Nurse, Benjamin Franklin Middle School, effective September 7, 2021 through December 7, 2021.

CASEY, Kim - Fairleigh Dickinson University, Practicum I and II to shadow Jeanette Nast, Learning Disabilities Teacher-Consultant, Somerville Elementary School, effective September 1, 2021 through June 22, 2022.

MONNERAT, Brian* - Felician University, Observation to shadow Thomas Harney, Mathematics Teacher and Diane Spino, Special Education Teacher, Hawes Elementary School, effective September 1, 2021 through December 23, 2021.

SAPIN, Eliana - Rutgers University, Intern to shadow Gila Elbaum, School Psychologist, Orchard Elementary School and Ridge Elementary School, effective September 1, 2021 through June 22, 2022.

Additional: Classroom/Lunchroom Aides for the 2021-2022 School Year

ARMSTRONG, Inga - One-to-One Special Education Classroom Aide, Somerville Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-217-106-00-05-024-001

BRITCHER, Ashley – Applied Behavior Analyst Aide (ABA), Ridge Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 3.75 hours per day, 5 days per week, at an

hourly rate of $20.17.

Account #11-000-217-106-00-04-024-001

BRITCHER, Ashley – Lunchroom Aide, Ridge Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-000-262-107-00-04-004-001

CABAN, Melissa - Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective September 13, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 3.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-10-024-001

CARDEW, Charles - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-08-024-001

CORREALE, Alyce - Lunchroom Aide, Ridge Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-04-004-001

ENCARNACION, Kathleen - Self-Contained (LLD) Special Education Classroom Aide, Hawes Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-204-100-106-00-02-024-001

FISCHER, Susan - Self-Contained (LLD) Special Education Classroom Aide, Hawes Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-204-100-106-00-02-024-001

GERAGHTY, Lara - Lunchroom Aide, Somerville Elementary School, effective September 1, 2021 through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-05-005-001

GRECO, Leah - Lunchroom Aide, Somerville Elementary School, effective September 1, 2021 through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-00-262-107-00-05-005-001

KLION, Emily* - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-08-024-001

LUBBEN, Alyssa - Self-Contained (LLD) Special Education Classroom Aide, Willard Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-204-100-106-00-02-024-001

LUG, Raymond - ESL Aide, Ridgewood High School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50, to be partially funded by CRRSA ESSER-II grant to an annual maximum amount of $18,000.

Account # 20-483-100-106-00-10-022-001

LYNCH, Lisa - Lunchroom Aide, Travell Elementary School, effective September 1, 2021 through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-06-006-001

MURPHY, MARIA - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-08-024-001

PASSNO, Edith - Lunchroom Aide, Willard Elementary School, effective September 1, 2021 through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-07-007-001

NEWELL, Elizabeth - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective September 13, 2021 through June 22, 2022, pending

verification of employment as outlined by Chapter 5, 3.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-000-217-106-00-08-024-001

POUNDS, Catherine* - Lunchroom Aide, Travell Elementary School, effective September 1, 2021 through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-07-007-001

ROSE, Elisabeth - Lunchroom Aide, Orchard Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-03-003-001

SURIANO, Elissa - Lunchroom Aide, Hawes Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-02-002-001

SCHWARTZ, Katherine - Resource Room Special Education Classroom Aide, Travell Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-213-100-106-00-06-024-001

STAMATOPOULOS, Melanie – Self-Contained (RED) Special Education Classroom Aide, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-216-100-101-00-01-024-001

WARD, Kathryn - Lunchroom Aide, Willard Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-07-007-001

Infant/Toddler Development Center

De ROY, Lotte - Teacher Assistant - Step I, effective August 31, 2021 through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

FRANCHINO, Stephanie - Teacher Assistant - Step I, effective August 31, 2021 through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

RINALDO, Geraldine* - Teacher Assistant - Step I, effective August 31, 2021 through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

Permanent Substitutes for the 2021-2022 School Year

Pre-School - Glen Elementary School

- **DeMallie, Angela**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 11-216-100-101-00-01-024-001

K-5 - Elementary Schools

- **Biagi, Alexis**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 11-120-100-101-00-00-019-002

Benjamin Franklin Middle School

- **Cermack, Lisa**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.
- **Downs, Emily**, 4.75 hours per day, 5 days per week, at an hourly rate of $24.35.
- **Rezzonico, Gabrielle**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 11-130-100-101-00-00-019-002

George Washington Middle School

- **Kaukonen, Philip**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.
- **Schoenberger, Gerald**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.
- **Taylor, Marcee**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 11-130-100-101-00-00-019-002

Ridgewood High School

- **Feeney-LoPrinzi, Brad**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 11-140-100-101-00-00-019-002

Home Instructors, on an as-needed basis, for the 2021-2022 School Year

Ridgewood High School

- **Alfaro, Yeni**, World Language Teacher, at an hourly rate of $58.09.
- **Barker, Barbara**, World Language Teacher, at an hourly rate of $60.32.
- **Chamesian, Linda**, Social Studies Teacher, at an hourly rate of $60.32.
- **Consol, Mary**, Physical Education/Health Teacher, at an hourly rate of $59.36.
- **Contreras, Colleen**, Special Education Teacher, at an hourly rate of $58.21.
- **Cuellar, Angelica**, World Language Teacher, at an hourly rate of $58.21.
- **Cuneo, Tara**, World Language Teacher, at an hourly rate of $59.36.
- **Delaney, Doreen**, English and Mathematics Teacher, at an hourly rate of $59.36.
- **Derasmo, Jacqueline**, Science Teacher, at an hourly rate of $60.32.
- **Escobar, Alejandro***, Social Studies Teacher, at an hourly rate of $59.36.
- **Fink, Gary***, Music Teacher, at an hourly rate of $58.09.
- **Gigante, Stefanie**, World Language Teacher, at an hourly rate of $60.32.
- **Gyulay, Joseph**, Mathematics Teacher, at an hourly rate of $60.32.
- **Kase, Sean**, Business Education Teacher, at an hourly rate of $60.32.
- **LaFemina, Freddie**, Social Studies Teacher, at an hourly rate of $60.32.
- **Lug, Raymond**, Mathematics Teacher, at an hourly rate of $59.36.
- **Lynaugh, Sean**, Social Studies Teacher, at an hourly rate of $58.21.
- **Maksimov, Melissa**, English Teacher, at an hourly rate of $60.32.
- **Marzloff, Scott**, Science Teacher, at an hourly rate of $60.32.
- **Mendez, Karen**, Business Education Teacher, at an hourly rate of $60.32.
- **Minichini, Gina**, Mathematics Teacher, at an hourly rate of $59.36.
- **Murtha, Timothy**, Business Education Teacher, at an hourly rate of $58.09.
- **Musso, Caitlyn**, Social Studies Teacher, at an hourly rate of $60.32.
- **Nyhuis, Philip***, Mathematics Teacher, at an hourly rate of $60.32.
- **Reilly, Nancy***, Special Education Teacher, at an hourly rate of $60.32.
- **Richardson, Monika**, Computer Science/Mathematics Teacher, at an hourly rate of $60.32.
- **Rosenfeld, Lauren**, Mathematics Teacher, at an hourly rate of $60.32.
- **Valeri, Amanda**, Special Education Teacher, at an hourly rate of $60.32.
- **Weinstein, Laura**, Mathematics Teacher, at an hourly rate of $60.32.
- **Yannone, Meredith***, Chemistry Teacher, at an hourly rate of $60.32.
- **Zaino, Gregory**, Social Studies Teacher, at an hourly rate of $60.32.

Account #11-150-100-101-00-24-024-001 (Regular Education)
Account #11-219-100-101-00-24-024-001 (Special Education)

Revision: Fall 2021 Coaching Assignments, approved by the Board at its meeting June 28, 2021

Assistant Football

Remove: **Cord, David**
Replace: **Crabbe, Joseph**, Step II, Total Stipend $7,019

Assistant Volleyball

Remove: **TBD**
Replace: **Jannone, Christine**, Step II, Total Stipend $5,054

Assistant Girls Tennis

Remove: **TBD**
Replace: **Tobin, Deirdre**, Step IV, Total Stipend $5,616

Additional: 2021 Summer Ridgewood Community School Employees

Summer Adventure

Employee ID #6558
Coughlin, Ryan*
Gao, Jeanne

***Related to staff member**

iii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 School Year, as listed below.

DOYLE, Christine - **from** Teacher Assistant (REACH), Glen Elementary School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, REACH Preschool Teacher, Glen Elementary School, effective August 31, 2021 through November 29, 2021, until the assignment ends.

From: $17.50
To: $150 daily rate per day

Account # 11-216-100-101-00-01-019-000

JUNTA, Sarah - **from** Resource Room Special Education Classroom Aide, Travell Elementary School, 5.75 hours per day, 5 days per week, **to** Second Grade Teacher (tenure track), Willard Elementary School, effective August 31, 2021 through June 30, 2022. Ms. Junta possesses a NJDOE Standard Certificate as an Elementary School Teacher.

From: $17.50 per hour
To: $69,242
Cl. MA, St. 2

Account # 11-120-100-101-09-07-019-000

MICHELS, James - **from** Instructional Technology Specialist Technician, Ridgewood High School, **to** Technology Coordinator - Ridgewood High School, effective September 1, 2021 through June 30, 2022.

From: $50,765
To: $75,000

Account # 11-000-222-177-000-10-019-000

O'NEILL, Jean-Ann - **from** Supervisor of Elementary Education, Education Center, **to** Supervisor of Elementary Education: Math and Science, Education Center, effective July 1, 2021 through June 30, 2022.

Salary: $158,980

Account # 11-000-221-102-00-22-019-000

VALERE, Neil - **from** Instructional Technology Specialist Technician, Benjamin Franklin Middle School, **to** K-8 Technology Coordinator, Benjamin Franklin Middle School, effective September 1, 2021 through June 30, 2022.

From: $54,308
To: $75,000

Account #11-000-222-177-00-08-019-000

WAHLER, Nicole - **from** Applied Behavior Analyst Aide (ABA), Orchard Elementary School, **to** Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week.

Hourly Rate: $21.23 per day

Account # 11-213-100-106-00-01-024-001

WEARLEY, Meredith - **from** School Counselor, Benjamin Franklin Middle School, **to** Eighth Grade English Teacher, Benjamin Franklin Middle School, effective August 31, 2021 through December 1, 2021. Ms. Wearley possesses a NJDOE Standard Certificate as an Elementary School Teacher.

From: $112,331 ($104,982 + $7,349 ratio)
Cl. MA, St. 18
To: $104,982
Cl. MA, St. 18

Account # 11-130-100-101-03-08-019-000

iv. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Teachers

CARAFELLO, Juliet - Second Grade Teacher, Willard Elementary School, effective July 1, 2021.

de VEGH, Antonia - Latin Teacher, Benjamin Franklin Middle School, effective July 1, 2021.

NEVINS, Lauren - Third Grade Teacher, Travell Elementary School, effective July 1, 2021.

VAN ZILE, Kelly - .10 FTE Theater Teacher, Ridgewood High School, effective July 1, 2021.

Infant/Toddler Development Center

Head Teacher

STEVENS, Mackenzie - Head Teacher, effective August 30, 2021.

v. Resignation for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation for the purpose of retirement, listed below

Teacher

BURNETT, Alice - Social Studies Teacher, Ridgewood High School, effective July 1, 2022, with twenty-one years of Ridgewood service.

Alice Burnett's career in Ridgewood:

- 2001-2002 - Leave of Absence Replacement Social Studies Teacher, Ridgewood High School
- 2002-2022 - Social Studies Teacher, Ridgewood High School

vi. Rescind Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rescinding of the appointments of the employees listed below.

Teacher

DEEGAN, Nicole - Special Education (RISe) Teacher (tenure track), Benjamin Franklin Middle School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Deegan possesses an

NJDOE Standard as a Teacher of Students with Disabilities and Elementary School Teacher in Grades K-6.

Classroom Aides/Lunchroom Aides

COPPOLA, Jonathan – Resource Room Special Education Classroom Aide, Ridgewood High School, effective September 1, 2021 through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

ALI, Mona - Lunchroom Aide, Ridge Elementary School, effective September 1, 2021 through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

BRITO, Mirla - Resource Room Special Education Classroom Aide, Willard Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

BRANDES, Melissa - STEPSS Job Coach, Ridgewood High School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $21.23.

CARON, Lisa - Self-Contained (LLD), Benjamin Franklin Middle School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

CULLEN, Tara - Resource Room Special Education Classroom Aide, Benjamin Franklin Middle School, September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

CASTELLI, Christa - Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $21.23.

HAUG, Sheri - Self-Contained (LLD), Hawes Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

KRAEMER, Jane - Self-Contained (LLD), Benjamin Franklin Middle School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

LINDER, Brittany - Self-Contained (LLD), Hawes Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

LUPINO, Amanda - Lunchroom Aide, Ridge Elementary School, effective September 1, 2021 through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

MORI MARQUES de CHINCHAY, Marisol - Applied Behavior Analyst Aide (ABA),

Ridge Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $21.23.

O'NEILL, Karen - Self-Contained (LLD), Willard Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

RABIN, Rachel - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $21.23.

RINALDO, Danielle - Kindergarten Aide, Willard Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

vii. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

GRIBBEN, Hailey – Kindergarten Teacher, Orchard Elementary School, effective November 15, 2021 through April 6, 2022, with a reinstatement date of April, 7, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

MCGUIRE, Erin – BCBA Behaviorist, Ridge Elementary School, effective October 18, 2021 through February 16, 2022, with a reinstatement date of February 17, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

SHINE, Kristen – Special Education, George Washington Middle School, effective November 11, 2021 through March 31, 2022, with a reinstatement date of April 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

viii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Preparation for August 31, 2021 All-Staff Convocation

- **Holand, Larry**, not to exceed 5 hours, at an hourly rate of $44.19 ($220.95).

Account # 11-000-230-104-00-20-020-001

Glen Elementary School

Nurse - Contact Tracing - September 2021 through December 2021

- **Algor, Monica**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-01-001-001

Additional Summer Secretarial Support

- **Macolino, Nadine**, not to exceed 55 hours, at an hourly rate of $29.29 ($1,610.95).

Account # 11-000-219-105-00-01-024-001

Secretarial Support – August 31, 2021

- **Macolino, Nadine**, not to exceed 7 hours, at an hourly rate of $32.87 ($230.09).

Account # 11-000-219-105-00-01-024-001

Hawes Elementary School

Nurse - Contact Tracing September 2021 through December 2021

- **Gao, Jeanne**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-02-002-001

Additional: Guidance Department – 2021 Summer Hours

- **Nam, Suh Young**, not to exceed 6 hours, at an hourly rate of $45.55 ($273.30).

Account # 11-000-218-104-00-02-002-001

Secretarial Support – August 31, 2021

- **Higgins, Patricia**, not to exceed 7 hours, at an hourly rate of $36.29 ($254.03).

Account # 11-000-240-105-00-02-002-001

Lunch Time Supervision

- **Caruso, Debra**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Harney, Thomas**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Trubac, Thomas**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-120-100-101-00-02-002-001

Orchard Elementary School

Nurse - Contact Tracing September 2021 through December 2021

- **Horton, Christina**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-03-003-001

Additional: Guidance Department - 2021 Summer Hours

- **Rubin, Lindsay**, not to exceed 6 hours, at an hourly rate of $54.94 ($329.64).

Account # 11-000-218-104-00-03-003-001

Secretarial Support – August 31, 2021

- **Yook, HaeJin**, not to exceed 7 hours, at an hourly rate of $36.29 ($254.03).

Account # 11-000-240-105-00-03-003-001

Lunch Time Supervision

- **Moran, Kathleen**, not to exceed 5 days per week, at an hourly rate of $17.50.
- **Stahl, David**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-120-100-101-00-03-003-001

Ridge Elementary School

Nurse Contact Tracing September 2021 through December 2021

- **Manke, Colleen**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-04-004-001

Additional: Guidance Department – 2021 Summer Hours

- **Mitchell, Lindsay**, not to exceed 6 hours, at an hourly rate of $60.03 ($360.18).

Account # 11-000-218-104-00-04-004-001

Secretarial Support – August 31, 2021

- **Brunner, Julianne**, not to exceed 7 hours, at an hourly rate of $33.38 ($233.66).

Account # 11-000-240-105-00-04-004-001

Lunch Time Supervision

- **Main, Laurie**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Martell, Marisa**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Scirebanchitta, Victoria**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Raupp, Ellen**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-120-100-101-00-04-004-001

Somerville Elementary School

Nurse Contact Tracing September 2021 through December 2021

- **Correll, Moira**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-05-005-001

Summer Hours for One School, One Book Website

- **Calandra, Laura**, not to exceed 4 hours, at an hourly rate of $46.41 ($185.64)

Account # 11-120-100-101-00-05-005-001

Revision: Secretarial Support - August 31, 2021

- **Okoszko, Jamie**, **from** not to exceed 6 hours, at an hourly rate of $28.28 ($169.68), approved by the Board at its meeting on July 26, 2021, **to** not to exceed 3.5 hours, at an hourly rate of $29.53 ($103.36).

Account # 11-000-240-105-00-05-005-001

Additional: Guidance Department – 2021 Summer Hours

- **Finnegan, Kathleen**, not to exceed 6 hours, at an hourly rate of $45.54 ($273.24).

Account # 11-000-218-104-00-05-005-001

Organize the Book Room

- **Fabish, Cassandra**, not to exceed 5 hours, at an hourly rate of $40.17 ($200.85).

Account # 11-120-100-101-00-05-005-001

Lunch Time Supervision

- **Chakonis, Ashley**, not to exceed 5 days per week, at an hourly rate of 17.50.
- **Oh, Justin**, not to exceed 5 days per week, at an hourly rate of $25.90.

- **Pierro, Melissa**, not to exceed 5 days per week, at an hourly rate of $17.50.

Account # 11-120-100-101-00-05-005-001

Secretarial Support – August 31, 2021

- **Erin Mannion**, not to exceed 7 hours, at an hourly rate of $28.82 ($201.74).

Account # 11-000-240-105-00-05-005-001

Media Center Support

- **Brown, Ann**, not to exceed 3 hours, at an hourly rate of $82.21 ($246.63).

Account # 11-000-222-104-00-05-005-001

Travell Elementary School

Nurse Contact Tracing September 2021 through December 2021

- **Grabinski, Lisa**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-06-006-001

Additional: Guidance Department – 2021 Summer Hours

- **Miller, Melissa**, not to exceed 6 hours, at an hourly rate of $44.48 ($266.88).

Account # 11-000-218-104-00-06-006-001

Secretarial Support – August 31, 2021

- **Mead, Rosanne**, not to exceed 7 hours, at an hourly rate of $37.48 ($262.36)

Account # 11-000-240-105-00-06-006-001

Lunch Time Supervision

- **Connelly, Matthew**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Maneri, Jessica**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Walsh, Paige**, not to exceed 5 days per week, at an hourly rate of $25.90.

Willard Elementary School

Nurse Contact Tracing September 2021 through December 2021

- **Lowicki, Bonnie**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-07-007-001

Summer Secretarial Support

- **Bostler, Monica**, not to exceed 25 hours, at an hourly rate of $38.27 ($956.75).

Account # 11-000-240-105-00-07-007-001

Additional: Guidance Department – 2021 Summer Hours

- **Pfeiffer, David**, not to exceed 6 hours, at an hourly rate of $76.15 ($456.90).

Account #11-000-218-104-00-07-007-001

Technical Support for Elementary School Principal

- **Ong, Jerome**, not to exceed 3 hours, at an hourly rate of $40.17 ($120.51).

Account # 11-120-100-101-00-07-007-001

Lunch Time Supervision

- **Devaney, Eileen**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-120-100-101-00-07-007-001

Secretarial Support – August 31, 2021

- **Parigi, Jane**, not to exceed 7 hours, at an hourly rate of $35.32 ($247.24).

Account # 11-000-240-105-00-07-007-001

Instructional Aide Orientation, each not to exceed 2 hours, each at an hourly rate of $17.50 ($455)

- **Brito, Mirla**
- **Bukowski, Stacey**
- **Burgess, Jennifer**
- **Cunningham, Carol**
- **Galvin, Jennifer**
- **Gosselin, Linda**
- **Kasperowicz, Brianna**
- **Lubben, Alyssa**
- **Luongo, Elizabeth**
- **Neilson, Margaret**
- **Paris-Rodriguez, Amber**
- **Sklar, Judith**
- **Sweeney, Marcella**

Account # 11-000-217-106-00-07-024-001

Benjamin Franklin Middle School

Nurse Contact Tracing September 2021 through December 2021

- **Reilly, Kerriann**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-08-008-001

Moving Classroom

- **Klion, Danielle**, not to exceed 6 hours, at an hourly rate of $40.17 ($241.02).

Account # 11-130-100-101-00-08-008-001

George Washington Middle School

Nurse Contact Tracing September 2021 through December 2021

- **Stadulis, Julie,** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-09-009-001

Additional: Guidance Department – 2021 Summer Hours

- **Alfuso, Lisa**, not to exceed 72.5 hours, at an hourly rate of $45.55 ($3,302.38).
- **Mullin, Michael**, not to exceed 98 hours, at an hourly rate of $74.92 ($7,342.16).

Account # 11-000-218-104-00-09-009-001

Ridgewood High School

Nurse Contact Tracing September 2021 through December 2021

- **Donovan, Suzanne**; and **Morgan, Maureen**, each not to exceed 180 hours, each at an hourly rate of $53.33 ($19,198.80).

Account # 11-000-213-104-00-10-010-001

Guidance Department – 2021 Summer Hours

- **Eidschun, Jillian**, not to exceed 3 hours, at an hourly rate of $48.93 ($146.79).

Account # 11-000-218-104-00-10-010-001

Secretarial Support – August 31, 2021

- **Ames, Linda**, not to exceed 7 hours, at an hourly rate of $37.48 ($262.36).
- **Ardes, Lynn**, not to exceed 7 hours, at an hourly rate of $28.82 ($201.74).
- **Kazmierczak, Jennifer**, not to exceed 7 hours, at an hourly rate of $32.87 ($230.08).
- **Mead, Rosanne**, not to exceed 7 hours, at an hourly rate of $37.48 ($262.36).
- **Okoszko, Jamie**, not to exceed 3.5 hours, at an hourly rate of $29.53 ($103.36).
- **Wehmeyer, Nicole**, not to exceed 7 hours, at an hourly rate of $30.80 ($235.60).

Account # 11-000-240-105-00-10-010-001

Professional Development Days - August 31, 2020

- **Clark, Kelly**, not to exceed 4.5 hours, at an hourly rate of $62.39 ($280.76).
- **DiBrita, Christia**, not to exceed 3.75, at an hourly rate of $46.16 ($173.10).
- **Fink, Gary**, not to exceed 6 hours, at an hourly rate of $44.93 ($269.58).
- **Holand, Larry**, not to exceed 2.25, at an hourly rate of $62.39 ($140.38).

Account # 11-140-100-101-00-10-010-001

Marching Band Arrangements

- **Fink, Gary**, not to exceed 40 hours, at an hourly rate of $40.17 ($1,606.80).

Account # 11-401-100-101-00-10-010-001

Lunch Time Supervision

- **Brunner, Adam**, not to exceed 5 days per week, at an hourly rate of $30.24.
- **Contreras, Colleen**, not to exceed 5 days per week, at an hourly rate of $30.24.
- **Dolby, Luke**, not to exceed 5 days per week, at an hourly rate of $30.24.
- **LoPrinzi, Brad**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Lug, Raymond**, not to exceed 5 days per week, at an hourly rate of $30.24.
- **Mitola, Candace**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Reilly, Nancy**, not to exceed 5 days per week, at an hourly rate of 30.24.

Account # 11-140-100-101-00-10-010-001

Before School Supervision, each at an hourly rate of $40.17, each not to exceed 92 days, each not to exceed 45 minutes per day

- **Bunzey, Craig**
- **Syvret, Mark**

Account # 11-140-100-101-00-10-010-001

Before-School Library Supervision

- **Donnelly, James**, not to exceed 45 minutes per day, 5 days per week, at an hourly rate of $40.17, effective September 1, 2021 through June 22, 2022.

Account # 11-140-100-101-00-10-010-001

Academic Study Hall/Detention Supervisors, each at an hourly rate of $40.17, each not to exceed one hour per day

- **Bourque, Steven**
- **Lynaugh, Sean**
- **Schaefer, Margaret**
- **TBD**

Account # 11-140-100-101-00-10-010-001

Athletic Trainer for the 2021-2022 School Year

- **Jamie Joannides**, Substitute, not to exceed 100 hours, at an hourly rate of $40.17 ($4,017).

Account # 11-402-100-104-00-10-034-001

Bus Drivers for the 2021-2022 School year on an as-needed basis, each at an hourly rate of $40.17 (or $56 round trip if a coach is driving his/her own team) pending compliance with all state mandated bus driver requirements

- **Bennett, Richard**
- **Brown, Jacob**
- **Bunzey, Craig**
- **Knott, Ronald**
- **Quirk, Brian**
- **Tobin Deirdre**

Account #
11-000-270-162-00-10-034-001 RHS Athletics
11-000-270-162-00-10-034-148 RHS Ice Hockey
11-000-270-162-00-02-002-001 Hawes Field Trip
11-000-270-162-00-03-003-001 Orchard Field Trip
11-000-270-162-00-04-004-001 Ridge Field Trip
11-000-270-162-00-05-005-001 Somerville Field Trip
11-000-270-162-00-06-006-001 Travell Field Trip
11-000-270-162-00-07-007-001 Willard Field Trip
11-000-270-162-00-08-008-001 BFMS Field Trip
11-000-270-162-00-09-009-001 GWMS Field Trip
11-000-270-162-00-10-010-001 RHS Field Trip
11-000-270-162-00-24-024-001 Special Services Field Trip

Special Programs

Staff Meetings - September - November

- **Doyle, Christine**, not to exceed 6 hours, at an hourly rate of $20.41 ($122.46).

Account # 11-216-100-101-00-01-024-001

REACH Program Orientation - August 30, 2021

- **Doyle, Christine**, not to exceed 4 hours, at an hourly rate of $20.41 ($81.64).
- **Macolino, Nadine**, not to exceed 4 hours, at an hourly rate of $29.29 ($117.16).

Account # 11-216-100-101-00-01-024-001

Additional: 2021 Summer Special Programs Personnel

- **Gerald, Jane**, not to exceed 20 hours, at an hourly rate of $66.14 (1,322.80).
- **Valeri, Amanda**, not to exceed 35 hours, at an hourly rate of $53.92 (1,887.20).

Account # 11-000-219-104-00-24-024-001

2021 Summer School Special Programs Staffing

- **Gao, Jeanne**, Substitute Nurse, Summer Adventure Program, Ridge School, not to exceed 1 day, at a daily rate of $130 per day, to be funded by CRRSA-ESSER II Grant Funds.

Account # 20-483-213-104-00-04-022-001

Reading Instruction

- **Keppel, Katherine**, not to exceed 15 hours, at an hourly rate of $57.34 ($860.10).

Account # 11-204-100-101-00-024-024-001

Applied Behavior Analysis Aide Training - August 30, 2021 ($1,134.91)

- **Bray, Ariana**, not to exceed 7 hours, at an hourly rate of $48.82 ($341.74).
- **Lora, Cindy**, not to exceed 7 hours, at an hourly rate of $64.49 ($451.43).
- **McGuire, Erin**, not to exceed 7 hours, at an hourly rate of $48.82 ($341.74).

Account # 11-000-217-106-00-24-024-001

Applied Behavior Analysis Aide Training - August 30, 2021 ($1,089.38)

- **DiModugna, Grace**, not to exceed 12.50 hours, at an hourly rate of $41.09 ($513.63).
- **Veres, William**, not to exceed 12.50 hours, at an hourly rate of $46.06 ($575.75).

Account # 11-000-217-106-00-24-024-001

Applied Behavior Analysis Aide Content Training - August 30, 2021, each not to exceed 12.5 hours, each at an hourly rate of $21.23 ($5,572.88)

- **Amaral, Carla**
- **Baloch, Sumera**
- **Brandes, Melissa**
- **Crabbe, Joseph**
- **Eitner, Valerie**
- **Fierro, Judy**
- **Fridman, Yaniv**
- **Hopper, Ann**
- **Lam, Antenette**
- **Lauritano, Scott**
- **Maccarrone, Meghan**
- **Miller, Danielle**
- **Moomjy, Christine**
- **Ostrovskaia, Olga**
- **Palazzolla, Joan**
- **Sgambati, Jean**
- **Shovlin, Emily**
- **Tilyou, Tina**
- **Vehmas, Heidi**

Account # 11-000-217-106-00-24-024-001

Applied Behavior Analysis Aide Introductory Training - August 30, 2021, each not to exceed 12.5 hours, each at an hourly rate of $20.17 ($2,017)

- **Amaral, Kimberly**
- **Elieh, Nana**
- **Hiller, Ari**
- **Lana, Paula**
- **Minardi, Jacqueline**
- **Perry, Cynthia**
- **Perry, Madison**
- **Pollock, Yanet**

Account # 11-000-217-106-00-24-024-001

Handle With Care Video Preparation ($339.93)

- **Bray, Ariana**, not to exceed 3 hours, at an hourly rate of $48.82 ($146.46).

- **Lora, Cindy**, not to exceed 3 hours, at an hourly rate of $64.49 ($193.47).

Account # 11-000-217-106-00-24-024-001

ABA Program School Preparation

- **Lora, Cindy**, not to exceed 10 hours, at an hourly rate of $64.49 ($644.90).

Account # 11-000-217-106-00-24-024-001

Curriculum, Instruction & Assessment

2021 Ridgewood 6-12 Summer Academy Transition Program

- **Kase, Sean**, not to exceed 12 hours, at an hourly rate of $55.00 ($660).

Account # 20-483-100-560-00-04-022-000

Revision: 2021 Summer Curriculum Writing, approved by the Board at its meeting on June 28, 2021

- Staff members as listed on **Attachment I**, at the curriculum hourly rate of $53.33.

Account # 11-000-221-104-00-22-022-001

Information Technology Department

Security Camera Maintenance and Repair

- **Enmore, Jaeson**, Associate Systems Administrator, effective September 1, 2021 through June 30, 2022, not to exceed 150 hours, at a base hourly rate of $53.07 (total $7,960.50) and a maximum overtime hourly rate of $79.60 (total $11,940).

Account # 11-000-266-104-08-31-031-001

ix. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Substitute Teachers:

Anderson, Deirdre; Arluna, George; Bimonte-Brush, Carolyn; Boddy, Paul; Boshart, Katherine*; Bragg, Karen; Bridges, Kristin; Brooks, Richard; Brown-Monplaisir, Ginger; Byrne, Erin*; Cadaret, Kim-Yvette; Callejas, Paola; Calvin, Nina; Carpentieri, Anthony; Cheung, Virginia; Chowbey, Ritu; Cranston, John; Crosby, William; Daly, Ann; Delamater, John; De Mallie, Angela; Dinice,

Anthony; Dittamo, Rachel; Dudley, Jennifer; Eickmeyer-Tze, Denise; Egan, Paige; Elsouccari, Zenab; Feeney-Loprinzi, Brad; Fischer, Susan; Fluet, Melissa; Foerch, Summer; Fossari, Rosemary; Frey, Troy; Friedl, Richard; Fullam, Aretoula; Gieniec, Colleen; Grasso, Anna*; Gray, Catherine; Hamilton, Elizabeth; Hegybeli, Paula; Held, Diane; Herlihy, John; Hohauser-Nizza, Carol; Holmes, Stewart; Hughes, Thomas*; Ismail, Samir; Kaukonen, Philip; Keeney, Tracy; Kraisorn, Kerry; Kim, Sung-Hui; Lai, Yuhsiu; Lopez, Melissa; Magnuson, Audrey; Manin, Steven; Marcy, John; Marotta, Lila; McShane, Patricia; Meyer, Maureen; Molloy, Kiara; Montelbano, Tara; Moshasha, Fakhrossadat; Negron, Catherine, Negron, Lissette; Orsini, Callie*; Rabban, Fariba; Raymond, Maureen; Rezzonico, Gabrielle; Rienzi, Caterina; Saltalamacchia, Julianne; Scali, Deirdre; Schoenberger, Gerald; Singh, Pratyusha; Smith, Susan; Spence, Lucinda; Suel, Katherine; Sullivan, Sandra; Tarantino, Brittany; Villanella, James; Wallace, Barbara; Whelan, Brian; Wittlinger, Brooke; and **Wolman, Andie**

Nurses: Byrne, Emily; Charles, Josiane; Clunie, Eureka (pending issuance); DiMaulo, Theresa

Secretary: **Sheridan, Karen**

Mr. Lembo formally welcomed Michelle Melucci.
Mr. Lembo recognized Alice Barnett on her retirement and wished her well.

Mr. Lembo moved approval of D. Human Resources.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration E. Finance, with a correction that viii. Has two students attending GW as tuition students.

E. FINANCE

i. Acceptance of Restricted Donations:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Carmelo and Henrietta Bufardeci	$200.00	To be used to enhance the music department at Benjamin Franklin Middle School.	20-063-100-610-00-08-008-001

Patricia Slezak	$35.00	To be used to enhance the music department at Benjamin Franklin Middle School in memory of Charles Tesar.	20-063-100-610-00-08-008-002
Somerville Home and School Association	$6,500.00	To be used for various activities for the Somerville clubs.	20-025-100-890-00-05-005-004
Ridgewood High School Student Congress	$163.93 (gift in kind)	A gift of six thermometers and batteries to be used for activities.	N/A
Peer Counselors Student Activity Account	$68.32 (gift in kind)	A gift of classroom decor for the Freshman Focus classroom.	N/A
Martha Slezak	$500.00	To be used to enhance the music department at Benjamin Franklin Middle School in memory of Charles Tesar.	20-063-100-610-00-08-008-003
ALPS	$1733.76	To be used to cover the cost of overnight summer trip chaperones.	20-030-100-101-00-10-010-026 (Stipend - $1,600) 20-030-100-101-00-10-010-026 (FICA - $133.76)

ii. <u>Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of $43,000</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the award of contracts to Cooperative Purchasing Vendors in excess of $43,000 for goods and services.

The Board has received background information.

iii. <u>Approval: Transportation Contract Renewals for 2021-2022</u>

Approval of the renewals of the following transportation contracts for the 2021-2022 school year. The contracts reflect a 1.69% CPI index which has been mandated by the state of NJ for 2021-2022.

Route #	Contractor	School	Annual Cost
H1	Durham School Services	Hawes	$40,766.40
H2	Durham School Services	Hawes	$40,766.40

H3	Durham School Services	Hawes	$40,766.40
H4	Durham School Services	Hawes	$40,766.40
BF10	Durham School Services	Ben Franklin MS	$39,063.60
BF11	Durham School Services	Ben Franklin MS	$39,063.60
BF12	Durham School Services	Ben Franklin MS	$39,063.60
BF 13	Durham School Services	Ben Franklin MS	$39,063.60
BF13A	Durham School Services	Ben Franklin MS	$39,497.40
GW 14	Durham School Services	G. Washington MS	$39,063.60
GW 16	Durham School Services	G. Washington MS	$39,063.60
RW17	Durham School Services	RHS	$39,342.60
RW18	Durham School Services	RHS	$39,342.60
RW19	Durham School Services	RHS	$39,342.60
RW20	Durham School Services	RHS	$39,342.60
RW21	Durham School Services	RHS	$39,342.60
RW22	Durham School Services	RHS	$39,342.60
RW23	Durham School Services	RHS	$39,342.60

iv. Approval: Parent Transportation Contract for 2021-2022

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following parental transportation contract for 2021-2022.

Route #	Contractor	Rate	Annual Cost
9050	Parent	30.00 PD	Based on # of days actually attended

v. Approval: Second Addendum to the Existing AlphaBest Agreement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the second addendum to the existing AlphaBest Agreement.

WHEREAS, Ridgewood and AlphaBEST have entered into a contract for the provision of Before and After School Child Care Services, dated June 5, 2020 (the "Existing Agreement"), which is herein incorporated by reference. The term of said Existing Agreement commenced on September 6, 2020, and was set to expire on June 30,

2021, with options to extend the Existing Agreement for up to one two-year renewal term or two one-year renewal terms.

WHEREAS, Ridgewood elected its option to extend the term of the Existing Agreement for two (2) additional years through June 30, 2023 (the "Extension").

WHEREAS, Ridgewood and AlphaBEST seek to include an additional tuition fee option to the fee schedule for the 2021 -2023 school years.

NOW, THEREFORE, for good and valuable consideration, the receipt of sufficiency of which are hereby acknowledged, the parties agree as follows:

1. During the Extended Term, AlphaBEST will offer an additional fee to Ridgewood teachers for their children ("Teacher Fee"). The new Teacher Fee for the Before and After School Child Care Services provided by AlphaBEST shall be as follows:

2021-2023 Fee Option		
Enrollment Type	**Fee**	**Frequency**
Teacher Fee*	$100.00	Per month

*No discounts apply to the Teacher Fee. Ridgewood teachers have the option of using either the Teacher Fee for up to 30 minutes daily attendance, or teachers may use the separate 35% employee discount for the full-time 5 days per week attendance options offered by AlphaBEST to Ridgewood employees.

1. Except as expressly modified hereby in this Second Addendum, the Existing Agreement and the Extension shall remain in full force and effect, and the terms and conditions thereof shall govern the services provided by AlphaBEST during the Extended Term. This Extension shall be construed and enforced in accordance with the substantive laws of the State of New Jersey. This Extension, together with the Existing Agreement, represents the entire agreement of the parties with respect to its subject matter and may not be modified in any manner except by a written instrument signed by both parties.

vi. **<u>Approval: Additional Contracted Therapists to Provide Special Education Services for the 2021-2022 School Year</u>**
Approval of additional contracted therapists to provide special education services for the 2021-2022 school year, as listed on **Attachment J**.

vii. **<u>Approval: 2021-2022 Received Tuition Students Paid by Parents</u>**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools approves the following received tuition students for the 2021-2022 school year, listed below. Tuition will be paid by the parents.

- 2 students attending Ridgewood High School
- 1 student attending Benjamin Franklin Middle School

viii. Approval: 2021-2022 School Year Received Tuition Students from Other School Districts

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the received tuition students from other school districts that pay tuition for the 2021-2022 School Year, as listed below.

2021-2022 SCHOOL YEAR RECEIVED TUITION STUDENTS		
Home District	**School Attending**	**# of students**
Hackensack Board of Ed, NJ	Orchard	1
Hackensack Board of Ed, NJ	George Washington	1
Mahwah Board of Ed, NJ	Glen RISe	1
River Vale Board of Ed, NJ	Ridge RISe	1
Wyckoff Board of Ed, NJ	Ridge RISe	1

ix. Approval: Budget Extended School Year and Regular Out-of-District Placements and Extraordinary Services for the 2021-2022 School Year

Approval of the budgeted 2021-2022 extended school year and regular school year out-of-district placements and extraordinary services for the 2021-2022 school year as listed below.

ESY Out of District Extraordinary Services for Tuition Placements	
School	**# of students**
BCSS – New Bridges, Paramus, NJ	2
CTC Academy, Inc., Oakland, NJ	1
Forum School, Waldwick, NJ	1
Glenview Academy, Fairfield, NJ	1
Legacy Treatment Service – Mary Dobbins School, Mount Holly, NJ	1
Matheny Medical And Educational Center, Peapack, NJ	2
Morris-Union Jointure Commission Board Of Ed, New Providence, NJ	1
Northern Valley Regional HS, Demarest, NJ	1
Phoenix Center, Nutley, NJ	2
Spectrum 360 – Upper School, Livingston, NJ	3

ESY Out-of-District Tuition Placements	
School	**# of students**
Alpine Learning Group, Paramus, NJ	3
Banyan Upper School, Livingston, NJ	2
BCSS – HIP Godwin, Midland Park, NJ	2
BCSS – New Bridges, Paramus, NJ	2
Caldwell University Ctr For Autism, Caldwell, NJ	1
Cornerstone Day School, Mountainside, NJ	1
CTC Academy, Inc., Oakland, NJ	5
ECLC, Chatham, NJ	4
EPIC, Paramus, NJ	4
Forum School, Waldwick, NJ	1
Glenview Academy, Fairfield, NJ	1
High Point School of Bergen County, Lodi, NJ	1
Holmstead School, Ridgewood, NJ	1
Institute For Educational Achievement, New Milford, NJ	2
Legacy Treatment Service – Mary Dobbins School, Mount Holly, NJ	1
Matheny Medical And Educational Center, Peapack, NJ	2
Morris-Union Jointure Commission Board Of Ed, New Providence, NJ	1
New Alliance, Paramus, NJ	2
Newmark High School, Scotch Plains, NJ	1
Northern Valley Regional HS, Demarest, NJ	1
Phoenix Center, Nutley, NJ	2
Reed Academy, Oakland, NJ	4
Sage Day, Rochelle Park, NJ	1
Spectrum 360 – Upper School, Livingston, NJ	4
Windsor Bergen Academy, Ridgewood, NJ	3
Extraordinary Services Regular School Year Out-of-District For Placements	
SCHOOL	**# OF STUDENTS**
BCSS – New Bridges, Paramus, NJ	2

Forum School, Waldwick, NJ	1
Glenview Academy, Fairfield, NJ	1
Legacy Treatment Service – Mary Dobbins School, Mount Holly, NJ	1
Matheny Medical And Educational Center, Peapack, NJ	2
Morris-Union Jointure Commission Board Of Ed, New Providence, NJ	1
Northern Valley Regional HS, Demarest, NJ	1
Phoenix Center, Nutley, NJ	2
Spectrum 360 – Upper School, Livingston, NJ	3
Regular School Year Out-of-District Tuition Placements	
SCHOOL	**# OF STUDENTS**
Alpine Learning Group, Paramus, NJ	3
Banyan Upper School, Livingston, NJ	2
BCSS – HIP Godwin, Midland Park, NJ	1
BCSS – New Bridges, Paramus, NJ	2
BCSS – Washington Elementary, Paramus, NJ	1
Bergen County Tech School - Hackensack	39
Bergen County Tech School - Teterboro	17
Caldwell University Ctr For Autism, Caldwell, NJ	1
Cornerstone Day School, Mountainside, NJ	1
CTC Academy, Inc., Oakland, NJ	5
ECLC, Chatham, NJ	4
EPIC, Paramus, NJ	4
Forum School, Waldwick, NJ	1
Franklin Lakes Public Schools, Franklin Lakes, NJ	2
Glenview Academy, Fairfield, NJ	1
High Point School of Bergen County, Lodi, NJ	1
Holmstead School, Ridgewood, NJ	1
Institute For Educational Achievement, New Milford, NJ	2
Legacy Treatment Service – Mary Dobbins School, Mount Holly, NJ	1

Matheny Medical And Educational Center, Peapack, NJ	2
Morris-Union Jointure Commission Board Of Ed, New Providence, NJ	1
New Alliance, Paramus, NJ	2
Newmark High School, Scotch Plains, NJ	1
Northern Valley Regional HS, Demarest, NJ	1
Paradigm Therapeutic School, Midland Park, NJ	2
Phoenix Center, Nutley, NJ	2
Pompton Lakes Board of Ed, Pompton Lakes, NJ	1
River Dell School District, River Edge, NJ	1
Reed Academy, Oakland, NJ	4
Sage Day, Rochelle Park, NJ	2
Sage Day, Township Of Mahwah, NJ	1
Spectrum 360 – Upper School, Livingston, NJ	3
Windsor Bergen Academy, Ridgewood, NJ	1
Windsor Prep High School, Paramus, NJ	1

Ms. Brogan moved approval of E. Finance.
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Mr. Lembo read the donations into record and thanked the responsible parties.

VIII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented for consideration A. Approval: Agreement with 30-38 Oak Street, LLC for Rental of Premises.

A. <u>Approval: Agreement with 30-38 Oak Street, LLC for Rental of Premises</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with 30-38 Oak Street, LLC for rental of a portion of the lower level as indicated on the Floor Plan, to be used and occupied for use as a general office and classrooms for students in the STEPSS program, at the annual rental rate, as listed in the lease agreement, for the term of five years with an option each year to void the lease agreement for possible financial constraints to commence from the time Landlord substantially completes the work set forth on Landlord's Work Rider, as per **Attachment K**.

Mr. Lembo moved approval of A. Approval: Agreement with 30-38 Oak Street, LLC for Rental of Premises.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: Mr. Dani

Mr. Dani requested that his statement be added to the minutes. He stated he agrees with the program and the program is very important. When the program was established at BF he voted yes for that. He voted for the original budget of that program, but what we have today for the voting is not STEPSS program, we are not voting for the STEPSS program. We are voting for a specific lease, with a specific landlord and he wants to clarify that because some of the callers called in and they asked that we vote for the STEPSS program and we support it. The program was voted almost a year ago and it is already running at BF. Now we are talking about moving that program. In February we voted for a tentative lease to be sent to State for State approval and the Board approved that lease in February. There was a number given to us at that time and now what has happened is because the state wants to add an exit clause, the lease is going up by about 40%. He does not agree to that part, this is not a vote for the STEPSS this a vote for a specific lease. The way the lease process worked and the openness and transparency of the lease worked, he never agreed to that, he hoped that we could go out and get open proposals. But at that point the price point was lower and as Ms. McKenna's talked about no windows and basement we did raise that point earlier, and we had hoped since the price point was lower we were still getting without windows we were still going in a lower price point. He considers this a bait and switch, he does agree with the rationale that because there was an exit clause we are still signing a five year lease and investing money in improvements. The exit clause requires a 12 month notice period, we are still signing a five year leave, if we continue in September we are essentially signing for next year, a 40% increase for the one clause he cannot justify, so he is voting no.

Ms. Kwak requested her comments to be added to the record. The intent, the motivation and the benefits of the STEPSS program is indisputable. However the lease terms and the space are disquieting and for those who have not attended the tour and as mentioned by a speaker here, it is a basement space with no windows. Every dollar should be safeguarded for the kids' benefit, and she has pushed for some more favorable terms achieving a lower rate of increase, but an increase nonetheless about 38%, it used to be 44%. Having said that, this program is really important so the vote is a yes, but did want to express the last minute lease terms as being not necessarily what she would have wanted to see.

IV. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY

June 30	Columbia Bank On-Line	102312-102369	382,943.11	C. Kaufman
Aug 3	Columbia Bank On-Line	102622-102730	393,760.88	C. Kaufman
Aug 6	Columbia Bank On-Line	102731-102765	641,026.76	C. Kaufman
Aug 9	Columbia Bank On-Line	102766	634.18	C. Kaufman
Aug 23	Columbia Bank On-Line	102767-102864	333,204.76	C. Kaufman
June 30	Payroll Transfer	P35963	299.11	C. Kaufman
July 15	Payroll Transfer	P35966	729,966.50	C. Kaufman
July 30	Payroll Transfer	P35967	11,521.39	C. Kaufman
July 30	Payroll Transfer	P36175	762,082.88	C. Kaufman
June 30	Columbia Bank On-Line Scholarship	831562-831563	1,500.00	C. Kaufman
June 30	Electronic Transfer	L35964-L35965	24,633.69	C. Kaufman
July 6	Electronic Transfer	C36183	21.45	C. Kaufman
July 7	Electronic Transfer	R36171	4,373.25	C. Kaufman
July 8	Electronic Transfers	C36182	27.10	C. Kaufman
July 8	Electronic Transfer	R36170	2,427.23	C. Kaufman
July 23	Electronic Transfer	R36172	7,500.00	C. Kaufman
July 31	Electronic Transfer	F36184	6,326.62	C. Kaufman
Aug 13	Electronic Transfer	B36174	30,875.00	C. Kaufman
June 30	Food Service	620350; 620354	16,926.94	C. Kaufman
July 30	Food Service	620352-620353	12,767.00	C. Kaufman
June 30	Columbia Bank Void Check	831561; 831546	(1,500.00)	C. Kaufman
Aug 4	Columbia Bank Void Check	102554	(2,566.82)	C. Kaufman
Aug 16	Columbia Bank Void Check	100918	(149.95)	C. Kaufman

TOTAL			**3,358,601.08**	

Scholarship cks 831560,831561, Food Service ck 620351, and General Fund ck 102351 misprinted

Mr. Kaufman moved approval of bills reviewed by him.
Ms. Brogan seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Kaufman, Ms. Kwak, Mr. Lembo; Mr. Dani, except for $10,583 bill for the cleanup of the bills.

NAYES: Mr. Dani, the $10,583 bill for the cleanup bill.

IX. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan recommended the Board review the Let's Sleep website that provides information regarding sports, extracurricular and other logistical information from experts in the field.

X. BOARD COMMITTEE REPORTS

Ms. Brogan announced that the curriculum committee met. The teachers worked hard by the curriculum improvements, adjustments and aligning to state standards. There were updates in English, Mathematics, Health and Wellness. There was a lot of work done.

XI. DISCUSSION ITEMS

Mr. Dani saw that the district is motivating students to get vaccinations, per last week's presentation. There is a mandate from the governor regarding employee vaccinations and he is hoping that we impose the guidelines strictly to its intent. He has heard concerns from parents with kids younger than 12 years of age who are worried based on what they are seeing on the news. They want some reassurance that whatever rules are in place we will reinforce them.

Dr. Gorman confirmed that the Governor's mandate will be enforced and if not vaccinated they will have to show weekly proof of testing.

A discussion regarding vaccinations, sick time and testing ensued. To view this portion of the meeting scroll to 2:40.

Mr. Kaufman reviewed that last board meeting Mr. Dani abstained from two finance items because he did not have the correct information. When Mr. Kaufman went back and looked through the information he did not see anything missing. He asked Mr. Dani if he was provided information since that meeting.

Mr. Dani stated he also abstained from the bills because he did not have time to review and abstained. He stated some of the information was there and some not, but he did not have time to review it.

Mr. Kaufman confirmed with Mr. Bisig that the track was delayed. He added that he went back to the June 28 meeting and at the 1:50 mark there was information provided that the field turf would start after school ended and would take 2 weeks. He quoted Ms. Kwak who stated “this is new information” and Mr. Dani who asked “was this a verbal promise”. He stated that he is bringing this up because he feels that we are one team and when we question the administration that we don’t get information, that information was provided in the May 14 FYI to the board prior to that meeting. He thinks we have a responsibility to promote a sense of trust with the administration. He read a quote from a caller and advised that there was a projection that the administration is not doing their job.

Discussion regarding the reported completion dates ensued. This portion of the meeting can be found at 2:48.

Mr. Dani asked what event was scheduled there that would have prevented the vendor to start?

Mr. Bisig stated that the original vendor would have had it done before the summer program was started. The summer program was changed when the vendor was changed. Prior to that, the track would have been finished if the vendor was not changed.

Mr. Kaufman stated that the bottom line is that we have to have more trust in the administration. When things are said about the administration that are not true, it is important that we need to clarify in a public forum.

Mr. Dani stated it is our fiduciary responsibility when we are working with multiple vendors, all the vendors are getting the same opportunity.

Conversation regarding the interpretation of the timeline information provided by the administration continued. This can be viewed at 2:53

Mr. Kaufman asked Mr. Bisig if there was additional information that needed to be added before the meeting?
Mr. Bisig replied no.
Mr. Dani stated the clarification that he asked for was clarified after the meeting.

Ms. Kwak asked Mr. Bisig that he mentioned today when the first vendor was considered, he would have moved the summer program to accommodate the finish, with the other vendor that was selected, was that not a possibility?

Mr. Bisig answered it was too late because all of the summer tuition was already taken in and scheduled based on the original vendor being approved. When it was changed at the board meeting we could not return the tuition back to the parents.

Mr. Dani states as part of the record, the board did not change anything and voted for the first time at that meeting.

Mr. Bisig stated that is correct but the board went against the recommendation of the administration going forward we now learned, we will never take anything on the agenda

for granted and it will delay things going forward on some cases that will require advance notice.

Vendor approvals and board agenda item approval continued. To view this portion of the conversation scroll to 2:59.

XII. ACCEPTANCE OF MINUTES

- June 21, 2021 Special Public Meeting
- June 28, 2021 Regular Public Meeting
- July 26, 2021 Regular Public Meeting

Ms. Brogan moved acceptance of minutes.
Mr. Kaufman seconded the motion.

Mr. Dani made a motion to table the June 28 meeting for corrections that he submitted.
Ms. Kwak seconded the motion, for approval of the minutes with the exception of the June 28, 2021 Regular Public Meeting, which were unanimously approved.

XIII. OTHER BUSINESS

Mr. Lembo stated it is unfortunate that tomorrow's live convocation was cancelled. Committee reports will be coming soon.

The school board committee could not attend the meeting tonight and will attend at the next meeting to discuss the board and district goals.

XIV. COMMENTS FROM THE PUBLIC

Laurence Fine, referred to his Implicit Bias presentation and is hoping that next steps can be made in the district schools. He believes Ridgewood can be a leader in the state and in the leader in terms of anti-bias programming.

Laurie Weber, 235 South Irving Street, Mr. Kaufman's ongoing hostility towards Mr. Dani has been a palpable part of our discourse. The board member in question has twisted her comment from a previous meeting in a sad attempt to use them against Mr. Dani. She understands what Mr. Dani was saying at that meeting, even if that board member does not. But he does not have the right to mischaracterize her comments and exploit them because of his issues. Bringing this level of acrimony to a public meeting simply because this board member could not take criticism from a community member with a modicum of humidity or decorum is poisonous to our board. Dragging a community member into that is a new low and is owed an apology.

Anne Loving, 342 south irving street, thanked everyone for wearing masks and continuing the remote access. Hopes that the village council would follow the example. Wondering who is responsible for paying for the weekly testing for faculty and staff who chose not to get the vaccine. When an elected official is speaking she wants to hear what they say and finds it appalling that some non-elected salaried employees rudely interrupts board members and makes sarcastic and disdainful remarks over top of what they are trying to

say. The board is our elected body, they are very detail oriented and ask great questions. It is very clear that some of them ptu a tremendous amount of time reading the pages and pages of what they get in advance of each meeting. She wants to hear what they have to say and is very tired of the rude interruptions of certain members of the staff.

Dr. Gorman stated the weekly testing will not come at the district expense.

XV. ADJOURNMENT

At 8:12 p.m., on a motion made by Mr. Lembo, seconded by p.m. and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

August 30, 2021 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Michelle Melucci	Annual Regional New Administrator Training Stronge and Associates, VA September 15, 2021; September 22, 2021 and September 29, 2021	Professional Development	$637.50	0
Timothy Monahan	Annual Regional New Administrator Training Stronge and Associates, VA September 15, 2021; September 22, 2021 and September 29, 2021	Professional Development	$585.00	0
Nicole Gizzi	NJIDA Fall Conference - Securing the Strands for Skilled Reading Virtual New Jersey Branch - International Dyslexia Association, NJ October 1, 2021	Professional Development	$0.00	1

~~1648~~ ~~RESTART AND RECOVERY PLAN~~

~~On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back - Restart and Recovery Plan for Education" (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fits the district's local needs.~~

~~The Guidance requires the Board of Education to adopt certain policies and the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.~~

~~A. NJDOE Guidance – Key Subject Area 1 – Conditions for Learning~~

~~1. Transportation~~

~~a. If the school district is providing transportation services on a school bus, but is unable to maintain social distancing, a face covering must be worn by all students upon entering the school bus unless doing do so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Exceptions to the face covering requirements shall be those outlined in A.2.d. below:~~

~~(1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.~~

~~b. The school district shall use best practices for cleaning and disinfecting district owned school buses and other transportation vehicles in accordance with A.3. below.~~

~~c. District employed school bus drivers and aides on district owned school buses shall practice all safety actions and protocols as indicated for other school staff.~~

~~d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.~~

~~2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms~~

~~a. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.~~

~~(1) School staff must confirm with families that students are free of COVID-19 symptoms through electronic submission of daily health checklist and temperature readings. .~~

~~(2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.~~

~~(3) Results must be documented when signs/symptoms of COVID-19 are observed.~~

~~(4) The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.~~

~~(5) Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.~~

~~(6) If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.~~

~~b. School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.~~

~~(1) If a visitor refuses to a wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.~~

~~c. Students are required to wear face, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.~~

~~(1) Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.~~

~~d. Exceptions to the Requirement for Face Coverings~~

~~(1) Doing so would inhibit the individual's health.~~

~~(2) The individual is in extreme heat outdoors.~~

~~(3) The individual is in water.~~

~~(4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.~~

~~(5) The student is under the age of two, due to the risk of suffocation.~~

~~(6) During the period a student is eating or drinking.~~

~~(7) Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistance (e.g. face coverings should not be worn by Pre-K students during nap time).~~

~~(8) The student is engaged in high intensity aerobic or anaerobic activities.~~

~~(9) Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.~~

~~(10) When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.~~

~~3. Facilities Cleaning Practices~~

~~a. The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.~~

~~b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.~~

~~4. Wraparound Supports~~

~~a. Mental Health Supports~~

~~The school district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students' mental health.~~

~~5. Contact Tracing~~

~~a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.~~

~~b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.~~

~~c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.~~

~~d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other~~

components that could help ensure notifications are carried out in a prompt and responsible manner.

e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

B. NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1. Scheduling

a. The school district's Plan must account for resuming in-person instruction option for remote learning and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.

b. The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.

c. The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1) Special Education and English Language Learners (ELL)

(a) The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.

(b) The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

2. Staffing

a. The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to,

the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.

b. As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

C. NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1. School Funding

a. Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the "Public School Contracts Law", N.J.S.A. 18A:18A-1 et seq.

b. Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education, prior to performing certain budget actions, such as withdrawing from the emergency reserve account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

c. Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

a. The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

2. Professional Learning

~~a. The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.~~

~~(1) Professional Learning~~

~~(a) The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.~~

~~(2) Mentoring and Induction~~

~~(a) The school district shall ensure:~~

~~(i) All novice provisional teachers new to the district be provided induction;~~

~~(ii) One-to-one mentoring is provided to novice provisional teachers by qualified mentors;~~

~~(iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;~~

~~(iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and~~

~~(v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.~~

~~(3) Evaluation~~

~~(a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).~~

~~New Jersey Department of Education "The Road Back – Restart and Recovery Plan for Education"~~
~~Memorandum – New Jersey Governor and Department of Education – Conditions for Learning – Health and Safety – August 3, 2020~~

~~Adopted: 31 August 2020~~

~~1648.02~~ REMOTE LEARNING OPTIONS FOR FAMILIES

~~On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled "Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021" as a result of the COVID-19 pandemic. This supplemental guidance includes an additional "anticipated minimum standard," as this phrase is used throughout "The Road Back: Restart and Recovery Plan for Education" (NJDOE Guidance). This additional "anticipated minimum standard" provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as "parents") may submit, and school districts shall accommodate, requests for full-time remote learning.~~

~~A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district's Plan and Policy 1648.~~

~~To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:~~

~~A. Unconditional Eligibility for Full-time Remote Learning~~

~~1. All students are eligible for full-time remote learning.~~

~~a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.~~

~~b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).~~

~~B. Procedures for Submitting Full-time Remote Learning Requests~~

~~1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least 10 calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.~~

~~2. The student may only begin full-time remote learning within 10 school days after receiving written approval of the Principal or designee.~~

~~3. The written request for the student to receive full-time remote learning shall include:~~

~~a. The student's name, school, and grade;~~

~~b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;~~

~~c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;~~

~~d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and~~

~~e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.~~

~~(1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.~~

~~4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.~~

5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.

   a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. The Principal's written approval of the request shall be provided to the parent within 10 calendar days of receiving the parent's written request.

   a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

   a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

   b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

   c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

      (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 10 calendar days before the student is eligible for in-person services.

2. A student is only eligible to transition from full-time remote learning to in-person services commencing within 10 school days after receiving written approval of the Principal or designee.

3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:

a. The student's name, school, and grade;

b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and

c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.

4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least 10 school days in remote learning before being eligible to transition into the school district's in-person program.

a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.

5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.

a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.

6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and hele educators maintain continuity of services.

7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department to Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.

a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.

F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:

a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;

b. Procedures for submitting full-time remote learning requests in accordance with B. above;

c. Scope and expectations of full-time remote learning in accordance with C. above;

d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and

e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

New Jersey Department of Education Guidance Document:
"Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021"

Adopted: 31 August 2020

~~1648.03 RESTART AND RECOVERY PLAN – FULL-TIME REMOTE INSTRUCTION~~

~~On June 26, 2020, the New Jersey Department of Education published "The Road Back - Restart and Recovery Plan for Education" (NJDOE Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance, including revisions, provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE Guidance required school districts to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fit the district's local needs.~~

~~The NJDOE Guidance requires the Board of Education to adopt certain policies and the Board previously adopted Policies 1648 and 1648.02 to address these policy requirements. Board policies related to Covid-19 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.~~

~~On August 13, 2020, the Governor of New Jersey signed Executive Order 175 indicating public school districts shall resume partial or full-time in-person instruction during the fall of school year 2020-2021. However, Executive Order 175 also indicates public school districts that are or become unable to satisfy the health and safety requirements for in-person instruction delineated in the NJDOE's "Checklist for Re-Opening of School 2020-2021" and detailed in the "The Road Back – Restart and Recovery Plan for Education" Guidance, may provide full-time remote instruction to all students pursuant to N.J.S.A. 18A:7F-9.~~

~~Public school districts that determine they cannot provide in-person instruction must submit documentation to the Department of Education that identifies:~~

1. ~~The school building(s) or grade level(s) within the district that will provide full-time remote instruction;~~

2. ~~The specific health and safety standards delineated in the NJDOE's "Checklist for Re-Opening of School 2020-2021," and detailed in the "The Road Back - Restart and Recovery Plan for Education" Guidance, that the school is unable to satisfy;~~

3. ~~The school's anticipated efforts to satisfy the identified health and safety standard(s); and~~

4. A date by which the school anticipates the resumption of in-person instruction.

Such documentation must be submitted to the Department of Education at minimum one week prior to the public school district's first day of school.

The NJDOE, by way of the Executive County Superintendent, shall request periodic updates from the Superintendent of Schools of a public school district offering only remote instruction to demonstrate the school district is actively engaged in good-faith efforts toward the resumption of in-person instruction.

All instruction, whether in-person instruction or remote instruction, for the 2020-2021 year, shall adhere to the following requirements, and any other requirements imposed by Order, statute, or regulation:

1. A school day, whether in-person or remote must consist of at least four (4) hours of active instruction to students by an appropriately certified teacher, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten, pursuant to N.J.A.C. 6A:32-8.3.

2. District and school policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met pursuant to N.J.S.A. 18A:7F-9.

3. All instructional time shall be provided in accordance with the New Jersey Student Learning Standards (NJSLS).

All public school districts participating in the National School Lunch and Breakfast Programs, regardless of whether they are required to participate or voluntarily opt-in to the programs, must offer the required meals to all children, regardless of eligibility, when the school day involves at least four hours of in-person or remote instruction.

For the 2020-2021 school year, the use of student growth data based on standardized assessment or student growth percentile shall be waived and shall not be used as a measure of educator effectiveness in the overall evaluation of any educator in accordance with N.J.S.A. 18A:6-123(b)(2) and (4).

~~Paragraph 8 of Executive Order No. 107 (2020), which prohibits in-person dining at certain establishments that are open to the public, shall not apply to school district cafeterias provided that social distancing can be maintained and access is limited to staff and students and not available to the general public. Such cafeterias must adhere to infection control practices outlined for dining in the applicable reopening documents issued by the Department of Education.~~

~~Executive Order 175 – August 13, 2020~~

~~Adopted: 31 August 2020~~

POLICY

RIDGEWOOD BOARD OF EDUCATION

1648.11 THE ROAD FORWARD COVID-19 – HEALTH AND SAFETY

The Board of Education plans to provide full-day, full-time, in-person instruction and operations for the 2021-2022 school year. In June 2021, the New Jersey Department of Health (NJDOH) and the New Jersey Department of Education (NJDOE) worked collaboratively to develop guidance, The Road Forward – Health and Safety Guidance for the 2021-2022 School Year (The Road Forward).

The Road Forward replaces the mandatory anticipated minimum standards outlined in the NJDOE's "The Road Back – Restart and Recovery Plan for Education" (June 2020) and provides a range of recommendations rather than mandatory standards. These recommendations are meant to assist school districts in implementing protocols to reduce risks to students and staff from COVID-19 while still allowing for full-time learning.

The Board considered many factors as they prepared for the 2021-2022 school year, including the level of COVID-19 transmission in the community at large and in the school community, as well as vaccination coverage rates in both the community at large and the school community.

For the purpose of this Policy, "Order" shall mean any Governor of New Jersey Executive Order, New Jersey State Agency mandate, Centers for Disease Control and Prevention (CDC) guidance, New Jersey statute, or administrative code requiring compliance by the school district.

The Board considered the recommendations outlined in The Road Forward to develop health and safety protocols. The Board will consider all recommended Orders and comply with all mandatory Orders when developing health and safety protocols and reviewing them periodically.

The Board considered the recommendations outlined in The Road Forward to develop the school district's COVID-19 protocols in the following areas and included in corresponding Appendices:

A. General Health and Safety Concerns of Students, Staff Members, and Visitors

1. Vaccination;

2. Communication with the Local Health Department;

3. Mask Wearing Protocol;

4. Physical Distancing and Cohorting Protocols ;

5. Hand Hygiene and Respiratory Etiquette Protocols;

6. Provision of Meals; and

7. Transportation Protocols.

B. Cleaning, Disinfection, and Airflow.

C. Screening, Exclusion, and Response to Symptomatic Students and Staff Members.

D. Contact Tracing.

E. Testing.

F. Student and Staff Member Travel.

The RPS Health and Safety Protocols can be found in the Operations Plan.

The absence of one or more of the recommendations outlined in The Road Forward and/or in the school district's health and safety protocols will not prevent the reopening of the school(s) in the district for full-day in-person operation with all enrolled students and staff members present.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

Pursuant to N.J.S.A. 18A:7F-9, schools must be in session for 180 days to receive State Aid. The statute requires that school facilities be provided for at least 180 days during the school year. N.J.S.A. 18A:7F-9(b) indicates when a school district is required to close the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive and/or recommendation by the appropriate health agency or officer to institute a public health-related closure, days of virtual or remote instruction commensurate with in-person instruction will count toward the school district's 180-day requirement.

The school district may be confronted with the incidence of COVID-19 positive cases among staff and/or students. If the school district is required to exclude a student, group of students, a class, or multiple classes as a result of possible exposure to COVID-19, while the school itself remains open for in-person instruction, the school district may offer virtual or remote instruction to those students in a manner commensurate with in-person instruction to the extent possible. In circumstances when the school facilities remain open and in-person instruction continues in those classrooms that are not required to quarantine, those days in session will also count toward the school district's 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

The school district anticipates updates to The Road Forward and as such this Policy is subject to review by the Superintendent to ensure compliance with Orders that may arise after Board adoption of this Policy. All revisions to Orders affecting this Policy and corresponding Appendices shall be reviewed by the Superintendent with the Board Attorney, School Physician, and Board of Education, if appropriate. The Superintendent may revise the health and safety protocols included in any Appendix as necessary and appropriate. All students, parents, and staff members will be notified of any changes to school district-developed protocols implemented as a result of this Policy, as appropriate.

The Road Forward plan can be

Adopted:

FIELD TRIPS FOR APPROVAL

August 30, 2021

ONE DAY TRIPS								**ATTACHMENT F**	
Date	**School**	**Location**	**Approx # and Group of Students**	**# of Chaperones**	**# Substitutes and dates for each**	**Anticipated Cost of Subs @ $100 per day for teachers and $150 per day for nurse**	**Anticipated Cost to District**	**Annual Event**	**Meets Requirements**
9/10/21	RHS Student Government	BJs Warehouse - Paramus, NJ / Costco Warehouse, Teterboro, NJ	4	1				No	Yes
9/14/21	RHS Yearbook Club	Ridgewood, NJ	24	1				No	Yes
10/1/21	RHS Student Government	BJs Warehouse - Paramus, NJ / Costco Warehouse, Teterboro, NJ	4	1				No	Yes
10/8/21	RHS Student Government	BJs Warehouse - Paramus, NJ / Costco Warehouse, Teterboro, NJ	4	1				No	Yes
10/22/21	RHS Student Government	BJs Warehouse - Paramus, NJ / Costco Warehouse, Teterboro, NJ	4	1				No	Yes

2021 – 2022 New and Revised Curriculum

Math / Computer Science
Revised Courses
Tech Literacy 7
Multimedia Literacy 8
Computer Applications
Advanced Math Applications
Advanced Math Application CT
Advanced Algebra I
Algebra I
Algebra I CP
Algebra II CP
Computer Programming Honors
AP Computer Science
AP Principles of Computer Science

World Language
Revised Course
French 7 & 8
French I
Chinese I, II
Chinese III H, IV H
German I, II
German III H, IV H
Latin 6,7,8
Latin I, II
Latin III H, IV H
AP Latin

Social Studies
New Course
The Power of One CP/H

English
New Courses
The Philosophy of Race CP/H
American Studies AP Research 11

Revised Courses
Language Arts, Grades 6, 7, 8
Language Arts Selectives, Grades 6, 7, 8
English 9 CP
English 10 CP/H
Literary World Views 9/10
English 11 CP/H
English 12 CP/H

Fine & Applied Arts
Revised Courses
K-5 General Music
Introduction to 21st Century Music Production
Music Theory AP
Symphonic Orchestra
Concert Orchestra
Chamber Orchestra
Dance I, II
Advanced Dance
Ceramics I, II
Fundamental Drawing
Introduction to Studio Art
Intermediate Studio Art
Studio Art I, II AP
Painting II
Building & Design I, II, III
Graphic Arts I, II, III, IV
Music Mentors

Science
New Courses
AP Seminar
AP Research
Anatomy & Physiology H RAHP

Revised Courses
Science, Grades 6, 7, 8
Environmental Science CP
Biology
Biology CP
Biology Advanced
AP Biology
Chemistry
Chemistry CP/H
Chemistry H RAHP
AP Chemistry
Physics
Physics CP/H
AP Physics I
AP Physics C

Interdisciplinary
Revised Course
Academic Enrichment

Health & Wellness
New Course
Tomorrow's Teachers

JOB DESCRIPTION

I. Title: Instructional Technology Specialist Technician

II. Qualifications:

A. Demonstrate a working knowledge of Windows, Mac OS, Chrome OS, IOS, and/or related operating systems.
B. Field experience repairing computer, printer and related hardware, and supporting software for the various platforms listed above.
C. Understanding of Local Area Networks (LAN) and their related components. Experience with network switches, wireless access points, and the TCP/IP protocol preferred.
D. Motivated individual who demonstrates a high aptitude for technology.
E. Enjoys working with people and providing customer service.
F. Excellent problem solving, time management, interpersonal, and organizational skills.
G. Ability to prioritize a variety of tasks and requirements.
H. Must be a team player.

III. Position Summary:

The Instructional Technology Specialist will be responsible for Level 1 support of all systems used by staff and students, as well as the deployment, management, and support of applications installed on district issued devices. Additionally, working with the technology staff, media specialists, teaching staff, administration, and the entire student body will help to facilitate the effective use of technology throughout the building ensuring all instructional technologies and applications are available, when needed.

IV. Reports to: K-8 Technology Coordinator; Manager of Information Technology

V. Major Duties and Responsibilities:

A. Support & maintain district desktops, laptops, tablets, printers, projectors, and related technologies, including but not limited to troubleshooting, repairing, and upgrading both hardware and software.
B. Support administrators, faculty, and staff via use of the district technology help-desk system. Maintain consistent use of the system, and close tickets in a timely manner.
C. Inventory, configure, install, and test all incoming computer and instructional technology equipment.
D. Configure all new and existing hardware equipment according to district and industry standards.
E. Perform routine preventative maintenance on all computer and related equipment.
F. Manage day-to-day technology inventory control for devices, parts (re-stocking and warranty) and supplies.
G. When properly certified, perform all warranty repairs, and complete all associated paperwork.
H. Manage the district's audio/visual and television production needs, as needed.
I. Handle the distribution and collection process of district issued devices.
J. Responsible for distribution and collection process of district issued devises.

K. When necessary, provide audio/visual services to individual school sites and/or central office, including Board of Education meetings and district special events.
L. Collaborate with technology staff, the K-8 Technology Coordinator, and other appropriate personnel concerning hardware and software issues.
M. Participate in regular district technology staff meetings.
N. Support established systems/network architecture and print service procedures.
O. As appropriate, assist the Systems Administrators with support in matters directly affecting students and staff (e.g. password resets, access rights, and account lockouts).
P. Keep current with new technologies and software applications.
Q. Perform other job related duties, as directed by the K-8 Technology Coordinator and/or Manager of Information Technology.

VI. Terms of Employment: Twelve months

VII. Evaluation: In accordance with board policy on evaluation of staff.

_____
Thomas Gorman, Ed.D
Superintendent of Schools

Approved by Board: 06/01/2015 (Replacing Technology/Media Technician, Approved 10/26/2009)
Revised: 05/01/2017
Revised: 08/30/2021

JOB DESCRIPTION

I. Title: K-8 Technology Coordinator

II. Qualifications:

A. College degree preferred.
B. Specialized training and knowledge in level-2 hardware, software, server (physical and virtual), and network (wired and wireless) support in a mixed environment (Windows, ChromeOS, MacOS, IOS).
C. Strong commitment to pursue professional growth.
D. Staff management experience.
E. Strong ability to work in a team environment.
F. Strong ability to problem solve, communicate, and manage time effectively.
G. Strong ability to communicate and work effectively with staff, administrators, students, vendors, consultants, and other professionals.

III. Position Summary

Oversee and manage the day-to-day operations of the district technicians in an effort to implement and maintain a technology department capable of meeting the increasing technological demands of the District, as well as an infrastructure to support those demands.

IV. Reports to: Manager of Information Technology

V. Major Duties and Responsibilities:

A. Oversee and support district technicians ensuring that schools have consistent technical support.
B. Monitor help desk ticketing system to provide support where needed and identify common issues.
C. Ensure the consistent, reliable availability of technology including access to Google Workspace tools, computers, printing, audio-visual devises, telephony, etc.
D. Maintain the consistent application and enforcement of technology use and cybersecurity policies and procedures.
E. Coordinate repairs, insurance and warranty claim procedures.
F. Oversee software installation and deployment.
G. Assist Systems Administrators with installation, maintenance and monitoring of data centers, network, and security infrastructure.
H. Liaise with school administrators regarding needs and purchases of technology equipment.
I. Coordinate ordering, delivery, and deployment of new equipment and recycling of aged devices.
J. Ensure accurate inventory of equipment.
K. Participate in regular district technology department meetings and hold regular meetings with district technicians.

L. Participate in regular reviews of effectiveness and security of technology systems and procedures in the district and in long-term planning.
M. Research, evaluate, and implement new solutions to support the administrative and instructional functions of the schools.
N. Attend seminars, conferences, and courses in order to update skills.
O. Provide training to technicians or other staff as appropriate.
P. Assist Manager of Information Technology in evaluation of district technicians.
Q. Assist the Manage or Information Technology in the budge process to support the district's technology plan.
R. Cooperate with Technology Coordinator – Ridgewood High School on all shared responsibilities to ensure consistent implementation of procedures across the district.
S. Other job-related duties as directed by Manager of Information Technology.

VI. Terms of Employment: Twelve months

VII. Evaluation: In accordance with board policy on evaluation of staff.

Thomas Gorman, Ed.D
Superintendent of Schools

Approved by Board:	*06/01/2015*	*(Replaces Network Coordinator, Approved 11/03/2008)* *(Replaces Instructional Technology Coordinator: K-8, Approved 06/01/2015)*
Revised:	*05/01/2017*	
Revised:	*08/30/2021*	

JOB DESCRIPTION

I. Title: Technology Coordinator – Ridgewood High School

II. Qualifications:

A. College degree preferred.
B. Specialized training and knowledge in level-2 hardware, software, server (physical and virtual), and network (wired and wireless) support in a mixed environment (Windows, ChromeOS, MacOS, IOS).
C. Strong commitment to pursue professional growth.
D. Staff management experience.
E. Strong ability to work in a team environment.
F. Strong ability to problem solve, communicate, and manage time effectively.
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VI. Terms of Employment: Twelve months

VII. Evaluation: In accordance with board policy on evaluation of staff.

Thomas Gorman, Ed.D
Superintendent of Schools

Approved by Board: *06/01/2015* *(Replaces Network Coordinator, Approved 11/03/2008)*
(Replaces Instructional Technology Coordinator: K-8, Approved 06/01/2015)
Revised: *05/01/2017*
Revised: *08/30/2021*

AUGUST 30, 2021 **2021 - 2022 SUMMER CURRICULUM WRITING (HOURLY RATE $53.33)** **ATTACHMENT I**

ADDITIONS AND REVISION

Curriculum	New or Revised (N/R)	Staff Member	Total Hours	Cost per hour 53.33	APPROVED 6/14/21, 6/28/21 REVISE FROM:	Amount Not to Exceed REVISE TO:
Science						
AP Environmental Science	R	James Kay	0		9 hours / $479.97	0 hours / 0
		Miles Luo	18		9 hours / $479.97	18 hours/ $959.94
	R	Caroline Richards	8		0 hours / 0	8 hours / $426.64
Science Grade 7	R	Dee Abbatiello	8.5		8 hours / $426.64	8.5 hours / $453.30
	R	Karla Mixon	8.5		8 hours / $426.64	8.5 hours / $453.30
	R	Ben Ran	0		1 hour / 53.33	0 hours / 0
Health & Wellness						
Tomorrow's Teachers	N	Natalie Bray			0 hours / 0	36 hours/$1919.88
Interdisciplinary						
Academic Enrichment	R	Doug day	0		4.5 hours / $239.98	0 hours/0
		Julie Gordon	9		4.5 hours / $239.98	9 hours/$479.97
English						
English 6-8 Selectives	R	Dan Luts	4		4 hours /213.32	0 hours/0

Contracted Therapists/ Providers for Special Education Student Services for the 2021- 2022 School Year		
Contractor	**Service**	**Rates**
CG Mental Health	Psychiatric Evaluations	$1,500/eval, $250/30 min
Irene Cook	Consultative Services for the RISe Program	$1,000/day, max of 5 days
Jennifer L. Goeke, Ph.D.	IEP Writing & Development	$450 per 1.5 hour session
Pillar Care Continuum	Assistive Technology Services	$10,000/month
Platt Psychiatric Associates	Psychiatric Evaluations & Consultation	$4,500 and/or $450/hr
Supreme Consultants	Bilingual Speech, Psychological, Educational & OT Evaluations, Interpretations	$47/hr and/or $750/Eval

AGREEMENT, made the ___ day of August, 2021 between 30-38 OAK STREET, LLC, as Landlord, located at c/o Onyx Equities, LLC, 900 Route 9 North, Suite 400, Woodbridge, New Jersey 07095 and The Ridgewood Board of Education, as Tenant, residing or located at: 49 Cottage Place, Ridgewood, NJ 07450.

WITNESS That, the said Landlord has let unto the said Tenant and the said Tenant has hired from the said Landlord, the following premises: a portion of the lower level as indicated on the **Floor Plan Rider** attached hereto in the Building at 30-38 Oak Street, Ridgewood, New Jersey for the term of five (5) years to commence from the time Landlord substantially completes the work set forth on **Landlord's Work Rider,** to be used and occupied only for use as a general office and classrooms for students; together with the right, during the Term of this Lease, to use, in common with others, the Common Areas (including the hallways, elevators, rest rooms, etc.), subject to the terms of this Lease.

Upon the conditions and covenants following:

1st: That the Tenant shall pay the annual rent for the first lease year of forty-one Thousand four hundred Dollars ($41,400), payable at the rate of three thousand four hundred fifty dollars ($3,450.00) per month, in advance on the first (1st) day of each and every month during the term. On each anniversary of the date on which Landlord substantially completes the work set forth on **Landlord's Work Rider** annual rent shall increase by two (2%) percent over the then annual rent. There shall be a 5% late fee for all such payments. In the event rent shall fall in arrears thirty (30) days, Landlord shall hold the Tenant in Breach of this Agreement and proceed with all of its rights under this Lease.

2nd: Simultaneously with the execution of this Lease, Tenant shall deposit with Landlord the sum of five thousand dollars ($5,000.00) as security for the full and faithful performance by the Tenant of all of the terms and conditions upon the Tenant's part to be performed, which said sum shall be returned to the Tenant after the time fixed as the expiration of the term herein, provided the Tenant has fully and faithfully carried out all of the terms, covenants and conditions on the Tenant's part to be performed. In the event of a bona fide sale, subject to this Lease, the Landlord shall have the right to transfer the security to the vendee for the benefit of the Tenant and the Landlord shall be considered released by the Tenant from all liability for the return of such security; and the Tenant agrees to look to the new Landlord solely for the return of the said security, and it is agreed that this shall apply to every transfer or assignment made of the security to a new Landlord, and that the security deposited under this Lease shall not be mortgaged, assigned or encumbered by the Tenant without the written consent of the Landlord.

3rd: That the Tenant shall take good care of the premises and shall at the Tenant's own cost and expense make all repairs to equipment and fixtures, including light bulb replacement and at the end or other expiration of the term, shall deliver up the demised premises in good order or condition, damages by the elements excepted. At the end of the Term, the Tenant shall vacate the Property and return it in the same condition as it was at the beginning of the Term, except for normal wear and tear.

4th: That the Tenant shall promptly execute and comply with all statutes, ordinances, rules, orders, regulations and requirements of the Federal, State and City Government and of any

and all their Departments and Bureaus applicable to said premises, for the correction, prevention, and abatement of nuisances, violations or other grievances, in, upon or connected with said premises during said term; and shall also promptly comply with and execute all rules, orders, and regulations of the Board of Fire Underwriters, or any other similar body, for the prevention of fires, at the Tenant's own cost and expense.

5th: That in case the Tenant shall fail or neglect to comply with the aforesaid statutes, ordinances, rules, orders, regulations and requirements or any of them, or in case the Tenant shall fail or neglect to make any necessary repairs, then the Landlord or the Landlord's Agents may enter said premises and make said repairs and comply with any and all of the said statutes, ordinances, rules, orders, regulations or requirements at the cost and expense of the Tenant and in case of the Tenant's failure to pay there for, the said cost and expense shall be added to the next month's rent and be due and payable as such, or the Landlord may deduct the same from the balance of any sum remaining in the Landlord's hands. This provision is in addition to the right of the Landlord to terminate this Lease by reason of any default on the part of the Tenant.

6th: That the Tenant shall not assign this agreement, or sublet or sublease the premises or any part thereof, or occupy, or permit or suffer the same to be occupied for any business or purpose deemed disreputable or extra-hazardous on account of fire, under penalty of damages and forfeiture.

7th: That no alterations, additions or improvements shall he made in or to the premises without the consent of the Landlord in writing, under penalty of damages and forfeiture, and all additions and improvements made by the Tenant shall belong to the Landlord. At Landlord's option, Tenant must restore premises to its original condition.

8th: In case of damage, by fire or other cause, to the building in which the leased premises are located, without the fault of the Tenant or of Tenant's agent or employees, if the damage is so extensive as to amount practically to the total destruction of the leased premises or of the building, or if the Landlord shall within a reasonable time decide not to rebuild, this Lease shall cease and come to an end, and the rent shall be apportioned to the time of the damage. In all other cases where the leased premises are damaged without the fault of the Tenant or of Tenant's agents or employees the Landlord shall repair the damage with reasonable dispatch after notice of damage, and if the damage has rendered the premises untenantable, in whole or in part, there shall be an apportionment of the rent until the damage has been repaired. In determining what constitutes reasonable dispatch consideration shall be given to delays caused by strikes, adjustment of insurance and other causes beyond the Landlord's control.

9th: That said Tenant agrees that the said Landlord and Landlord's Agents, and other representatives, shall have the right to enter into and upon said premises, or any part thereof on 48 hours' notice except in case of emergency, in which event no notice shall be required, at all reasonable hours for the purpose of examining the same, or making such repairs or alterations therein as may be necessary for the safety and preservation thereof.

10th: The Tenant also agrees to permit the Landlord or Landlord's Agents to show the premises to persons wishing to hire or purchase the same on 48 hours' notice; and the Tenant further agrees that during the six months next prior to the expiration of the term, the Landlord or Landlord's Agents shall have the right to place notices on the front of said premises, or any part

thereof, offering the premises "To Let" or "For Sale," and the Tenant hereby agrees to permit the same to remain thereon without hindrance or molestation,

11th: That if the said premises, or any part thereof, shall become vacant during the said term, or should the Tenant be evicted by summary proceedings or otherwise, the Landlord or Landlord's representatives may reenter the same, either by force or otherwise, without being liable to prosecution therefor; and relet the said premises as the Agent of the said Tenant and receive the rent thereof; applying the same, first to the payment of such expenses as the Landlord may be put to in re-entering and then to the payment of the rent due by these presents; the balance (if any) to be paid over to the Tenant who shall remain liable for any deficiency,

12th: Landlord may replace, at the expense of Tenant, any and all broken glass in and about the demised premise's. Landlord may insure, and keep insured, all plate glass in the demised premises for and in the name of Landlord, Bills, for the premiums therefor shall be rendered by Landlord to Tenant at such times as Landlord may elect, and shall be due from, and payable by Tenant when rendered, and the amount thereof shall be deemed to be, and be paid as, additional rental. Damage and injury to the said premises, caused by the carelessness, negligence or improper conduct on the part of the said Tenant or the Tenant's agents or employees shall be repaired as speedily as possible by the Tenant at the Tenant's own cost and expense.

13th: That the Tenant shall neither encumber, nor obstruct the sidewalk in front of, entrance to or halls and stairs of said building, nor allow the same to be obstructed or encumbered in any manner,

14th: The Tenant shall neither place, nor cause, nor allow to be placed, any sign or signs of any kind whatsoever at, in or about the entrance to said premises nor any other part of same except in or at such place or places as may be indicated by the said Landlord and consented to by Landlord in writing, and in case the Landlord or Landlord's representatives shall deem it necessary to remove any such sign or signs in order to paint or to make any other repairs, alterations or improvements in or upon said premises or the building wherein same is situated or any part thereof, the Landlord shall have the right to do so, providing the same be removed and replaced at the Landlord's expense whenever the said repairs, alterations or improvements shall have been completed.

15th: It is expressly agreed and understood by and between the parties to this agreement, that the Landlord shall not be liable for any damage or injury to person or property caused by or resulting from steam, electricity, gas, water, rain, ice or snow, or any leak or flow from or into any part of said building, or from any damage or injury resulting or arising from any other cause or happening whatsoever.

16th: That if default be made in any of the covenants herein contained, then it shall be lawful for the said Landlord to re-enter the said premises, and the same to have again, re-possess and enjoy,

17th: That this Lease shall not be a lien against said premises in respect to any mortgages that are now on or that hereafter may be placed against said premises, and that the recording of such mortgage or mortgages shall have preference and precedence and be superior and prior in

lien of this Lease irrespective of the date of recording and the Tenant agrees to execute any instrument without cost, which may he deemed necessary or desirable to further effect the subordination of this Lease to any such mortgage or mortgages, and a refusal to execute such instruments shall entitle the Landlord, or the Landlord's assigns and legal representatives to the option of canceling this Lease without incurring any expense or damage, and the term hereby granted is expressly limited accordingly.

18th: It is expressly understood and agreed that if for any reason it shall be impossible to obtain fire insurance on the buildings and improvements on the demised premises in an amount, and in the form, and in fire insurance companies acceptable to the Landlord the Landlord may, if the Landlord so elects, at any time thereafter terminate this Lease and the term thereof, on giving to the Tenant three days' notice in writing of Landlord's intention so to do and upon the giving of such notice, this Lease and the term hereof shall terminate and come to an end,

19th: It is expressly understood and agreed that in case the demised premises shall be deserted or vacated, or if default be made in the payment of the rent or any part thereof as herein specified, or if, without the consent of the Landlord, the Tenant shall sell, assign, or mortgage this Lease or if default be made in the performance of any of the covenants and agreements in this Lease contained on the part of the Tenant to be kept and performed, or if the Tenant shall fail to comply with any of the statutes, ordinances, rules, orders, regulations and requirements of the Federal, State and City Government or of any and all their Departments and Bureaus, applicable to said premises, or if the Tenant shall file or there be filed against Tenant a petition in bankruptcy or arrangement, or Tenant be adjudicated a bankrupt, or make an assignment for the benefit of creditors or take advantage of any insolvency act, the Landlord may, if the Landlord so elects, at any time thereafter terminate this Lease and the term hereof, on giving to the Tenant five days' notice in writing of the Landlord's intention so to do, and this Lease and the term hereof shall expire and come to an end on the date fixed in such notice as if the said date were the date originally fixed in this Lease for the expiration hereof. Such notice may be given by mail to the Tenant addressed to the demised premises.

20th: The Tenant shall supply and pay for the following utilities; telephone service and garbage removal. Landlord shall supply and pay for HVAC and electricity, provided, however, Landlord shall have no obligation in connection with any cessation, disruption, or quality of service for electricity. Landlord shall be responsible for the payment of Real Estate Taxes on the Building of which the demised premises are a part.

21st: That the Tenant will not nor will the Tenant permit undertenants or other persons to do anything in said premises, or bring anything into said premises, or permit anything to be brought into said premises or to be kept therein, which will in any way increase the rate of fire insurance on said demised premises, nor use the demised premises or any part thereof, nor suffer or permit their use for any business or purpose which would cause an increase in the rate of fire insurance on said building, and the Tenant agrees to pay on demand any such increase.

22nd: If after default in payment of rent or violation of any other provision of this Lease, or upon the expiration of this Lease, the Tenant moves out or is dispossessed and fails to remove any trade fixtures or other Property prior to such said default, removal, expiration of Lease, or vacates the demised premise's prior to the issuance of the final order or execution of the warrant,

then and in that event, the said fixtures and property shall be deemed abandoned by the said Tenant and shall become the property of the Landlord,

23rd: The failure of the Landlord to insist upon strict performance of any of the covenants or conditions of this Lease or to exercise any option herein conferred in any one or more instances, shall not be construed as a waiver or relinquishment for the future of any such covenants, conditions or options, but the same' shall be and remain in full force and effect.

24th: In the event that the relation of the Landlord and Tenant may cease or terminate by reason of the re-entry of the Landlord under the terms and covenants contained in this Lease or by the ejectment of the Tenant by summary proceedings or otherwise, or after the abandonment of the premises by the Tenant, it is hereby agreed that the Tenant shall remain liable and shall pay in monthly payments the rent which accrues subsequent to the re-entry by the Landlord, and the Tenant expressly agrees to pay as damages for the breach of the covenants herein contained, the difference between the rent reserved and the rent collected and received, if any, by the Landlord, during the remainder of the unexpired term, such difference or deficiency between the rent herein reserved and the rent collected, if any, shall become due and payable in monthly payments during the remainder of the unexpired term, as the amounts of such difference or deficiency shall from time to time be ascertained.

25th: If the whole or any part of the demised premises shall be acquired or condemned by Eminent Domain for any public or quasi-public use or purpose, then and in that event, the term of this Lease shall cease and terminate from the date of title vesting in such proceeding and Tenant shall have no claim against Landlord for the value of any unexpired term of said Lease. No part of any award shall belong to the tenant.

26th: This Lease and the obligation of Tenant to pay rent hereunder and perform all of the other covenants and agreements hereunder on part of Tenant to be performed shall in no way be affected, impaired or excused because Landlord is unable to supply or is delayed in supplying any service expressly or impliedly to be supplied or is unable to make, or is delayed in making any repairs, additions, alterations or decorations or is unable to supply or is delayed in supplying any equipment or fixtures if Landlord is prevented or delayed from so doing by reason of governmental preemption in connection with a National Emergency declared by the President of the United States or in connection with any rule, order or regulation of any department or subdivision thereof of any governmental agency or by reason of the conditions of supply and demand which have been or are affected by war or other emergency,

27th: Landlord shall not be liable for failure to give possession of the premises upon commencement date by reason of the fact that premises are not ready for occupancy, or due to a prior Tenant wrongfully holding over or any other person wrongfully in possession or for any other reason; in such event the rent shall not commence until possession is given or is available, but the term herein shall not be extended,

28th: This Lease is subject and is hereby subordinated to all present and future mortgages, deeds of trust and other encumbrances affecting the demised premises or the property of which said premises are a part. The Tenant agrees to execute, at no expense to the Landlord, any instrument that may be deemed necessary or desirable by the Landlord to further effect the subordination of this Lease to any such mortgage, deed of trust or encumbrance.

29th: Tenant shall provide and maintain a comprehensive policy of liability insurance with respect to the premises. Landlord and any designee of Landlord shall be named as additional insureds. The policy is to be written by an insurance company reasonably acceptable to Landlord, with at least $3,000,000 in combined single limit with respect to personal injury, death or property damage arising out of any one occurrence,

30th: And the said Landlord does covenant that the said Tenant on paying the said yearly rent, and performing the covenants aforesaid, shall and may peacefully and quietly have, hold and enjoy the said demised premises for the term aforesaid, provided however, that this covenant shall be conditioned upon the retention of title to the premises by the Landlord.

31st: And it is further understood and agreed, that the covenants and agreements herein contained are binding on the parties hereto and upon their respective successors, heirs, executors, administrators and assigns.

32nd: It is further expressly agreed that the words used in the singular shall include words in the plural where the text of this instrument so requires.

33rd: It is understood and agreed by the parties that if the function for which this demised premises is being leased is abolished, limited or restricted by an act of the NJ Legislature, or any action taken under authority conferred by such acts or laws, then Tenant shall have the privilege of canceling this Lease by giving at least twelve (12) calendar months written notice to Landlord. Additionally, in the event sufficient funds necessary for the operation of the demised premises are not made available or appropriated by the Ridgewood Public School District, this Lease may be terminated by Tenant on twelve (12) months' notice to Landlord.

IN WITNESS WHEREOF, the parties have inter-changeably set their hands and seals or caused these presents to be signed by their proper corporate officers and caused their proper corporate seal to be hereto affixed, as of the day and year first above written.

Signed, Sealed and Delivered
in the presence of:

30-38 OAK STREET, LLC, Landlord

_____ By: _____
Name:
Title:

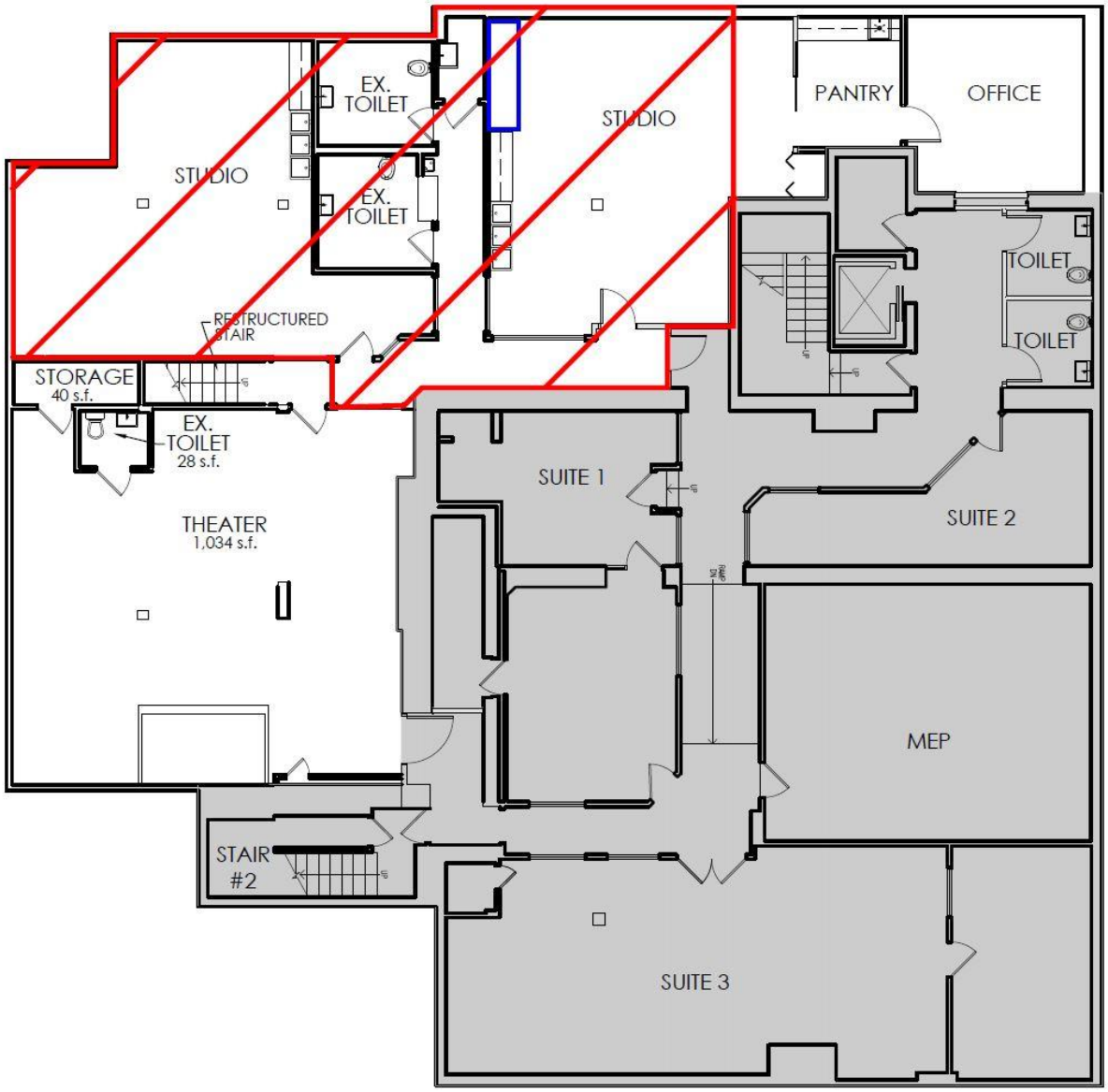
The Ridgewood Board of Education, Tenant

_____ By: _____
Name:
Title:

RIDER 1 - LANDLORD'S WORK

Landlord to replace the sink and add electrical outlets for Tenant to install an electric stove, hood, and refrigerator in the area outlined in blue in Rider 2.

RIDER 2 – FLOOR PLAN



RIDER 3 – RENEWAL OPTION

A. Subject to the provisions of this Rider 3, Tenant shall have the right to renew this Lease for five (5) consecutive terms of one (1) year each (collectively, the "Option Term"), by delivering written notice of the exercise thereof to Landlord ("Tenant's Option Notice") not later than six (6) months before the expiration of the Term, TIME BEING OF THE ESSENCE, provided: (i) Tenant or an approved assignee is the Tenant; (ii) no event of default exists either at the time of such exercise or at the commencement of the Option Term; and (iii) Tenant is occupying all or substantially all of the Premises at the time of such exercise and upon the commencement of the Option Term. Rent payable during the Option Term shall be as follows:

Option Term Years	Annual Rent	Monthly Rent
1	$45,708.96	$3,809.08
2	$46,623.12	$3,885.26
3	$47,555.64	$3,962.97
4	$48,506.76	$4,042.23
5	$49,476.84	$4,123.07

Tenant shall lease the Premises during the Option Term in its then-current condition, and Landlord shall not provide to Tenant any allowances (e.g., moving allowance, construction allowance, and the like) or other tenant inducements.

B. Landlord and Tenant shall promptly execute an acknowledgement to this Lease evidencing any extension of the Term pursuant to this Rider 3, but no such acknowledgement shall be necessary in order to make the provisions of this Rider 3 effective.

C. Tenant's right to renew this Lease shall automatically terminate if this Lease or Tenant's right to possession of the Premises is terminated in accordance with the terms of this Lease.

D. Tenant shall have no further right to extend the Term following the expiration of the Option Term, unless expressly granted by Landlord in writing, which right may be granted or withheld in Landlord's sole discretion.

E. Except as set forth in this Rider 3, the Lease and all the covenants, agreements, terms, provisions and conditions thereof, as it may be amended in writing signed by Landlord and Tenant, shall remain in effect during the Option Term.

MINUTES OF THE
REGULAR MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

September 13, 2021

At 7:00 p.m., Mr. Lembo called the Regular Public Meeting to Order.

I CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. INFORMATION

A. ADVANCED PLACEMENT SCHOLARS

One hundred sixty students at Ridgewood High School have been named AP Scholars by the College Board in recognition of their exceptional achievement on the college level Advanced Placement Examinations.

The College Board recognizes several levels of achievement based on the students' performance on AP exams.

Fifteen students qualified for the National AP Scholar Award by earning an average grade of 4.0 or higher on all AP Exams taken, and grades of 4 or higher on eight or more of these exams.

Some of these students are Alexander Cho, Julianne Flusche, Aaron Friedman, Alexandra Jerdee, Adina Kestenbaum, Zachary Kim, Aum Mundhe, Jake Rubenstein, Skyler Snow, Decklan Spencer, William Stewart, Emma Su, Claire Sullivan, Saori Takahashi, and Daniel Wispfenning.

Fifty-two students qualified for the AP Scholar with Distinction Award by earning an average of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams.

Some of these students are Emre Alptuna, Eric Baw, Daniel Bergman, Hannah Calaman, Alexander Cho, Izabela Cupi, Matthew De Meulder, Patrick De Meulder, James Dolan, Pablo Esteve, Nathan Fallin, Julianne Flusche, Aaron Friedman, Ruby Gondris, Ian Gross, Claire Hamlet, Charles Healy, Allison Hong, Victoria Hoy, Alexandra Jerdee, Adina Kestenbaum, Zachary Kim, Brandon Lee, Matthew Lee, Matthew Leis, Caroline Loscalzo, Kaylin Marshall, Kateryna Morhun, Aum Mundhe, Haruka Murai, Samantha Ngai, Kalyan Patel, Logan Richman, Jake Rubenstein, Skyler Snow, Decklan Spencer, Ivan Stadnik, Theodore Stephens, William Stewart, Emma Su, Claire Sullivan, Saori Takahashi, Anisha Tehim, Catherine Tepper, Carina Trama, Jay Van Adrichem Bo, and Daniel Weispfenning.

Thirty-three students qualified for the AP Scholar with Honor Award by earning an average grade of at least 3.25 on all AP exams taken, and grades of 3 or higher on four or more of these exams.

Some of these students are Krsha Anant, Hannah Choi, Catherine Chu, Meghan Concilio, Kyle Conenello, Arosh De Silva, Blaise DeLeon, Remy Dresner, Gwendolyn Flusche, Nicholas Galis, Lydia Han, Annabelle He, Lia Horkenback, Justin Ivanov, Alexandria Kenney, Amen Khan, Zachary Kim, Matthew Kotchkin, Isabel Lee, Seugjinngrok Lee, Sofia Lee, Michael Lillis, Theodore Lowicki, Sarah Policano, Maya Ramasamy, Kai Sarma, Audrey Shin, Andrew Swanson, Mikeal Nakamura Vernet, Spencer Von Summer, and Janice Yoon.

Seventy-two students qualified for the AP Scholar Award by completing three or more AP Exams with grades of 3 or higher.

Some of these students are Allegrea Alvarado, Nolan Beiter, Juliettte Bergantino, Bryan Chan, Christopher Chang, Lindsey Christinger, Jason Clark, Nicole Constant, Haley Evans, Coreen Ferraro, Laurence Fine, Emily Fitts, Madeleine Flanagan, John William Gasaway, Serena Grassi, Ella Grbic, Hailey Haglid, Karis Han, Sophie Hartstein, Yurina Homma, Christina Huang, Brendan Incardona, Sungchan Kang, Megan Kaul, Daniel Kim, Hakyoung Kim, Payton Kliesch, Tyler Kopff, Eliza Lakritz, Hyelin Lee, Kyunghyun Lee, Yeonji Lee, Matthew Lia, Emma Liguori, Michael Mariniello, Meghan McGorty, Mary McKenna, Anna Meringolo, Michael Merlino, Courtney Murphy, June O'Reilly, Weston Peene, Cassandra Ponomarciuc, Colin Pratasevich, Nicholas Pruitt, Emily Rau, Timothy Rhee, Kaelyn Rosenberg, Rebeca Samano, Mason Schick, Spurthi Setty, Riley So, Joseph Sofia, Youngjin Song, Holly Soper, Julie Soutter, Susannah Taylor, Michaela Tsapatsaris, Diya Vij, Caroline Villemoes, Karina Wagner, Eleni Wain, Zoe Warne, Lili Weissberg, Thomas Woods, Lulu Xu, Bulent Yesilyurt, Hyunjoo Yook, Julia Zambito, and Kate Zuckerman.

Forty-three award recipients are juniors. The juniors have at least one more year in which to do college-level work to possibly earn another Advanced Placement Award.

V. PRESENTATIONS

A. RECOGNITION OF ASHBY AWARD AND TRADITION OF EXCELLENCE WINNERS

Laura Grasso was recognized as the Ashby Award Recipient.

The Ashby Award was established in 1966 to honor former Superintendent Lloyd W.

Ashby and his wife, Lois, for their distinguished service to the community. The recipient is selected from nominees submitted by staff members and is someone who, in the opinion of his or her peers, has carried on our district's long tradition of service and contribution. This is the highest honor that the Ridgewood Public Schools can bestow on a staff member.

Georgia Abrunzo was recognized as the Tradition of Excellence Recipient. The Tradition of Excellence Award recognizes a support staff member for extraordinary service to the district in five categories. Each year, the honoree is selected by a committee after careful review of all nominations.

B. STUDENT REPRESENTATIVE REPORT

Norah Train presented the following report:

Freshman Focus counselor groups met and got to know each other.
RHS Ambassadors hosted an event at the High School for approximately 55 students from all over the world who are in their Sophomore, Junior, and Senior years. Registrations came from as far away as Japan, Bangladesh, Mexico, and India. They introduced traditions at RHS, discussed upcoming events, and talked about their experience at RHS.
This year we also hosted two orientations dedicated to students who were all virtual during the 2020-2021 school year to welcome them back to RHS.
The High School hosted the annual club fair on September 3. Instead of being held in the gym, the club fair was outside on the football field parking lot and it was combined with a school-wide barbeque. Burgers, pasta salad, hot dogs, and more. It was a hit! Students attended, had a snack at the delicious barbeque, and signed up for various clubs to participate in next year.
Senior FOCUS began this week. Guidance counselors will help seniors with the college application process. The goal of Senior FOCUS is to give our students a supportive, organized environment to help them with the college application process. For students who have alternative goals besides college, our school counselors will work closely with them to structure and support their plans.
RHS back-to-school night will be held on September 14.

Cheerleading, cross country, football, gymnastics, soccer, tennis, and volleyball have all finished tryouts and have begun competing, practicing, and scrimmaging.
RHS started a Breast Cancer Awareness Shop in an effort to help raise awareness for a great cause and show school spirit. 3$ from each order will be donated to breast cancer research!

RHS Marching Band Camp at RHS from 8/16-20 and RHS Marching Band Camp at Timber Lake Camp from 8/22-27 have come to a close. Students grew closer as a community practiced, and enjoyed the last few days before school started.

RHS New Players had their first meeting on the 7th to talk about the upcoming productions and events.

VI. COMMENTS FROM THE PUBLIC

Dr. Janet Reilly, 487 Dorchester Road, was shocked and disappointed about how RPS has dropped the ball on covid safety, particularly lunch planning. She requests that Dr. Gorman implement a districtwide policy for outdoor lunch and implement other covid safety measures in elementary schools. Orchard, BF, GW, and the high school are offering outdoor lunch and Somerville's principal has recently committed to do so as well. The district needs to think outside the box and support Hawes, Ridge, Travell, and Willard to do the same. The burden of implementing outdoor lunch should not be on individual schools. Outdoor lunch is not a safety risk. She has spoken to Hawes parents and can guarantee that we can find parents to chaperone outdoor lunch. She trusted RPS to follow the science and ensure the kids' safety this fall. She was floored when she brought her children to school this year and there were no air purifiers, or fans in classrooms and many windows were shut. She knows HSA parents have volunteered to donate purifiers and fans and would like to know why they have not been accepted. Parents should not be the ones who make such purchases, implementing basic safety measures should be the priority for the district before every line item and expenditure request on tonight's agenda. Asked the Board how comfortable they would feel being unvaccinated and dining indoors with 60-200 unvaccinated people in a cafeteria. Guessing this is not something you have done last year, so why when we have a variant that is more contagious and more of a threat to unvaccinated children than the variant last year are you subjecting our children to indoor dining this year. Please implement outdoor lunch and snack immediately, make it RPS policy to keep windows open all the time, install fans and purifiers and rapid testing.

Kelly Joiai, 447 Fairway Road, supports the cleaning of the turf field at the high school. Many of our teams use that field including football, soccer, the band and kids use it during lunch. Clean the turf field asap.

Bernadette Ohara, 377 Chestnut Street, asked to approve the funding of the immediate remediation of the fields. The fields are an integral part that support athletics, the arts and the Ridgewood community at large. In fall there are over 200 students that activity participate in an organized activity, not to mention photographers and other organizers who attend the games. Other sports including soccer, fields are needed for gym classes and lunch. The football team needs a place to practice, it is costing $1,000 per day to get them to the superdome. The mental health of students, they deserve a safe home field to support their classmates. Her daughter's favorite memories are watching the games with her friends, we should not rob our students. Listened to board meetings and discussion about great schools and other rankings and the impact that they have on property values, people do not tell their friends to move to Ridgewood because RHS has a 9 on Great Schools. They tell them to move here because of the community, the people who come out on the fourth of July, the Ridgewood run, and the high school football games at this field. We have a lot of 2nd generation Ridgewood school students, people don't move back to Ridgewood because of Great School rankings. They move back because of the community they enjoyed growing up in, which included the fields. She knows it will cost money to fix the fields and it may flood again; the Board can study long-term solutions. She is concerned of the delay and the

administration's inability to act quickly in situations like these. Our students deserve functioning fields as soon as possible.

Dr. Deborah Steinbaum, 295 Grandview Circle, reiterating what has been said in the past, we are not going back to normal, there is a new normal and we need to embrace it. There were a number of plusses during covid, to pivot quickly when we need changes. Her perception of the administration's response to all of the pleas is of inflexibility. She pleads for outdoor lunch, parents are in distress. Heard the objection for money, no room for tents, and safety. People are willing to give time and or money to help. We can encourage kids with incentives to go outside, perhaps we can pay for spots across the street so kids can eat there. Many kids don't care about the cold. Let parents have options. The community would appreciate hearing the percentage of staff and students who are vaccinated. Has not heard anything regarding rapid or asymptomatic testing. Provided the board with recent publication from american pediatrics on recent research.

Dr. Laura McKenna, 861 Bingham Road, asked the Board to read the NYTimes article what "kids lost", it talks about the impact of 18 months of lost education for the kids. Learning loss has happened, remote education did not work for any child. Referred to an article by Emily Brasington, the more time that kids spend in front of the computer, the less they learn. The biggest problem will be in math and science. The kids in private school were there full time. We are about to get 1.1 million dollars, what are we spending the money on? The priority should be helping the kids who struggled the most.

Joe Grasso, captain of the football team, urged the board to approve making money available for Landtek to begin the repair of the Stadium and Ridgewood fields. Over the last few weeks, football and other sports teams have had to share the use of fields. Due to sharing, practices have been cut short. In preparing for a football game, practices are important to the overall health and safety of the players on the team. Please do not wait to get the fields fixed. Speaks on behalf of the players of the football team and other fall sports.

John Karafa, 410 Hamilton Road, echoed comments regarding the football program and getting the fields fixed. We asked the kids to give it their all, if they are not prepared, they will get hurt. This is becoming a safety issue since they are stepping on the field with kids who are prepared. Time is of the essence.

Peter, thanked everyone for their service, called regarding the lunch set up, he is concerned for the safety of the children, in regards to the lunchroom including up to 100 unvaccinated students without separation and limited ventilation. Would like to hear the guidance the town is receiving that this is a safe situation. Other towns in NJ are flabbergasted by our situation, especially since we were conservative on this issue. Other towns are looking at us and not understanding the decision. Urges to try and get the kids outside.

Daniel Kiofa, 410 Hamilton Rd., student who has been playing football since first grade, Asking for BOE to find someone to clean up the field. Urged board to come out to a football game and the experience.

Sahir Kiada, on behalf of the football team, wants an opportunity to play on the Fields.

Dan Gioia, 447 Fairway Road, congratulated Laura Grasso on her award. He is happy to see the agenda item with LandTek to clean the field. He Knows Dr. Gorman and many of the people on the Board know how important it is to the community and the kids who play football, soccer, and band to have the fields fixed. He supports that the Board pass the resolution tonight.

Shulpa, 320 South Pleasant Avenue, was surprised that last year the kids had snack outdoors. It was a no brainer and is shocked they are not eating outside this year. She put out a petition and has received 100 signatures. A lot of parents are worried about it and not as hopeful. They support the kids having lunch outdoors.

Kelly Hearn, 324 Beechwood Road, called in support of the action that can be taken for outdoor dining for the youngest, unvaccinated learners. Thanked the Dr. about her earlier comments. There was a sign out option offered to parents, she opted for this option. The kids are signed out for lunch and then returned to go to recess. This happened for two days, on the third day they were informed that the children had to eat off premises, and then told the next step would be to remove recess for the children who ate outdoors. Why would the district remove recess? It seems extremely punitive. It is sad that this is the option without thinking of a creative solution. Urged to reconsider outdoor dining and the actions taken against the children whose parents are trying to keep them safe.

Oliver Train, 302 Manor Road, he wants to add his voice about fixing the fields, he asks that we don't just repair the symptom and the underlying problem still exists and we should not just clean the fields. Daughter Norah's first meeting as the student rep and wanted her to know that mom and dad are proud.

Christen Gonchoroff, 256 Claremont Road, feels blindsided by the lunch issue. She watched the back to school presentation and was relieved that she had the option to take her kids out for lunch and return for recess. She was not happy that she had to do that. She does not believe that K-5 children should be sitting together inside, we are not out of the pandemic. She is shocked that you were so restrictive last year, and now their children are being thrown in the fire. NYC restaurants have restrictions for indoor diners. How is it ok to put these children at risk, everyday eating face to face without masks and being unvaccinated. They are being punished by taking away their recess. There are a handful of Ridge children that were signed out today. The first couple of days parents would sign them into the front door and then walked them to their playgrounds.

Rebecca Rothman, 197 Catherine Road, Calling to reiterate previous people, in support that unvaccinated children have options to eat outdoors. A lot of parents can contribute and cost should not be an issue.

Christopher Welles, 145 Beechwood Road, daughter is happy to be back at school and loves recess. Recess is extremely important. With the Delta Variant, indoor dining is extremely high risk activity for unvaccinated individuals. He has been pulling daughter out for lunch everyday. Thursday evening the policy changed that required children who leave for lunch will miss recess. He understands it is because of the logistics of having children return to the playground. For anyone in grades 3-5, when signed in they go back to playground alone and do not get escorted. First graders will need to be escorted back to lunch. He prefers that all

students can eat outdoor lunch. He thinks it's' important that his daughter can still attend recess.

Ms. Gupta, 458 Oldstone Road, in support of the additional covid measures at the schools. We have been hearing that you are looking into outdoor lunches. Why are you still looking into the solutions? We should have solutions in place at the start of school. Finds this unacceptable. Any decisions need to be made quickly. The option to take the children out for lunch was the one that we could concede on and find some middle ground. That was stripped away after 3-4 days. The district gave up quickly on something like this. They could have come up with a solution if the parents were asked. This is not normal times, and we are not doing enough. Where has the covid planning gone? If we don't have testing, filters, outdoor dining, what is the district doing for the kids' safety?

Deborah Lagori, 319 Meadowbrook Ave., seems that there are different opinions, hoping the options will be there, hoping we don't take lunch and recess out of the schools all together. The kids need to be normal again. She agrees about the fields, it is a great option for the kids to get out. The one recess day when it was raining was the first day her son said it was not so good, because they had to sit in assigned seats. During the winter this will be several days in a row. The Y last year had indoor recess and it was fine. She doesn't know of any children who were seriously ill.

Public comments were stopped at this time. Callers on hold were asked to wait for the second public comment period or email the Board.

VII. PRESENTATIONS

A. RIDGEWOOD BOE 2020-2021 SELF-EVALUATION

Matt Lee from the New Jersey School Boards Association reviewed the process for setting the 2021-2022 District and Board Goals and explained the Board governance cycle. Once the goals are set, action plans are determined by the superintendent, and a reporting schedule is established. Mr. Lee shared some examples of the types of data that can be used when determining goals.

District goals are related to the day-to-day operations of the district such as programming, instruction, staff, professional development, facilities, and finance. These goals are collaboratively set by the Board and the Chief School Administrator (CSA), and it is the responsibility of the CSA to complete the district goals. Board goals are related to processes and procedures and are evaluated in conjunction with the Board self-evaluation. The role of stakeholders in formulating educational goals was reviewed, as well as how these groups contribute to the goals. When developing district goals, the mission statement, vision, strategic plan, data, and previous goals should be considered.

The proposed district and board goals, as well as benchmarks for measuring successful outcomes, were reviewed and discussed.

Scroll to 1:06 to view this portion of the meeting.

VIII. SUPERINTENDENT REPORT

Dr. Gorman provided an Opening of School Report, noting that this year's theme is gratitude. Dr. Gorman shared the enrollment figures for September 2021. This year, the District has 66 new staff members which include leave of absence replacements.

Summer facilities projects included the electrical switchgear project at Ridgewood High School, resurfacing of the track at Benjamin Franklin Middle School, and cosmetic improvements throughout the district such as painting and replacing carpeting, flooring, and blinds. This year, through the generous donation of the Dave & Cheryl Duffield Foundation, the Ridgewood High School Makerspace Lab, TV Studio Lab, and Culinary Arts Lab will undergo state-of-the-art renovations and enhancements.

The IT Department has purchased new Chromebooks for kindergarten and grades 1, 6, and 9, as well as new touchscreen 2-in-1 laptops for math and science teachers. The servers have been migrated to the latest Operating System. Other summer technology projects included improved building and systems security and additions to instructional and management applications.

The following new courses were written over the summer:

- American Studies AP Research
- The Philosophy of Race
- K-5 General Music
- The Power of One/H
- AP Seminar
- AP Research
- Anatomy and Physiology

Additionally, 98 courses from all subject areas were revised.

To view this portion of the meeting scroll to 3:15.

Dr. Gorman responded to public comment questions regarding vaccination rates. He stated, approximately 60% of faculty, staff, and parents responded to a Voluntary Anonymous Vaccination Survey.
Of those who responded, 98% of the faculty and staff are fully vaccinated, 98% of Ridgewood High School students are fully vaccinated, 67% of Benjamin Franklin Middle School students are fully vaccinated, 69% of George Washington Middle School students are fully vaccinated, 80% of the 6th-grade students who are younger than 12 will get vaccinated once eligible.
Dr. Gorman reported that although we did not have a 100% response rate, the District will have accurate vaccination data for all faculty and staff by October 18, 2021 to meet the requirements of Executive Order 253. Anyone who is not vaccinated will be tested weekly as per this mandate. The District is currently in the process of coordinating on-site COVID-19 testing with an outside vendor for both staff members and students and hopes to have more information next week.

Dr. Gorman responded to public comments pertaining to damage to several athletic fields as

a result of the recent flooding. Tonight there are some agenda items to talk about the different fields and options.

He also addressed parents' concerns about lunch at the elementary school level. There are 2500 students that we are feeding and accountable for. Health and safety is the priority. We are responsible for the students when they are in our presence, we can't just ask students to go find their class especially with the younger students. There are routines that have to be established. A lot of the younger students have not been in school and struggle with opening containers, there has to be an adult there to help them as they get into their routine. We have asked for aides and certified staff members over the summer and had very few responses. We have to make decisions based on responses from a few months ago. We adapted with different school schedules last year. What we have in place today may not be in place a few weeks or months from now. The health procedures are posted on our website. At lunch students keep their masks on until their lunch is ready and they are ready to eat, they are not taking their mask off the entire time. When parents pull out their children it has varied by school, we have zero students to twenty two. Twenty two is a large number and is a logistical challenge. Lunch is the most chaotic time of the school day.
Tomorrow the administrative team will meet again to collaborate and share ideas and continue to evaluate possible alternatives.

Dr. Gorman read positive parent emails that he has recently received.

Discussion regarding lunch and challenges with students returning from recess ensued.

To view this portion of the meeting scroll to 3:22.

IX. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Adoption of New Policy, to be approved in one reading as per Bylaw 0131</u>

- Policy 1648.13 School Employee Vaccination Requirements **(Attachment B)** ***new***

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

ii. Approval: New Community School Courses for Fall 2021

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the New Community School Courses for Fall 2021, as listed on **Attachment D.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teachers

Revision: CAPOLONGO, Justine* - RISe Special Education Teacher (tenure track), Benjamin Franklin Middle School, **from** effective August 31, 2021 through June 30, 2022, approved by the Board at its meeting on August 30, 2021, **to** effective October 14, 2021, or as soon after as possible, through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Capolongo possesses a NJDOE Standard Certificate as a Teacher of Preschool through Grade 3 and Teacher of Students with Disabilities.

Salary: $69,242 Cl. MA, St. 2

Account # 11-212-100-101-00-08-019-000

CHUA, Kelly - Leave of Absence Replacement Learning Disabilities Teacher-Consultant (non-tenure track), Hawes Elementary School, effective September 27, 2021, or as soon after as possible, through May 17, 2022, pending verification of employment as outlined by Chapter 5. Ms. Chua possesses a NJDOE Standard Learning Disabilities Teacher-Consultant Certification.

Salary: $61,642
Cl. BA, St. 1

Account # 11-000-219-104-00-02-019-000

Classroom Aides/Lunchroom Aides

BEYER, James - STEPSS Job Coach, Oak Street, effective September 1, 2021 through June 22, 2021, 5.75 hours per day, 1 day per week, at an hourly rate of $21.23.

Account # 11-212-100-101-00-01-024-001

BONAZZI, Rachel - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective September 14, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-08-024-001

CONNELLY, Molly - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective September 14, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-08-024-001

Revision: from CORREALE, Alyce, approved by the Board at its meeting on August 30, 2021 **to** CIVITA, Alyce - Lunchroom Aide, Ridge Elementary School, effective September 1, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-04-004-001

COUGHLIN, Ryan* - Lunchroom Aide, Ridge Elementary School, effective September 14, 2021, as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-04-004-001

HINOJOSA, Luisa - Resource Room Special Education Classroom Aide, Ridgewood High School, effective September 14, 2021, as soon after as possible, through June

22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-213-100-106-00-10-024-001

Revision: **from** NEWELL, Elizabeth, approved by the Board at its meeting on August 30, 2021, **to** MOONEY, Elizabeth - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective September 13, 2021 through June 22, 2022, pending verification of employment as outlined by Chapter 5, 3.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-000-217-106-00-08-024-001

KRAISORN, Kerry - One-to-One Special Education Classroom Aide, Willard Elementary School, effective September 8, 2021, or as soon after as possible, through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-217-106-00-07-024-001

Infant/Toddler Development Center

ANGUN, Cemile - Teacher Assistant - Step I, effective September 21, 2021, or as soon after as possible, through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

BERRIAN, Kristi - Teacher Assistant - Step I, effective September 21, 2021, or as soon after as possible, through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

STEVENS, Mackenzie* - Teacher Assistant - Step I, effective September 1, 2021 through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

***Related to staff member**

Ridgewood Community School Employees - Fall Semester 2021

Resolved that the list of individuals listed on **Attachment E**, be approved to work for the Ridgewood Community School for the Fall 2021 Semester. Salary range is $25-$75 per hour and/or $12-$125 per participant and/or $65-$475 per course.

ii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 School Year, as listed below.

BRAY, Ariana - **from** 1.0 FTE Behaviorist, Ridgewood High School, **to** 1.20 FTE Behaviorist, Ridgewood High School, effective August 31, 2021 through October 14, 2021.

From: $73,229
Cl. MA, St. 3
To: $87,875
Cl. MA, St. 3

Account # 11-000-219-104-00-24-019-000

SCAPPI, Caitlin - **from** Resource Room Special Education Classroom Aide, 5.75 hours per day, 5 days per week, **to** Leave of Absence Replacement First Grade Teacher (non-tenure track), Hawes School, effective October 18, 2021 through June 30, 2022. Ms. Scappi possesses a NJDOE Standard Certificate as an Elementary School Teacher Grades K-6 and a Standard Certificate as a Teacher of Students with Disabilities.

From: $17.50 per hour
To: Salary $61,642 prorated
Cl. BA, St. 1

Account # 11-120-100-101-09-02-019-000

iii. Resignation

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation, as listed below.

Classroom Aide

HARCHER, Jennifer - Resource Room Special Education Aide, Hawes Elementary School, effective September 2, 2021.

iv. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Somerville Elementary School

Lunch Time Supervision

- **Levanti, Stamatina**, not to exceed 5 days per week, at an hourly rate of 17.50.

Account # 11-120-100-101-00-05-005-001

Travell Elementary School

Guidance Department - 2021 Summer Hours

- **Miller, Melissa**, not to exceed 12 hours, at an hourly rate of $44.48 ($532.80).

Account # 11-000-218-104-00-06-006-001

Willard Elementary School

Lunch Time Supervision

- **Brunner, Dina**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-120-100-101-00-07-007-001

Ridgewood High School

Secretarial Support – August 31, 2021

- **Griffith, Rosanna**, not to exceed 7 hours, at an hourly rate of $30.80 ($215.60).

Account #11-000-240-105-00-10-010-001

Overnight Chaperones for Adventure Leadership Peer Support (ALPS) Field Trips for the 2021-2022 school year, funded by donations

Barker, Barbara	**McAlister, Erin**
Bunzey, Craig	**McDermott, Michael**
Consol, Mary	**Mende, Allison**
Jannone,Christina	**Mitola, Candice**
Kase, Sean	**Richards, Caroline**
Kay, Peter	**Skettini, Kelly**
Mahler, Craig	**Wohner, John**

ALPS Trip

- Stony Creek Farmstead (Fall), Walton, NY - September 24-26, 2021: **Two chaperones**, each at $200 per night, each for two nights ($800).

- Harriman State Park (Backpacking), Rockland County, NY - November 4-6, 2021: **Five chaperones**, each at $200 per night, each for two nights ($2,000).
- Gore Mountain & Dippihill (Skiing), North Creek, NY - January 7-9, 2022: **Three chaperones**, each at $200 per night, each for two nights ($1,200).
- Garnett Hill Ski Center & Dippihill (Skiing), North Creek, NY - January 28-30, 2022: **Three chaperones**, each at $200 per night, each for two nights ($1,200).
- Stony Creek Farmstead (Spring), Walton, NY - May 6-8, 2022: **Three chaperones**, each at $200 per night, each for two nights ($1,200).
- Beaver Brook Outfitters, North River NY - May 20-22, 2022: **Three chaperones**, each at $200 per night, each for two nights ($1,200).
- Adirondack High Peaks, Keene Valley, NY - June 23-27, 2022: **Four chaperones**, each at $200 per night, each for four nights ($3,200).

Additional: 2021 Summer Hours - Crisis Intervention

- **Feeley, Kevin**, not to exceed 5 hours, at an hourly rate of $77.38 ($386.90).

Account # 11-000-218-104-00-10-010-001

Back-to-School Night - September 14, 2021

Secretarial Support and Technology, each not to exceed seven hours, at the contracted hourly rate

- **Altomare, Jacquelyn**, at an hourly rate of $30.52 ($213.64).
- **Brunner, Adam**, at an hourly rate of $42.62 ($298.34).
- **Crocamo, Janet**, at an hourly rate of $31.90 ($223.30).
- **Kazmierczak, Jennifer**, at an hourly rate of $26.73 ($187.11).
- **Ortega, Celinett**, at an hourly rate of $34.46 ($241.22).

Account #11-000-240-105-00-10-010-001

Special Programs

Applied Behavior Analysis Aide Content Training - August 30, 2021, not to exceed 12.5 hours, at an hourly rate of $21.23

- **Kim, Sung-Hui**

Account #11-000-217-106-00-24-024-001

Applied Behavior Analysis Aide Introductory Training - August 30, 2021

- **Locker, Alyssa**, not to exceed 12.5 hours, at an hourly rate of $46.16 ($577).
- **Oriondo, Jennifer**, not to exceed 12.5 hours, at an hourly rate of $41.09 ($513.63).
- **Wine, Rae**, not to exceed 12.5 hours, at an hourly rate of $45.83 ($572.88).

Account # 11-000-217-106-00-24-024-001

Curriculum, Instruction & Assessment

Community Outreach Program - Wellbeing Speaker Series - September 22, 2021 (Virtual)

- **Enmore, Jaeson**, not to exceed 3 hours, at an hourly rate of $53.07 ($159.21).

Account # 11-000-221-104-00-22-022-001

Technology Support for Principal Panel Discussion - August 23, 2021

- **Enmore, Jaeson**, not to exceed 4 hours, at an hourly rate of $53.07 ($212.28).
- **Yohana, Julia**, not to exceed 2 hours, at an hourly rate of $42.24 ($84.48).

Account # 11-000-230-104-00-45-045-001

v. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below

Teachers: Biagi, Alexis; Chaiken, Kamber; Chanley, Christine; DeSisto, Jennifer; Lucca, Cameron; Muzilla, Amy; and **Sargenti, Ava***

Nurses: Thurlow, Laura*

***Related to staff member**

Mr. Lembo moved approval of D. Human Resources.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

E. FINANCE

None at this time.

X. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented A. Agreement with Monello Landscape Industries for consideration.

A. Approval: Agreement with Monello Landscape Industries, Inc. for Emergency

Repairs to Brookside Field
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Monello Landscape Industries, Inc. for the emergency repairs to Brookside Field, in the amount of $3,489.86.

The Board has received background information.

Ms. Kwak moved Approval of A. Agreement with Monello Landscape Industries, Inc. for Emergency Repairs to Brookside Field

Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented B. Agreement with the LandTek Group for consideration.

B. Approval: Agreement with The LandTek Group, Inc. for Emergency Storm Damage Repairs to the Synthetic Fields
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with The LandTek Group, Inc. for emergency storm damage repairs to the Stadium and Stevens Synthetic Fields, in the amount of $150,250.

The Board has received background information.

Mr. Kaufman moved Approval of B. Agreement with The LandTek Group, Inc. for Emergency Storm Damage Repairs to the Synthetic Fields

Ms. Brogan seconded the motion.

Mr. Dani asked Mr. Bisig to elaborate on what type of damage we are looking at and what the overall deductible numbers from insurance are, since some people are expressing concern over the money we are spending.

Mr. Bisig stated we have flood insurance and have a $50,000 deductible for flood insurance. We are covered for repairs to the fields and facilities over $50,000 and up to $5,000,000. The Ida storm has created roughly $200,000 in damage. When the POs are administered and the work is done, we will take funds from the current budget to pay those fees and then get reimbursed by the insurance company. The $50,000 deductible, we have submitted through OEM and FEMA and hopefully we will get that back.
The $50,000 deductible is per event.

Ms. Kwak asked if we received confirmation from the vendors who were approached that they would respect the local ordinances since we have had feedback in the past.

Mr. Bisig stated that if this is approved we will advise LandTek of the parameters.

Ms. Brogan commented that we could not begin to fix the fields until the mud dries up first. She asked if there will be another agenda item in the future for the stone work that needs

to be completed.
Mr. Bisig confirmed that is correct.

Ms. Brogan confirmed that Landtek will also clear the fencelines?
Mr. Bisig stated that yes that is correct.

Dr. Gorman also added that Landtek will ensure that we will pass the gmax test and ensure that we are certified. He confirmed that each field will take approximately two weeks to complete, depending on the weather and Landtek's other commitments.

Ms. Kwak asked if Landtek cannot have two crews working on the fields at the same time, how will they assess which one gets worked on first?
Dr. Gorman responded we will put the priority on the Stadium field first.

The motion was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

XI. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Aug 25	Columbia Bank On-Line	102865-102896	93,089.74	Ms. Kwak
Sept 1	Columbia Bank On-Line	102897-102961	360,881.07	Ms. Kwak
June 30	Electronic Transfer	R63644	1,965.05	Ms. Kwak
Aug 25	Electronic Transfer	R36311	35,100.00	Ms. Kwak
Aug 23	Columbia Bank Void Check	102852	(814.04)	Ms. Kwak
TOTAL			**490,221.82**	

Ms. Kwak moved approval of bills reviewed by her.
Mr. Kaufman seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

XII. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan thanked Allan Martin and the custodial staff for all of their work getting our buildings ready to reopen after the storm.

Mr. Lembo announced that the RHS Back to School Barbeque and Club Fair was a huge success. The Board toured all of the schools last week and it was positive. The class of 2022 is already pushing the sale of merchandise, it is great to see everyone back. The schools did a great job at all of the levels discussing 9/11 as part of classroom lessons.

XIII. BOARD COMMITTEE REPORTS

Mr. Kaufman stated that tomorrow is the Fields Committee meeting.

Dr. Gorman announced that Ms. Poelstra and the Alternative Schedules Subcommittees met over the summer, and the large group will be meeting this fall.

Mr. Dani stated that the Facilities Committee met to review the damage from the storm. They also discussed ways to add an extra layer of protection to improve air quality, including options for air filtration and UV lights.
Ms. Brogan asked if we are looking into options for filtrations when it gets colder and the windows cannot be open.
Mr. Bisig replied yes, we will first get the air purifiers in the building and then the UV filters. It will be provided to the board for review this week.
Mr. Dani asked Mr. Bisig to look at additional vendors.

XIV. DISCUSSION ITEMS

Mr. Dani discussed the flood related damage, and stated that we have two parts, the emergency repair quotation that was voted on tonight and then there is the other thing that is non-emergency that can wait a few weeks; for those type of issues, he thinks we should get three quotations and wants to know if anyone has objections to that. Our current policy says for anything over $1,000 we should get three verbal quotes and anything over $6,000 we should get three written quotes.

Mr. Kaufman asked what if we don’t get three quotes by the time the board meetings comes and it’s time to vote. For example, tonight two vendors responded with their quotes and the third did not. If we don't get the third quote, would we not vote on this.

Mr. Dani stated if it is an emergency we would vote on it, if it is not an emergency we have time since our board meetings are every two weeks.

Mr. Kaufman doesn’t think we should wait for a vendor who is not able to supply a quote. If they want the job they should provide the quote.

Mr. Dani responded that is specialized work where there are limited vendors available. There are other work where there are 10-15 vendors on our list. We should notify all of them and get three quotes.

XV. ACCEPTANCE OF MINUTES

- June 28, 2021 Regular Public Meeting

Mr. Lembo moved acceptance of minutes.
Ms. Brogan seconded the motion, which was unanimously approved.

XVI. OTHER BUSINESS

Mr. Kaufman stated as part of the Fields committee they will discuss the overuse of Glen Field and he will begin to receive phone calls from residents that the fields are not available. He read from our website: What is the role of the Board of Education: "The Board of Education does not run the public schools, that is the job of the Superintendent".

He stated that we have looked at the fields for a week and half and nothing has been done until this board meeting. The reason that nothing has been done is because the Administration does not have the authority to move forward until it comes to the Board.

Mr. Kaufman made a motion to give the Superintendent and administration the authority to approve vendors in time of essence repairs.

He understands that the fields need to dry out, but if Scott and Tom were able to speak to LandTek and get us on the schedule we would not have to wait. We need to be able to five the administration to have a certain amount of authority.

Mr. Dani stated that they already have the authority and can spend up to $43,000 since the Business Administrator is a trained purchasing agent. If there is a bigger expense, he can go to the County Superintendent for approval, or the Board President can ask for an emergency meeting.

The Board discussed the motion. To view this portion of the meeting scroll to 4:13.

Following the discussion, Mr. Kaufman rescinded his motion.

XVII. COMMENTS FROM THE PUBLIC

Darryl Delsin, 46 Heermance Place, did not hear anything about mitigation risk, he has a keen eye on the bridge. The kids are really stressed and one of their outlets is sports. The fact that the fields continue to be flooded, he has not heard anything about mitigation. The engineering company at his home stated that the BOE fence should be curved instead of straight, the bridge is the main crux of the flooding. He wants to work with the board and other agencies to mitigate the risk.

Janet Reiley, 487 Norchester Road, cannot think of a way to articulate how a turf field is a time of essence issue while disregarding the health and safety of the children. To say that we are looking for air filters in two weeks, there is distress from a lot of parents. The petition for signatures has reached 150. Expressed the distressed of parents for indoor dining without vaccinations. Parents wants that the administration and board should drop everything and figure it out. This is a crisis for all the parents who have children in the school. Outdoor lunch will solve the problem.

Laurie Weber, 235 South Irving Street, thanked the board for the robust discussion of board and district goals. She found the detail and care from the input of the board members very heartening, she appreciates the time and thought put into it. Echoed Dr. Reilly, the real emergency is health and safety. The kids want the fields, but the adults have to look at everything in a line of priority.

Sarah Pollack Sullivan, 11 North Irving Street, in addition to echoing Dr. Reilly, who should not be dismissed in any way, wants to encourage surveys. Surveys were an important tool last year from hearing from the parents. There are hundreds of parents losing sleep every night, feeling that they are sending their kids into an unsafe situation. She would be happy to volunteer for an outdoor lunch scenario, but not for an unhealthy indoor lunch. Wants to have a chance to give feedback and an opportunity to volunteer or do fundraising.

Sara Molten, 294 West End Ave., She is sad and upset, disheartened by how things are going down. She wants to share what her story looks like, she has three children in one elementary school and one special needs child who is learning remotely, who has suffered greatly socially. She does not feel safe in the cafeteria environment. She is fortunate to be able to dedicate two hours of her day to feed them so they are not in the environment. When recess was taken away it was the only guaranteed break for her son with friends. Reviewed the process for picking up her children for lunch. At no point was she wandering around the premises. The process ran for two days until the administration decided to remove recess. Recess is huge. The bigger issue is that she would love for her kids to be outside, and the administration did not reach out before making the decision to make the change. There is a communication issue.

Ms. Gupta, wants to echo previous speakers regarding covid. Every response has this tone that it would be too difficult to implement, this response is unacceptable. How are you working through it, instead of taking it off the table? Every day that has passed, it is our kids lives at risk. There is no time. Look at what you are talking about for the emergency response for fields and apply to this situation. Having kids back full time is not true progress, why is the evaluation and critical thinking being done now? This is undermining the public's confidence that you are not putting the kids first. Would appreciate more surveys to get their opinion. Communication is the problematic issues, wants something to be sent out to the community with protocols.

Meri Aderhold, 715 Newcomb Road, wants to back up everyone's comments about covid and not being safe to be eating lunch in the schools. There are over 120 names who were concerned about not having lunch outside. If parents knew they were volunteering for outdoor lunch, there would have been hundreds of people volunteering. Her sons are telling her that the indoor lunch is only 15-20 minutes, but the spread has tripled this september than last september. This needs to be fixed immediately.

Boyd Loving, 342 South Irving Street, with respect to flooding of fields, this is a recurring situation. Surprised there has been no discussion by the board tonight about how it could be prevented from happening in the future. He realized that this is not a board issue alone, but it is an issue that will involve the village, county and even the state. This is the

fifth time the field has flooded. It happens over and over again, he is surprised that to date, the board has not gotten together with the village, the county or the state to come up with a plan to mitigate it so it does not happen in the future. Fortunately news tonight is that insurance will cover all but $50-60,000 of the damage, but paying $50-60,000 a number of times per year does not work out. Encourages the board to go beyond from just putting Dr. Gorman in charge, and to appoint a representative from the Board to sit on a task force for what can be done to mitigate the flooding. Something has to be done from happening again. As Dr. Reilly indicated the outdoor lunch is a must have. He was taken back when Dr. Gorman indicated that he checked with other districts on this, but Ridgewood is "unique". What does that mean? What makes it that we can't do it? He wants it investigated further, he believes we can do it. Ridgewood has always had a can do attitude. Dr. Gorman mentioned that 98% of the faculty and staff a the Ridgewood high school is vaccinate, the 98% was mentioned as being something else, but he believes the numbers represent the people who responded anonymously to the survey. That is not an accurate number that represents the population in total. He would like Dr. Gorman to clarify that at the end.

Deborah Lagori, 319 Meadowbrook Ave., last year there were alot of parents advocating for full day with lunch. Last year we had no option and had to take a half day. This year parents have different options for their children. It is difficult to take your kids out for lunch, but she is grateful for the option. It is more difficult to be stuck with one choice, she cannot stress enough how grateful she is that her kid can come to school and be somewhat normal. She understands that parents want their kids to go to recess, but after hearing what Dr. Gorman had to say, and what she has seen on social media how kids can be left unsupervised by mistake, she sees how Dr. Gorman does not want the possibility to make that mistake. She feels parents should be grateful that they have the option to take their kids out for lunch. Last year, her kids were not safe by being emotionally drained by this experience.

Amanda, Ellington Road, noticed that everyone at the meeting is socially distanced, wearing masks, and probably all vaccinated. The elementary students are not given the same respect for their health. Last year, the largest elementary school was the remote school. The remote parents went back for hybrid last year, every remote parent wants their child to be back in school. Her kids were happy to return back to school, but wants it done safely. She was under the impression to make the return to school a safe learning environment. The air purifiers are a great investment and can be utilized in the future. She spoke to the Ridgewood Police department who do not have concerns for students eating lunch outside since it is treated like participating in recess. Students are being penalized to have recess with friends for thinking of their safety. Noticed that overall other districts have more unique and challenging aspects than we do. We should follow the science. Parents had offered to volunteer and donate air purifiers and she feels the transparency is not there. Thinks that as much as the turf is important, this is the real emergency to get the kids eating outside.

XVIII. ADJOURNMENT

ADJOURNMENT
At 12:05 a.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

September 20, 2021 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Alexandra Kowalski	Comprehensive Virtual IMSE Orton-Gillingham Training Institute for Multi-Sensory Education, MI Virtual 10/18-10/29/21	Professional Development	$1,275.00	0
Megan Galanti	Securing the Strands for Skilled Reading- the 36th Annual Virtual Fall Conference NJ Branch International Dyslexia Association Virtual 10/1/21 and 10/2/21	Professional Development	$150.00	0
Michelle Doris	A SEL Think Tank: Better Together TMI Education Ramapo College of New Jersey 12/3/21	Professional Development	$0.00	0
Samantha Driscoll	A SEL Think Tank: Better Together TMI Education Ramapo College of New Jersey 12/3/21	Professional Development	$0.00	0

POLICY

RIDGEWOOD BOARD OF EDUCATION

1648.13 SCHOOL EMPLOYEE VACCINATION REQUIREMENTS

In accordance with Executive Order No. 253 signed by the Governor of New Jersey on August 23, 2021, the Board shall adopt and maintain a policy that requires all covered workers to either provide adequate proof that they have been fully vaccinated or submit to COVID-19 testing at a minimum of one to two times each week.

This requirement shall take effect on October 18, 2021, at which time any covered workers that have not provided adequate proof to the school district that they are fully vaccinated must submit to COVID-19 testing at a minimum of one to two times each week on an ongoing basis until fully vaccinated.

For purposes of Executive Order 253 and this Policy, "covered workers" shall include all individuals employed by the Board of Education, both full and part-time, including, but not limited to, administrators; teachers; educational support professionals; individuals providing food, custodial, and administrative support services; substitute teachers, whether employed directly by the Board of Education or otherwise contracted; contractors; providers; and any other individuals performing work in the school district whose job duties require them to make regular visits to the school district, including volunteers. Covered workers do not include individuals who visit the school district only to provide one-time or limited duration repairs, services, or construction.

A covered worker shall be considered "fully vaccinated" for COVID-19 two weeks or more after they have received the second dose in a two-dose series or two weeks or more after they have received a single-dose vaccine. Individuals will only be considered fully vaccinated after they have received a COVID-19 vaccine that is currently authorized for Emergency Use Authorization (EUA) by the United States Food and Drug Administration (FDA) or the World Health Organization (WHO), or that are approved for use by the same.

Workers who are not fully vaccinated, or for whom vaccination status is unknown, or who have not provided sufficient proof of documentation, shall be considered unvaccinated in accordance with the provisions of Executive Order 253.

Covered workers shall demonstrate proof of full vaccination status by presenting any of the following documents if they list COVID-19 vaccines currently authorized for EUA by the FDA or the WHO, or that are approved for use by the same, along with an administration date for each dose:

1. The Centers for Disease Control and Prevention (CDC) COVID-19 Vaccination Card issued to the vaccine recipient by the vaccination site, or an electronic or physical copy of the same;

2. Official record from the New Jersey Immunization Information System (NJIIS) or other State immunization registry;

3. A record from a health care provider's portal/medical record system on official letterhead signed by a licensed physician, nurse practitioner, physician's assistant, registered nurse, or pharmacist;

4. A military immunization or health record from the United States Armed Forces; or

5. Docket mobile phone application record or any State specific application that produces a digital health record.

The Board of Education's collection of vaccination information from covered workers shall comport with all Federal and State laws, including, but not limited to, the Americans with Disabilities Act, that regulate the collection and storage of that information.

To satisfy the testing requirement of Executive Order 253 and this Policy, an unvaccinated covered worker must undergo screening testing at a minimum of one to two times each week, to be determined by the Superintendent of Schools.

An unvaccinated covered worker is required to submit proof of a COVID-19 test. The unvaccinated covered worker may choose either antigen or molecular tests that have EUA by the FDA or are operating per the Laboratory Developed Test requirements by the U.S. Centers for Medicare and Medicaid Services.

Where a Board of Education provides the unvaccinated covered worker with on-site COVID-19 test(s), the school district may similarly elect to administer or provide access to either an antigen or molecular test.

If the covered worker is not working on-site in the school district during a week when testing would otherwise be required, the Superintendent or designee may not require the worker to submit to testing for that week. This requirement shall not supplant any requirement imposed by the Board of Education regarding diagnostic testing of symptomatic workers or screening testing of vaccinated workers.

The Board of Education shall track test results required by Executive Order 253 and must report those results to the local public health department.

Nothing in Executive Order 253 and this Policy shall prevent a Board of Education from revising this Policy to include additional or stricter requirements, as long as such revisions comport with the minimum requirements of Executive Order 253.

Executive Order 253 authorizes the Commissioner of the Department of Health (DOH) to issue a directive supplementing the requirements outlined in Executive Order 253, which may include, but not be limited to, any requirements for reporting vaccination and testing data to the DOH. Actions taken by the Commissioner of the DOH pursuant to Executive Order 253 shall not be subject to the requirements of the Administrative Procedure Act, N.J.S.A. 52:14B-1 et seq.

This Policy shall be supplemented by Policy 1648.11 – Appendix A, which shall include the school district's protocols implementing the provisions of this Policy.

The Superintendent is authorized to implement revisions to provisions in this Policy based on any subsequent Executive Orders or any additional mandates that affect any provisions of this Policy. Any such revisions in this Policy shall be submitted by the Superintendent to the Board of Education for ratification if the Board cannot approve such revisions before the effective date.

Executive Order 253 – August 23, 2021

Adopted:

ATTACHMENT C

FIELD TRIPS FOR APPROVAL

September 13, 2021

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
9/22/21 - 9/23/21 (not overnight)	GW	Solid Rock Day Camp, West Milford, NJ	110 6th graders each day	10	0	$0	$0	Yes	Yes
10/1/21	RHS	Bergen County Quilt and Coverlet Show, Ridgewood, NJ	50 Social Studies Students	4	0	$0	$0	No	Yes
11/17/21	Somerville	Meadowlands Environmental Center, Lyndhurst, NJ	67	11	0	$0	$0	No	Yes

OVERNIGHT FIELD TRIPS - PAID

Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
6/30/21 - 7/4/21	RHS	University of Oregon Eugene, OR	6-12 Outdoor Track Students	3	**0**	$0	0	$0	$0	Yes	Yes
NOTE: The above field trip was already approved on the 6/14/21 agenda. This is back on the board agenda for a new related expense of $xxx for rental cars that wasn't previously approved.											
1/27/22 - 1/30/22	RHS	Orlando, FL	36 Advanced Marketing/Architecture Students	4	0	$0	0	$0	$0	Yes	Yes

RIDGEWOOD COMMUNITY SCHOOL
NEW PROGRAMS FOR FALL 2021

Day Tours

Art, Lighthouses & Wildlife
Group Tours & Travel LLC
Today we will explore two New Jersey Lighthouses, browse local artist's works and view marshland wildlife along a scenic drive. Our first stop will be the Sea Girt Lighthouse, nestled within a Victorian building in a lovely beach town. Here we will learn about the Inn Keepers and their families and view exhibits with artifacts of Sea Girt from bygone days including the Morro Castle disaster and rescue. Next, we will head to Historic Smithville which started out as a simple, one room stagecoach stop and is now home to cobblestone walkways and footbridges lined with locally owned shops and restaurants. It's a special day in this historic village. Today is the annual Art Walk, where more than 75 local artists set up shop for you to browse or buy their various works. There will be time to walk around, browse the art and shops and have lunch on your own at one of the many restaurants. Next, we make our way to New Jersey's tallest lighthouse, Absecon, located in Atlantic City. Here we can view the Keeper's House Museum, exhibits, gift shop, and grounds. If you are feeling extra energetic, you can climb the 224 steps to the watch room at the top which will reveal fantastic views of the Atlantic City skyline. You will come face to face with the original, first-order Fresnel lens, first lit in 1857. We can then relax on our ride through a scenic wildlife drive in the Edwin B. Forsythe National Wildlife refuge. The 8-mile loop through coastal habitats of wetlands and woodlands is home to at least 322 species of birds.
001-Saturday, September 18, 2021 *Rain date is: Sunday, September 19, 2021*

Serenity at the Mansion, Forest Therapy Walk at Glen Foerd
Group Tours & Travel LLC
Are you ready to try something new…something that will help you feel relaxed and restored? Join us for a forest therapy walk at the beautiful Glen Foerd Mansion where you can get outside and enjoy the serenity of nature by connecting with the world that surrounds you in a way you never experienced before. Forest Therapy is inspired by the Japanese practice of "shinrin yoku" which translates to "forest bathing". This is a gentle practice that involves moving very slowly and mindfully through nature, and soaking it in with all of your senses. Although our time outside in nature seems extensive, we walk no more than a quarter mile distance. So leave those hiking boots at home! Our guide who earned a certificate in horticultural therapy will lead us through the magnificent grounds surrounding the mansion helping us have the experience of being more present, awake, and peaceful amidst the quiet rhythm of nature. Studies have demonstrated a wide array of health benefits from these practices, especially in the cardiovascular and immune systems and for stabilizing and improving mood and cognition. After a special surprise under the spectacular Cucumber Magnolia and an included lunch we'll walk the path of history inside the magnificent Italianate mansion. We'll explore all four floors, taking in all its opulence and grace as we gaze through the stained-glass ceilings, browse the collection of American and European art and feel intrigued by the contemporary installations of present and past resident artists. After our tour, there will be time to wander among the grounds or just sit by the banks of the Delaware River and reflect on the amazing serenity we found here today.
003-Sunday, October 3, 2021

Hudson Valley Magnificence: Opus 40 & Hudson River Cruise
Group Tours & Travel LLC
It's the perfect fall day to be outside in nature in the heart of the Hudson Valley exploring the amazing artistic spectacle that is Opus 40 Sculpture Park. Pioneering artist Henry Flite hand sculpted this magnificent work of art over nearly four decades from the native bluestone in a creative fusion of ancient Mayan and Aztec stonework and local quarrying. He creatively integrated his stonework sculpture with the natural surroundings of forest, grasslands and mountains making these natural wonders a part of his art. The park encompasses more than 60 acres of meadows, wooded paths and bluestone quarries including 6.5 acres of earthwork sculpture and a Quarryman's Museum and Gallery. We will spend the morning taking in all this creative artistic and natural atmosphere, wandering and exploring as much as you like or just finding a comfy spot to sit and enjoy. Onto the artistic community of Kingston for time to wander the shop lined streets and find a great place for lunch on your own. Now sit back and relax on the deck of the Rip van Winkle II where we enjoy a scenic cruise down the Hudson. We'll do some leaf peeping as we pass some unique and fascinating sights along the riverfront. There will be lighthouses, magnificent mansions including Wycliff, the "Dinsmore", Wilderstein, the Vanderbilt, Staatsburg, scenic bridges and more! There is no better way to enjoy a perfect fall day.
005-Friday, October 22, 2021

Chocolate, Tea & Secret Treasures
2 Chicks with Chocolate & Andover Antique Row
Group Tours & Travel LLC
This will be a day filled with chocolate and treasures, all right here in New Jersey! Nestled in the mountains of Sussex County in the lovely old hamlet of Andover is Antique Row where multiple antique and collectible shops line the streets all within a short walking distance of each other. We'll spend the morning browsing for hidden treasures in stores including Andover Village, Grey Barn and Penny Lane Antiques, with plenty of time to hit them all! The Victorian parlor of Sally Lunn's Tea Room, filled with curiosities, fine bone china and anything and everything to do with tea, awaits us for our included lunch. Our taste buds will be truly titillated in their wonderful oasis of culinary delights and large varieties of teas imported from England. Dessert comes next! The small, local 2 Chicks with Chocolate shop not only sells delicious and artistic, hand crafted chocolates but also has a fantastic story of how their business came into being. We'll have a whole new appreciation for chocolate after our Chocolate Master Class. This in-depth class will have us dive deep into the intricate world of chocolate and allow us to sample rare chocolate from around the world.
006-Saturday, November 6, 2021

Holiday Splendor
Lockwood Mathews Mansion & Wood Acres Farm
Group Tours & Travel LLC
A visit to the splendidly decorated Victorian Lockwood Mathews Mansion is the perfect way to kick off the holiday season! Join us on a tour of this impressive, sprawling Second Empire Style country house, with its extraordinary architecture and interiors that illustrate magnificently the beauty and splendor of the Victorian Era. We'll step back into the Gilded Age as we wander through the traditional display of trees adorned with historic decorations and lights, pass by mantles festooned with period greens and fruits, and walk among a selection of vintage toys and games. The glittering and festive holiday exhibit will help us to capture that Christmas magic. After an included deli-style lunch, a horse drawn wagon will take us on a one-of-a-kind adventure through Wood Acres Farm, nestled in the Litchfield Hills. Sit back, relax, and enjoy the sights and sounds of the peaceful countryside as we traverse along rural roads through the picturesque local farmlands. As the wagon will not accommodate everyone, we will escape the cold in the cozy Farmhouse as we enjoy hot drinks and fun conversation. On the off chance that there is snow, our wagon will magically turn into a sleigh!
007-Sunday, November 28, 2021

A Dickens Christmas Day
Dickens Tea & Peddlers Village Christmas Festival
Group Tours & Travel LLC
Today we step into the warm, fuzziness of a Dickens novel as we stroll the fabulously decorated winding brick pathways of a storybook village, then enjoy an afternoon themed tea with scrumptious desserts. We start the day at the enchanting Peddlers Village for their annual Christmas Festival. Among a million lights and a million smiles, there will be time for browsing and shopping for that perfect gift in the 60 plus specialty shops. Take a break for a warm, satisfying lunch on your own at one of the several restaurants, and when you're all shopped out, explore the Annual Gingerbread Competition and Display, a tradition since 1984 with over 125 creations to marvel at. Next onto a holiday favorite for one and all – Dickens' A Christmas Carol, presented by Frannie, Ebenezer Scrooge's sister at the charmingly decorated Village Teahouse. Enjoy a delightful rendition of Dickens' timeless story with some twists and unknown facts. Tea and homemade sweets will be served in this beautiful Victorian teahouse to top off the event. No Bah humbugs here, only holiday cheer!
008-Saturday, December 4, 2021

<u>Multi-Day Tours</u>

Bedford Springs Fall Foliage, Historic Lincoln Highway & Frank Lloyd Wright Homes
Group Tours & Travel LLC
The spectacular colors of fall are near their peak in historic Bedford, Pennsylvania, a town sheltered between the Allegheny Mountains, lush green forests, and horse and cattle pastures. This small-town America hidden treasure is just waiting to be explored! It's the perfect time to be captivated by Bedford's small-town feel, quaint shops, friendly people, interesting history, and a fun filled foliage festival. There are unique and quirky sights to see along Bedford's Lincoln Highway that all arise from 100 plus years of history of this first coast to coast highway. What better place to experience all this area has to offer than from the Omni Bedford Springs, originating from the historical medicinal springs that made this town famous. We'll be in the lap of luxury as we wander and learn the history and culture that surrounds us. Highlights include: three nights in the Luxurious, Historic Omni Bedford Springs Resort & Spa, Old Bedford Village, historic Lincoln Highway Driving Tour, roadside attractions: Coffee Pot, Old Log House, Dunkle's Gulf Station, Lincoln Motor Court, Bison Corral, Lincoln Highway Experience Museum, Frank Lloyd Wright's Falling Water and Kentuck Knob, Bedford Fall Foliage Festival, Haines Shoe House, Front Porch Tea Room high tea luncheon, all breakfasts, three lunches, one dinner, tour escort and more.
009-October 6-9, 2021

A Chesapeake Fall - St. Michaels, Oxford, Easton & Chestertown Maryland
Group Tours & Travel LLC
Fall has arrived on Maryland's Eastern Shore! Join us as we delve into the new, fresh season as we visit a number of quaint Chesapeake Bay towns containing a collage of charming churches, manicured federal, colonial and Victorian homes, historic maritime heritage, diverse artistic talents, and pleasant southern culture. Our Fall exploration will include the relaxed, sleepy bay towns of St. Michaels, Oxford, Easton, and Chestertown where each day begins with a peaceful, glorious view and ends at night in candlelight elegance. In the next four days, we will toast in the Fall-time happiness at several quaint towns, discover interesting maritime history, marvel at pristine antique cars, run from ghosts and cruise the night away on a fun dinner cruise! Highlights include three nights at an historic inn, Chesapeake Bay Maritime Museum, Classic Motor Museum, Chesapeake Ghost Tour, Oxford Museum & Walking Tour, Charming Downtown St. Michaels, Easton, Centreville & Chestertown, Chester River Dinner Cruise, Sinking Springs Herb Farm at Bristol Plantation, all breakfasts, two lunches, one dinner, tour escort and more.
010-October 12-15, 2021 (*tentative dates)

Two Days of Wine and Mystery - Mystery Dinner & Mount Hope Winery
Group Tours & Travel LLC
The mystery awaits us as we drive through the rolling hills of Lancaster County Pennsylvania on a crisp November day. There will be wine, spirits, mansions, history, theater, local culture and nature that will all come together in spectacular fun! Our time in Lancaster County will begin with indulgence in something that can vary in color between red, pink and white and be dry or sweet or somewhere in between. Yes, a wine tasting at the Mount Hope Winery! As evening arrives, we'll find ourselves among catacombs, history, and murder. Where else would this be other than Bube's Brewery, an historic 19th century brewery featuring a restaurant in the building's catacombs! We will enjoy an historic tour and step into a murder mystery in which our dinner is part of the plot. We will also spend the afternoon at a French Country Chateau overlooking the Susquehanna River that offers us a taste from nature and a lesson from a legend. Since it can't be the countryside in France, it has to be none other than Moon Dancer Winery! Highlights include: one night at The Wilbur in Letitz, a spectacular mystery dinner at the historic Bube's Brewery, Mount Hope Winery lunch, Bube's Brewery & Catacombs Tour, downtown Lititz, Lancaster Central Market, Moon Dancer Winery lunch, all meals, tour escort and more.
012-November 4-5, 2021

The Greenbrier Resort Christmas Extravaganza
Group Tours & Travel LLC
The Greenbrier is regarded as one of the finest luxury resorts in America and is a place that everyone should visit at least once in a lifetime. Prepare to be spoiled with three nights of luxury, a terrific holiday themed activity schedule along with daily delicious culinary delights. We'll be wowed at every turn by the extravagant Christmas decorations enveloping the resort and sprawling grounds. This infamous historic resort with its classic architecture, exquisite interior design, and carefully sculpted landscape has hosted distinguished guests from around the world since 1778. Even before we arrive, many interesting sights await. We'll tour one of the most palatial Capitol Buildings in the country, drive through scenic Shenandoah Valley, stay overnight in an historic town and step back in time at the Frontier Culture Museum. What a wonderful way to start the holiday season. Highlights include: three nights in the luxurious, five diamond Greenbrier Resort, one night in the historic Hotel 24 South, Staunton, VA, breakfast and dinner daily in The Greenbrier, historic hotel tour and slide show, $20 free slot play, afternoon tea in The Greenbrier, culinary, blacksmith, and glassblowing demonstrations, historic Bunker Tour at the Greenbriar, nightly champagne toast, the Pennsylvania Capitol Building, shopping in Lewisburg, West Virginia, Frontier Culture Museum, four breakfasts, three lunches, three dinners, tour escort and more.
013-November 13-17, 2021

A Magical Annapolis Christmas
Eastport Yacht Parade, Illuminated London Town & Winterthur Yuletide
Group Tours & Travel LLC
This will be an amazing trip that will get you deep into the Christmas Spirit! We will see Christmas lights in London Town with coffee, tea or hot chocolate and stroll through gardens while enjoying traditional Christmas singers. We will visit a European-style Christkindlmarkt for unique gifts (and have plenty of room on the bus to bring them back), have an entertaining and educational walking tour of Annapolis, experience Christmastime as it was in the 1830s at Hammond House, and enjoy dinner and a cruise to see the Lights in the Harbor for the Eastport Yacht Parade. Every year on the second Saturday in December, magic happens on the water of the Annapolis Harbor—boats suddenly appear out of the cold winter night illuminated with thousands of colored lights and crewed by jolly revelers! We will spend two nights at the Westin Annapolis, Winterthur Museum & Gardens Yuletide Exhibition, and a create a lifetime of Christmas memories!
015-December 10-12, 2021

Christmastime at Nashville's Opryland
Group Tours & Travel LLC
Welcome to the unique experience of Nashville at Christmas! There's nowhere else on earth like the Opryland Hotel with its over 3 million Christmas lights decorating an incredible nine acres of indoor atriums encompassing a variety of restaurants and shops. There are waterfalls, over 50,000 plants, elevated walkways, a nightly tree lighting with caroling, an outdoor nativity scene, and even an indoor boat ride on the river in the Delta Atrium. Relax and enjoy the views from the balcony of your room which overlooks one of these extensively decorated atriums. Each guest will receive a $60 Opryland gift card that may be used in many of the hotel's most popular restaurants. Another exceptionally unique and included attraction is ICE, an indoor winter wonderland featuring two million pounds of hand-carved ice sculptures that must be seen to be believed. Topping off our time here are three spectacular shows, so grab your cowboy hat and dancing shoes, and don't be left in New Jersey when all the fun is in Nashville! Highlights include: airfare from Newark to Nashville, four nights (Indoor Balcony Accommodations) in the beautiful Gaylord Opryland Hotel, extensively decorated for the holidays, Grand Ole Opry Evening Performance, luncheon & show aboard the General Jackson Showboat, ICE Exhibit, Country Music Dinner Christmas Show Country Music Hall of Fame, Tour of Studio B, Johnny Cash Museum, boat ride in The Opryland Hotel, Andrew Jackson's Hermitage, bus transfer to downtown Nashville, Wildhorse Saloon, four breakfasts, two lunches, two dinners, tour escort and more.
016-December 16-20, 2021

Sparkling Gems of Old Florida
Manatees, Cedar Key & Mount Dora
Group Tours & Travel LLC
It's time to leave this dreary winter behind and head to a place that sparkles! In Crystal River, the gem of the Nature Coast, we'll gaze upon crystal clear spring fed waters that are home to manatees, migratory bird species and tons of native wildlife. From here there is so much to explore. We will visit a pre-Columbian National Historic Landmark containing a six-mound complex that served as a ceremonial center for Native Americans for 1600 years. We'll wander the day away in lovely Mount Dora where we'll view local art, take a one-of-a-kind canal boat ride and enjoy the beautiful scenery. Off the beaten path is charming, historic Cedar Key, a town similar to Key West from 50 years ago. We'll find ourselves in a rainforest, cruise as "An Ancient River Dweller", go antiquing and visit a delightful town whose name is the Gaelic version of Edinburg, all while enjoying the amazingly warm weather that only Florida can provide in January! Highlights include nonstop, roundtrip airfare from Newark to Tampa, five nights at the Plantation on Crystal River, Three Sisters Springs, Crystal River Archeological State Park, Sunset Cruise on Kings Bay, "Festival City" Mount Dora, Florida, Highwaymen Art Show, Doral Canal Boat Tour, "Old Florida's" Cedar Key, Cedar Key Historical Society, Devil's Millhopper Geological State Park, Crystal River Preserve Eco Cruise, "Antique Capitol" Micanopy, delightful Dunedin, all breakfasts, three lunches, two dinners, tour escort and more.
017-January 2022

<u>Careers & Workplace</u>

5 Steps in Designing a Resume that Generates Interviews – Digital Edition
Fran Kelley
Learn how to write a resume that gets through the Applicant Tracking Systems and gets the attention of hiring managers. Topics covered will include: overview of Applicant Tracking Systems, and how to make sure your resume gets through, best in class resume formats, fonts and style for todays job search, key word selection – where to find them and how to use them to your advantage, critique of your resume by a professional resume writer, how to craft a cover letter to position yourself effectively without having to rewrite the resume by job and cover letter formats and content will be discussed. Registration is limited to allow for one-on-one attention.

The Zoom Interview…Are You Ready
Fran Kelley
Video interviews are here to stay and you need to be ready for them. One thing we have learned in the past year is how to rapidly adapt to radical changes in our environment. Job seekers have had to master the video interview – via Zoom, Google Meet, Teams or Skype. We will also discuss HireVue interviews, which are becoming more popular as well. Of these video interviewing platforms, Zoom is by far the most common. In this class, you will learn how to maximize your presence on Zoom, where you should be looking, what your background should be – virtual or real, your clothing, hair, makeup and body language. All these factors contribute to how well you appear on Zoom and if you can make the sale. The class will include a handout of the most asked interview questions. Registration is limited to allow for one-on-one attention.

LinkedIn Digital Tour – What is Really Going on with your LinkedIn Profile?
Fran Kelley
This class will show you hidden information on LinkedIn that can greatly influence how your profile is viewed by recruiters, HR and hiring managers. We will take you step-by-step through LinkedIn's settings and how to use them to your advantage. All students will receive a critique of their LinkedIn profile to maximize their presence on this especially important networking and job search tool. Registration is limited to allow for one-on-one attention.

NJ Real Estate Pre-Licensing Course
Bergen County Realtor Center for Professional Development
Start Your New Career with Training from the Leaders in Real Estate Education! Bergen County Realtor Center for Professional Development's expert instructors will fully prepare you for the NJ Real Estate state exam. This 75-hour course will be taught virtually via zoom September 28th-November 9th. Tuesday, Wednesday and Thursday evenings from 6-10 pm. Cost includes course, text book, and class exam. Cost does not include state exam or finger printing.

<u>Creative Arts</u>

Making Your Masterpiece
Britt Sikiric
Be inspired in a fun and basic acrylic painting class that focuses on an introduction to masterpiece painting. Using your own twist and style, the instructor will gently guide you to create your own masterpieces. We will casually study brush strokes and paint textures to create your own one-of-a-kind works of art. We will journey from impressionism to pointillism, and abstract to expressionism. An $18 supply fee is due to the instructor at the first class.

Advanced Drawing
Eric Santoli
This course is for students who have already taken the Drawing for Beginner's course or who have an understanding of basic drawing concepts and materials. This advanced course will dive deeper into further methods, materials, concepts and techniques of drawing at a higher level. Fundamental principles such as value, perspective and shape will still be heavily emphasized, but will also be expanded upon. Concepts to cover will include perspective, measuring, sight-size vs. comparative drawing, sketching vs. finished drawing, accurate shape finding, etc. As always, Mr. Santoli will include many art historical references throughout the course.

Comedy Writing and Performing
Bill Ervolino
Whether you're an aspiring comedy writer, performer, or both — or you're just a fan of all the things that make us LOL, this course is designed to sharpen your comic senses and identify (and refine) your own unique comic style. Ready to take the cosmic comic leap with some like-minded funny folk? Instructor Bill Ervolino is an award-winning humor columnist who spent much of the '80s in clubs reviewing up-and-coming comics (Jon Stewart, Adam Sandler, Chris Rock, and hundreds of others) for the New York Post. He is the author of "Some Kind of Wiseguy" and has performed comedy since 1998 at Bananas Comedy Club, Gotham Comedy Club, Don't Tell Mama, Gilda's Club, Bergen PAC and more.

Culinary Arts

Rainbow Cookies & Almond Horns
Kim Hendrickson
Almond flavor is what both of these cookies have in common, but each cookie is made with a unique technique. Once you master the technique, you will be able to delight your friends and family with desserts that are generally thought to be too hard/expensive/fussy to make! Kim will demonstrate each cookie then allow each student to make their own in two nights. Both cookies can be made in advance and keep in a cool, airtight container for weeks. The correct size baking pan will be included in the price of the class to insure you have the correct tool to make the Rainbow Cookies. Plan on bringing over 3 pounds of cookies home! Please bring an apron to class. Tuition includes a food fee of $26.

Four Classic French Desserts
Kim Hendrickson
There are so many French desserts and so little time to learn how to make them! In this three-night class, Kim will demonstrate the basics of each dessert: Classic Apple Tart, Madeleines, Baba au Rhum, and Crème Brûlée. We know French tarts from the custard lined fruit ones sold in most bakeries - but if you have never had a classic apple tart you are truly missing out. A crisp, rich, sweet crust with buttery apples beautifully arranged is taught on the first evening. Madeleines are another seeming simple little cake, but there is a lot of technique involved to get the batter light enough, and achieve the expected French bump on the back and the buttery edge. The trend of boozy cupcakes has brought Baba au Rhum back into vogue. A yeast-based dough, baked light, dried out, only to be soaked in a rum sugar syrup. Often ordered out but never made, Crème Brûlée is THE definitive French dessert everyone needs to know how to make. Kim will demo each dessert before you prepare each dessert yourself to take home. Please bring a 9" tart pan and a baking sheet to take your tart home without harm on the first night of class and an apron. Tuition includes a food fee of $35.

Risotto Simplified
Kim Hendrickson
Restaurant chefs often demand high prices for this delicious menu item, when most of risotto's difficulty is all a myth. Instead of saving this dish for a special dinner out, Kim will walk you through the basics of making risotto so you can make it at home, as often as you like. In one night, Kim will walk you through the basics of making this creamy rice dish bolstered with veggies and/or seafood. Once her demo concludes, the entire class will prepare a differently flavored risotto (maybe mushroom, cheese or crab meat to name a few) using the techniques shown. Come hungry. Please bring an apron, and a container to take home any uneaten risotto. If you have a Dutch oven or deep fry pan, please bring it to class. Tuition includes food fee of $20.

Just Sides
Distinctive side dishes you might not have thought to try.
Kim Hendrickson
Are you bored with serving steamed vegetables or the same side dish over and over? In this two-night class we will explore a variety of delicious side-dishes that will please the most discerning guest; and might even have your picky family asking for more! Over two nights, 8 different side-dish recipes will be prepared; all with the emphasis on great flavor combinations, a minimum of 8 servings, different presentations and an eye toward the holiday season to insure your next meal will be a winner. Cheddar Potato Bacon Wrapped Tart, Brussels Sprouts with Grapes & Walnuts, Light and Creamy Carrot Pudding or Zucchini Roulade are just a few of the recipes we will prepare together while Kim imparts cooking techniques. Come hungry. Please bring an apron and empty containers to class for leftovers. Tuition includes a food fee of $25.

Chocolate Bark for Holiday Gift Giving
Kim Hendrickson
On the night one, Kim will explain how to temper chocolate and the steps of "bark basics." Then the class will make one bark per person (featuring four different recipes) to share at the end of class. Simple, one/two flavor barks will be done this night to get used to working with the chocolate. On night two, four more bark recipes will be created under Kim's watchful eye that will give you the experience of a variety of flavors, chocolates and marbling and drizzling. Bacon Bark, Bird Seed Bark, Classic Peppermint Bark, and Tropical Bark are a few of the recipes the class will prepare and taste. Barks made this night can be saved in a cool place until Christmas! Please wear clothes that you don't mind being stained by chocolate as it is hard to get out. Bring an apron, your own oven mitts and containers to take home the barks we make. Tuition includes a food fee of $35.

Chocolate Covered Cherries
Kim Hendrickson
The pairing of chocolate and cherries is a classic. Those who love them usually cannot get enough of them. Once you know how to make these delicious chocolates you will be prepared to make this special candy by hand as a gift for others or to yourself. Two methods of chocolate covered cherries will be demonstrated by Kim and the two evenings will be spent tempering Callebaut chocolate and preparing the cherries to be dipped. Since these candies can be kept for weeks in a cool place you can prepare for the holidays in these two evenings. Plan on bringing pounds of cherries home, so bring a container to class as well as chocolate resistant clothes and an apron. Tuition includes a food fee of $22.

Make a Fall Themed Cheese & Charcuterie Board Like a Pro
Lia Littlewood, Say Cheese Bergen County
In this class, you will learn how to assemble a professional cheese board while tasting some new and unique cheeses. The course includes everything you need to make a lovely "Fall Themed" platter including a slate cheese board. Using seasonal cheeses and add-ons, you will make a beautiful board you can then re-create for Thanksgiving. It is sure to impress your guests. A materials fee of $30 is included in the tuition.

Seasonal Pickling Workshop at HealthBarn USA
Stacey Antine, MS, RDN
Root veggies are in abundance for the harvest season! The fun way to extend the season and reduce waste is by pickling a variety of roots. Join us to learn and pickle with friends and enjoy the samples as well as head up with your own pickle creation. You will also get the chance to check out this cool facility.

Culinary Arts cont.

The Steel Wheel Tavern and the Ridgewood Community School presents their Food and Drink Pairing class schedule. Each class will have a unique menu presented and prepared by Executive Chef Bryan Tortorella and his team. Classes are limited to 20 participants. All classes take place at The Steel Wheel Tavern, 51 N. Broad Street, Ridgewood, NJ.

Organic Wine Class
Join us for a wine and food pairing class with a twist. All of the wines being served will be organic wines provided by the fine folks from Organic Vintages. They proudly offer fine wines made from 100% organically grown grapes with no or low sulfites added. With their wines, it's not what you don't get (the pesticides, sulfites, and other chemicals), but the fine wine that you do! Michael Brennan, Sales Manager at Organic Vintages, will teach you about organic wine, and go into greater depth on the evening's chosen varietals. The wines will be paired with a four-course meal prepared by Bryan Tortorella, the Steel Wheel Tavern's Executive Chef. The four courses will include a salad, a starter, an entrée, and a dessert! This class was made possible by the Steel Wheel Tavern's relationship with Jim Smith and Opici Family Distributing of Glen Rock, NJ.

Local Craft Beer Class
The Steel Wheel Tavern has developed relationships with many local craft breweries. Alementary of Hackensack, Kane in Ocean Township, Brix City from Little Ferry, Defiant in Pearl River, and Departed Soles out of Jersey City are just a few of our partners. We will have a representative from one or more of our local breweries on hand to teach you about their companies, their unique brewing processes, and the beers they have chosen to pair with a four-course meal. The evening's menu will be designed and prepared by Bryan Tortorella, the Steel Wheel Tavern's Executive Chef. The four courses will include a salad, a starter, an entrée, and a dessert!

Autumn-Winter Cocktail Class
The Steel Wheel Tavern's dedicated team of bartenders will take you behind the bar (figuratively speaking) and teach you how to make four delicious autumn-winter inspired cocktails. You will leave the Wheel prepared to host the most "spirited" holiday party on the block! Cheryl Tis, veteran bar tender and General Manager of the Steel Wheel, will create the craft cocktail list for the evening. Cheryl will carefully pair the cocktails so as to enhance the flavor profiles of each course. The menu for the evening will be designed and prepared by Bryan Tortorella, the Steel Wheel Tavern's Executive Chef. The four courses will include a salad, a starter, an entrée, and a dessert!

Dance

Jazz & Hip-Hop Dance
HeArt in Motion Studio Faculty
Join us in this nurturing, yet professional class that explores both classical and contemporary styles of jazz and hip-hop dance. The class includes a warm up, center work, across the floor combinations, stretching, and ends with students learning jazz & hip-hop choreography. This class is for students in grades 1-3. No experience is necessary

Finance

Creating a Social Security Plan of Action
Amy Harrison, CFP
You've paid into Social Security for decades and want to maximize what you get back. Given the thousands of complex rules and hundreds of claiming options, creating a plan of action for Social Security can be an overwhelming prospect. One Social Security misstep could leave you missing out on hundreds of thousands of dollars over a lifetime. This one-night course will show you the basics of Social Security and provide ways to help maximize your Social Security benefits and optimize your retirement strategy.

Making Sense of Medicare
Amy Harrison, CFP
Signing up for Medicare at age 65 is a major decision since health care costs are one of the largest expenses in retirement. Medicare may cover a portion of health care expenses, but many are surprised to learn that there are costs associated with the Program. In this course, you will learn about how Parts A, B, C and D function, what is covered, the costs associated with each part and how to sign up. An overview of Supplemental Plans (aka Medigap plans) that aid in managing the healthcare costs above what traditional Medicare covers will also be presented.

Handcrafting

Playing in Mud – Hand-building Pottery Techniques
Alisen Herman
Pinch, coil and slab! Students will be introduced to basic hand-building techniques and some may also experiment with a tabletop pottery wheel. Be creative, get stress relief, and learn something new. Guided by instructor demonstrations and coaching, students will learn to create various functional and decorative items. Fun for all levels. A $60 material fee is payable to the instructor at the first class. Lessons will include: clay basics, making pinch and coil pots and storing our work, rolling a slab using either a rolling pin or bottle and making an easy cup or plate, adding handles and feet to pieces, finishing touches and decorating our pieces, making templates for mugs and multiples to create a set, surface design with color and texture and preparing for firing and glazing.

Health & Wellness

5 Element Archetypes Discover Your True Nature
Lois Kramer-Perez CHt., Certified Feng Shui Practitioner
Learn how the essence of the 5 Elements: Water, Tree, Fire, Metal and Earth are expressed in our nature, our clothing, our surroundings, and find out how they support our desires, our life path. Do you ever wonder why some people prefer staying up late to getting up early in the morning? Or why some people prefer to read, do yoga on the floor or create art, while others are outside riding, hiking or jumping out of planes? There are clues in their behavior, their style and their birthdate. Begin to understand not only your own true nature but understand those around you. Enhance every relationship immediately. "Be yourself, everyone else is taken." Format based on class size. Oscar Wilde.

Transform Your Essence with Feng Shui Style
Lois Kramer-Perez CHt., Certified Feng Shui Practitioner
Feng Shui is everywhere and in everything, it is in nature, in your space and in your unique personal elemental archetype. You know about creating a space using the feng shui principles to support your desires and your unique elemental archetype. Let's refine this even more: transform your inner essence by purposefully choosing how you dress. What you wear affects how you show up in the world. Get lost in a rainy day. Disappear into the background. Stand out in the crowd. Show up as the leader. Get motivated to get moving, and so much more. Guess What! You have the power to choose! How you choose to dress when you are working on the phone or only visible from the waist up makes a difference. Join us for a fun and informative session to learn how to use the Feng Shui Principles to state your intention by how you dress. Dress for the person you choose to be in any given situation. Format based on class size.

Yoga for Deep Relaxation
Karen Livanos-Centauro
The practice of yoga quiets the mind and releases tension while developing strength and flexibility in the body. Classes will include a unique flow of stretching and yoga postures, breathwork, and meditation to relax, restore and rejuvenate the body and mind. Class is designed specifically for the novice. Students should dress in comfortable, layered clothing and bring a yoga mat, water and a large towel or blanket for extra cushion.

Heartsaver® First Aid CPR AED
Bergen County EMS Training Center
The AHA's Heartsaver First Aid CPR AED Course is a classroom, instructor-led course designed to prepare students to provide first aid, CPR, and use an automated external defibrillator (AED) in a safe, timely, and effective manner. Upon successful completion of the course, including a first aid skills demonstration and a CPR and AED skills test, students receive a Heartsaver First Aid CPR AED course completion card, valid for two years. Content will include: First aid basics, medical emergencies, injury emergencies, environmental emergencies, preventing illness and injury, adult CPR and AED use, opioid–associated life-threatening emergencies, optional modules in child CPR and AED use and infant CPR. Tuition includes a book and a course completion card.

Home

Fall Out of Clutter – Downsize or Minimize into Freedom
Jean Marie Herron, POSSE Partners
Join a certified professional organizer for an evening of decluttering and organizing strategies whether you want to downsize or go minimalistic. If you are considering "selling your dwelling," POSSE will show you how "Less Clutter, More You" can free you from overloading your homes contents so you can live with less stress and less to do around the house.

Party/Event Planning and Entertaining
Kathryn Schmidt, Parties Unplugged www.partiesunplugged.com
Everyone wants to host the perfect event. So how do you create the right theme? Select a venue (including your own home)? Decide on entertainment? Manage food and drink? From the first "hold the date" to the last party favor, we will cover an array of creative and operational ideas and details and explore ways to create authentic, personal, and memorable gatherings and celebrations that reflect your style while ensuring that you have as good a time as your guests.

Liberal Arts & Music

Creative Writing/Better Writing
Bill Ervolino
The course was always listed as Creative Writing but during each semester there were class members who enrolled because they wanted to enhance their business-writing skills. A few were writing books and wanted assistance and feedback on their projects. I was happy to tailor assignments to the needs of all of these students. Each class involved discussions of creative writing and examples of how all writing can be improved. Assignments were given each week and read and discussed the following week. My only classroom requirement for this class is to have copies of the assignments ready on the night of class — unless students have computer access at their desks.

Music Talks
Wunderkinds - Classical Music's 3 Greatest Child Prodigies
Roger Davidoff
We will enjoy six presentations [two devoted to each composer] of selected music by Mozart, Schubert and Mendelssohn, Classical music's three greatest child prodigies. We will hear a number of their early works, as well as their mature masterpieces, discussing their astounding early genius, their lives and their unique contributions to Classical music.

Victorian Christmas Tales
Christmas as we know it was practically invented by the Victorians, and one of their favorite traditions was storytelling. Of course, everyone knows "A Christmas Carol" by Charles Dickens, but did you know there's also a Christmas-themed Sherlock Holmes story from Sir Arthur Conan Doyle? Join us to discover what titles should be on your Victorian Christmas reading list this holiday season.

Guitar 3 - Advanced Intermediate
PJ Rasmussen
This class will help intermediate students put together a repertoire for performance. With each student-selected piece, various song-specific techniques are taught to help students go beyond the basics and prepare for deeper study. Students should be familiar with all open-position chords before taking this course.

Sports

Pickleball 2 – Novice/Intermediate
Premier Pickleball
This class is for those who already know how to play pickleball but might not have taken formal lessons and those who have taken Beginner Pickleball and want to continue to improve their game. Classes consist of instruction for making skill shots from all parts of the court plus guided play to learn court strategies and make better shot selections during play. Participants must wear sneakers and comfortable clothing to be able to move and have fun.

Junior Edition

Mixed Media Mash-Up
Britt Sikiric
Come join the fun as we explore our own unique style and use creative expression to make one-of-a-kind art. We will be working with pastels and acrylic paint on canvas. Mixed media collage with glittery paper and embellishments will ignite the budding artist.in each child. We will focus on modern art to classical impressionism and everything in-between. Students will use an array of materials to create bold and colorful masterpieces. All levels are welcome!! Please bring a smock or wear old clothing as paints will stain.

Adult Education
Abramenko, Emily
Andreasen, Carl
Antine, Stacey
Austin, Robert
Burke, Robert
Burns, Vivian
Calaski, James
Chahine, Alain
Chahine, Martine
Chriss, Catherine
Costello, Mary Lee
Davidoff, Roger
DiCostanzo, John
Dittmar, Dawn
Ermilio, Patricia
Ervolino, William (Bill)
Feingold, Richard
Feld, Ellen
Finnerty-Eagan, Karen
Fitzgerald, Mary
Fortunato, Irene
Medina, Julian Garcia
Gilbert, Kristen (Krasinski)
Gross, Gwendolen
Hall, Burton
Hammond, Frederick
Hansen, Yasuko
Harrison, Amy
Helmy, Marize
Hendrickson, Kim
Herman, Alisen
Herron, Jean Marie
Kelley, Fran
Kirschner, Jonathan
Kovalcik, Terrance
Kramer-Perez, Lois
Larkin, Marya
LeLuc, Isabel
Littlewood, Lia
Livianos-Centauro, Karen
Livingstone, Robert
Maniaci, Angela

Adult cont.
Manna, Michael
Marchese, Vincent
McKinnon, Evelyn
Mortimer, Frank
Oren-Dahan, Maya
Papay, Eugene
Petretti, Myra
Petzold, Harold
Popadics, Joel
Porod, Jason
Poznick, Gary
Rasmussen, Philip (PJ)
Rubin, Donald
Santoli, Eric
Schwartz, Zahava
Schwartzman, Marshall (MT)
Schmidt, Kathryn
Scillieri, Joseph
Secreti, Joanna
Sikiric, Britt
Sobel, Arlene
Soloman, Charles
Tyree, LaShondra
Valere, Neil
Vangieri, Patricia
Walker, Lorinda
Winner, Anne
Zaitsev, Maksim

*Related to staff member

Page 2 – RCS Fall 2021 Employees

Junior Edition
Alcaro, Annamaria
Alexander, Lisa
Beaumont, Megan
Bilyk, Matthew
Brescia, Kenneth
Burns, Vivian
Capalbo, Michele
Cheng, Zhe (Gil)
Conti, Eva
Cosco, Catherine
Eichmann, John
Fink, Gary
Goldberg, Daryl
Hankle, Benjamin
Landes, Gregory
Lazzara, Patricia
Livingstone, Robert
Sikiric, Britt
Zaitsev, Maksim

Driver Education
Cosgrove, James
Currier, Robert
Kay, Peter *
Knott, Ronald
Mitola, Candace
Ross, Jennifer
Watson, Andrea *

*Related to staff member

MINUTES OF THE
REGULAR MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

September 20, 2021

At 7:00 p.m., Mr. Lembo called the Regular Public Meeting to Order.

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Student Representative Report

Norah Train, Ridgewood High School presented the following:
Activities:

- Parents came to RHS for back-to-school night. This year only one parent per student came to the High School to minimize social contact. Parents got to meet teachers in person for the first time in a year and a half
- Students are in their last few weeks of senior photos. So far, the photos look great!
- College counselors have started visiting RHS to give Seniors a background on their college and answer any questions they may have. Last year, this program was unavailable so many seniors are making use of the opportunity to hear from colleges. So far, Michigan State, Vanderbilt, Hamilton, George Mason, and more have come to RHS.
- On Thursday, September 23, the 12th-grade parent meeting will be hosted by the RHS Guidance Department to help families through the college application process. There will also be a financial aid meeting on Tuesday, September 28th to help parents navigate the financial side of the process.

Athletics:

- All of the sports teams are practicing at alternate fields due to the flooding. The coaches and players have been adapting and showing a great attitude and resiliency.
- Cross country, volleyball, football, and soccer had an impressive beginning to their seasons. They have all been playing very well and winning many of their games.

Arts:

- On Friday the 18th, RHS Band had their annual fall picnic where they had their first live performance of the year. They performed “Life’s a Picnic”. This year, people brought their own food instead of having the usual buffet. The event was held at Kenilworth, across from Somerville.
- New Players auditions for Great Gatsby and It’s a Wonderful Life were held on the evening of the 13th. Callbacks were on the 14th before back to school night. On the 15th everyone got their parts in the productions.
- The Yearbook Class went into town on the 14th to ask if people wanted to buy ads for the yearbook this year. They visited Jersey Mike’s, the Daily Treat, the YMCA, East Coast Burger, Orange Leaf, etc.

Clubs:

- RHS National Honor Society had its first executive board meeting on Tuesday the 14th. At the meeting, club members discussed plans for the school year and divided the club into teams so that they could be more easily kept track of. The Honor Society is going back to in-person tutoring in the RHS library and there is also a website set up for students to fill out if they want a one-on-one tutor.
- RHS Ambassadors hosted the Back-to-School night at the High School. They helped direct lost parents to their child’s classroom and held up conversations with many parents during their child’s free periods.
- Project Interact also was at back to school night. They were there giving out water and food to help raise money for their club and future events.
- The Ridgewood High Times had an editor meeting for the first time this year on the 13th. They discussed plans for the coming year and their duties as editors of the paper. The full list of topics for the first paper of the year was released this afternoon.
- RHS Democrats had their first meeting of the year on the 14th. They discussed what the club was about and some of the events that they wanted to appear at.
- National History Day Club is running for the second year in a row. This club is basically the history version of DECA. Students will research historical topics and write a paper on them for competitions and events.

V. COMMENTS FROM THE PUBLIC

Kelly Hearn, 324 Beechwood Road, last week expressed disappointment that children taken out for lunch are not allowed to return and attend recess, particularly at Ridge. She brought her daughter to speak about recess.

Avery Hearn, 2nd grader at Ridge, thinks that all kids should go to recess since they built the playground for kids and it's not fair if you go out to lunch you can't return for recess. It makes the kids sad and if you don't go to recess your body will slow down. Stated she doesn't want to eat inside because you can get covid. All of the kids can get sick if you can't get the vaccine, if you get older you can get the vaccine. Asked Dr. Gorman to allow her and her brother their recess back.

Adam Lambert, 425 Wastena Terrace, has not always agreed with things but has understood. Attended meeting to talk about recess. The policy changed three times during the first three weeks of school. This shows that there wasn't any planning involved. Last week we heard about goals and emotional and social wellbeing. Families came up and talked about the importance of recess. The kids feel like they are being punished. This is an arbitrary policy, many non intrusive alternatives were offered to keep kids safe and not impact personnel. It is the responsibility of those in the room and the principals for not allowing this to happen. Dr. Gorman said it was the Ridge Principal's decision to not allow the kids to go out for lunch. Last week we received an email that was a districtwide process that this is something the kids will be penalized for. Part of leading is recognizing the impact of decisions especially when it is not properly planned or explained and then to correct them. The responsibility lies in this room without doing the right thing and removing the punitive policy, intentional or not.

Dr. Janet Reilly, 487 Dorchester Road, urged Dr. Gorman to support the individual schools to offer outdoor lunch to all children and to implement other covid safety measures. Pilot programs in place through October, to allow for 3rd, 4th and 5th graders to each lunch outside one time per week are not enough and do not address the risk to younger children. Last year all the kids ate snacks outside. Dr. Gorman mentioned Ridgewood has unique circumstances that do not allow lunch outside. Clarify what challenges exist so that parents can offer assistance. Pfizer announced that the vaccine is effective for young children. Parents have complained that gym is not outside. Some classrooms have windows closed and are not using AC/s. Schools need guidance. Glad about the Airbox purifiers and urges BOE to approve them with a timeline. Urges the addition of Air purifiers in classrooms as well. New York City schools have 2 HEPA filters in each classroom. Air purifiers are an excellent investment in the long term since they reduce rates of flu and other viruses. Urges the district not to leave money on the table when it comes to covid safety measures. Ridgewood did not respond to the survey and did not request funding. Would like to know why not. Centers for Disease control and prevention recommend weekly testing and NYC will begin weekly testing starting next week. Asked for covid protocol clarity for positive cases. Parents want to know if there is a positive case in their child's classroom.

Michael Yannone, 320 Kenilworth Road, teacher at RHS, parent and president of the REA, has been paying attention to board meetings for the past 25 years and last Monday's meeting might have been a new low starting with public comment. Never thought that he would see High School students have to come to this microphone and beg this board of education to clean sewage off of their fields. The field is a health issue, it is untreated sewage sitting on that field. Those students did not believe that you would agree to spend money to clean sewage off the district's own field. That is why they came. That is the public's perception about your stewardship of the Ridgewood schools. We heard parents ask for HEPA filtered air purifiers, something he asked the board for two Augusts ago. Those parents like himself were not given an answer why we don't have them, when some schools installed them last

year. At the 4 hour mark of Monday's meeting, we got an answer about the air purifiers, late into the meeting we learned from Mr. Dani that the administration approached this Board with a contract to get them but deemed them too expensive. We were told they rejected the bid to be renegotiated resulting in a 15% reduction. We are haggling over health and safety issues. On tonight's agenda we see air purifiers at a total cost of $150,533. 15% percent is the apparent cost for preventing our schools from having proper ventilation, $22,579.50. They say you can't put a price on safety but apparently, this board has. You all know that our ventilation is not up to state and CDC guidelines because our systems cannot handle it. Our ventilation systems sometimes randomly shut down, as the high school's did before back-to-school night. This is why these are vitally important but only important to a certain dollar amount. Since the start of the school year the district has reported 27 cases with dozens of kids quarantined. Many students would not have to learn remotely if this board did not think, the extra $22,579 was too much to pay to keep them safe. There is new federal and state money to cover the purchase, which would have no impact on the budget. At least 3 board members were needed to object to the cost to delay the installation of the health and safety equipment. Who amongst you thought it was important to save $22,579.50 than to start the school year with proper ventilation. Three of you are up for reelection. The parents, staff, and students need to know what role if any Ms. Brogan, Mr. Kaufman, and Ms. Kwak played in this before we vote. At least one of you put dollars above the health and safety of students and staff. Who was it?

Mr. Lembo stated that this is the first time we are voting on this on an agenda.

Mr. Yannone replied that we learned at the last meeting that it came to the board somehow and was sent back. It could have been on the last agenda or the beginning of the year.

Mr. Dani replied that he never said that the Board sent it back. We were presented at the facilities meetings and he asked why we have only one quotation for that and can we have more than one. He asked some questions and based on those questions the next day we were told we went back to the vendor. He thinks that he was misquoted and wants to clarify. The three questions he asked at the facility meeting were: how did we identify these specific air purifiers? What was the process for that? How did we identify this manufacturer and how did we identify this vendor because the manufacturer has multiple distributors and the next day he was told that we went back to them and we have 15 reductions. It may have been in the works for a while but that facilities committee meeting was 10 days ago when we found out about it.

Mr. Yannone replied that we had a board meeting less than 10 days ago, so we could have placed the order already and we could have had them in our schools already.

Mr. Dani stated that he still has questions that he has to bring up when this item comes for the agenda and then we can decide.

Mr. Yannone replied that we had a meeting less than 10 days ago.

Shulpa, 320 South Pleasant Ave., started a petition that has doubled in number to 200. There are 200 families that are eager to know what is going on because people can't come here on Monday evening. Does not mean they are not thinking about it. Every day we send our kids

to school and we are stressed. Today my kid came back with the news that somebody in her class is positive, how is that going to throw my schedule off track? We've done so well and kept our kids safe it would be a shame at this point to be at home with quarantine, perhaps with sick children. Some live in multigenerational homes and we're putting older people at risk, this should have already been dealt with. That is my question.

Meri Aderhold, 715 Newcomb Road, called for the same reason as last week - instilling outdoor lunch, what the covid protocols are, why are the windows closed in the classrooms and why they're not going out to gym? She is happy that the board is considering purifiers that should have already been there, especially since there were parents who offered to purchase for the schools and somehow that was declined, but she is specifically concerned with the classrooms when someone tests positive and today found out there is someone who tested positive in the classroom and the only person who is told to quarantine is the person who sits across from the child when eating lunch, yet the child sits in a different desk the rest of the day and the child sitting next to that child does not have to quarantine nor was even told that child was with children all weekend. The CDC says the masks are there to protect the person not wearing the mask. The parents should have the opportunity to know about a case in their classroom to know if they should get their child tested. Testing should be weekly like in NYC.

Christopher Welles, 145 Beechwood Rd., a week ago Ridgewood instituted a districtwide policy that says any child pulled out for lunch will have to miss recess. He has been told by the principal that his hands are tied as this is a district-wide policy. He has yet to find someone to explain how taking away recess saves resources. If you break it down and look specifically who escorts who, when and how. It takes the same amount of work if children have lunch or both lunch and recess. Parents are not confused and there is no wandering, they are in the same place and the same people every day. It is more dangerous if parents choose indoor lunch. Please revoke the one size fits none policy and let each school make the most of what they can, students should eat outside when they can.

Abby Gupta, 458 Old Stone Road, spoke last week about this topic, and agrees with all of the parent comments who spoke around outdoor lunch and better covid measures in schools. Doesn't understand the lack of urgency on this matter, nothing anyone is saying is new from last week. The status quo is going to continue, how much thought was given by the board and administration by the parent comments from last week. The inability to think through the inadequate policies and procedures has led to frustration on behalf of the parents. HEPA filters should have been in place today and the thinking and evaluation should have been done months ago. We can't afford to wait and work on your regular operating schedules.

Sharmistha Vyas, 424 South Pleasant Ave., echos everyone's comments, wants to take one minute and the rest of the 3 minutes would like to be responses. If a kid is identified as being affected by covid, we would like the entire class to be notified. There is no control that they would not have come in contact during recess during outdoor activities or even passing by. The message has been lost, we don't want outdoor activities just for the fun of it. We are requesting to implement outdoor lunch as long as possible. Has heard that there are future vaccines.

Mr. Lembo stated that if Mr. Vyas has more comments he can continue, but cannot use the

time to have a dialogue.

VI. PRESENTATIONS

A. Student Safety Data System (including HIB) Report

Mr. Pizzuto presented the Student Safety Data System Report, sharing data in the following categories: violence, vandalism, substance abuse, weapons, and HIB. The number of incidents in each category was reviewed for the six-month reporting period of January 1, 2021 through June 30, 2021, as well as for the entire year, September 1, 2020 through June 30, 2021. The District has programs in place to support efforts in these areas and create an environment of respect.

To view this portion of the meeting scroll to 41:10.

VII. SUPERINTENDENT REPORT

Last week, the Board of Education approved the vendor contracts to complete the necessary clean-up work on the athletic fields due to recent flooding. This work began yesterday on the stadium field at Ridgewood High School, where at least four truckloads of dirt and debris were removed from the field. The work on the stadium field is expected to take a couple of weeks, and once that field is completed, the vendor will begin to work on Stevens field. The work on the Brookside field is scheduled to begin today and should be completed in a few days. The fields are being disinfected as part of the process.

This week, some adjustments were made to the lunch schedules at the elementary level to get more students outside to eat lunch. Additional considerations regarding recess are being discussed, and if other changes can be made, the lunch procedures will be updated accordingly.

All classrooms have air ventilation systems that circulate the air two to four times per hour depending on the size of the room. The HEPA filters on the agenda are an additional precautionary measure for areas such as cafeterias and gymnasiums.

The District proposed a contract for approval to provide onsite COVID-19 testing for staff and students on a weekly basis.

Anyone who has been determined to be a close contact according to the current NJDOH guidance is notified. The District will look into whether an entire classroom can be notified of a COVID positive case.

Ms. Kwak followed up on the field conversation and asked if it is possible to procure emergency lights on the other fields while the stadium and Stevens fields are restored, she stated that we can put it in a motion to formalize it.

Mr. Kaufman reviewed the discussion at the Fields Committee Meeting. Somerville already has in their policy the ability to put in lights, the only field we would need to make a motion on is Kenilworth, he plans to make a motion during other business to have the board approve putting lights on at Kenilworth.

Dr. Gorman will follow up with the Village who may have some lights where we won't have to rent them and if that is true, we can open up Kenilworth as a temporary measure.

Ms. Kwak stated that we could have a follow-up at the next agenda meeting and does not require a motion, it seems to be an administrative path.

Mr. Kaufman stated that he was told during the fields committee meeting that it has to be approved by the Board as a motion to allow lights at the Kenilworth field.

The conversation regarding lights at the Kenilworth field continued. To view this portion of the meeting scroll to 57:43.

Mr. Bisig stated if the lights are of no cost to the Board of Ed, you could just make an administrative decision. If there is an expense incurred by the lights that has to be board approved.

Mr. Lembo moved this conversation to discussion items.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspension Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions that have occurred since the last Board meeting.

ii. <u>Approval: Submission of Chapter 27 Emergency Virtual or Remote Instruction Program for the 2021-2022 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the 2021-2022 Chapter 27 Emergency Virtual or Remote Instruction Program.

The Board has received background information.

iii. Approval: Agreement with The Frisch School for a Ridgewood Public School District Teacher to provide additional instructional/teaching hours

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with The Frisch School for one Ridgewood Public School Teacher STEM Teacher to support the Frisch School from September 1, 2021, through June 10, 2022, for a total of 130 hours.

The Board has received background information.

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment B.**

ii. Approval: Applied Behavioral Analysis Parent Training Agreement Between Region II and Non-Member Districts for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an Applied Behavioral Analysis Parent Training Agreement between Region II and Non-Member Districts for the period July 1, 2021 to June 30, 2022, in the amount of $225 per family.

The Board has received background information.

iii. Approval: Contract for Instructional and Tech Support with TechVision, LLC

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a contract for instructional and technical support services with TechVision, LLC for a visually impaired student, at the rate of $120 per hour as specified in the contract.

The Board has received background information.

Ms. Kwak moved approval of C. Curriculum & Instruction.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources, with a correction on page 8, It should say that Laura Nuzzo and Ashley Pollitt should not exceed 5 days per week instead of 1 day per week.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teacher

Revision: CALAMIA SCHECKEL, Beth - 0.80 FTE Latin Teacher (tenure-track), Benjamin Franklin Middle School and George Washington Middle School, **from** effective September 20, 2021, or as soon after as possible, through June 30, 2022, approved by the Board at its meeting on August 30, 2021, **to** effective September 17, 2021, or as soon after as possible, through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Calamia Scheckel possesses a NJDOE Standard Certificate as a Teacher of Latin.

Salary: $68,573
Cl. MA+45, St. 8

Account # 11-130-100-101-07-08-019-000
Account # 11-130-100-101-07-09-019-000

Additional: Classroom Aide/Lunchroom Aide for the 2021-2022 School Year

CANCIO, Josylin - Lunchroom Aide, Ridge School, effective September 21, 2021, or as soon after as possible, through June 22, 2022, 2 hours per week, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-04-004-001

Home Instructors, on an as-needed basis, for the 2021-2022 School Year

- **Briggs, Amy**, World Language Teacher, at an hourly rate of $58.21.
- **Cigolini, Lucille**, Language Arts Teacher, at an hourly rate of $58.21.
- **Clarke-Anderson, Kathleen**, Language Arts Teacher, at an hourly rate of $60.32.
- **Corlett, Susan**, Special Education Teacher, at an hourly rate of $60.32.
- **Donnelly, Trecia**, Special Education Teacher, at an hourly rate of $60.32.
- **Gilbert, Kristen**, Social Studies Teacher, at an hourly rate of $60.32.
- **Imbruglia, Lauren**, World Language Teacher, at an hourly rate of $58.21.
- **Litvak, Roman**, Mathematics Teacher, at an hourly rate of $58.21.
- **Pfeiffer, Courtney**, Mathematics Teacher, at an hourly rate of $60.32.
- **Rispoli, Karen**, Language Arts Teacher, at an hourly rate of $60.32.
- **Rooney, Michael**, Special Education Teacher, at an hourly rate of $60.32.

Account # 11-150-100-101-00-24-024-001 (Regular Education)

Account # 11-219-100-101-00-24-024-001 (Special Education)

Painters, effective August 31, 2021 through June 30, 2022, on an as-needed basis

- **Lug, Raymond**, Supervisor, at an hourly rate of $21.50.
- **Spadaccini, Ann**, Painter, at an hourly rate of $15.87.

Account # 11-000-262-104-00-42-048-001

ii. Change in Salary Classification, effective September 1, 2021 through June 30, 2022, in accordance with the REA/Board Agreement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Changes in Salary Classification, effective September 1, 2021 through June 30, 2022, in accordance with the REA/Board Agreement, as listed on **Attachment C**.

iii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 School Year, as listed below.

BRITCHER, Ashley - **from** Applied Behavior Analyst Aide (ABA) and Lunchroom Aide, Ridge Elementary School, 3.75 hours per day and 2 hours per day, 5 days per week, **to** Applied Behavior Analyst Aide (ABA), Ridge Elementary School, effective September 21, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week.

From: $20.17 per hour (ABA Aide) and $17.50 per hour (Lunchroom Aide)
To: $20.17 per hour (ABA Aide)

Account #11-000-217-106-00-04-024-001

HARCHER, Jennifer - **from** Resource Room Special Education Classroom Aide, Hawes Elementary School, **to** Applied Behavior Analyst Aide (ABA), Hawes Elementary School, effective September 1, 2021 through September 15, 2021, 5.75 hours per day, 5 days per week.

From: $17.50 per hour
To: $20.17 per hour

Account # 11-000-217-106-00-02-024-001

ZAVERI, Salome - **from** Lunchroom Aide, Hawes Elementary School, 2 hours per day, 5 days per week, **to** Resource Room Special Education Classroom, Hawes Elementary School, 5.75 hours per day, 5 days per week.

Hourly rate will remain the same - $17.50.

Account #11-213-100-106-00-02-024-001

iv. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Classroom Aides

GILLIS, Daniel - Resource Room Special Education Classroom Aide, Ridgewood High School, effective September 20, 2021.

Revision: HARCHER, Jennifer - Resource Room Special Education Aide, Hawes Elementary School, **from** effective September 2, 2021, approved by the Board at its meeting on September 13, 2021, **to** effective September 15, 2021.

v. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absence, as listed below.

GOLDBERG, Sarah – Learning Disabilities Teacher-Consultant, Hawes Elementary School, effective November 29, 2021 through May 13, 2022, with a reinstatement date of May 16, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vi. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Hawes Elementary School

- Clubs and Activities for the 2021-2022 School Year, as listed on **Attachment D**.

Account # 11-401-100-101-00-02-002-001

Lunch Time Supervision

- **Raupp, Ellen**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-120-100-101-00-02-002-001

Orchard Elementary School

- Clubs and Activities for the 2021-2022 School Year, as listed on **Attachment E.**

Account #11-401-100-101-00-03-003-001

Ridge Elementary School

- Clubs and Activities for the 2021-2022 School Year, as listed on **Attachment F**.

Account #11-401-100-101-00-04-004-001

Somerville Elementary School

- Clubs and Activities for the 2021-2022 School Year, as listed on **Attachment G**.

Account #11-401-100-101-00-05-005-001

Travel Elementary School

- Clubs and Activities for the 2021-2022 School Year, as listed on **Attachment H**.

Account #11-401-100-101-00-06-006-001

Willard Elementary School

- Clubs and Activities for the 2021-2022 School Year, as listed on **Attachment I**.

Account #11-401-100-101-00-07-007-001

Benjamin Franklin Middle School

- Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year, as listed on **Attachment J** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2021-22 BA Maximum of $93,592).

Account # 11-401-100-101-00-08-008-001

2021-2022 Student Club Activity Advisors

- Student Club Activity Advisors for the 2021-2022 School Year, as listed on **Attachment K**.

Account # 11-401-100-101-00-08-008-001

Intramural Activities for the 2021-2022 School Year

- Girls Volleyball, Boys Volleyball, Track, Weight Lifting, Open Gym, not to exceed a total of 300 hours, each to receive an hourly rate of $40,17 ($12,000) Advisors: **Donnelly, Trecia; Ferrari, Todd; Marzocchi, Jaime; Nizza, Amber; Ran, Benjamin; Rooney, Michael; Skettini, Donna; Sutera, Lisa; Ordini, Jason; Valere, Neil; Wearley, Meredith;** and **Reilly, Kerriann.**

Account # 11-401-100-101-00-08-008-001

Additional: 2021 Summer Hours - Nurse

- **Reilly, Kerriann**, not to exceed 2 hours, at an hourly rate of $67.07 ($134.14).

Account # 11-000-213-104-00-08-008-001

George Washington Middle School

Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year, as listed on **Attachment L** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2021-22 BA Maximum of $93,592).

Account #11-401-100-101-00-09-009-001

Ridgewood High School

Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year, as listed on **Attachment M** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2021-22 BA Maximum of $93,592).

Account #11-401-100-101-00-10-010-001

Additions/Revisions: Lunch Time Supervision, approved by the Board at its meeting on August 30, 2021

- **Brunner, Adam**, **from** not to exceed 5 days per week, **to** 4 days per week, at an hourly rate of $30.24.
- **Consol, Mary**, not to exceed 1 day per week, at an hourly rate of $25.90.
- **LoPrinzi, Brad**, **from** not to exceed 5 days per week, **to** 2 days per week, at an hourly rate of $25.90.
- **Mitola, Candace**, **from** not to exceed 5 days per week, **to** 2 days per week, at an hourly rate of $25.90.
- **Nuzzo, Laura**, not to exceed 5 day per week, at an hourly rate of $25.90.
- **Pollitt, Ashley**, not to exceed 5 day per week, at an hourly rate of $30.24.

Account # 11-140-100-101-00-10-010-001

Additional: 2021 Summer Hours - Nurse

- **Donovan, Suzanne**, not to exceed 9 hours, at an hourly rate of $36.70 ($330.30).

- **Morgan, Maureen**, not to exceed 18.50 hours, at an hourly rate of $75.92 ($1,404.52).

Account # 11-000-213-104-00-10-010-001

Secretarial Support - August 31, 2021

- **Nuzzo, Laura**, not to exceed 7 hours, at an hourly rate of $29.41 ($205.87).

Account # 11-000-240-105-00-10-010-001

Bus Drivers for the 2021-2022 school year on an as-needed basis, each at an hourly rate of $40.17 (or $56 round trip if a coach is driving his/her own team) pending compliance with all state mandated bus driver requirements

- **Piccione, Paul**

Account # 11-000-270-162-00-10-034-001

Information Technology Department

Revision: Uninterruptible Power Supply (U.P.S.) Replacement, approved by the Board at its meeting on July 26, 2021

- **Michels, James**, not to exceed 15 hours, **from** an hourly rate of $30.22, **to** an hourly rate of $44.64 ($66.96 time and a half), not to exceed $1,004.40.
- **Valere, Neil**, not to exceed 20 hours, **from** an hourly rate of $32.33 **to** an hourly rate of $44.64 ($66.96 time and a half), not to exceed $1,339.20.

Account # 11-000-222-104-08-31-031-001

Cabling - All Buildings

- **Michels, James**, not to exceed 30 hours, at an hourly rate of $44.64 ($66.96 time and half), not to exceed $2,008.80.

Account # 11-000-222-104-08-31-031-001

vii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Bukowski, Stacey; DiGisi, Robert; Galvin, Jennifer; Greaney, Julie; Lubben, Alyssa; Luongo, Elizabeth; Neilson, Margaret; and **Pielka, Susan**

Nurse: Coromilas, Lynn

Mr. Lembo moved approval of D. Human Resources.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration E. Finance.

Mr. Dani asked if items ii, iii. and iv. have gone through the Finance Committee.

Mr. Lembo replied that we have not met this month just the way their schedules have not worked out, but these are the same ones they have dealt with before. Mr. Lembo confirmed that Mr. Bisig sent everyone all of the numbers.

Mr. Dani asked since they implemented the finance committee, May and June first went to the finance committee and then went to the Board. In July he did not see any finance committee meetings. Was there a meeting?

Mr. Lembo stated they are meeting, but their schedules have not matched up and they will probably have to meet next week, but confirmed the Board received the background information.

Mr. Bisig added that normally they would go to the finance committee but since we have two back to back meetings and some people were on vacation, he sent the financials to the Board earlier so that they would have ample time to review and Mr. Lembo and Ms. Kwak felt it was fine to send out.

E. FINANCE

i. Acceptance of Restricted Donations:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
RHS Student Activity Account	$3,767.00	To be used to cover the cost of the class of 2022 diplomas, covers, and shipping.	20-030-100-610-00-10-010-027
RHS Student Activity Account	$232.51	To be used to pay for supplies for Freshman Focus.	20-030-100-610-00-10-010-028
Mark L. Psiaki	$100	To be used to enhance the music department at Benjamin Franklin Middle School	20-063-100-610-00-08-008-004

ii. Approval: Secretary's Line Item Certification

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **July 2021**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and

payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial

reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

iii. Approval: Acceptance of the Board Secretary and Treasurer Report

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **July 2021;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting.

iv. Approval: Budget Appropriation Transfers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **July 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

Mr. Lembo read the donations into record and thanked the responsible parties.

Mr. Lembo moved approval of E. Finance.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented the following resolution for consideration:

A. Approval: Agreement with Safe Air Zone for Airbox Air Purifiers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Safe Air Zone for the purchase of Airbox Air Purifiers for gyms, cafeterias, and nurses' offices throughout the district, in the amount of $150,530.

The Board has received background information.

Ms. Kwak stated this is the first time that this has come up for attention, beyond the summary would like to confirm that the $150,000 is for 38 of two different sizes? How many are we getting?

Mr. Bisig said you would be getting 28 of the Apex 2.0 for the cafeterias and gyms and 10

mesa boxes for the nurse's office.

Ms. Kwak stated that there has been feedback from the Elementary Schools regarding the need for this kind of system, she finds 38 as powerful as they are, that we could procure more for the same dollars. Mr. Bisig provided information from two other vendors, one of which is used by the Village Council. The benefit of these is that they are portable and can be moved to a classroom as needed which would address the community's concerns. However, the ones that have high CFM's, which means air circulation, and they're commensurately incredibly loud and probably not appropriate for a classroom. Looks like the ones similar to what the Village Council uses, you could get 108. A third quote is a little lower at about 100, so that there will be no deterioration in terms of air circulation, you get the benefit of wheeling them after using them in the cafeteria to different classrooms. She asked if that is correct?

Mr. Bisig replied that is not correct, the problem is with the small units with the other two vendors you need more of them in the cafeteria and gyms, and it requires additional electrical lines, new subpanels boxes so that's an additional cost to get them into the gym and cafeterias because they don't cover as much space as the industrial size air boxes. The noise of the air box is the same as the rest of them because it is variable, so you can set them how you want. If you want to go with the less expensive ones you will have additional cost getting them connected.

Further conversation regarding the air purifier vendors and air purifier options and possible electrical work necessary based upon the options chosen.

To view the conversation regarding the air purifiers scroll to 1:10.

Mr. Dani submitted a written question and asked that it be part of the minutes:

In today's board meeting we have an agenda item in front of us to consider and vote on. Prior to my voting on the matter, I may ask questions, make additional comments, and then cast my vote. We are all at the public board meeting, and the item or topics on the agenda have been added to the agenda by the school administration for the board to consider and provide oversight on, in full public view offering transparency to the community. The Ridgewood BOE is a deliberative board, and as such it is the duty of the board members to "deliberate" matters that are brought before the board. This public discourse provides sharing of each board member's ideas, opinions and expertise, and then permits the board to vote with sufficient information, and finally conclude matters with a single informed voice. I have high regard for the superintendent and the administration and I fully understand that it is an enormous task to run a district of our size. We have several dozen items on the agenda today to vote on and even more items in the bill list to review and vote. If I have questions on one or two of those items and need clarification, I don't think that's a burden or extra work and I fully anticipate those questions to be answered. If we have a facilities committee meeting and an item is presented there, and a facilities committee member asks questions, the expectation is that those questions will

have a response. If action items were agreed to at a facilities committee meeting, a follow-up would be appropriate. I assure you, that there are no surprises in the topics that I have raised or questions I have asked at these public meetings, and they are all in the spirit of deliberation and making the best and well informed decisions for our students, staff, school and community. The benefits of the deliberative process and public discussions are immeasurable and a very important part of our oversight responsibilities.
It is important to note that Board member deliberation has turned around some loss-making programs in the district, and has saved several hundred thousand dollars without impacting the quality of education. The majority of the time, when we asked questions of vendors, the vendors came back with a revised and lower pricing and in some instances, we have identified and closed recurring billing that was in place for 20 years and was not needed anymore. It is important that as a board, we continue to deliberate and continue the practice of public discourse without fear of saying things that may appear unwise, overly tedious or inviting of self-criticism. The spirit of deliberation is for the benefit of everyone.

The air purifier discussion with questions and answers continued.

Mr. Lembo amended the motion for the agreement to purchase 28 Safe Air Zone Airbox 2.0 Air Purifiers for gyms and cafeterias and EnviroKlenz Air System Units for the remaining balance, in the amount of $150,530.

Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented the following resolution for consideration:

B. <u>Approval: Agreement with AME Inc., for Digital Controllers at Somerville Elementary School</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with AME Inc. under the ESCNJ Cooperative contract number 20/21-50 (RFP) for the purchase and installation of digital controllers at Somerville Elementary School, in the amount of $64,300.

The Board has received background information.

Mr. Lembo moved approval of B. Agreement with AME Inc.,
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented the following resolution for consideration:

C. Approval: Agreement with Motorola Solutions, Inc. for an Upgrade to the District Radio Communication System

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Motorola Solutions, Inc. under the ESCNJ Cooperative contract number 83909, in the amount of $249,563.66.

The Board has received background information.

Mr. Lembo moved approval of C. Agreement with Motorola Solution
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Brogan believes that the emergency reserve instead of the ESSER money should be used because of the support that may be necessary for students as we evaluate their needs.
Ms. Kwak agreed that as we receive information back from the Start Strong test, based upon the data we may have to have some funding available for identified learning loss.

To view this portion of the meeting scroll to 2:06.

Mr. Lembo made a motion to **Approve the Use of Emergency Reserve funds to fulfill the agreement with Motorola Solutions, Inc. for an upgrade to the district radio communication system.**
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented the following resolution for consideration:

D. Approval: Agreement with Precision Electric Motor Works, Inc. to Replace the Cafeteria Ventilation Shaft at George Washington Middle School

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an agreement with Precision Electric Motor Works, Inc. to replace the Cafeteria Ventilation Shaft at George Washington Middle School, in the amount of $8,667.

The Board has received background information.

Mr. Lembo moved approval of D. Agreement with Precision Electric Motor Works
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

Mr. Lembo stated that because this was an emergency, he has already approved the work to begin on this project.

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

Dr. Gorman presented the following resolution for consideration:

E. <u>Approval: Agreement with Wellcare Resolution for COVID-19 Testing</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an agreement with WellCare TCCM for PCR COVID-19 Testing for District students, staff, and faculty, from October 2021 through June 2022. There is no cost to the Ridgewood School District.

The Board has received background information.

Mr. Lembo moved approval of E. Agreement with Wellcare Resolution for COVID-19 Testing.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Sept 3	Columbia Bank On-Line	102962-102982	119,708.59	Mr. Lembo
Sept 13	Columbia Bank On-Line	102893-103100	703,345.22	Mr. Lembo
June 30	Electronic Transfer	R36428-36429	646,493.96	Mr. Lembo
TOTAL			**1,469,547.77**	

Mr. Lembo moved approval of bills reviewed by him.
Ms. Kwak seconded the motion, which was carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan announced that the Eagle Scouts Awards Ceremony was held this weekend for five students who completed their community projects. Their community projects were great and Ms. Brogan gave a shout-out to students who persevered.

Ms. Brogan announced that she attended Life is a Picnic hosted by the Ridgewood High School Marching Band. The show is innovative and uplifting and she congratulated the staff and students.

Ms. Brogan attended the Village Safety Committee, which is working on safe routes to school. She thanked the Village for working on these safety concerns and using the safe route to school money.

Ms. Brogan provided the board with articles that contain a summary of later start times.

XII. BOARD COMMITTEE REPORTS

Mr. Kaufman reported that the Fields Committee met and discussed adjustments to the schedules for sports due to field closures. Additionally, they discussed creating a broad committee of Village Council, Board of Education, county, and state representatives to explore how to address the flooding issues.

The conversation regarding flooding issues can be found by scrolling to 2:20.

XIII. DISCUSSION ITEMS

Mr. Lembo stated that at the last meeting there was some confusion regarding emergency use with Administration. The board wants to look at things and make sure they are done the most fiscally responsible. It is his understanding with the Board that if there is a true emergency, such as the GW air handlers and the clean-up of the fields, let's get it done. He wants to make sure that there is no confusion, that we trust the administration and we want to get things done in an emergency.

A conversation regarding the process for addressing emergency repairs continued. To view this portion of the meeting scroll to 2:27.

Mr. Kaufman asked about air ventilators for the STEPSS program and Glen School.
Mr. Bisig has already ordered ventilators for the small spaces at the STEPSS program.
Dr. Gorman stated that we will not leave Glen School off of the list.

Mr. Kaufman asked what is the ability to flip flop recess so they don't have to miss it?
Dr. Gorman answered that they would not be with their classmates. Different grades go to recess at different times and then they flip flop.

Dr. Gorman added that the one issue with parent volunteers is consistency. It is a hurdle but we will try to figure this out through the HSA and principals.

Ms. Kwak pointed out that Ms. Poelstra sent out the alert and she is looking forward to receiving the Start Strong Assessment information since this is the first time that school has fully resumed.

Ms. Poelstra added that there will be no open-ended written responses and we will couple the start strong assessment with internal assessments as well. Together the two things will help to inform where students are in good shape and where we need to do further

assessing.
Ms. Poelstra reviewed that the testing window closes October 18 and will get results sometime in mid-November. That is one reason why we are doing our own internal assessments because we will get that prior to receiving the state results. We will be able to layer and identify the patterns. We will use Linkit for grades 2-5. We will not use it for grade 1, we will use our additional screening such as the dyslexia screening.
We will have district grade-level meetings to bring teachers together and receive training on Linkit to give the assessments and how to break down the reports by small groups and individual students.

XIV. ACCEPTANCE OF MINUTES

- None at this time.

XV. OTHER BUSINESS

Mr. Lembo stated that we should make a motion to get the lights, his concern is that we currently have lights at Somerville that are turned off at 9:00 pm. He wants to make sure that we are helping the students play, we need to let the community know.

Mr. Kaufman made the following motion:
Approval to allow the lights at Kenilworth with the understanding that the proper procedures and protocols will be put in place to notify the parents and the neighbors that they will have limited time on the field before the lights are shut off.

Ms. Kwak did not believe we need a motion since this is administrative.

The Field committee stated that they do not have the approval to turn on the lights without board approval.
Mr. Kaufman believes that a motion should be made in order to avoid a delay.

Ms. Kwak stated that this is very administrative in nature and does not believe that a motion needs to be made.

Mr. Kaufman stated that there is a potential monetary cost for turning on the lights. For the sake of getting this done, he does not see the harm in getting a motion.

Ms. Brogan seconded the motion. She added that the marching band that practices at Kenilworth has its timing.

Mr. Kaufman requested to make a comment for the record that he appreciates that this is the one that we don't want to tell the administration what to do.

The conversation regarding the protocol for lights turning on can be viewed at 2:42.

The motion was carried by the following roll call vote:
AYES: Ms. Brogan, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none
ABSTAIN: Mr. Dani

Ms. Kwak stated for the record, that she feels this is very administrative in nature and she feels that they are telling the administrators what to do, this is their job. As long as the community is notified.

Mr. Lembo advised that he has been speaking with Matt Lee about the Board self-evaluations and will notify the board when they will be discussing.

XVI. COMMENTS FROM THE PUBLIC

Christopher Welles, 145 Beechwood Ave., it sounds like the ventilation for the elementary classrooms only have Merv 8 filters, anything less than Merv 14 does not have an effect on COVID transmission. He asks that the proper people look into this, confirm the issue, and address asap. In the meantime, emphasis open windows and outdoor time.

Peter Maltin, 294 West End Avenue, thanked the board for approving the testing and ventilation. Implores Dr. Gorman to come out of the box items for recess and outdoor lunch. Thinking about getting the small ventilation units in the small classroom when students take off their masks for music. You guys are working so hard and during summer and covid. There are things people don't agree with, but you should try to figure out ways to communicate with the community. More parents want to volunteer their time and resources and don't know how to do it. Parents don't know about the communication that is happening at the board meetings, it would be great to communicate the meetings in snippets such as short videos.

Anne Loving, 342 South Irving Street, thanked the board as always for allowing remote comments, wishes the village council would get on board. Thanked the board for the hours they are putting into these meetings. While some people who call in by the length of the meetings, she appreciates the effort. She appreciates the questions and comments that are made by certain members of the board. The 5 trustees are elected in order to serve and appreciates the questions asked, she does not find them annoying or time-consuming. She finds them helpful. About the air purifiers discussion, she thinks the best question came from Miss Train. She did not get a good answer on the question. Will there be air testing? What will be done?

Janet Reilly, 487 Dorchester Road, thanked the board for approving the air filters, she hopes this is the first step to getting purifiers in each classroom. Outdoor lunch, she wants to stress the urgency on this. Different schools and different principals have put together pilot programs. She stresses the urgency to get all students out to lunch. They can go on a blanket whenever weather permitting it is possible and the same for gym. Principals should say that windows should be open and it should be a policy for the district. She would like answers to her questions that were raised about testing and the money offered by the state in July. She would like to know why Ridgewood didn't apply for the state money for testing. New York City has started testing weekly. She wants to see leadership from the district to instruct children to go outside for lunch. There are volunteers who will offer their time to supervise lunch to make that happen.

Amanda, Ellington Ave., thanked the board for their time. Reiterated the other callers

regarding the terminology and the research. Agrees that the music rooms should have filters and purifiers, just like the gyms and cafeterias. Open windows should not be a question and we should follow the science. The outdoor lunch pilot program is confusing to parents, parents are not asking for tents or picnic tables but asking that students go outside. Parents want to help. This is a time of the essence issue. By the end of this week, we should know if this program works.

Boyd Loving, 342 South Irving Street, he is glad that the board is willing to discuss some options or get involved to determine what is causing the flooding that is resulting in the fields being flooded. This is not the first time it has happened. One of the board members mentioned that he thought it was the bridge on Ridgewood Avenue that is causing the problem. It is his understanding that the lowest bridge in the system is the bridge that separates Stevens field from Ridgewood High School Athletic field and that is perhaps the true cause of the situation in terms of the athletic fields flooding and possibly causing flooding on Warren place and other streets. A property that is owned by the board may be partly a cause of the problem which speaks to the urgent nature for a member of the board to become involved in the discussion to what can be done to ease the problem.

Ms. Gupta, thanked everyone for the clarification during the meeting on some of the topics. Urged everyone to think about the HEPA filters in the classrooms and not wait longer than we already are. We heard it will take 2 weeks to install the larger units. Why are we waiting longer for the classroom filters? Let's admit to the fact that it should have been considered months ago. We need to move with urgency. As we heard from the board, the numbers are going up.

Amanda, asked is there a way for you to vote yes now so you don't have to vote again that we want these in the classrooms, in the music classrooms, and the individual classrooms at least at the elementary level?

Mr. Lembo stated this is the comment portion and will take this into consideration. The board is listening to your comments and the comments that the other callers made and will consider that.
Ms. Townes added comments regarding the COVID testing per Governor Murphy's recent announcement. There were two options. One option was to opt in to apply for the money. Option two is to have testing on your own. For option one, there was a number of funds that would be allocated based on the number of people in the school. If you did that, part of the testing would be paid for and when it was exhausted then you would have to go back into your Cares money.

Mr. Dani added the one we voted on tonight was for quarantining or when there is an event that required testing. The other example was everybody getting tested every week.

Ms. Townes answered that was discussed in this new option that you could do random testing for students and anyone who was non-vaccinated. We have opted to contract with the person that will do it for us.

Ms. Brogan asked how many classrooms are in the district. It would be important to know what was involved and the need and the rationale. That would be important information to

have.
Dr. Gorman stated there would be roughly 30 classrooms per school and about 75 for the high school.

Mr. Lembo stated since we ordered these filters now we can look into that. K-6 do not get vaccinated.

Ms. Kwak stated that we are investing in the lights that are being investigated in parallel with the portable units.

XIX. ADJOURNMENT

At 10:16 p.m., on a motion made by Mr. Lembo, seconded by Ms. Brogan and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

September 20, 2021 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Elyse Mager	The Self & Match System - Training Series Self and Match, CA Virtual 9/17/21, 12/3/21, 5/20/21	Professional Development	$0.00	1/2 day
Melissa Finucane	NJIDA Fall Conference - Securing the Strands for Skilled Reading New Jersey Branch - International Dyslexia Association, NJ Virtual 10/1 - 10/2/21	Professional Development	$150.00	1
Christine DeAraujo	NJIDA Fall Conference - Securing the Strands for Skilled Reading New Jersey Branch - International Dyslexia Association, NJ Virtual 10/1/21	Professional Development	$125.00	1
Debra Caruso	NJIDA Fall Conference - Securing the Strands for Skilled Reading New Jersey Branch - International Dyslexia Association, NJ Virtual 10/1 - 10/2/21	Professional Development	$150.00	1
Silvia Acosta	NJIDA Fall Conference - Securing the Strands for Skilled Reading New Jersey Branch - International Dyslexia Association, NJ Virtual 10/1 - 10/2/21	Professional Development	$150.00	1

Kim Casey	NJIDA Fall Conference - Securing the Strands for Skilled Reading New Jersey Branch - International Dyslexia Association, NJ Virtual 10/1 - 10/2/21	Professional Development	$150.00	1
Cassandra Amos	NJIDA Fall Conference - Securing the Strands for Skilled Reading New Jersey Branch - International Dyslexia Association, NJ Virtual 10/1 - 10/2/21	Professional Development	$150.00	0
Donna Petrick	NJIDA Fall Conference - Securing the Strands for Skilled Reading New Jersey Branch - International Dyslexia Association, NJ Virtual 10/1 - 10/2/21	Professional Development	$150.00	0
Jeanette Nast	NJIDA Fall Conference - Securing the Strands for Skilled Reading New Jersey Branch - International Dyslexia Association, NJ Virtual 10/1 - 10/2/21	Professional Development	$150.00	0
Liz (Suh Young) Nam	New Jersey School Counselor Association Fall Conference New Jersey School Counselor Association Edison, NJ 10/8/21	Professional Development	$149.00	0
Melissa Miller	New Jersey School Counselor Association Fall Conference New Jersey School Counselor Association Edison, NJ 10/8/21	Professional Development	$149.00	0

Courtney Weiss-Chromeck	The New Jersey Association of Learning Consultants Fall Symposium 2021 New Jersey Association of Learning Consultants, NJ Virtual 10/21 - 10/22/21	Professional Development	$50.00	0
Alexandra Kowalski	Comprehensive IMSE Orton Gillingham Training IMSE Virtual 10/18 - 10/29/21 (evenings)	Professional Development	$1,275.00	0
Erin Heider	Institute of Multi-Sensory Education Training Institute of Multip-Sensory Education Virtual 10/18 - 10/22/21	Professional Development	$0.00	5
Tulsi Bodiwala	NJ Science Convention New Jersey Science Education Leadership Association, NJ Princeton, NJ 10/20/21	Professional Development	$219.97	0
Melissa Finucane	Hot Issues in Special Education TMI Education, NJ Virtual 12/2/21	Professional Development	$0.00	1

ATTACHMENT B

FIELD TRIPS FOR APPROVAL

September 20, 2021

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
10/15 - 10/17/21	RHS	Bronx Science NYC - Virtual	25 Speech and Debate Students	1	1 - 1/2 day 10/15/21	$57.50	$57.50	No	Yes
10/20 and 10/21/21 with 10/22/21 rain date	BF	Out on a Limb, West Milford, NJ	210 on 10/20 and 105 on 10/21 6th Grade Students	16	0	$0	$0	Yes	Yes
10/22/21	Somerville	Secor Farm, Mahwah,NJ	62 Kindergarden Students	17	0	$0	$0	Yes	Yes
11/4/21	RHS	Harriman State Park, Harriman, NY	15-30 ALPS Club Students	4-6	0	$0	$250	No	Yes

OVERNIGHT FIELD TRIPS - PAID

Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
9/24/21	RHS	Stony Creek Farmstead, Walton, NY	15 ALPS Club Students	2	0	$0	0	$0	$250	No	Yes
10/1/21 - 10/3/21	RHS	Duke Invitational Speech and Debate Tournament, Virtual	25 Speech and Debate Team Students	1	0	$0	0	$0	$0	No	Yes
10/23/21 - 10/24/21	RHS	NPDL Fall Invitational Virtual	25 Speech and Debate Team Students	1	0	$0	0	$0	$0	Yes	Yes

Last Name	First Name	School	FTE	From Class	From Step REA	21-22 Base Salary	CP	Ratio	Longevity	Total Salary	To Class	To Step REA	New 21-22 Base Salary	New CP	New Ratio	New Longevity	New Total Salary
Batista	Giselle	RHS	1.0	MA+45	7	83,496	300	4,175		87,971	DR	7	86,842	300	4,342		91,484
Bodiwala	Tulsi	RHS	1.0	MA+30	7	79,942	300			80,242	MA+45	7	83,496	300			83,796
Chamesian	Linda	RHS	1.0	MA+30	6	77,992	300			78,292	MA+45	6	81,542	300			81,842
DeRienzo	Kristen	Glen	1.0	MA+30	4	74,492				74,492	MA+45	4	78,042				78,042
Dodd	Rebecca	Willard	1.0	BA	8	71,317				71,317	MA	8	78,417	300			78,717
Dodd	Stephanie	Ridge/Willard/GWMS	1.0	BA	7	69,092				69,092	MA	7	76,192	300			76,492
Halter	Weshley	Willard	1.0	MA+30	9	82,167	300			82,467	MA+45	9	85,717	300			86,017
Kay	Peter	RHS	1.0	BA	6	67,142				67,142	MA	6	74,242	300			74,542
Letavish	Kelly	Glen	1.0	BA+30	18	101,662				101,662	MA+30	18	111,312	300			111,612
Lohr	Sarah	Willard	1.0	MA+30	17	105,422	300			105,722	MA+45	17	107,542	300			107,842
Lora	Cindy	District/Ed Center	1.0	MA	13	86,367		10,364		96,731	MA+45	13	93,667		11,240		104,907
Marzocchi	Jaime	BFMS	1.0	MA+30	7	79,942	300			80,242	MA+45	7	83,496	300			83,796
McCann	Marisa	BFMS	1.0	MA	3	69,742				69,742	MA+30	3	73,492				73,492
Mende	Allison	RHS	1.0	BA	5	65,242				65,242	MA	5	72,342				72,342
Parrasch	Kelsey	Willard	1.0	MA	3	69,742				69,742	MA+45	3	77,042				77,042
Pollitt	Ashley	RHS	1.0	MA+30	7	79,942	300			80,242	MA+45	7	83,496	300			83,796
Romano	Odalys	GWMS	1.0	MA+30	18	111,312	300	1500		113,112	MA+45	18	114,632	300	1,500		116,432
Stadulis	Julie	GWMS	1.0	BA+30	16	93,852				93,852	MA	16	96,192				96,192
Streitman	Rachel	RHS	1.0	MA	6	74,242	300			74,542	MA+30	6	77,992	300			78,292
Thurlow	Patrick	RHS	1.0	BA	3	62,642				62,642	MA	3	69,742				69,742
Walker	Christine	GWMS	1.0	MA	18	104,982				104,982	MA+30	18	111,312	300			111,612
Wohner	John	RHS	1.0	BA	5	65,242				65,242	MA	5	72,342	300			72,642

Last Name	First Name	Club Name	Hours not to Exceed	Hourly Rate	Total
Berry	Julieanna	Cambodia Club	10	$40.17	$401.70
Berry	Julieanna	Environmental Cl	20	$40.17	$803.40
Nebbia	Charles	Environmental Cl	20	$40.17	$803.40
Raupp	Andrew	Geography Bee	4	$40.17	$160.68
Raupp	Andrew	Safety Patrol	15	$40.17	$602.55
Sweeney	Maria	Cambodia Club	10	$40.17	$401.70
Sweeney	Maria	Environmental Cl	5	$40.17	$200.85

Last Name	First Name	Club Name	Hours Not to Exceed	Rate of Pay	Total
La Barr	Maureen	Safety Patrol	16	$40.17	$642.72
LaBarr	Maureen	Delicious Apple Book Club	8	$40.17	$321.36
Saglimbeni	Mary	Delicious Apple Book Club	14	$40.17	$562.38
Mansbach	Molly	Talent Show	16	$40.17	$642.72
Heider	Erin	Environmental Club	10	$40.17	$401.70
Wolff	Ellen	School Advisory Team	16	$40.17	$642.72
Stahl	Dave	PEP	100	$40.17	$4,017.00
Chicas	Christina	Tech Club	12	$40.17	$482.04
Scott	Ellen	Cambodia Club	8	$40.17	$321.36
Fisher	Katherine	5th Grade Finale	5.5	$40.17	$220.94
Wolff	Ellen	5th Grade Finale	5.5	$40.17	$220.94
Horton	Christina	5th Grade Finale	5.5	$40.17	$220.94
Stahl	Dave	5th Grade Finale	3.5	$40.17	$140.60
Fisher	Katherine	Yearbook	20	$40.17	$803.40
Bennet	Richard	Pony Power Driver	24	$40.17	$964.08

Club Name	Hours not to Exceed	Hourly Rate	Last Name	First Name
Student Leadership Club	30 hours	$40.17	Tobin	Deirdre
Student Leadership Club	30 hours	$40.17	Betstadt	Molly
Reflex Math Program	5 hours	$40.17	Macri	Elizabeth
Cambodia Club	10 hours	$40.17	Betstadt	Molly
Cambodia Club	10 hours	$17.50	Feder	Karen

Last Name	First Name	Club Name	Stipend
Bielicky	Kathryn	Student Council	$450
Dembin	Ross	Student Council	$450
Finnegan	Kathleen	Leopard Leaders	$900
Oh	Justin	Recess Games Club Grades 2-3	$300
Oh	Justin	Recess Games Club Grades K-1	$300
Vitale	Alicia	Handchime Club	$900
Vitale	Alicia	Glee Club	$900
		TOTAL	**$4200.00**

Last Name	First Name	Club Name	Hours not to Exceed	Hourly Rate	Total
Polanin	Steve	Chime Choir	40	$40.17	$1,606.80
Tormey	Melanie	Kindness Club (K-2)	8	$40.17	$321.36
Lauro	Livia	Family Phys Ed Night	3	$40.17	$120.51
Kelly	Joan	Environmental Club	10	$40.17	$401.70
Buckler	Darien	Environmental Club	10	$40.17	$401.70
Lauro	Livia	Yoga Club - Spring	10	$40.17	$401.70
Tracy	Natalie	Yoga Club - Spring	10	$40.17	$401.70
TBD		Kindness Club (3-5)	8	$40.17	$321.36
TBD		Running Club - Fall	6	$40.17	$241.02
TBD		Running Club - Fall	6	$40.17	$241.02
TBD		Art Club	20	$40.17	$803.40
TBD		Spelling Bee	8	$40.17	$321.36
TBD		Spelling Bee	8	$40.17	$321.36
TBD		Continental Math	10	$40.17	$401.70
Total					$6,306.69

Last Name	First Name	Club/Activity Name	Stipend	Hours not to Exceed	Rate	TOTAL
Diorio	Linda	Safety Patrol	$300.00			
Pfeiffer	David	Student Leadership	$800.00			
Ong	Jerome	Student Leadership	$800.00			
Halter	Wesley	Geography Bee	$175.00			
Halter	Wesley	Spelling Bee	$175.00			
Pfeiffer	David	Variety Show	$650.00			
Ong	Jerome	Variety Show	$650.00			
Blois	Kevin	TREP$		15	$40.17	$602.55
Brunner	Dina	TREP$		15	$40.17	$602.55
Ong	Jerome	TREP$		15	$40.17	$602.55

Activity	Last Name	First Name	CAT	Div by #	Stipend	Funding**	Pay
Film Club	Ordini	Jason	2	1	1,282.00	Budget	June
BF Singers Director	Kawash	Justine	3	1	2,621.00	Budget	June
Brain Busters Co-Advisor	Pfeiffer	Courtney	3	1	2,563.00	Budget	June
Chamber Orchestra	Sharar	Carol	MS	1	1,965.00	Budget	June
Jazz Machine Director	Curcio	Jason	3	1	2,621.00	Budget	June
Musical Director	Kawash	Justine	3	1	2,621.00	Budget	June
Musical Assistant Director	Dabby	Maxwell	3	1	2,621.00	Budget	June
Musical Stage Manager	Ordini	Jason	MS	1	1,965.00	Budget	June
Musical Set Designer	Ordini	Jason	MS	1	1,965.00	Budget	June
Ski & Snowboard Club	Rosolanko	Kristen	3	1	2,621.00	Budget	June
Social Service Club Advisor	Van Horne	Mary	MS	1	1,965.00	Budget	June
Student Council - Co-Advisor	Centrelli	Erica	4	1	2,621.00	Budget	June
Student Council - Co-Advisor	Ordini	Jason	4	1	2,621.00	Budget	June
Student Council - Co-Advisor	Wearley	Meredith	4	1	2,621.00	Budget	June
Yearbook – Co-Advisor	Mitchell	Michael	3	1	1,310.50	Budget	June
Yearbook – Advisor	Klion	Danielle	3	1	1,310.50	Budget	June
	21-22 Total Advisor Stipends				**35,294.00**	**Budget**	June

Rates for 2021-2022	Ratios		Amounts
Category 1 - 50 hours	0.008		749.00
Category 2 - 100 hours	0.014		1,310.00
Category MS	0.021		1,965.00
Category 3 - 101-200 hours	0.028		2,621.00
Category 4 - 201-250 hours	0.042		3,931.00
Category 5 - 251-300 hours	0.056		5,241.00
Category 6 - 301-400 hours	0.070		6,551.00
Category 7 - 400+ hours	0.084		7,862.00

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Section 2; Article XVI - Co-curricular Renumeration - 2021-2022 - BA MAX = $93,592

Club	Advisor	Hours not to Exceed	Rate	Total
Math Club	Litvak, Roman	40	40.17	$1,606.80
Dungeons & Dragons	Hackett, Loren	20	40.17	$803.40
Homework Helpers	Zielinski, Lauren	40	40.17	$1,606.80
Magic the Gathering	Forfa, Jason	20	40.17	$803.40
BF Science Club	Krsnak, Kate	20	40.17	$803.40
Green Club	Nizza, Amber & VanHorne, Mary	20 each	40.17 each	$1,606.80
Broadway Bound	Rosolanko, Kristen	12	40.17	$482.04
Broadway Bound	Rothschild, Linda	12	40.17	$482.04
Coding Club	TBD	10	40.17	$401.70
Cross Country Clunb	Schulke, Kyle	10	40.17	$401.70
Star Wars Club	Rooney, Michael	10	40.17	$401.70
Marvel Club	Ordini, Jason	10	40.17	$401.70
Crystal Club	Clarke, Noreen	10	40.17	$401.70
Writing Club	Gilbert, Kristen	10	40.17	$401.70
Book Club	Papapietro, Meagan	10	40.17	$401.70
Speech & Debate	Clarke-Anderson, Kathleen	10	40.17	$401.70
Jewlery Making/Beading	Fontana, Elisabeth	10	40.17	$401.70
Model Making Club	Mahler, Criag	10	40.17	$401.70
You Be the Chemist	Krsnak, Kate	10	40.17	$401.70
Chess Club	Litvak, Roman	10	40.17	$401.70
Robotic Club	TBD	10	40.17	$401.70
Diversity Club (DEI)	Employee #6558	10	40.17	$401.70
BF Cares	Wu, Greg			
Drone Club	Wu, Greg			
Motorhead Club	Wu, Greg			
Pokeman Club	Wu, Greg			
Bergen County Math Counts Competition	Litvak, Roman	6	40.17	$241.02
NJ StateMath Counts Competition	Litvak, Roman	7	40.17	$281.00
AMCS Math Competition for all village students 8th grade or younger	Litvak, Roman	5	40.17	$200.85
Region One Rehearsal	Curcio, Jason	4	40.17	$160.68
Region One Rehearsal	Sharar, Carol	4	40.17	$160.68
Region One Rehearsal	Kawash, Justine	4	40.17	$160.68
Region One Auditions	Curcio, Jason	7	40.17	$281.19
Region One Auditions	Sharar, Carol	9	40.17	$361.51
Region One Auditions	Kawash, Justine	7	40.17	$281.19
				$15,947.28

GWMS 2021-2022
CO-CURRICULAR ACTIVITY ADVISORS STIPENDS

Activity	Advisor	CAT	Ratio	Div by #	Stipend	Funding**	Pay
Brain Busters	Scrudato, Lisa	3	0.028	1	2,591	Budget	June
Cambodia Club	Handy, Mary Lou	2	0.014	1	1,296	Budget	June
Chamber Orchestra Director	King, Janelle	3	0.028	1	2,591	Budget	June
Chess Club	Couch, Andrew	1	0.008	1	740	Budget	June
Film Festival Club	Luts, Daniel	2	0.014	1	1,296	Budget	June
French Club	Riley, Celeste	1	0.008	1	740	Budget	June
George Rockington	TBD	3	0.028	4	648	Budget	June
George Rockington	Couch, Andrew	3	0.028	3	864	Budget	June
George Rockington	Feeley, Kevin	3	0.028	3	864	Budget	June
George Rockington	Watkins, Christopher	3	0.028	3	864	Budget	June
Jazz (Show) Choir Director	DeGroat, Laurie	3	0.028	1	2,591	Budget	June
Jazz Band Director	Dabby, Max	3	0.028	1	2,591	Budget	June
Latin Club	Couch, Andrew	1	0.008	1	740	Budget	June
Literary Magazine Advisor (Prisms)	Cannon, Maria	2	0.014	1	1,296	Budget	June
Musical Assistant/Orchestra	Kadus, Christopher	3	0.028	1	2,591	Budget	June
Musical Director	DeGroat, Laurie	3	0.028	1	2,591	Budget	June
Musical Set Design Advisor	McKinnon, E	MS	0.021	1	1,943	Budget	June
Social Club Place	TBD	1	0.008	1	740	Budget	June
Spanish Club - Co-Advisor	Arana, Ada	2	0.014	2	648	Budget	June
Spanish Club - Co-Advisor	Kaplysh, Ingrid	2	0.014	2	648	Budget	June
Spirit & Service Club	McKinnon, Evelyn	2	0.014	2	1,296	Budget	June
Spirit & Service Club	TBD	2	0.014	2	648	Budget	June
Stem Club	Abbatiello, Diane	3	0.028	1	2,591	Budget	June
Student Council Advisor	Kadus, Christopher	3	0.028	1	2,591	Budget	June
Student Council Advisor	Simone, Suzanne	3	0.028	1	2,591	Budget	June
Yearbook Co-Advisor	Dodd, Stephanie	3	0.028	1	2,591	Budget	June
Yearbook Co-Advisor	TBD	3	0.028	2	1,296	Budget	June
	Total Advisor Stipends			**39,886.00**			

Rates for 2021-2022	Ratios	Amounts
(Subject to Change Upon Settlement of Contract)		
Category 1 - 50 hours	0.008	740.00
Category 2 - 100 hours	0.014	1,296.00
Category MS	0.021	1,943.00
Category 3 - 101-200 hours	0.028	2,591.00
Category 4 - 201-250 hours	0.042	3,887.00
Category 5 - 251-300 hours	0.056	5,182.00
Category 6 - 301-400 hours	0.070	6,478.00
Category 7 - 400+ hours	0.084	7,774.00
Section 2; Article XVI - Co-curricular Renumeration - 2021-2022 - BA MAX =		$93,592

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ACTIVITIES PAID AT HOURLY RATES	UNPAID ACTIVITIES
Activity	**Activity**
Great Creators Workshop - TBD	Announcement Crew - TBD
Math Counts - Pepe, Michael.	
Track & Field - TBD	
Volleyball Club - TBD	
After-School Learning Ctr.: TBD	
Additional TBD	

	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
1	Adventure Leadership Peer Support	Quirk, Brian	3	1	$2,621	Bdgt	June
2	Adventure Opportunity Peer Support	Knott, Ronald	3	1	$2,621	Bdgt	June
3	Applied Engineering	Wohner, John	2	2	$655	Bdgt	June
4	Applied Engineering	Labowsky, Lillian	2	2	$655	Bdgt	June
5	Asian Festival	Kirtane, Medha	4	1	$3,931	Bdgt	June
6	Badminton Club (Lunch Recreational Activities)	Kay, Peter	1	1	$749	Bdgt	June
7	Biology Academic Team I	Joseph, Andrea	2	1	$1,310	Bdgt	June
8	Brass Ensemble ("Ridgewood Brass")	Luckenbill, John	1	1	$749	Bdgt	June
9	Cambodia Club	Nolan, Amy	1	2	$375	HSA Donation	June
10	Cambodia Club	Besser, Lauren	1	2	$375	HSA Donation	June
11	Chemistry Academic Team I	Kay, James	2	1	$1,310	Bdgt	June
12	Chinese Club	Lee, Christine	1	1	$749	Bdgt	June
13	Clarinet Ensemble	Knox, Alexander	1	1	$749	Bdgt	June
14	Dance Company Coordinator	DiBrita, Christine	2	1	$1,310	Bdgt	June
15	Dance Team	Musso, Caitlin	2	1	$1,310	Bdgt	June
16	Debate Team	Clarke-Anderson, Kathleen	4	1	$3,931	Bdgt	Dec/Jun
17	DECA	Mendez, Karen	5	2	$2,621	Bdgt	June
18	DECA	Murtha, Timothy	5	4	$1,310	Bdgt	June
19	DECA	Cronk, Paul	5	4	$1,310	Bdgt	June
20	Drama Concert Music Director	Luckenbill, John	2	1	$1,310	Bdgt	Feb
21	Drama Director, Play 1	Knight, Morgan	3	1	$2,621	Bdgt	Nov
22	Drama Director, Play 2	Delin, Cheryl	3	1	$2,621	Bdgt	Dec
23	Drama Director, Play 3	Van Zile, Kelly	3	1	$2,621	Bdgt	March
24	Drama Director, Play 4	Schaefer, Margaret	3	2	$1,311	Bdgt	May
25	Drama Director, Play 4	Van Zile, Kelly	3	2	$1,311	Bdgt	May
26	Drama Musical Assistant	TBD	6	4	$1,638	Bdgt	March
27	Drama Musical Assistant	TBD	6	4	$1,638	Bdgt	March
28	Drama Musical Assistant	TBD	6	4	$1,638	Bdgt	March
29	Drama Musical Assistant	TBD	6	4	$1,638	Bdgt	March
30	Drama Musical Assistant	TBD	3	3	$874	Bdgt	March
31	Drama Musical Assistant	TBD	3	3	$874	Bdgt	March

	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
32	Drama Musical Assistant	TBD	3	3	$874	Bdgt	March
33	Drama New Players Company (x2)	Schaefer, Margaret	7	0.5	$15,724	Bdgt	Monthly
34	Drama Playwriting, Play 1	Vilardi, Louisa	3	4	$655	Bdgt	Dec
35	Drama Playwriting, Play 2	Vilardi, Louisa	3	4	$655	Bdgt	Jan
36	Drama Playwriting, Play 3	Vilardi, Louisa	3	4	$655	Bdgt	April
37	Drama Playwriting, Play 4	Vilardi, Louisa	3	4	$655	Bdgt	June
38	Drama Set Construction, Play 1	Powell, David	2	1	$1,310	Bdgt	Oct
39	Drama Set Construction, Play 2	Powell, David	2	1	$1,310	Bdgt	Dec
40	Drama Set Construction, Play 3	Powell, David	2	1	$1,310	Bdgt	March
41	Drama Set Construction, Play 4	Powell, David	2	1	$1,310	Bdgt	May
42	eSports	Forfa, Jason	MS	1	$1,965	Bdgt	June
43	Film Club	Holand, Lawrence	1	1	$749	Bdgt	June
44	First Tech Challenge (Robotics)	Wohner, John	3	1	$2,621	Bdgt	June
45	Flute Ensemble	Lazzara, Patricia	1	1	$749	Bdgt	June
46	French Club	Palumbo, Helene	1	1	$749	Bdgt	June
47	German Club	Parks, Ruth	1	1	$749	Bdgt	June
48	Girls Who Code	Valeri, Amanda	2	1	$1,310	Bdgt	June
49	Green Club (Students for Environmental Action (SEA))	Luo, Miles	2	1	$1,310	Bdgt	June
50	History Bowl/Quiz Bowl	Valeri, Amanda	2	1	$1,310	Bdgt	June
51	Jazz Ensemble I-Big Band	Fink, Gary	3	1	$2,621	Bdgt	June
52	Jazz Ensemble II- Jazz Lab Band	Haas, Jeffrey	3	1	$2,621	Bdgt	June
53	Jazz Ensemble- Band Assistant	Garde, James	2	2	$655	Bdgt	June
54	Jazz Ensemble- Band Assistant	Heyzer, Henry	2	2	$655	Bdgt	June
55	Latin Club	Bernard-Mason, Amy	1	1	$749	Bdgt	June
56	Latin Quiz Bowl (Latin Academic Team)	Gigante, Stefanie	2	1	$1,310	Bdgt	June
57	Literary Arts Magazine (Genesis)	John, Carlin	1	1	$749	Bdgt	June
58	Marching Band, Assistant Director	Ebbels, Will	4	1	$3,931	Bdgt	Nov
59	Marching Band, Brass Co-Instructor	Heyzer, Henry	4	2	$1,966	Bdgt	Nov
60	Marching Band, Brass Co-Instructor	Garde, James	4	2	$1,966	Bdgt	Nov
61	Marching Band, Color Guard Advisor	Montanaro, Jake	4	1	$3,931	Bdgt	Nov
62	Marching Band, Director	Luckenbill, John	8	1	$9,172	Bdgt	Nov

	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
63	Marching Band, Drill Design	Dabby, Maxwell	4	1	$3,931	Bdgt	Nov
64	Marching Band, Field Percussion Instructor	McAloon, Elise	4	2	$1,966	Bdgt	Nov
65	Marching Band, Field Percussion Instructor	Bergen, Joseph	4	2	$1,966	Bdgt	Nov
66	Marching Band, Pit Percussion Instructor	Fink, Gary	4	1	$3,931	Bdgt	Nov
67	Marching Band, Twirler Instructor	Wojtowicz, Patti	4	2	$1,966	Bdgt	Nov
68	Marching Band, Twirler Instructor	Sanchez, Jennifer	4	2	$1,966	Bdgt	Nov
69	Maroon & White Recital (x.1) Dance	Mele, Lauren	1	9.9	$76	Bdgt	August
70	Maroon & White Recital (x.4) Music	Haas, Jeffrey	1	2.51	$298	Bdgt	June
71	Maroon & White Recital (x.5) Art	Athena Maxwell	1	2	$375	Bdgt	June
72	Math Club	Turkington, Sean	1	2	$375	Bdgt	June
73	Math Club	Gattoni, Rebecca	1	2	$375	Bdgt	June
74	Mathematics Academic Team	Gattoni, Rebecca	3	2	$1,311	Bdgt	Dec
75	Mathematics Academic Team	Turkington, Sean	3	2	$1,311	Bdgt	Dec
76	Mathematics Team, Ninth Grade	Truncale, Lauren	1	1	$749	Bdgt	June
77	Mock Trial Team	Hans, Patricia	3	1	$2,621	Bdgt	Dec
78	Model Congress	Chamesian, Linda	1	1	$749	Bgt	June
79	National Art Honor Society	Cronk, Paul	1	1	$749	Bdgt	June
80	National French Honor Society	Polk, Laura	1	1	$749	Bdgt	June
81	National Honor Society Chapter	Chamesian, Linda	2	1	$1,310	Bdgt	June
82	National Latin Honor Society	Gigante, Stefanie	1	1	$749	Bdgt	June
83	National Spanish Honor Society	Rotella, Megan	1	1	$749	Bdgt	June
84	Peer Counselors Service Organization	Cronk, Paul	2	1	$1,310	Bdgt	Feb
85	Percussion Ensemble	Fink, Gary	3	1	$2,621	Bdgt	June
86	Physics Academic Team I	Mitchell, Christopher	2	1	$1,310	Bdgt	June
87	Pizza Club	Lynaugh, Sean	1	1	$749	Bdgt	June
88	Progressive Student Alliance	Escobar, Alejandro	1	1	$749	Bdgt	June
89	Project Interact Club	Reilly, Nancy	4	1	$3,931	Bdgt	June
90	Project Interact Club, Co-advisor	Feeney, Lynne	2	1	$1,310	Bdgt	June
91	RHS Computer Club	Gyulay, Joseph	1	1	$749	Bdgt	June
92	RHS Finance Club	Raphaels, Jennifer	1	1	$749	Bdgt	June
93	RHS High Times (School Newspaper)	Brunner, Adam	2	1	$1,310	Bdgt	June

	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
94	RHS Recording Studio (Music Production)	Luckenbill, John	1	1	$749	Bgt	June
95	RHS-TV Club	Holand, Lawrence	2	1	$1,310	Bdgt	June
96	Ridgewood A Cappella (East 627)	Chen, Chang-Po	1	1	$749	Bdgt	June
97	Ridgewood A Cappella (Maroon Men & AcaBellas)	Cardillo, Natalie	3	1	$2,621	Bdgt	Dec/May
98	Ridgewood A Cappella (The Trebles)	Chen, Chang-Po	1	1	$749	Bdgt	June
99	Ridgewood Carolers Ensembles	Cardillo, Natalie	1	1	$749	Bdgt	Dec
100	SAGA: Sexuality And Gender Association (Gay Straight Alliance)	Mende, Allison	1	1	$749	Bdgt	June
101	Saxophone Ensemble ("Sax Appeal")	Haas, Jeffrey	1	1	$749	Bdgt	June
102	Science Competitions	Kay, James	1	1	$749	Bdgt	June
103	Sharing the Arts	Mele, Lauren	1	1	$749	Bdgt	June
104	She's the First	Saladino, Allyson	1	1	$749	HSA Donation	June
105	Social Place Club	TBD	1	2	$375	Bdgt	June
106	Social Place Club	TBD	1	2	$375	Bdgt	June
107	Spanish Club	Purrinos, Damary	1	1	$749	Bdgt	June
108	Stock Market Game	Murtha, Timothy	1	1	$749	Bdgt	June
109	String Ensemble	Geronimo, Kristi	1	1	$749	Bdgt	June
110	T.E.E.E.M. (Global Philanthropic Club)	Musso, Caitlin	1	1	$749	Bdgt	June
111	Teen LEADS	Musso, Caitlin	1	1	$749	Bdgt	June
112	Tri-M Music Honor Society	Geronimo, Kristi	1	1	$749	Bdgt	June
113	Video Games Club	Troy, Michael	1	2	$375	Bdgt	June
114	Video Games Club	Gordon, Julie	1	2	$375	Bdgt	June
115	Winter Color Guard	Jake Montanaro	3	1	$2,621	Bdgt	April
116	Winter Color Guard	Sanchez, Jennifer	3	1	$2,621	Bdgt	April
117	Winter Twirlers	Wojtowicz, Patti	3	1	$2,621	Bdgt	April
118	World Challenge Club	Farrar, Eva	1	1	$749	Bdgt	June
119	Yearbook Advisor/Business Manager	Valenti, Lisa	7	1	$7,862	Bdgt	June
	Total Advisor Stipends by REA Contract*				**$191,232**		
	Rates*	**Ratios**	**Amts**				
	Category 1 - 50 hours	0.008	749				

	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
	Category 2 - 100 hours	0.014	1,310				
	Category MS	0.021	1,965				
	Category 3 - 101-200 hours	0.028	2,621				
	Category 4 - 201-250 hours	0.042	3,931				
	Category 5 - 251-300 hours	0.056	5,241				
	Category 6 - 301-400 hours	0.070	6,551				
	Category 7 - 400+ hours	0.084	7,862				
	Category 8 - 400+ hours	0.098	9,172				
	Article 29 - Co-curricular Renumeration - BA MAX =		$93,592				
	(Funding column will say "Bdgt" if a stipend is completely funded by the tax levy/district budget. If any donated or other outside funding is used to pay for a stipend, the amount of that outside funding should be entered in this column.)						
	Club	**Advisor**	**Funded by donation**				

MINUTES OF THE
REGULAR MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

October 4, 2021

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

A. MOTION TO MOVE INTO EXECUTIVE SESSION

Mr. Lembo moved the following resolution. Ms. Kwak seconded the motion, which was unanimously approved.

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session; now therefore,

Be it resolved, by the Ridgewood Board of Education, that it does hereby determine that it is necessary to meet in Executive Session to discuss a personnel and/or litigation matter and/or negotiations and/or contract matter.

Mr. Lembo announced the Board has been meeting in Executive Session pursuant to NJSA:12. The minutes from this meeting will be released when the need for confidentiality no longer exists. The Board was meeting to discuss issues of Personnel.

B. MOTION TO OPEN REGULAR SESSION

At 7:00 p.m., Mr. Lembo called the Regular Public Meeting to Order.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

Visitors:

There were approximately 20 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. RECOGNITION OF RETIREES

Alice Burnett, Ridgewood High School

Mr. Mark Ferreri, Supervisor of Social Studies, World Languages, and Business, read remarks about Ms. Burnett's career, recognizing her for 21 years of distinguished service to the district. Ms. Burnett will be retiring at the end of this school year.

Susan Kameno, Hawes Elementary School

Dr. Paul Semendinger, Principal of Hawes Elementary School, read remarks about Ms. Kameno's career, recognizing her for 26 years of distinguished service to the district. Ms. Kameno will be retiring as of January 1, 2022.

Maureen LaBarr, Orchard Elementary School

Ms. Mary Ferreri, Principal of Orchard Elementary School, read remarks about Ms. LaBarr's career, recognizing her for 26 years of distinguished service to the district. Ms. LaBarr will be retiring as of January 1, 2022.

B. Student Representative Report

Norah Train presented the following report:

The Applied Engineering I.C.E team is inventing a cooling blanket for trauma patients to reduce blood loss. They are heading for NJSTEAM Tank Final along with six other RHS teams in October.

The High School had their first Enrichment day this year on the 24th. On Enrichment days the school day starts an hour later. Students tend to take the extra time to sleep in, and during this time, teachers meet in groups and work on professional development and team building.

This is the last week before homecoming weekend. On October 8th there is a football game scheduled against Paramus. On October 9th there are four class reunions (class of 81', 90', 92' and 2000). There will be tours around the high school and a chalk talk. On October 10th there will be yoga on the football field with Coach Stroker; anyone can go.

The cheeringleading team had their first clothing drive. The team plans to make it an annual event.

Girls volleyball won their 5th game in a row after defeating Ramapo with a score of 2-1 on September 21. The volleyball team also had their senior night on the 22nd. On Senior night, RHS Seniors got called up by their coach to take pictures with their families and received flowers from Junior teammates. They won the game.
The football team had their first home game since the storm, on Friday the 30th. Everyone is super happy that the field is in full operation. It was also Coach Johnson's first home game in a few years. The theme was pink out for breast cancer awareness.
Girls tennis made counties during the weekend of the 25th. Two girls made it into the semi finals, one for singles and one for doubles. The team went into sectionals against Bergen Tech as the first seed. Senior day was on the 30th.
On the 2nd, RHS Band performed at Metlife Stadium for the US Bands Yamaha Competition.

There will be a myriad of improvements to the arts department because of the generous Duffield Grant. Since most of the equipment is pretty dated and slow/inefficient, there are plans to upgrade the recording studio to make it all digital. It will be renovated in November or December. The RHS production club will certainly appreciate the new upgrades.
Makerspace will also be updated. There will be new computers installed that can run more advanced software like autocad (used for 3D modeling). Teachers are looking forward to leveraging new improvements in classes and improving the community.
New virtual reality headsets will also be coming in the end of October or early November. Teachers hope to integrate them into 3D modeling and use them for 3D printing. Also new digital cameras and new printers (one is 3D and one is vinyl) will be here soon. Also, a new laser cutter and CNC router will be at RHS at the end of October and November. Clubs and classes will use the new equipment in any way that they can.
The National Honor Societies have started tutoring RHS students in the Learning Commons either after school or at lunch. This is something that is expected to be really successful this year, as many people did not go to sessions last year because they were held online.
The Deca team has been meeting to teach new DECA members how DECA works and how to get ready for their events in competition. They have been meeting once or twice a week to do role plays and practice prompts. They are also starting to write papers for states.
The RHS College Club has started up again. This club meets with RHS alumni in college and lets them speak on their experiences in college and answer questions that students may have. They had their first meeting on Monday night.
At lunch, many clubs are meeting to discuss events and activities. Many Freshman and Sophomore students are not used to this, because it was not as easy to have lunch meetings during virtual learning.

V. COMMENTS FROM THE PUBLIC

Adam Lamberg, 426 Westina Terrace, commented that New Jersey reviewed statute 18:A35-4-31 that public schools shall provide a recess period of at least 20 minutes for students in grades Kindergarten through five, that should be held outside when possible and should not be denied for any reason except as a consequence for a violation of the district's code of student conduct. NJ Dept of Education frequently asked questions that accompanies the statute defines recess as a regularly scheduled period in the school day for physical activity and play that is monitored by staff or volunteers. It is the responsibility of the people in this room to set and administer district policies per the BOE's website, teh punitive policy that denies recess to those students who are signed out for lunch because of the indoor dining safety concern was distributed on RPS letterhead and is still the written policy of Ridgewood. Those in this room either new about the law or they didn't. This has been in the press twice. Read a quote by Mr. Lembo made to a news article. Stated it is an embarrassment to the district that the toll of this policy has not been considered. Asked what is being done about the emotional wellbeing of the students whose rights are being violated. REferred to previous points made by Ms. Brogan regarding the focus on student mental health and listening to parent concerns. This was a goal for the previous year and a possible goal discussed for this year. Mr. Dani had asked questions about metrics for how these goals would be met, but for those in this room to not consider how important recess is as emotional well-being, demonstrates a basic lack of common sense. Despite all of the talk, the recess policy shows you guys get an f. If this is something so basic and simple and this is what we're seeing, what can we expect when something major happens?

Janet Reilly, 487 Dorchester Road, expressed disappointed that neither outdoor lunch or air purifiers were on this this week's agenda. She was happy two weeks that the BOE took up the issue and approved air filters for gymnasiums, cafeterias and nurses offices. Wants to know if a decision was made about purchasing them, since there was a discussion at the ens of the meeting about which vendor. Requested communication regarding when they will be purchased and installed. What is the plan to take up the issue of air purifiers in classrooms since there are a number of children eating lunch in classrooms. Confused why the district hasn't made this a priority since there is federal funding available. Quoted the various funding options for schools to purchase filters that are merv 13 and higher. Merv 8 filters are 20% efficient at filtering the coronavirus. Hepa filters are rated at least merv 17 and better. Outdoor lunch issue has seen progress in some schools but would like it to be on the agenda to be discussed, at her children's school only half of the school eats outside once per week. This pilot program has been in place a couple of weeks and wants to see some consideration in expanding the program.

Abney Gupta, Old Stone road, pleased to hear about the hepa filters being approved a few weeks ago, based on that discussion it will be a few weeks until they arrive and are installed. Would like an update. Raising a concern that the administration is taking too long to get HEPA filters inside the classrooms, she has heard from the BOE that the approach is to wait and see how these 48 units go and then decide from there. She believes this is too slow and she is not sure what we're waiting to see. That timeline we are looking at November to order the filters and then into December to install them which is well into the flu season. We know now that cases will rise in the winter and we will see another surge. Urges for HEPA filters to be put in the classrooms asap. This is a measure that should have been in place at the start

of the school year. At this point swift action is needed, a discussion needs to happen today. We cannot afford to wait and see. Shared that the Dublin Unified School District in California recently purchased 603 hepa filters inclusive of filter replacements and installation for $480,000 , the unit price of each hepa filter is $540. They are planning to use these filters in every classroom with the approach for larger units in gyms and cafeterias. By comparison, Ridgewood Public Schools just spent $150,000 on 48 hepa filters. She asks how best to maximize safety, efficiency and urgency to address the parent concerns.

VI. SUPERINTENDENT REPORT

Dr. Gorman reported that for the month of September, Ridgewood Public Schools recorded 36 positive COVID cases over 19 days of school. The district has had zero student-to-student COVID transmissions while in school during the past 11 months of school; all positive cases were contracted outside of school. Parents and students are encouraged to be mindful of safety protocols when at gatherings and events.

A Lot of the HEPA filters were delivered today and will be placed in different locations in the buildings starting tomorrow.

The elementary principals adjusted lunch schedules to accommodate more students outside over the last two weeks. Beginning last Friday, students who were signed out for lunch have been able to return for recess. Each elementary school is handling the process differently, either using paid staff members or parent volunteers. We are compliant with recess, nobody is denied and we are compliant with all state laws.

The first home games were held on the RHS Stadium Field last week, with several thousand people attending Friday night's football game. Stevens field was cleaned and passed the gmax testing. The first practice was held on Stevens Field yesterday, and the clean-up of Brookside Field was completed two weeks ago and has been used since that time.

Start Strong Assessments, which replace the spring 2022 New Jersey Student Learning Assessments, are underway at the elementary and middle schools. The assessments will be administered at the high school next week.

Dr. Gorman read some positive parent notes.

VII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. Approval: Receipt of Suspension and Harassments, Intimidation, and Bullying (HIB) Reports

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB that have occurred since the last Board meeting.

ii. Approval: Annual Review of the Memorandum of Agreement Between the School District and the Ridgewood Police Department

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the annual review of the Memorandum of Agreement between the school district and the Ridgewood Police Department.

The Board has received background information.

iii. Approval: Settlement Agreement SE#8/2021-2022

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#8/2021-2022 between the parents of Student #504903 and the Ridgewood Board of Education.

The Board has received background information.

iv. Approval: District Nursing Services Plan and Standing Orders for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the District Nursing Services Plan and Standing Orders for the 2021-2022 school year.

The Board has received background information.

Ms. Brogan moved approval of B. Administration.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment B.**

ii. Approval: 2021-2022 School Year Budgeted Out-of-District Tuition Placements

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 school year out of district budgeted tuition placement as listed below.

2021-2022 Out-of-District Placements for REGULAR SCHOOL YEAR TUITION	
School	**# of students**
ECLC of New Jersey (Education, Careers & Lifelong Community), Chatham, NJ	1

Ms. Brogan moved approval of C. Curriculum & Instruction.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources, with the addendum.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teachers

Revision: BERNARD-MASON, Amy - **from** Latin Teacher (tenure track), Ridgewood High School, approved by the Board at its meeting on June 14, 2021, **to** Latin Teacher, Benjamin Franklin Middle School and Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Bernard-Mason possesses a NJDOE Standard Certificate as a Teacher of Latin.

Salary: $83,817
Cl. BA+30, St. 13

Account # 11-130-100-101-07-08-019
Account # 11-140-100-101-07-10-019

Revision: RAPHAELS, Jennifer - Social Studies Teacher (tenure track), Ridgewood High School, **from** effective August 31, 2021 through June 30, 2022, approved by the Board at its meeting on August 30, 2021, **to** effective October 4, 2021, or as soon

after as possible, through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Raphaels possesses a NJDOE Standard Certificate as a Teacher of Social Studies.

Salary: $96,192
Cl. MA, St. 16

Account # 11-140-100-101-05-10-019

Long-term Substitute

Revision: AHMED, Jared - School Social Worker, Ridgewood High School, **from** effective September 1, 2021 through December 21, 2021, approved by the Board at its meeting on August 30, 2021, **to** effective August 31, 2021 through December 21, 2021, pending verification of employment as outlined by Chapter 5, at a daily rate $150 per day, until the assignment ends. Mr. Ahmed possesses a NJDOE Standard Certificate as a School Social Worker.

Account # 11-000-219-104-00-10-019-000

Field Placements

BIELEN, Jillian - Rutgers University, field experience at Ridgewood High School, to shadow Corrina Moss-Keller, Media Specialist, effective October 4, 2021 through December 23, 2021.

BYRNE, Erin - Montclair State University, Practicum placement, to shadow Jessica Maneri, School Psychologist, Hawes Elementary School and Travell Elementary School, effective October 4, 2021 through December 23, 2021.

LoPRESTI, Michelle - Montclair State University, observation with Wendy Caroll, Kindergarten Teacher, Ridge Elementary School, effective October 6, 2021.

ROGERS, Shannon - Caldwell University, observation with Brandi Gorman, Special Education (LLD 3-5) and Ellen Raupp, First Grade Teacher, Hawes Elementary School, effective September 20, 2021 through December 23, 2021.

SANTOS, Parker - Montclair State University, Clinical I and Clinical II, to shadow Lauren Carr, Third Grade Teacher, Somerville Elementary School, effective October 4, 2021 through May 7, 2022.

Classroom Aides

BARTOLI, Karen - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-212-100-106-00-08-024-001

DiBRITA, Christine - STEPSS Job Coach, Ridgewood High School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, 3 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-12-024-001

Employee ID #7804* - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-01-024-001

GRANSKI, Danielle - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-01-024-001

HERRERA, Cinthya - Lunchroom Aide, Hawes Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, 1 hour per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-02-002-001

Revision: HINOJOSA, Luisa - **from** Resource Room Special Education Classroom Aide, effective September 14, 2021, as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50, approved by the Board at its meeting on September 13, 2021, **to** Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective September 14, 2021, as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-10-024-001

KIM, Jeongmin - Lunchroom Aide, Somerville Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-05-005-001

LaTORRE, Reese - Self-Contained (LLD) Special Education Classroom Aide, Willard Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $15.01.

Account # 11-204-100-106-00-07-024-001

MALUENDA, Mellany - Applied Behavior Analyst Aide (ABA), Hawes Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-02-024-001

Infant/Toddler Development Center

TERRIN, Melissa - High School/College Aide, effective October 5, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

VIVAS, Valerie - High School/College Aide, effective October 5, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

Revision: Technology Innovation Specialists for the 2021-2022 School Year, effective October 5, 2021, approved by the Board at its meeting on June 28, 2021

Ridgewood High School

Remove: **Casatelli, Stacy**
Replace: **Appel, Charles** - $91,549 ($86,367 + $5,182 ratio), Cl. MA, St. 13

Remove: **Monahan, Timothy**
Replace: **Wohner, John** - $76,683 ($72,342 + $4,341 ratio), Cl. MA, St. 5

RHS Volunteers

Bus Driver - Band Truck

- **Casey, Arnaud**
- **Garde James**
- **Gardner, Greg**
- **Fink, Gary**
- **Haas, Jeffrey**
- **Luckenbill, John**
- **Nilsen, Mark**
- **Peskens, Anton**
- **Stephens, Theodore**

***Related to staff member**

ii. **Change of Assignments for the 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 School Year, as listed below.

ALEXANDER, Elianne - **from** Speech Language Specialist, Travell Elementary School and Ridgewood High School, **to** Speech Language Specialist, Hawes Elementary School, effective August 31, 2021 through June 30, 2022.

Annual salary will remain the same.

$72,342
Cl. MA, St. 5

Account # 11-000-216-104-00-02-019-000

AZZOPARDI, Deidre - **from** Occupational Therapist, Glen Elementary School and Ridge Elementary School, **to** Occupational Therapist, Glen Elementary School and Orchard Elementary School, effective October 5, 2021 through June 30, 2022.

Annual salary will remain the same.

$122,362 ($122,062 + $300 CP)
Cl. DR, St. 19

Account #11-000-216-104-01-019-000
Account # 11-000-216-104-03-019-000

COLLINS, Carla - **from** Resource Room Special Education Classroom Aide, Ridgewood High School, **to** STEPSS Job Coach, Ridgewood High School, 5.75 hours per day, 5 days per week.

From: $15.71 hours per day
To: $20.17 hours per day

Account # 11-212-100-106-00-12-024-001

COUGHLIN, Ryan - **from** Lunchroom Aide, Ridge Elementary School, 2 hours per day, 5 days per week, **to** Lunchroom Aide, Ridge Elementary School, effective October 5, 2021 through June 22, 2022, 3 hours per day, 5 hours per day.

Hourly rate will remain the same - $17.50

Account # 11-000-262-107-00-04-004-001

COUCH, Andrew - **from** 1.0 FTE Latin Teacher, George Washington Middle School, **to** 1.2 FTE Latin Teacher, George Washington Middle School, effective September 1, 2021 through September 15, 2021.

From: $85,617

Cl. BA, St. 15
To: $102,740
Cl. BA, St. 15

Account # 11-130-100-101-07-09-019-000

KASPEROWICZ, Brianna - **from** One-to-One Special Education Classroom Aide, Willard Elementary School, **to** Resource Room Special Education Classroom Aide, Willard School, effective October 5, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week.

Hourly rate will remain the same - $17.50

Account # 11-213-100-106-00-07-024-001

SPADACCINI, Ann - **from** Resource Room Special Education Classroom Aide, Ridgewood High School, **to** Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective October 5, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week.

From: $17.50 hours per day
To: $20.17 hours per day

Account # 11-212-100-106-00-08-024-001

VELAZQUEZ-WALTERS, Maria - **from** Occupational Therapist, Travell Elementary School and Orchard Elementary School, **to** Travell Elementary School and Ridge Elementary School, effective October 5, 2021.

Annual salary will remain the same.

$116,432 ($114,632 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18

Account # 11-000-216-104-00-06-019-000
Account# 11-000-216-104-00-04-019-000

iii. Resignation

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation for the purpose of retirement listed below.

Classroom Aide

HINOJOSA, Luisa - Applied Behaviorist Analyst Aide (ABA), Ridgewood High School, effective October 11, 2021.

iv. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent

of Schools, approves the resignations for the purpose of retirement, listed below

Teachers

KAMENO, Susan - Physical Education/Health Teacher, Hawes Elementary School, effective January 1, 2022, with 26 years of Ridgewood service.

Susan Kameno's career in Ridgewood:

- 1995-2008 - Physical Education/Health Teacher, Willard Elementary School.
- 2008-2009 - Physical Education/Health Teacher, Willard Elementary School and Ridgewood High School to assume a sixth period assignment for an additional stipend.
- 2009-2014 - Physical Education/Health Teacher, Ridgewood High School.
- 2014-2022 - Physical Education/Health Teacher, Hawes Elementary School.

LaBARR, Maureen - Media Specialist, Orchard Elementary School, effective January 1, 2022, with 26 years of Ridgewood service.

Maureen LaBarr's career in Ridgewood:

- 1995-2003 - Elementary School Teacher, Orchard Elementary School
- 2003-2022 - Media Specialist, Orchard Elementary School

v. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

EIDSCHUN, Jillian – Guidance Counselor, Ridgewood High School, effective December 3, 2021 through June 23, 2022 with a reinstatement date of September 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

BODIWALA, Tulsi – Science Teacher, Ridgewood High School, effective January 3, 2022 through May 17, 2022 with a reinstatement date of May 18, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

MARZOCCHI, Jaime – Physical Education/Health Teacher, Benjamin Franklin Middle School, effective January 18, 2022 through April 15, 2022 with a reinstatement date of April 18, 2022 utilizing the FMLA and/or NJFLA leave entitlement.

vi. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Hawes Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Student Council

- **Berry, Julieanna; Nebbia, Charles;** and **Raupp, Andrew**, each not to exceed 15 hours, each at an hourly rate of $40.17.

Account # 11-401-100-101-00-02-002-001

Lunch Time Supervision

- **Monnerat, Maria**, not to exceed 5 days per week, at an hourly rate of $17.50, effective September 2, 2021.
- **Higgins, Patricia**, not to exceed 5 days per week, at an hourly rate of $17.50, effective September 2, 2021.

Account # 11-000-262-107-00-02-002-001

Orchard Elementary School

Lunch Time Supervision

- **Jones, Michelle**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-000-262-107-00-03-003-001

Travell Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Spelling Bee

- **DeNunzio, Mary**, not to exceed 8 hours, at an hourly rate of $40.17 ($321.36).

Account #11-401-100-101-00-06-006-001

Lunch Time Supervision

- **James, Kimberly**, not to exceed 5 days per week, at an hourly rate of $17.50, effective September 2, 2021.
- **Mead, Rosanne**, not to exceed 5 days per week, at an hourly rate of $17.50, effective September 2, 2021.

Account # 11-000-262-107-00-06-006-001

Willard Elementary School

Lunch Time Supervision

- **Galvin, Jennifer**, not to exceed 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-07-007-001

Benjamin Franklin Middle School

Back-to-School Night

- **Christopher, Susan**, not to exceed 2.50 hours, at an hourly rate of $39.33 ($98.33).
- **Karch, Elisa**, not to exceed 2.50 hours, at an hourly rate of $36.11 ($90.28).

Account # 11-000-240-105-00-08-008-001

Ridgewood High School

2021-2022 Student Club Activity Advisors

The Squad Club

- **Hiller, Ari**, not to exceed 50 hours, at an hourly rate of $20.17 ($1,008.50).
- **Kilcullen, Michael**, not to exceed 50 hours, at an hourly rate of $40.17 ($2,008.50).

Account # 11-401-100-101-00-08-008-001

Revision: Academic Study Hall/Detention Supervisors, each at an hourly rate of $40.17, each not to exceed one hour per day, approved by the Board at its meeting on August 30, 2021

Remove: **TBD**
Replace: **Chamesian, Linda**

Account # 11-140-100-101-00-10-010-001

Ski Club Trip to Mountain Creek, Vernon, New Jersey - January 11, 2022, January 18, 2022, January 25, 2022, February 1, 2022, and February 8, 2022, each not to exceed 7 hours per trip, each to receive an hourly rate of $40.17 (to be funded by donations)

- **Bunzey, Craig**
- **Jannone, Christine**
- **Kay, Peter**
- **Knott, Ronald**
- **McDermott, Michael**
- **Mende, Allison**
- **Mitola, Candace**
- **Quirk, Brian**

Account # #TBD (Donation)

PSAT PROCTORS

Proctors and Administrators for October 16, 2021, Preliminary Scholastic Aptitude Test (PSAT) as listed on **Attachment C**.

Account #11-000-218-104-00-10-010-001

Special Programs

Montelbano, Dean, One-to-One Special Education Classroom Aide, Benjamin Franklin Middle School, to provide support for special education student attending Freshman Football Practice, not to exceed 36 hours, at an hourly rate of $17.50 ($630.00).

Account # 11-000-217-106-00-08-024-001

2021-2022 Bus Supervision on as-needed basis

- **Crabbe, Joseph**, at an hourly rate of $21.23.
- **Eitner, Valerie**, at an hourly rate of $21.23.
- **Gorman, Michelle**, at an hourly rate of $47.16.
- **Hiller, Ari**, at an hourly rate of $20.17.
- **Kilcullen, Michael**, at an hourly rate of $53.91.
- **Hinojosa, Luisa**, at an hourly rate of $20.17.
- **Palazzola, Joan**, at an hourly rate of $21.23.
- **Shovlin, Emily**, at an hourly rate of $21.23.
- **Veres, William**, at an hourly rate of $41.09.

Account # 11-000-217-106-00-24-024-001

Rethink Training - October 11, 2021

- **Amaral, Carla**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Amaral, Kimberly**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Baloch, Sumera**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Baroli-Singer, Karen**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Bonazzi, Rachel**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Cardew, Charles**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Connelly, Molly**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Crabbe, Joseph**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Eitner, Valarie**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Elieh, Nada**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Fierro, Judy**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Fridman, Yaniv**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Hiller, Ari**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Hopper, Anne**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Kim, Sunghui**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Klion, Emily**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).

- **Lam, Antenette**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Lana, Paula**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Lauritano, Scott**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Levanti, Stamatina**, not to exceed 1.5 hours, at an hourly rate of $17.50 ($26.25).
- **Palazzola, Joan**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Perry, Cynthia**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Perry, Madison**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Pollock, Yanet**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Maccarone, Meghan**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Miller, Danielle**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Minardi, Jacqueline**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Moomjy, Christine**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Mooney, Elizabeth**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Murphy, Maria**, not to exceed 1.5 hours, at an hourly rate of $20.17 ($30.26).
- **Shovlin, Emily**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Sgambati, Jean**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Alessi, Taylor**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Tilyou, Tina**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Vehmas, Heidi**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).
- **Wahler, Nicole**, not to exceed 1.5 hours, at an hourly rate of $21.23 ($31.85).

Account # 11-000-217-106-00-24-024-001

Handle With Care Training - October 11, 2021

- **Alessi, Taylor**, not to exceed 3 hours, at an hourly rate of $21.23 ($63.69).
- **Bartoli-Singer, Karen**, not to exceed 3 hours, at an hourly rate of $20.17 ($60.51).
- **Bonazzi, Rachel**, not to exceed 3 hours, at an hourly rate of $20.17 ($60.51).
- **Britcher, Ashley**, not to exceed 4.5 hours, at an hourly rate of $20.17 ($90.77).
- **Cardew, Charles**, not to exceed 3 hours, at an hourly rate of $20.17 ($60.51).
- **Connelly, Molly**, not to exceed 3 hours, at an hourly rate of $20.17 ($60.51).
- **Coughlin, Wendy**, not to exceed 4 hours, at an hourly rate of $17.50 ($70.00).
- **Klion, Emily**, not to exceed 3 hours, at an hourly rate of $20.17 ($60.51).
- **Mooney, Elizabeth**, not to exceed 3 hours, at an hourly rate of $20.17 ($60.51).
- **Murphy, Maria**, not to exceed 3 hours, at an hourly rate of $20.17 ($60.51).
- **Schierloh, Lauren**, not to exceed 4 hours, at an hourly rate of $17.50

($70.00).

Account # 11-000-217-106-00-24-024-001

ABA Training Completed and Certified – hourly rates from $20.17 to $21.23

- **Amaral, Kimberly**, effective September 16, 2021.
- **Perry, Cynthia**, effective September 13, 2021.
- **Perry, Madison**, effective September 2, 2021.
- **Pollock, Yanet**, effective September 2, 2021.

Account # 11-000-217-106-00-24-024-001

Special Olympics NJ Play Unified School Partnership

- **Vasquez, Jessica**, District Coordinator Stipend, to receive $3,000.

Benjamin Franklin Middle School

- **Crawford, Ryan;** and **Vasquez, Jessica**, Club Advisors Stipend, each to receive $1,310.

- **Azzopardi, Diedre**, Unified Yoga Stipend, to receive $200.
- **Berk, Ashley**, Track Coach .5 Stipend, to receive $655.
- **Crawford, Ryan**, Track Coach .5 Stipend, to receive $655.
- **Crawford, Ryan**, Basketball Coach Stipend, to receive $1,310.
- **Cronk, Paul**, Paint Nights Stipend, to receive $300.
- **Padykula, Wendy**, Track Coach .5 Stipend, to receive $655.
- **Vasi, Gilda**, Lunch Bunch Stipend, to receive $500.
- **Vasquez, Jessica**, Track Coach Stipend, to receive $1,310.
- **Vasquez, Jessica**, Basketball Coach Stipend, to receive $1,310.
- **Brown, Jacob**, Transportation Stipend, to receive $2,500.

Classroom Aides, each not to exceed 40 hours, for a total amount of $5,000

- **Alessi, Taylor; Belise, Joel; Cardew, Charles; Miller, Danielle;** and **Tilyou, Tina**

George Washington Middle School

- **Padykula, Wendy;** and **Ransom, Robert**, Club Advisors Stipend, each to receive $1,310.

Classroom Aides, each not exceed 40 hours, for a total amount of $1,690

- **Pilson, Mine;** and **Tucker, Annette**

Ridgewood High School

- **Kilcullen, Michael;** and **Rinaldi, Robert**, Club Advisors Stipend, each to receive $1,310.

- **Rinaldi, Robert**, Evening Clinics Coach Stipend, to receive $2,000.

Classroom Aides, each not exceed 40 hours, for a total amount of $2,380

- **Belise, Joel; Beyer, James;** and **TBD**

Curriculum, Instruction & Assessment

Community Outreach Program - Wellbeing Speaker Series - September 22, 2021 (Virtual)

- **Enmore, Jaeson**, **from** not to exceed 3 hours, at an hourly rate of $53.07 ($159.21), approved by the Board at its meeting on September 13, 2021, **to** not to exceed 3 hours, at an hourly rate of $53.07 ($76.60 time and a half not to exceed $238.80).

Account # 11-000-221-104-00-22-022-001

2021 Ridgewood 6-12 Summer Academy Transition Program, August 10-12, 2021 and August 23-25, 2021, each not to exceed 24 hours, each at their hourly rate

- **Kase, Sean**, at an hourly rate of $55.00 ($1,320).

Account # 20-483-100-101-00-10-022-001

- **Tucker, Annette**, at an hourly rate of $15.01 ($360.24).

Account # 20-483-100-101-00-09-022-001

vii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Ferguson, Ezra; Kunzle, Laure; and **Sheridan, Karen**

Mr. Lembo moved approval of D. Human Resources, with the addendum.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration E. Finance.

Mr. Lembo requested to remove item v. from consideration. This item will be added to the October 18 agenda, after the finance meeting meets to discuss it.

E. FINANCE

i. **Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of $43,000**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the award of contracts to Cooperative Purchasing Vendors in excess of $43,000 for goods and services.

The Board has received background information.

ii. **Approval: Parent Transportation Contract for 2021-2022**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following parental transportation contract for the 2021-2022 School year.

Route #	Contractor	Rate	Annual Cost
9051	Parent	$30 per day	Based on the actual # of days attended

iii. **Approval: Submission of American Rescue Plan (ARP) Individuals with Disabilities Education (IDEA) Grant**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following grant funds and approves the submission of the grant application.

Grant	Award
ARP IDEA Basic	$237,383
ARP IDEA Preschool	$20,274

iv. **Approval: Lease Purchase for the 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

RESOLUTION OF THE BOARD OF EDUCATION OF THE VILLAGE OF RIDGEWOOD IN THE COUNTY OF BERGEN, NEW JERSEY DETERMINING TO ACQUIRE AND TO FINANCE EQUIPMENT BY MEANS OF A LEASE PURCHASE FINANCING IN AN AMOUNT NOT EXCEEDING $940,000, AUTHORIZING AN ADVERTISEMENT FOR BIDS TO FINANCE THE EQUIPMENT IF NECESSARY, DELEGATING THE AWARD OF THE BID, AUTHORIZING THE EXECUTION OF THE LEASE AND RELATED DOCUMENTS AND AUTHORIZING OTHER ACTIONS NECESSARY TO COMPLETE THE TRANSACTION

WHEREAS, The Board of Education of the Village of Ridgewood in the County of Bergen, New Jersey (the "Board") is created and is charged by law with the responsibility of providing a system of public education within the school district over

which it has jurisdiction and to acquire equipment therefor; and

WHEREAS, the Board has determined to fund the acquisition of various technology and computer equipment, including financing and incidental or related costs (the "Equipment") by means of a lease purchase financing for a term that does not exceed five (5) years pursuant to the provisions of *N.J.S.A.* 18A:20-4.2(f) and *N.J.S.A*. 18A:18A-1 *et seq*.; and

WHEREAS, the Board has selected Phoenix Advisors, LLC as municipal advisor (the "Municipal Advisor") and McManimon, Scotland & Baumann, LLC as special counsel (the "Special Counsel") for the purpose of advising and assisting with the proposed lease purchase financing of the Equipment; and

WHEREAS, in accordance with the procedures set forth in *N.J.S.A.* 18A:18A-1 *et seq*. (the "Public School Contract Law") and the regulations promulgated thereunder, a notice of the bid will be published if required and bids or quotes (hereinafter simply referred to as bids) are scheduled to be returned to the Business Administrator/Board Secretary, who, with the assistance of the Special Counsel and the Municipal Advisor, will determine the lowest responsive and responsible bidder to purchase the Lease (as hereinafter defined) from the Board (hereinafter referred to as the "Purchaser"); and

WHEREAS, the Board will enter into a lease purchase agreement (the "Lease") and other related documents with the Purchaser in an amount not to exceed $940,000 to finance the Equipment; and

WHEREAS, the Board desires to authorize the delegation of the award of the bid to the Business Administrator/Board Secretary and further authorizes the Board President, Business Administrator/Board Secretary, Municipal Advisor and Special Counsel to prepare and to execute the Lease and certain other documents and agreements necessary or incidental to the transactions contemplated thereby;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE VILLAGE OF RIDGEWOOD IN THE COUNTY OF BERGEN, NEW JERSEY as follows:

Section 1. The Board hereby determines to finance the Equipment by means of a lease purchase financing in a principal amount not exceeding $940,000 in accordance with the requirements of the Public School Contracts Law. The Business Administrator/Board Secretary, the Municipal Advisor, the Special Counsel and other appropriate representatives of the Board are hereby authorized to prepare the necessary timetables and bid documents and other related documents as may be necessary and to take other steps necessary to prepare for and to implement the proposed financing.

Section 2. The Board hereby authorizes the publication of a request for bids if required in accordance with the Public School Contracts Law or the solicitation of quotes in order to prepare for the proposed transaction.

Section 3. The Board President and/or the Business Administrator/Board Secretary are

authorized to award the bid and the Lease in accordance with the terms of this resolution to the lowest bidder in accordance with the bid proposals or quotes submitted to the Business Administrator/Board Secretary, which winning bid proposal or quote will be retained on file in the Business Administrator/Board Secretary's office. The Purchaser's interest rate will be held fixed for a period of thirty (30) days from the date of the bid or as may be set forth in the bid specifications. If the closing does not occur within thirty (30) days of the date of the bid, the interest rate will be calculated in accordance with the index rate suggested by the Municipal Advisor as may be set forth in the bid specifications.

Section 4. The Board President and/or the Business Administrator/Board Secretary are hereby authorized to negotiate, execute and deliver, subject to the review of Special Counsel, the Lease, an agent or an escrow agreement, an assignment agreement, if necessary, and such other documents as may be necessary to consummate the transaction. Specifically, the Board authorizes the Board President or the Business Administrator/Board Secretary to establish an escrow account for the deposit of the Lease proceeds and to direct the deposit and investment of the Lease proceeds in the escrow for the term of the Lease in accordance with the requirements of law. The Board hereby authorizes and directs the Board President or the Business Administrator/Board Secretary to approve any changes, additions, or deletions to the Lease or such other documents as may, in the judgment of Special Counsel, be necessary or advisable, such approval to be evidenced by the execution of the Lease or such other documents by the Board President or the Business Administrator/Board Secretary. The Business Administrator/Board Secretary is also authorized to pay any agreed upon fees of the escrow agent, if any. The Board President and/or Business Administrator/Board Secretary are also authorized and directed to take on behalf of the Board such other actions as shall be necessary and appropriate to accomplish the lease purchase financing for the Equipment in accordance with the terms of the Lease and this resolution and pursuant to the terms of the agreements and instruments authorized to be prepared hereby and to accomplish the performance of the obligations of the Board in respect thereto.

Section 5. The payment of rent or other monies due under the Lease shall be made only from the General Fund of the Board. Neither the Board, nor any agency, department or political subdivision thereof shall be obligated to pay any sum to the Purchaser under the Lease from any taxing source for the payment of any sums due under the Lease unless an appropriation is made in a duly approved budget of the Board. The obligations of the Board shall not constitute indebtedness of the Board or of the Village of Ridgewood or of any department, agency or political subdivision thereof. The Lease shall set forth the term of the lease purchase agreement for the Equipment, the rental payments to be paid by the Board in respect thereof and the dates on which such rent shall be due and payable.

Section 6. The Board hereby covenants that it will comply with any conditions subsequent imposed by the Internal Revenue Code of 1986, as amended (the "Code"), in order to preserve the exemption from taxation of interest on the Lease, including the requirement to rebate all net investment earnings on the gross proceeds above the yield on the Lease, if applicable. The Board authorizes the Business

Administrator/Board Secretary to act and determine on behalf of the Board whether the Lease will be designated as "bank qualified" within the meaning of Section 265 of the Code. The Board hereby declares its intent to issue the Lease in the expected maximum principal amount of the Lease set forth herein and to use the proceeds of the Lease to pay or to reimburse expenditures for the costs of the purpose for which the Lease is authorized herein. This resolution is a declaration of intent within the meaning and for the purposes of Treasury Regulations Section 1.150-2 or any successor provisions of federal income tax law.

Section 7. The reference to officers of the Board herein and in actions taken on behalf of the Board includes any interim, acting or successor officers holding those positions, and any action taken prior hereto with respect to the actions authorized herein are hereby ratified and deemed taken pursuant to this resolution.

Section 8. This resolution shall take effect immediately.

vi. <u>Approval: Withdrawal from Emergency Reserve</u>

Whereas, on Monday, October 4, 2021 the Ridgewood Board of Education approves the withdrawal of funds from the Emergency Reserve Fund to complete a districtwide upgrade of the radio communication system to support the ongoing security and safety concerns for all stakeholders within the District. The current radio communications systems are obsolete, and to maintain effective communications within the District and with local law enforcement authorities this authorization will allow the District to enhance the District's current communications systems to better protect the health and safety of all students and staff;

Whereas on Monday, October 4, 2021 the Ridgewood Board of Education approves the withdrawal of funds from the Emergency Reserve Fund to complete a districtwide upgrade of its radio communication system in the amount of $249,563.66 and

Whereas the Ridgewood Board Education authorizes the Business Administrator to withdraw funds from the Emergency Reserve Fund to complete a districtwide upgrade of its radio communication system to support the ongoing security and safety concerns for all stakeholders within the District;

Therefore, be it resolved that the Ridgewood Board of Education, upon the recommendation of the Superintendent, approves the withdrawal of $249,563.66 from the Emergency Reserve Fund to purchase the new radio communication system.

Ms. Kwak moved approval of E. Finance, with the exception of item v.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

The following agenda item was tabled pending the finance committee meeting.

v. Approval: Withdrawal from Maintenance Reserve

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the use of funds from the Maintenance Reserve Fund to address the costs related to damage caused by Hurricane Ida; and

Whereas the Ridgewood Board of Education authorizes the Business Administrator to withdraw funds from the Maintenance Reserve Fund to temporarily cover the costs of repairs until Insurance proceeds are received related to the damage caused by Hurricane Ida; and.

Whereas the Ridgewood Board Education authorizes the Business Administrator to replenish the Maintenance Reserve Funds temporary withdrawal allocations with the Insurance proceeds when received;

Therefore, be it resolved that the Ridgewood Board of Education, upon the recommendation of the Superintendent, approves the withdrawal of $300,000.00 from the Maintenance Reserve Fund to address the costs related to damage caused by Hurricane Ida.

VIII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

A. None at this time.

IV. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Sept 15	Columbia Bank On-Line	103101-103167	368,379.64	Mr. Dani
Sept 20	Columbia Bank On-Line	103168-103214*	247,295.41	Mr. Dani
Sept 27	Columbia Bank On-Line	103216-103322	727,713.14	Mr. Dani
Aug 15	Payroll Transfer	P36698	679,888.40	Mr. Dani
Aug 31	Payroll Transfer	P36699	518,866.25	Mr. Dani
Aug 4	Electronic Transfer	R36697	1,655.61	Mr. Dani
Aug 4	Electronic Transfer	C36695	56.45	Mr. Dani

Aug 6	Electronic Transfer	R36696	74.54	Mr. Dani
Aug 6	Electronic Transfer	C36694	5.05	Mr. Dani
Aug 31	Electronic Transfer	F3669	9,468.83	Mr. Dani
Sept 15	Electronic Transfer	B36570	608,425.00	Mr. Dani
Sept 27	Electronic Transfer	L36700	89,250.39	Mr. Dani
Sept 27	Food Service	620355-620357	124,903.08	Mr. Dani
TOTAL			**3,375,981.79**	

*check 103215 used as a prior year replacement

Mr. Dani moved approval of bills reviewed by him.
Ms. Kwak seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

IX. BOARD MEMBER ANNOUNCEMENTS

Mr. Lembo announced that Friday night is the homecoming game against Paramus. RHS football games are fantastic community events with many student clubs and organizations involved. As part of RHS Alumni Association Homecoming Weekend, a Chalk Talk event hosted by RHS Alum Willie Geist will be held on Saturday, October 9 at 4 PM at the RHS Stadium.

Student organizations have been holding car wash fundraisers on the weekends.

RHS Jamboree is currently holding auditions. A great way for parents to get involved is to participate in meetings and activities run by the Home and School Associations. The Learning Services Home and School Association (LSHSA) is holding its first meeting tomorrow at 9:30 a.m.

Ms. Brogan congratulated the band on how well their competitions are going.

X. BOARD COMMITTEE REPORTS

Mr. Lembo stated that the Alternative Schedule Task Force meeting recently took place. Ms. Poelstra provided a thorough presentation at the meeting and she provided an update on the progress of each subcommittee, the timeline of this districtwide initiative, and next steps. A community presentation and a survey prior to the presentation will be going out soon.

XI. DISCUSSION ITEMS

Mr. Lembo stated that the Board received the Board and District goals earlier.
When talking with Matt Lee, he stated that the goals are in the springtime to get started in the school year. He will bring this back up in the spring, since we are a little late and go to what the NJSBA recommends.

Ms. Brogan stated that the goals should come after the board completes their self-evaluation and they identify critical areas or areas of challenge. That should happen in march, we should get the results. This year, it seems that people didn't finish so we didn't get the results, but that should inform the goals that are decided.

Ms. Kwak added that the board self-evaluation is a starting point but is not a prerequisite.

Mr. Lembo decided to discuss the BOE goals first. Dr. Gorman stated that he reviewed the meeting with Mr. Lee and put the information into words. For the Board goals, they decided on four goals. The fourth goal was still to be determined, but Dr. Gorman put it out there as a working document for discussion.

Dr. Gorman read the proposed Board goals:

Board Goal #1:
The Board of Education will negotiate and adopt a new collective bargaining agreement with the Ridgewood Administrators Association.

Board Goal #2: The Board of Education, in collaboration with the Superintendent, will develop the 2022-2023 budget while preserving financial flexibility and reducing inefficiencies without undermining educational progress.

Board Goal #3: The Board of Education, wherever and whenever possible, will foster increased public participation, collaboration, and open communication with all stakeholders.

Board Goal #4: The Board of Education, in collaboration with the Superintendent and the District Calendar Committee, will determine the parameters for future district school year calendars that recognize all BOE approved holidays while finding the balance with school breaks.

The Board discussed the calendar committee, calendar parameters, emergency close days and the current calendar creation process.

To view this portion of the meeting scroll to 1:09.

Dr. Gorman read the proposed District goals:

District Goal #1: The District will implement, enhance, evaluate ways to address mental health issues as necessary.

District Goal #2: The District will provide students with a full day in-person instructional model, provide a remote learning model for students who are quarantined, and create a virtual day instructional model if needed.

District Goal #3: The District will examine the learning progress of all students.

Ms. Kwak suggested a change to goal #3 as follows: The district will examine the learning progress of our students, identify any learning loss and seek to provide the necessary support to advance each student's progress.

Dr. Gorman has a concern about the learning loss portion, since this is for a multi-year goal.

Mr. Kaufman suggested as part of the action plan, the administration sent something for ARP, could it be included in this goal?

Ms. Poelstra stated that the resources and what Dr. Fenwick is building out will apply to this goal.

The board discussed rephrasing options and data that can be reviewed from Linkit and Start Strong.

Ms. Brogan stated that there is a difference in learning loss as well as missed instruction. Some parents feel that it is not learning loss, it is missed instruction last year in some of the key areas. She suspects this will show up and is the missing piece, since something may not have been covered in a longer school day since many of the students were half day with support in the afternoon.

Ms. Poelstra added that is why even with Start Strong it will give us a small picture and relying on our teachers as the experts and seeing what they are seeing with students in their classroom is valuable. As they administer assessments and watch their students progress, they will also provide us with feedback about what we need to spend more time on, this information will be in conjunction with our other measures.

Ms. Kwak asked if the additional software and supports that are being contemplated to be purchased are only for students who are enrolled in the public school or all resident students?
Ms. Poelstra replied that for a program like ISL, we buy individual child licenses that are assigned to a Ridgewood email address.

Ms. Kwak asked if If the child is out of district for special education, can it be purchased for that student.

Dr. Gorman stated that once they go to the other site, that school should be doing certain things. The other district is running the educational program around that student's needs.

District Goal #4: The District will examine practices related to diversity, equity, and

inclusion to ensure all who enter the Ridgewood Public Schools feel safe, respected, and valued.

Mr. Kaufman stated that in talking to some people in RAG, are we thinking of hiring another position to look at our hiring practices, our curriculum and other practices to see if it should be a separate responsibility?

Dr. Gorman replied that we have talked about it in the past and when the budget comes up he will be laying out a list of personnel along with the other wants and wishes and put it all out there. We will associate cost and work with the board to figure out what we could do. This is more of a college level full-time type of thing.

Ms. Townes stated that a thing about the diversity inclusion officer, she has been meeting with parents to talk about this. Most times you will see a diversity inclusion person in a place of higher education. The person that works in Montclair is linked to the curriculum person , the assistant superintendent of curriculum, diversity and instruction. There is a need for that, but it is hard to implement that on the hiring side alone. She finds that the secondary schools find it easy to start with the curriculum side and move into the hiring side. There would be many layers to diversity and inclusion. She has an appointment to meet with Ramapo College to see how they implement their hiring process. Their process differs from a public school. We also have the leering of the department of education on how we hire based on our curriculum and credentials, so it's symbolic and easy to say. How we implement it in a public setting, may require taking small measures and it will not happen overnight. We are making improvements and have come a long way.

Mr. Dani requested the following change to Goal #4:
The District will examine practices related to diversity, equity, and inclusion to ensure all who enter the Ridgewood Public Schools feel safe, respected, and valued and has access to the same opportunities and advancement.

Dr. Gorman will make the adjustment to goal 4.

A discussion ensued about DEI and ways people who are already here can feel valued and safe. To view this portion of the meeting scroll to 1:45.

District Goal #5: The District will investigate, evaluate, and implement the following year and Alternative Schools Schedule addressing the start and end times as well as how time is utilized during the school day.

Ms. Kwak stated that she thinks that they wanted to add: The District will investigate, evaluate and potentially implement.

Mr. Dani said the rationale is that if you're saying investigate and evaluate then you can't be certain of it.

Ms. Kwak added based upon the community feedback. The district will investigate, evaluate and implement an alternative school schedule addressing the start and end times as well as how time is utilized during the school day based on the whole community

feedback.

To view the entire discussion regarding the Board discussion on District and Board of Education goals, scroll to 59:10.

Mr. Kaufman asked what is the delay in getting HEPA filters in the classrooms.

Dr. Gorman replied that the current system we have works effectively. Some people would feel better if there is a HEPA filter in each room, that is fine and if the Board decided they wanted to go with that we would have to look into the ESSER funds and how many classrooms we have.

Mr. Kaufman's concern is as we get into the colder months and the windows will have to be closed.

Mr. Dani stated that the feedback from the experts in the Facility Committee, Aramark and other vendors who have done this for a while was that the UV lights that are installed at seven feet or higher work better than the air filtration systems. That is their recommendation to go forward for the district. This would be a long term improvement regardless of COVID. We don't have a problem that we have to fix, the cafeterias and gyms were identified as more crowded spaces and more peace of mind, but even those air filtration units are not making it safer.

Dr. Gorman added that the priority was those areas where masks would be taken off, that is what drove the discussion at first. Now that we're having a second discussion, do we want to go forward?

The Board discussed the possibility of putting HEPA filters and UV lights in the classrooms.

To view this portion of the meeting scroll to 1:54.

XII. ACCEPTANCE OF MINUTES

- August 30, 2021 Regular Public Meeting

Ms. Kwak requested to table the minutes because she has not had a chance to review. Mr. Dani requested to get the minutes for review when they are ready instead of on Thursday.

XIII. OTHER BUSINESS

None at this time.

XIV. COMMENTS FROM THE PUBLIC

Christen Gonchoroff, voiced concerns on outdoor lunch for elementary schools. She is disappointed that the Board of Education prioritized the remediating of the turf fields over the unsafe lunch situation at the elementary schools. She understands the importance of having fields, but there is an ongoing pandemic and an issue with unvaccinated K-5

students eating indoors with 100 other children. Having one grade eating outside per week is not a solution. At the board of education road back presentation, you emphasized the health and safety of the students was the number one priority, fixing the fields for $150,000 over getting our kids eating outside. It would take far less money to get a tent outside so the kids can eat in a safe environment. She has volunteered as a lunch aide and nobody called her to get fingerprinted, lots of parents signed up and they are just waiting to get a call. Asked, if you were unvaccinated would you be eating indoors at a restaurant with one hundred plus other unvaccinated customers, five days per week?

Janet Reilly, 487 Dorchester Road, thanked Mr. Kaufman for bringing up the question for air purifiers in the classrooms. Addressing Mr. Lembo, the numbers are not going down, last year there was an article published November 5 and Ridgewood had reported 11 cases, this year by October 4 we have 36 cases. Addressing Dr. Gorman, it makes no sense to use the last 11 months as a benchmark for anything. As Mr. Kaufman pointed out last year a third of the students were remote, some hybrid, no one ate indoors unmasked, You've only had one month of data so far, there is no way to tell if there is in school transmission. If we follow the science, children under 12 are largely asymptomatic and there is no way for parents to even kow to test their children if you do not tell them that a child in their classroom tested positive. It is frustrating to listen to statements like Dr. Gorman that our Merv 8 Filters are extremely effective. It is not true. Follow the science, the American Associate Society of heating, refrigerating and air conditioning engineers which sets the ventilation standards for the EPA and the Department of Education state recommend Merv 13 or better. She understands that it requires an upgrade of the system but there is money in the American Rescue Plan, as Ms. Brogan stated there is a limited amount of funding but they're not mutually exclusive. Getting kids caught up with learning loss and having kids be healthy and safe, they are complimentary. Asked to stop referring to the last 18 months, because it does not make any sense. Addressing Dr. Gorman, who previously stated that the excess purifiers will go to prime locations, she hopes those are elementary school classrooms where children are eating lunch, she hopes they are not going to other Ridgewood High locations and things.

Christopher Welles, 145 Beechwood, regarding health and safety he heard several people speak and say we are fine, he does not know what experts are saying we are fine in our precautions. What we have in place would not be considered sufficient in equivalent settings. We have kids in the classrooms twice as long as last year, the delta variant did not exist and is not dominant and transmissible to children. The vast majority of the cases are asymptomatic and we are not testing. We've had people with family members in other schools who are quarantining but siblings are attending school, this is incredibly risky and unacceptable. Merv 8 is not considered filtration for healthcare, it is filtration for protecting equipment and some protection for mold. Everything says it should be merv 13 plus. Regarding UV lights, in every case where UV lights are used in hospitals, all those facilities have dramatically higher filtration systems than what we use here. UV lights are above and beyond the baseline that we do not even have. There are risks with UV lights that are concerning. We are in a much riskier situation than in the past.

Ms. Gupta, only one person in the room has acknowledged what the parents have

brought up tonight. While she appreciates that it was brought up, she is disappointed that nobody else brought it up as a discussion topic, this is insulting to the group of parents who have voiced their concern as a community. The fact that only one person acknowledged that they heard us says alot about the thought you are putting into the comments that people are raising. It lets us know the pre-work was not done, the fact that you are talking about it for the first time today shows that you have so much legwork ahead of you before you can even come to a place to make a decision. That kills time in so many ways which is a disappointment. Air purifiers are an investment in both health and safety and learning. Like Mr. Kaufman said, it is not a mutually exclusive effort. If you want to look the other way until things get really bad, shame on us, this is our chance to get ahead of the problem. The fact that UV Lights are discussed among the committees should be shared with the community. We as a parent community have no idea what else you are evaluating. We may be pushing for HEPA filters and you are looking into UV lights and then the fact that those two conversation topics don't merge is a huge miss. Irrespective of the UV lights, HEPA filters are still like a seat belt for classrooms, it is an extra measure that is necessary in our classrooms. Why are airlines having filters and the entire New York City School system? There are solutions that others have looked into. Look at the Harvard School of Health to get kids back into school. We should see this item on the next agenda with an analysis to make a decision.

Ms. Brogan asked when is the Well Care testing beginning?
Ms. Townes responded it is the week of the 18th, she is trying to get the final number of people who have not responded to the COVID form. We have 87% of the respondents in, so we've been going back and forth with Well Care. They will start the week of the 18th at BF Middle School after 3:00. When it is solidified, we will put it on the website and send out flyers and you will be able to see it. Children in the district can be tested there. There will be online registrations to go and get tested there, you will not be able to just walk in, but they said they will not turn anyone away. We will identify our staff and they will do teachers and they said they will take everyone, insured or not insured they have a way for addressing the funding.

Ms. Brogan asked what the percentage of teachers is that we are still waiting to hear from?
Ms. Townes answered that we have 30 people who have identified as non-vaccinated and 138 who did not respond to the four times she has reached out to them. She did three reminders and one personal email to all of them. She will assume that they might do testing so that we can establish a date. As of today, she sent a fourth reminder. The results will be in within 24 hours.

Ms. Kwak commented that if we look at the ones who did not respond and the ones who will be tested, you are looking at about 168.

XV. ADJOURNMENT

At 9:29 p.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

October 4, 2021 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Jillian Eidschun	The Resilient Student. The Resilient Counselor. The College of New Jersey Ewing, NJ 10/6/21	Professional Development	$0.00	0
Dana Kneis	The Resilient Student. The Resilient Counselor. The College of New Jersey Ewing, NJ 10/6/21	Professional Development	$0.00	0
Rebecca Turano	The Resilient Student. The Resilient Counselor. The College of New Jersey Ewing, NJ 10/6/21	Professional Development	$0.00	0
Kathleen Finnegan	New Jersey School Counselor Association Fall Conference New Jersey School Counselor Association Edison, NJ 10/8/21	Professional Development	$130.70	0
Courtney Weiss-Chromeck	Learning Disabilities Association of New Jersey: Linking Information About Learning Disabilities Learning Disabilities Association of New Jersey Virtual 10/15/21 - 10/16/21	Professional Development	$50.00	0

Amy Raiani	NJ Science Convention New Jersey Science Teachers Association, NJ Princeton, NJ 10/20/21	Professional Development	$219.97	0
Rae Wine	Navigating our emotions in a post-covid world Crossroads Academy, NJ Clifton, NJ 10/22/21	Professional Development	$0.00	0.5
Melissa Miller	Mindfulness and Social-Emotional Learning for Educators and Students in the K-5th Grade Classroom Course Zensational Kids, NJ Virtual 10/26/21	Professional Development	$302.98	0
Jane Gerald	Hot Issues in Special Education TMI Education, NJ Virtual 12/2/21	Professional Development	$0.00	0
Janet Elkins	Hot Issues in Special Education TMI Education, NJ Virtual 12/2/21	Professional Development	$0.00	0
Rachel Streitman	A SEL Think Tank: Better Together TMI Education Ramapo College of New Jersey 12/3/21	Professional Development	$0.00	0
Jane Gerald	HIB Law Update TMI Education, NJ Virtual 3/10/22	Professional Development	$0.00	0

								ATTACHMENT	B
FIELD TRIPS FOR APPROVAL									
October 4, 2021									
ONE DAY TRIPS									
Date	**School**	**Location**	**Approx # and Group of Students**	**# of Chaperones**	**# Substitutes and dates for each**	**Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse**	**Anticipated Cost to District**	**Annual Event**	**Meets Requirements**
10/11/21	RHS	Westmount Country Club728 Rifle Camp Road, Woodland Park, NJ	13 Students - Class of 2023 Student Congress	13	2	$230	230 (sub)	No	Yes
10/15/21	Willard	Meadowlands Enviromental Center, Lyndhurst, NJ	84 Students - Grade 5	17	0	$0	$0	No	Yes
10/28/21	Ridge	Storm King Arts Center, New Windsor, NY	71 Students - Grade 5	7	1	$115	115	Yes	Yes
10/28/21	GW	RHS Band Day - RHS - Ridgewood, NJ	34 Students - Grade 8 Band	2	0.5	$58	$350 - (bus) and $58 (sub)	Yes	Yes
11/9/21	Orchard	Pony Power Therapies, Mahwah, NJ	6 Students - Grades 2-5	3	0	$0	$129.51 (driver)	Yes	Yes
11/16/21	Orchard	Pony Power Therapies, Mahwah, NJ	6 Students - Grades 2-5	3	0	$0	$129.51 (driver)	Yes	Yes
11/23/21	Orchard	Pony Power Therapies, Mahwah, NJ	6 Students - Grades 2-5	3	0	$0	$129.51 (driver)	Yes	Yes
12/7/21	Orchard	Pony Power Therapies, Mahwah, NJ	6 Students - Grades 2-5	3	0	$0	$129.51 (driver)	Yes	Yes
12/14/21	Orchard	Pony Power Therapies, Mahwah, NJ	6 Students - Grades 2-5	3	0	$0	$129.51 (driver)	Yes	Yes
12/21/21	Orchard	Pony Power Therapies, Mahwah, NJ	6 Students - Grades 2-5	3	0	$0	$129.51 (driver)	Yes	Yes
1/11/22	RHS	Mountain Creek, Vernon, NJ	40 Students - Ski Club	3-4	0	$0	$0	Yes	Yes
1/18/22	RHS	Mountain Creek, Vernon, NJ	40 Students - Ski Club	3-4	0	$0	$0	Yes	Yes
1/25/22	RHS	Mountain Creek, Vernon, NJ	40 Students - Ski Club	3-4	0	$0	$0	Yes	Yes
2/1/22	RHS	Mountain Creek, Vernon, NJ	40 Students - Ski Club	3-4	0	$0	$0	Yes	Yes
2/8/22	RHS	Mountain Creek, Vernon, NJ	40 Students - Ski Club	3-4	0	$0	$0	Yes	Yes
4/28/22	Orchard	Liberty Science Center, Jersey City, NJ	61 Students - Grade 2	23	0	$0	$0	Yes	Yes

Administrators - Hourly Salary Rate - not to exceed 20 hours each

Sean	Lynaugh
Andrea	Watson

Proctors - $40.17/hour - Not to exceed 6 hours each

Christine	Anderson
Sumera	Baloch
Giselle	Batista
Ariana	Bray
Kathryn	Calise
Stacy	Contreras
Colleen	Contreras
Maura	Eidschun
Alejandro	Escobar
Brenda	Felipe
Isabelle	Fisher
Rosemary	Fossari
Diane	Held
Dana	Kneis
Antenette	Lam
Gina	Minichini
Tara	Montelbano
Kathleen	Moran
Zsuzsanna	Nagy
Andrew	Paspalas
Alexandra	Paspalas
Christopher	Reilly
Nancy	Reilly
Theresa	Ross
Shauna	Stovell
Melanie	Tormey

Administrative Assistants - $40.17/hour - Not to exceed 6 hours each

Jacquelyn	Altomare
Linda	Ames
Carla	Collins
Ann	D'Amico
Edna	Fernandez
Lori	Lansey
Poopak	Mohajer
Jamie	Oskoszko
Lesley	Whyard

MINUTES OF THE
REGULAR MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

October 18, 2021

At 7:00 p.m., Mr. Lembo called the Regular Public Meeting to Order.

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Student Representative Report

Fifth-grade students Ben Chun, Mark Furman, Mahi Madupu, and Charlotte Sher from Ridge Elementary School spoke about their experience over the past month and a half, highlighting social connections, upcoming field trips, life lessons, and classroom learning.

B. Student Representative Report

Norah Train presented the following report:

RHS hosted a Homecoming weekend three-day event featuring a football game, lawn party, tours, Chalk Talk, and yoga session. Many students and alumni attended the white out themed football game and were excited the team won. The Chalk talk was with Willie Geist and it was well attended. The tours around the school were very successful.

Senior Larah Gutierrez-Camano is a main contributor for helping RHS celebrate the Spanish Heritage month. Each day for a week, she made an announcement regarding a Spanish Heritage fact and she played Spanish music to highlight the day.

During the summer, Senior Audrey Shin reached out to a nonprofit organization to ask if they could fund her initiative to give out stress balls, pencils, and lanyards to RHS students, and they did. Two weeks ago, she spearheaded a mental health week that started the year off strong by giving students pencils, lanyards, and stress balls. Along with this, she worked with stigma free to create mental health guides for parents and a student guide that was sent to 5100 people.

The Girls Varsity team raised money for the team by playing soccer with girls K-6. They enjoyed the experience and want to do it in the future. They won their game on the 12th against Highlands and are not among the top three teams in the county.

The cross-country team has a League Meet on Friday the 15th. Since the beginning of the school year, the team has been in the top 5 for almost all of its events. They won the season opener and the batch meet. They have been practicing daily over the school year so they feel that they are properly prepared.

The Varsity Girls Tennis team won sectionals on the 12th, this was their 3rd sectional win in a row. All of their hard work and practice paid off. Their first State Championship match was on Thursday.

Fall crew season has begun. The team is preparing to go to races and certain boats are in the process of getting selected for the Head of the Charles. The team has weight lifting practices at the school and then they go to the Passaic River and do drills.

On the 9th the RHS Band journeyed to West Orange and participated in New Jersey Marching Band Directors Association (NJMBDA) and came in second. They are enjoying performing in football games and love the energy from the crowd. They feel that all their hard work is perfecting their performance. This weekend, the band has competition at Fairlawn.

All three acapella groups- maroon men, acabellas, and the rhapsodies- auditioned for the International Championship of High School A Cappella (ICHSA) last week. The maroon men sang *Good Old' Acapella*, the acabellas sang *Wings,* and the Rhapsodies sang *Always Be My Baby* and *Somebody That I Used to Know.*

New players are working on producing the Great Gatsby for a show in early November. They have started making the set, costumes, and running lines. They are meeting almost every day of the week to make sure their first show of the school year is the best that it can be.

All of the music ensembles (band, orchestra, and choir) are prepping for the holidays. They are rehearsing weekly after school and putting together a repertoire from a variety of composers for different holidays.

Asian Fest's first meeting of the new school year was on the 13th. They discussed dates for dress rehearsals and performances, expectations for practices, and signing up for performances.

Community Outreach held a bake sale after school on the 12th to raise money for the smile train- a foundation that helps kids with cleft palates.
On the 13th DECA had their first fun night. At fun nights, the club plays name games, musical chairs, and trivia games/kahoots. It's all about bonding and getting underclassmen involved. They have also started to select paper categories for the state level of competition and roleplay categories for districts in January. On another DECA-related note, the school store is fully functioning. The store currently sells apparel and snacks every day after school, during back-to-school nights, and even at football games.

The Civil Youth Corps is making plans to host the annual elder dinner for Thanksgiving. The elder dinner gives senior citizens in the Ridgewood Community an opportunity to eat Thanksgiving dinner with friends and make new friends, especially if their family lives far away. They are making plans for cooking food, music, etc.

Letter For Rose- a club that devotes time to sharing personal and heartfelt letters with the elderly, has started strong this year. The letters often contain pictures, personal stories, and even recipes relating to the writer. They had their first meeting and are planning to have a second letter drive in the next two weeks. At the first letter drive the club received over 160 letters with only 60 people in the club. Now, their club has grown to about 200 members.

C. National History Day

Ms. Corrina Moss-Keller, Media Specialist and Advisor to the National History Day Club at Ridgewood High School, introduced Isabel Lee, Isabella Harelick, Paul Nasr, Alice Zhang, four seniors who founded the club last year during the pandemic and researched, wrote, and filmed their first-ever documentary.
After successfully competing at the regional and state levels, the students advanced to the National Contest where they placed in the top 10 in the senior documentary category. Ms. Moss-Keller shared that this is an incredible accomplishment given that approximately 100,000 students participated at the national level, and it is a shining example of student-driven inquiry-based learning.
Before the students presented their research and experience, they showed a clip from their documentary titled *A Voice for the Oppressed: Sir Harold Evans and the Sunday Times Campaign*. The 2021 contest theme was Communication in History: The Key to Understanding.

V. That COMMENTS FROM THE PUBLIC

Mrs. Loving, wanted to make everyone aware during this election period of a ruling that was passed on January 7, 2019 regarding elected officials' use on social media. The fourth circuit of appeals ruled that the interactive portion of a public official's facebook page is a public forum. An official cannot block someone from it because of the opinions they hold. This ruling applies to all facebook accounts, including a personal account. Specifically if government business is being discussed and opinions are being offered on that page. If a Board trustee permits discussion of board of education matters on his personal facebook page no one can be blocked from that page and public comments cannot be deleted. When a public official blocks critics from the page because of their viewpoints he violates the

constitution. The right to criticize the government is at the heart of the first amendment. The court specifically recognized blocking as infringing on that right, noting that blocking someone in order to silence criticism of government work or of a government official is itself evidence of government action. Ridgewood was unfortunately besmirched a few years ago when a village council member, Jeffrey Voight was doing this blocking to various members of the public facebook page on which he was facilitating discussions of village council business. The newspaper got a hold of the story and it was a mess. She is sure that President Lembo will like to be certain that none of the Board of Education members are doing so.

Janet Reilly 487 Dorchester Road, she came to the board of ed on september 18 about a month ago, with what she thought was a reasonable request to take her kids outside more often, implement cdc guidance that states children should be outside as much as possible and proper ventilation in classrooms. Over a month later, her kindergartener has eaten lunch Inside every single day this year. He has never gone out for lunch, he has never even gone outside for pE. When she asked that he go out for PE, she was told it is a districtwide policy that kindergartners cannot go out for PE in case they have to go to the bathroom. Her 3rd grader has eaten lunch in the classroom 5 out of the 6 weeks since school began. Dr. Gorman at the meeting 2 weeks, when Mr. Kaufman asked you about air filters in classrooms, you said that kids have masks on all day in those classrooms. That is not true. And she would like him to show consideration that although has bought filters for cafeterias, gyms, a large number of classrooms serve as cafeterias in the elementary schools. Her Kindergartner will eat lunch in his classroom everyday for the rest of this year. The discussion two weeks ago, when Mr. Kaufman brought it up, Board of Trustees made comments that air filters don't work, that they're only for peace of mind. That is not correct. At the candidates debate, one Board of Ed Trustee stated that nyc had filters installed before vaccines were available so its not comparable to Ridgewood. That is not correct. They were installed in August 2021, Paramus installed hepa filters in every classroom this past summer. She asks that they please consider to take children outside more often, getting better ventilation in classrooms, opening windows, simple things and get air purifiers in classrooms where children are eating every single day, twice per day . she does not see any of those items on the agenda and would like to see them discussing them. She was disappointed to see that Ridgewood dropped the ball on COVID preparation, it seems to be a lack of care for the health and safety of the children.

Ms. Avani, she has been speaking at every board meeting for the last month and a half, advocating for the same items that Dr. Reilly is advocating for and she is disappointed that none of these items are on the agenda for discussion, if not a resolution. It is disappointing for the sake of listening to the community. She stated what already talked about, the idea of outdoor lunch especially in the fall, in the elementary grades there are 60 -200 kids eating simultaneously. Many neighboring districts have instituted outdoor lunch, they have planned out the logistics and invested in things like tents. She drove by FairLawn and saw their structure set up. What is the real reason that RPS cannot do this. There are no Hepa filters in our classrooms, children spend 4-5 hours a day in close proximity. We know NYC has these filters, and things like they are not effective or put in place before the vaccine are not effective arguments. HEPA filters are in the board of ed offices and presumably most people are vaccinated. We know they work and are a reasonable safety measure. She wants have the hepa filters considered since they are un-invasive structures put in the classrooms over

things like a UV light which as parent she does not feel comfortable with UV lights on her children all day long. Some of the responses they are hearing go against the science, common sense standard that are set by the CDC and ignore the ventilation deficiencies in our schools. Last minute it was said that this would be looked into. State regulations require school staff to be vaccinated or have weekly testing. To date the BOE has not been unable to provide an accurate viable vaccination status number for all of our staff. The only data that they have been able to collect is by a voluntary survey where you only received responses for 60-70% of staff. Why are you not requiring a response? She wants a better understanding on where we stand on this.

VI. SUPERINTENDENT REPORT

Dr. Gorman remarked that we are more than halfway through the first quarter and great things are taking place in the areas of academics, athletics, arts, and activities. At last week's Friday Night Lights, well over 2,500 people attended the football game against Paramus. Last weekend was also Alumni Weekend filled with events and reunions.

Professional Development Day was held on Monday, October 11. Administrators and professional staff presented a variety of workshops on topics related to the strategic plan, assessment, DEI, and more. Workshops were also held for secretaries and support staff.

Start Strong Assessments were administered at the schools over the last two weeks.

COVID testing by Wellcare will be held this Wednesday, October 20 from 3:00 - 6:00 p.m. at Benjamin Franklin Middle School. Testing events are free and open to students and will be held at least once per week depending upon the demand.

Ninety-six percent of the faculty and staff are vaccinated, we have about 36 people who are not. The CALI index for the region has been steadily declining, and the district is seeing an average of one COVID case per day. with no in-school transmission.

We have the HEPA filters in the nurses offices, gyms and the cafeterias. Another shipment came today, we are starting in the elementary schools and moving up. We are discussing putting them in other areas such as the music rooms and band rooms where students would be removing their masks. The lunches have been on a rotation, students are in the lunchroom as well as outside and are getting outdoor exposure after they eat their lunch. The younger students are asked to stay inside since it is more difficult for them to navigate their lunches. They go outside for their recess.

VII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspension and Harassments, Intimidation, and Bullying (HIB) Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB that have occurred since the last Board meeting.

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. <u>Approval: Field Trips</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment B.**

ii. <u>Approval: Ridgewood High School Field Trips for the Child Development Course and Tomorrow's Teachers during the 2021-2022 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips for the Child Development Course and Tomorrow's Teachers to Ridgewood Elementary and Middle Schools for the purpose of coursework during the 2021-2022 school year. Transportation used will be the small district bus.

The Board has received background information.

Ms. Kwak moved approval of C. Curriculum & Instruction.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Brogan pointed out the RIdgewood High School field trips for a child development course, Tomorrow's Teachers which is a new class this year and she is excited to see how it works out. The students will get to volunteer to work in the schools with students and it is great for students to explore that. She sees this as an academy type program with AP research at the end.

Dr. Gorman presented for consideration D. Human Resources.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teacher

Revision: CHUA, Kelly - Leave of Absence Replacement Learning Disabilities Teacher-Consultant (non-tenure track), Hawes Elementary School, **from** effective September 27, 2021, or as soon after as possible, through May 17, 2022, approved by the Board at its meeting on September 13, 2021, **to** effective October 8, 2021, or as soon after as possible, through May 17, 2022, pending verification of employment as outlined by Chapter 5. Ms. Chua possesses a NJDOE Standard Learning Disabilities Teacher-Consultant Certification.

Salary: $61,642
Cl. BA, St. 1

Account # 11-000-219-104-00-02-019-000

Field Placements

CHECINSKI, Renee - Kean University, Clinical Observation with Elianne Alexander, Speech Language Specialist, Hawes Elementary School, effective October 19, 2021.

HAMEL-DAVIS, Beatrice - McGill University, Student Teacher Placement with John Luckenbill, Music Teacher, Ridgewood High School, effective February 21, 2022 through April 15, 2022.

Classroom Aides

DePEOLA, Rachel - Lunchroom Aide, Orchard Elementary School, effective October 19, 2021, or as soon after as possible, through June 22, 2022, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-03-003-001

Revision: Employee ID #7804* - **from** Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17, approved by the Board at its meeting on October 4, 2021, **to** Applied Behavior Analyst Aide (ABA), Somerville Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, 5.75 hours per day, 5

days per week, at an hourly rate of $21.23.

Account # 11-000-217-106-00-05-024-001

MAKDESI, Rim - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective October 19, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-01-024-001

Infant/Toddler Development Center

HANLON, Emma - High School/College Aide, effective October 19, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

Permanent Substitutes for the 2021-2022 School Year, effective October 19, 2021, to be funded by American Rescue Plan ESSER III funds

Hawes Elementary School

- **Muzilla, Amy**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 20-487-100-101-00-02-002-001

Orchard Elementary School

- **Fullam, Aretoula**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 20-487-100-101-00-03-003-001

Ridge Elementary School

- **Ferguson Ezra**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 20-487-100-101-00-04-004-001

Willard Elementary School

- **Raymond, Maureen**, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account # 20-487-100-101-00-07-007-001

Additional: Ridgewood Community School Employees - Fall Semester 2021

Adult Education

- **Christopher, Susan**
- **Dishuk, Jeanette**
- **Michels, James**

Account # 13-602-100-101-00-60-060-001

***Related to staff member**

RHS Volunteer Coaches

Boys Basketball

- **Aday, Douglas**
- **DelBuono, Joseph**
- **Kirtane, Anirudh**

Girls Basketball

- **Mende, Allison**
- **Mitola, Candace**
- **Roth, Al**

Wrestling

- **Hayes, Kenneth**
- **Germany, John**

ii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

ADAY, Douglas - **from** 1.0 FTE Special Education (Social Studies) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Social Studies) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**.

From: $98,650 ($93,667 + $300 CP + $4,683 ratio)
Cl. MA+45, St. 13
To: $118,320 ($112,400 + $300 CP + $5,620 ratio)
Cl. MA+45, St. 13

Account # 11-213-100-101-00-10-019-000

DRISCOLL, Samantha - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**.

From: $78,717 ($78,417 + $300 CP)

Cl. MA, St. 8
To: $94,400 ($94,100 + $300 CP)
Cl. MA, St. 8

Account # 11-213-100-101-00-10-019-000

HOOGERHYDE, Michael - **from** 1.0 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**.

From: $111,612 ($111,312 + $300 CP)
Cl. MA+30, St. 18
To: $133,874 ($133,574 + $300 CP)
Cl. MA+30, St. 18

Account # 11-213-100-101-00-10-019-000

MINICHINI, Gina - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**.

From: $69,742
Cl. MA, St. 3
To: $83,690
Cl. MA, St. 3

Account # 11-213-100-101-00-10-019-000

PIELKA, Susan - **from** One-to-One Special Education Classroom Aide, Somerville Elementary School, 5.75 hours per day, 5 days per week, **to** Permanent Substitute, Somerville Elementary School, 5.75 hours per day, 5 days per week, effective October 19, 2021 through June 22, 2022, to be funded by American Rescue Plan ESSER III funds.

From: $17.50 per hour
To: $24.35 per hour

Account # 20-487-100-101-00-05-005-001

REILLY, Nancy - **from** 1.0 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**.

From: $106,482 ($104,982 + $1,500 Longevity)
Cl. MA, St. 18
To: $127,478 ($125,978 + $1,500 Longevity)
Cl. MA, St. 18

Account # 11-213-100-101-00-10-019-000

Infant/Toddler Development Center

NAVARRO, Josefhine - **from** High School/College Aide, **to** Teacher Assistant - Step I, effective October 19, 2021 through June 30, 2022, 8 hours per day, 5 days per week.

From: $12.00 per hour
To: $15.00 per hour

Account # 62-990-100-106-00-62-060-001

iii. Resignation

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation listed below.

Teacher

BRAUN, Alexandra - Science Teacher, Ridgewood High School, effective October 7, 2021.

iv Rescind Appointment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rescinding of the appointment of the employee listed below.

Classroom Aide

GRANSKI, Danielle - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective October 5, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

v. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absence, as listed below.

LEONARD, Mark – Special Education (Collaborative) Teacher, Benjamin Franklin Middle School, effective January 3, 2022 through March 25, 2022 with a reinstatement date of March 28, 2022, using sick days in accordance with the REA/board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vi. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as

listed below.

Hawes Elementary School

Lunch Time Supervision, to be funded by American Rescue Plan ESSER III funds

- **Enright, Susan**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 20-487-262-107-00-02-002-001

Benjamin Franklin Middle School

Revision: 2021-2022 Student Club Activity Advisors, approved by the Board at its meeting on September 20, 2021

Crystal Club

Remove: **Clarke, Noreen**
Replace: **Briggs, Amy**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account # 11-401-100-101-00-08-008-001

Additional: Intramural Activities for the 2021-2022 School Year

- Girls Volleyball, Boys Volleyball, Track, Weight Lifting, Open Gym, not to exceed a total of 300 hours, each to receive an hourly rate of $40.17 ($12,000) Advisors: **Skettini, Kelly**

Account # 11-401-100-101-00-08-008-001

George Washington Middle School

A.M. Cafeteria Supervision - October 13, 2021 through June 22, 2022

- **Schoenberger, Gerald**, not to exceed .50 hours per day, at an hourly rate of $24.35.

Account # 11-000-262-107-00-09-009-001

Ridgewood High School

Revision: Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year, (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2021-22 BA Maximum of $93,592), approved by the Board at its meeting on September 20, 2021.

Marching Band, Twirler

Remove: **Sanchez, Jennifer**
Replace: **Wederfoort, Kimberly**, Category 4, for a total Stipend of $1,966.

Account #11-401-100-101-00-10-010-001

RISe and STEPSS Chaperones, each not to exceed 20 hours, each at an hourly rate of $40.17 ($2,410.20)

- **Aday, Douglas**
- **Gorman, Michelle**
- **Kilcullen, Michael**

Account # 11-212-100-101-00-10-010-001

RISe and STEPSS Chaperones, each not to exceed 20 hours, each at an hourly rate of $21.23 ($1,273.80)

- **Crabbe, Joseph**
- **Eitner, Valeri**
- **Shovlin, Emily**

Account # 11-212-100-101-00-10-010-001

Professional Development Days - October 11, 2021, November 3, 2021, and May 2, 2022

- **Clark, Kelly**, not to exceed 4.5 hours, at an hourly rate of $62.39 ($842.27).
- **DiBrita, Christine**, not to exceed 3.75 hours , at an hourly rate of $46.16 ($519.30).
- **Fink, Gary**, not to exceed 6 hours, at an hourly rate of $44.93 ($808.74).
- **Holand, Larry**, not to exceed 2.25 hours, at an hourly rate of $62.39 ($421.13).

Account # 11-140-100-101-00-10-010-001

Additional: PSAT PROCTOR

- **Braden, John**

Account # 11-000-218-104-00-10-010-001

Special Programs

- **Crabbe, Joseph**, Applied Behavior Analyst Aide (ABA), Ridgewood High School, to provide support for special education students RISe extracurricular activities after school, not to exceed 92 hours, at an hourly rate of $21.23 ($1,953.16).

Account # 11-212-100-101-00-10-024-001

- **Eitner, Valeri**, Applied Behavior Analyst Aide (ABA), Ridgewood High School, to provide support for special education students RISe extracurricular activities after school, not to exceed 92 hours, at an hourly rate of $21.23 ($1,953.16).

Account # 11-212-100-101-00-10-024-001

- **Shovlin, Emily**, Applied Behavior Analyst Aide (ABA), Ridgewood High School, to provide support for special education students RISe extracurricular activities after school, not to exceed 92 hours, at an hourly rate of $21.23 ($1,953.16).

Account # 11-212-100-101-00-10-024-001

Handle With Care - October 11, 2021

- **Wahler, Nicole**, not to exceed 3 hours, at an hourly rate of $21.23 ($63.69).

Account # 11-000-217-106-00-24-024-001

Handle With Care Training & Rethink Training - October 11, 2021

- **Employee #7804**, not to exceed 4.50 hours, at an hourly rate of $21.23 ($95.54).
- **Mooney, Elizabeth**, not to exceed 4.50 hours, at an hourly rate of $20.17 ($90.77).
- **Murphy, Maria**, not to exceed 4.50 hours, at an hourly rate of $20.17 ($90.77).

Account # 11-000-217-106-00-24-024-001

Handle With Care/De-Escalation Training - October 11, 2021

- **Coughlin, Wendy**, not to exceed 45 minutes, at an hourly rate of $17.50 ($13.13).
- **Levanti, Stamatina**, not to exceed 4.75 hours, at an hourly rate of $17.50 ($83.13).
- **Schierloh, Lauren**, not to exceed 45 minutes, at an hourly rate of $17.50 ($13.13).

Account # 11-000-217-106-00-24-024-001

Additional Secretarial Hours

- **Kowalczyk, Patricia**, not to exceed 15 hours, at an hourly rate of $38.58 ($578.70).
- **Moyer, Pamela**, not to exceed 15 hours, at an hourly rate of $31.90 ($478.50).

Account # 11-000-219-10-00-24-024-001

ABA Training Completed and Certified – hourly rates from $20.17 to $21.23, effective October 11, 2021

- **Hiller, Ari**

Curriculum, Instruction & Assessment

Technology Support for Community Presentation Regarding Alternative Schedules

- **DeRoche, Andrew**, not to exceed 5 hours, at an hourly rate of $27.78 ($41.67 time and a half not to exceed $208.35).

Account # 11-000-230-104-00-45-045-001

- **Enmore, Jaeson**, not to exceed 5 hours, at an hourly rate of $53.07 ($79.60 time and a half not to exceed $398).

Account # 11-000-230-104-00-45-045-001

Information Technology Department

Student Worker

- **Pizzuto, Aiden** - Information Technology Department Student Worker, effective October 19, 2021, through December 31, 2021, to be paid at the minimum wage of $12.00 for 45 hours ($540) and effective January 1, 2022, through June 30, 2022, to be paid at the minimum wage of $13.00 for 110 hours ($1,430) for a Grand Total of 155 hours ($1,970).

Account # 11-000-221-110-08-31-031-001

vii. Revision of Account Numbers Approved at the October 4, 2021 Agenda

BARTOLI, Karen
From: Account # 11-212-100-106-00-08-024-001
To: Account #11-000-217-106-00-08-024-001

HINOJOSA, Luisa
From: Account #11-212-100-106-00-10-024-001
To: Account #11-000-217-106-00-10-024-001

MALUENDA, Mellany
From: Account #11-212-100-106-00-02-024-001
To: Account #11-000-217-106-00-02-024-001

SPADACCINI, Ann
From: Account #11-212-100-106-00-08-024-001
To: Account #11-000-217-106-00-08-024-001

vii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Albanese, Noelle; Beyer, James; Brown, Maryanne; Canone, Camille; Kelly, Theresa; Nuzzo, Laura; Rice, Emily; Shahidi, Terry Jo; Taschayyodi, Sahar; and **White, Donald**

Nurse: Canone, Camille

Mr. Lembo moved approval of D. Human Resources.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented E. Finance for consideration. Asked the board if they would like to pull September financials since they received the information from the Treasurer late this afternoon.

Ms. Kwak asked to pull for discussion items iii. and iv.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
RHS Student Activity Account	$248.72	To be used to purchase workbooks for AP Latin Students.	20-030-100-610-00-10-010-030
RHS Home and School Association	$10,367.75	To be used to pay for the school barbecue.	20-025-200-890-00-10-010-001
Thomas Edison Foundation	$300 (gift in kind)	A gift in kind of a 3D printer and filament.	N/A
Scholarship America	$1,000	To be used for professional development activities, in-service training, leadership	20-066-100-320-00-10-010-001

		activities or student field trips at Ridgewood High School.	
Somerville Home and School Association	$1,800 (gift in kind)	A gift of books to enhance the Somerville library.	N/A
Ridgewood Alumni Association	$200,000	To be used for improvements to the existing TV production studio and ongoing improvements within the Duffield STEAM Initiative.	20-057-100-731-00-10-010-001

ii. <u>Approval: Secretary's Line Item Certification</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **August and September 2021**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

iv. <u>Approval: Budget Appropriation Transfers</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **August and September 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

v. <u>Approval: Agreement with Midtown Bridge, LLC, d/b/a Ice House</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an agreement with Midtown Bridge, LLC, d/b/a Ice House, Hackensack, NJ, for scheduled rink usage from November 8, 2021 through February 25, 2022 in the amount of $38,200 for High School Hockey.

The Board has received background information.

vi. Approval: Disposal of Equipment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of furniture. These items are no longer needed.

Ed Center

- 9 gray file cabinets that are 18"w x 26"d x 52"h
- 2 gray file cabinets that are 18"w x 26"d x 26"h

George Washington Middle School

- 1 9500HR Life Cycle stationary bike
- 1 Cybex 800 Step machine
- 1 Motion Fitness Step machine

vii. Approval: Submission of The School Security Grant Application

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the amended submission that was originally approved at the November 2, 2020 Board of Education Meeting for the Securing Our Children's Future Bond Act School Security Grant application. The District's allocation of funds from the 2020 budget was $323,215. Board approval is effective October 12, 2021. The District had the available funds in the 2020 Budget in case the costs exceeded the grant allowance.

A second Board approval is required to accept the award and submit for reimbursement.

iv. Approval: Submission of Preschool and Charter School Security Compliance Grant Application

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the Preschool and Charter School Security Compliance Grant application. The District's allocation of funds is $1,650.

v. Approval: Submission of the Comprehensive Maintenance Plan and M-1 Form

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution for submission of the Comprehensive Maintenance Plan and M1 Form, as shown on **Attachment C.**

Whereas, the Department of Education requires New Jersey school districts to submit three-year maintenance plans documenting "required" maintenance activities for each of its public school facilities, and

Whereas, the required maintenance activities as listed in the attached document for the various school facilities of the Board of Education of the Village of Ridgewood are consistent with these requirements, and

Whereas, all past and planned activities are reasonable to keep school facilities open and safe for use or in their original condition and to keep their system warranties valid,

Now Therefore, Be It Resolved, that the Ridgewood Board of Education hereby authorizes the Business Administrator/Board Secretary to submit the attached Comprehensive Maintenance Plan and M-1 Form for the Ridgewood Public School District.

Mr. Lembo moved approval of E. Finance with the exception of iii. and iv.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Mr. Lembo read the donations into record and thanked the responsible parties.

Ms. Kwak asked what the difference is between a transfer and an adjustment.

Mr. Bisig explained that an adjustment is done from the original budget to make a change in the budget afterwards based upon whats going on with that particular fund or a line item. A transfer is when you move funds from one place to another within the budget.

Ms. Kwak asked once we reconcile at the end of the year, do the adjustments become transfers or would that come to the board for a decision?

Mr. Bisig replied that once the audit is completed, any recommendations discussed by the auditor will be discussed by the board during the briefing of the audit and at that time the board can decide what they want to do transferwise.

Ms. Kwak asked if there is there a time frame of acceptance of these reports. Since they received September late, is it possible to just approve August.

Mr. Bisig said yes, you can table September and move to November.

Mr. Lembo made a motion to accept iii. for August and table September reports.
Ms. Kwak seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

iii. <u>Approval: Acceptance of the Board Secretary and Treasurer Report</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **August 2021;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting

Mr. Lembo made a motion to accept iv. for August and table September reports. Ms. Kwak seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

iv. <u>Approval: Budget Appropriation Transfers</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **August 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

VIII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA Dr. Gorman

A. None at this time.

IX. APPROVAL OF BILLS Mr. Lembo

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Sept 29	Columbia Bank On-Line	103323-103374	109,157.76	Ms. Brogan
Oct 1	Columbia Bank On-Line	103375	80,319.09	Ms. Brogan
Oct 7	Columbia Bank On-Line	103376-103505	927,657.80	Ms. Brogan
Oct 11	Columbia Bank On-Line	103506-103579	523,396.28	Ms. Brogan
Sept 15	Payroll Transfer	P36868	3,233,926.77	Ms. Brogan
Sept 30	Payroll Transfer	P37023	3,315,605.84	Ms. Brogan
Sept 3	Electronic Transfer	R36866	430.99	Ms. Brogan
Sept 8	Electronic Transfer	R36867	6,850.59	Ms. Brogan
Sept 28	Electronic Transfer	H36811	2,162,650.88	Ms. Brogan
Oct 1	Electronic Transfer	H36864	1,115,114.06	Ms. Brogan
Oct 6	Electronic Transfer	L36869	87,742.82	Ms. Brogan

Oct 11	Food Service	620358-620359	104,986.75	Ms. Brogan
Sept 30	Void Electronic Transfer	L36700	(89,250.39)	Ms. Brogan
Sept 30	Columbia Bank Void Check	103369	(721.89)	Ms. Brogan
Oct 8	Columbia Bank Void Check	103276	(25.00)	Ms. Brogan
TOTAL			**11,577,842.35**	

Ms. Brogan moved approval of bills.
Mr. Kaufman seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

X. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan provided the Board with an article on later start times.

Ms. Brogan stated that there were some nice emails sent to Dr. Gorman regarding the Education Center being very organized and welcoming for the Candidates Forum sponsored by the League of Women Voters.

Dr. Gorman added that Andrew DeRoche and Jaeson Enmore from our IT Department seamlessly manage the technical aspects of Board of Education meetings and other streamed events.

XI. BOARD COMMITTEE REPORTS

Mr. Lembo stated the Finance Committee met with lengthy discussions on various things. Sometimes the facilities and finance committee lines are blurred so items will be shared with the entire board. The highlight was the update on the fields. The majority of the work will be covered by insurance, the Board did not have to withdraw anything from the maintenance reserves.

Mr. Kaufman stated that the Fields Committee met and discussed the Ridgewood Avenue bridge which has the main issue. The County is looking into doing some work there to help address flooding issues.

XII. DISCUSSION ITEMS

A. New Policies/Regulations and Revisions to Policies/Regulations as listed below and in **Attachment D:**

New:

- ➢ Policy and Regulation 5460.02 Bridge Year Pilot Program

- Policy 6115.01 Federal Awards/Funds Internal Controls - Allowability of Costs
- Policy 6115.02 Federal Awards/Funds Internal Controls - Mandatory Disclosures
- Policy 6115.03 Federal Awards/Funds Internal Controls - Conflict of Interest

Revised:

- Policy 0131 Bylaws, Policies and Regulations
- Policy 2560 Live Animals in School
- Policy and Regulation 3142 Nonrenewal of Nontenured Teaching Staff Member
- Policy and Regulation 3221 Evaluation of Teacher
- Policy and Regulation 3222 Evaluation of Teaching Staff Members, Excluding Teachers and Administrators
- Policy and Regulation 3223 Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principal
- Policy and Regulation 3224 Evaluation of Principals, Vice Principals, and Assistant Principals
- Policy and Regulation 4146 Nonrenewal of Nontenured Support Staff Members
- Policy 2422 Comprehensive Health and Physical Education
- Policy 2467 Surrogate Parents and Resource Family Parents
- Policy 5116 Education of Homeless Children
- Policy and Regulation 7432 Eye Protection
- Policy 8420 Emergency and Crisis Situations
- Regulation 8420.1 Fire and Fire Drills
- Policy 8540 School Nutrition Program
- Policy 6311 Contracts for Goods or Services Funded by Federal Grants

Abolished:

- Policy 1649 Federal Families First Coronavirus (COVID-19) Response Act
- Policy 5114 Children Displaced by Domestic Violence
- Policy 8810 Religious Holidays

Ms. Brogan questioned edits to Policy 0131 because they do not look like Strauss Esmay edits. What is driving the change? For the most part, regulations are an Administrative responsibility.

Mr. Lembo stated that the change came from Strauss Esmay and not something that the Board did.

Ms. Brogan added that from School boards they indicate that the superintendent evaluates and assesses how policies are being implemented keeping aware which are working well, those which need changing. It is really about the Superintendent making those changes and she is wondering where that was coming from.

Mr. Dani added that for policy 0131 is basically whatever the boilerplate policy was, they revised it and it is part of alert 223 from Strauss Esmay and it is across all school districts. They have not made any specific change.

Ms. Brogan requested to see the write-up from Strauss Esmay, and some examples from Strauss Esmay of when the Board needs to make the regulations.

B. Finalized BOE and District Goals

➢ Goals as listed in **Attachment E.**

Dr. Gorman stated that the finalized goals will be posted on the website this week.

Mr. Lembo stated that two of the Board members completed the board evaluation from last year, two board members have started it and one that still needs to start it. He will call to discuss with Matt Lee from the School Boards.

Mr. Kaufman stated that he knows the Boards consensus but he is still concerned about the HEPA filters in the elementary schools, they all have different data they are using, but one thing he thinks is important when the board has conflicted opinions, usually the community weighs in on both sides. He has yet to talk to anyone in the community that isn't for HEPA filters at the very least at the elementary schools, that will address covid and other allergens.

Mr. Lembo stated that the Finance Committee recently discussed the costs since there are alot of classrooms. Mr. Lembo, Ms. Kwak, Dr. Gorman and Mr. Bisig talked in the finance committee about more filters in rooms where masked are removed including the choir rooms, band rooms, and classrooms where children eat lunch. They authorized those classrooms to get filters. Right now there is a significant cost involved with every room getting these machines. There are filter costs, changing them and alot down the road, but while we're wearing masks that is helping and they do recognize that and are trying to get as many rooms were children are removing masks. We want to get them as quick as possible, we are still ahead of the game, but trying to get there.

Mr. Kaufman stated he did some math and if we put them in every classroom it would be about $360,000.

Mr. Lembo confirmed yes, initially.

Mr. Kaufman asked Dr. Gorman for a comparative of our n numbers from last year to this year at the next meeting. If the numbers are going down, that's great.

He added that it was brought up at the League of Women Voters candidate night and is questioning if there is a dress code that we enforce.

Dr. Gorman stated yes, each of the schools has a dress code that is on the website and in the handbooks.

XIII. ACCEPTANCE OF MINUTES

- August 30, 2021 Regular Public Meeting
- September 13, 2021 Regular Public Meeting
- September 20, 2021 Regular Public Meeting
- October 4, 2021 Executive Session
- October 4, 2021 Regular Public Meeting

Ms. Kwak requested to table October 4, 2021 Executive Session Minutes.

Ms. Brogan moved acceptance of minutes, except October 4, 2021 Executive Session

Minutes.
Mr. Kaufman seconded the motion, which was unanimously approved.

XIV. OTHER BUSINESS

None at this time.

XV. COMMENTS FROM THE PUBLIC

Janet Reilly, 487 Dorchester Road, In response to the question about cases, the schools have had 64 cases this year as per the covid dashboard. Dashboard from last year is no longer available, but there was an article published November 5th where Ridgewood PUblic Schools had reported 11 cases in September and October 2020. That is 11 cases by November 2020 versus 64. She differs with Dr. Gorman who stated there is one case per day. Last week there was one per day, but some weeks have had more. Asked Mr. Lembo for clarification on where the filters are going because he made it sound that there was a discussion that filters would be going to classrooms where children are eating lunch and that is not her understanding after having listened to all these board meetings. It does not sound that you purchased enough filters to be going to classrooms. At Hawes, Kindergarteners eat lunch in their classroom every day and will eat lunch in their classroom for the rest of the year. 3-4 grade switch eating in their classroom monthly. Those are 8 classrooms being used daily or every other day for lunch in their classroom. Wants clarification on filters being ordered, timeline and when they will be in place. Her understanding from these meetings is that they have not been considered. You've ordered for cafeterias, gyms and nurses office and some extras that Dr. Gorman keeps referring to going to music rooms. She criticizes the district for having failed to plan and for having failed to communicate to schools the importance of getting the children outdoors more often.

Laurie Weber, 235 South Irving Street, reiterated what Dr. Reilly touched upon in her comment. It sounded like Mr. Lembo said that the board had approved hepa filters for all classrooms where children are eating. When the $340,000 cost was mentioned for all hepa filters for all classrooms, there are additional costs to running them. She thinks that those costs are significant to consider because if you buy them and are not able to operate them there is a problem. She sympathizes with the parents who are worrying. It is a terrible time to send children out tot the world and ensure they are safe. She suggested that you are clearer to these parents, that perhaps there is some portion of the district website update the information about what has been ordered and giving more information on the cost of the hepa filters. She is not trying to criticize what the board is doing because she can't fully explain exactly what the board is doing. She is suggesting that you give more complete, direct information and make it available to the community so they understand what the plan is, so the same couple of parents don't have to come to these meetings asking the same questions and asking for discussion. It sounds like you know the answers, but the community does not know the answers.

XVI. ADJOURNMENT

At 8:22 p.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

October 18, 2021

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Stacie Poesltra	TMI Education Leadership Co-op TMI Education, NJ Virtual 10/20/21	Professional Development	$249.00	0
Candace Mitola	Basic Life Support Recertification Course Lifesavers, Inc., NJ Fairfield, NJ 10/22/21	Professional Development	$65.00	0
David Pfeiffer	Mindfulness and Social-Emotional Learning for Educators and Students in the K-5th Grade Classroom Course Zensational Kids, NJ Virtual 10/26/21	Professional Development	$299.00	0
Laurie Pisani	Mindfulness and Social-Emotional Learning for Educators and Students in the K-5th Grade Classroom Course Zensational Kids, NJ Virtual 10/26/21	Professional Development	$299.00	1
Lindsay Rubin	Mindfulness and Social-Emotional Learning for Educators and Students in the K-5th Grade Classroom Course Zensational Kids, NJ	Professional Development	$299.00	1

	Virtual 10/26/21			
Scott Bisig	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.24	0
Julie Yohana	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Jaime Rosado	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Saurabh Dani	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Sheila Brogan	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0

Cristopher Kaufman	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Hyunju Kwak	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Michael Lembo	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Lucy Papamichael	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Thomas Gorman	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Stacie Poesltra	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0

Ojetta Townes	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Serhiy Morhun	NJSBA Virtual Workshop Conference 2021 New Jersey School Board Association, NJ Virtual 10/26/21 - 10/28/21	Professional Development	$69.23	0
Lorna Oates-Santos	Advancing Individual Leadership Development TMI Virtual Self Paced	Professional Development	$249.00	0
Jeffrey Haas	New Jersey State Jazz Conference New Jersey Association for Jazz Education (NJAJE), NJ Newark, NJ 11/12/21	Professional Development	$88.65	0
Christina Jannone	Basic Life Support Instructor Lifesavers, Inc., NJ Fairfield, NJ 11/19/21	Professional Development	$325.00	0
Stacy Giardino	Self & Match Intro Training Self & Match, CA Virtual 12/3/21 and 5/20/21	Professional Development	0	0
George Marge	Language Processing Disorder: What it is and how to treat it Bureau of Education and Research, WA	Professional Development	0	0

ATTACHMENT B

FIELD TRIPS FOR APPROVAL

October 18, 2021

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
10/27/21	RHS	20 Hudson Yards, NY, NY	24 Environmental Science Students	4	0	$0.00	$0.00	No	Yes
10/30/21	RHS	New Jersey School Debate Assoc., Phillipsburg HS, NJ	25 Speech and Debate Students	1	0	$0.00	$2381.96 (bus)	Yes	Yes
11/2/21	GW and BF	The Daily Treat, Ridgewood, NJ	10 Students for Social Psych Meet and Greet	5	0	$0.00	0	No	Yes
11/20/21	RHS	The Other Tales Escape Rooms, Hawthorne, NJ	14 Students	1	0	$0.00	0	No	Yes
11/20/21	RHS	Randolph HS, Randolph, NJ	26 Speech and Debate Students	1	0	$0.00	$800 (bus)	Yes	Yes
1/8/22	RHS	Hunterdon Central Speech and Debate Tournament, Flemington, NJ	26 Speech and Debate Students	1	0	$0.00	$800 (bus)	Yes	Yes
1/13/22	Ridge	Buehler Science Center, Paramus, NJ	35 5th Grade Students	4	1 - 1/2 day 1/13/21	$57.50	$500 (bus) and $57.50 (sub)	Yes	Yes
1/15/22	RHS	Freehold Tsp. HS Speech & Debate Tourn., Freehold, NJ	26 Speech and Debate Students	1	0	$0.00	$800 (bus)	Yes	Yes
1/29/22	RHS	Ridge HS Debates, Basking Ridge, NJ	26 Speech and Debate Students	1	0	$0.00	$800 (bus)	Yes	Yes

OVERNIGHT FIELD TRIPS - PAID

Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
12/1/21 - 12/4/21	RHS	RunningLane Cross Country Championships, Huntsville, AL	7 Cross Country Members	2	0	$0	0	$0	$320 (driver)	Yes	Yes
3/23/22 - 3/27/22	RHS	Jackie Robinson Event Training Complex - Vero Beach, FL	28 Varsity Baseball Players	6	0	$0	0	$0	$0	Yes	Yes

NJ DEPARTMENT OF EDUCATION
SCHOOL FACILITIES

Form M-1

Annual Maintenance Budget Amount Worksheet Per N.J.A.C. 6A:26A

County	**Bergen**	**Current Area Cost Allowance per SF**	**$ 143.00**
District Name	**Ridgewood**	**District contact name**	Scott T. Bisig
District Number	**4390**	**District contact phone**	201-670-2700 Ext10503
Filing Date	**10/18/2021**	**District contact e-mail**	sbisig@ridgewood.k12.nj.us

A	B	C	D	E	F	G
School Facility Name	**School Number**	**Gross Building Area (GSF)**	**Building Replacement Value**	**Prior Years Actual & Current Year Budgeted expenditure (See Detailed Sheet)**	**Min. Annual Target Expenditure for FY**	**Anticipated Budget for FY**
					21-22	**22-23**
Ridgewood High School	050	248,286	$ 35,504,898	$ 4,159,161	$ 71,010	$ 239,700
Benjamin Franklin Middle School	060	190,400	$ 27,227,200	$ 2,376,358	$ 54,454	$ 80,580
George Washington Middle School	070	124,600	$ 17,817,800	$ 1,906,698	$ 35,636	$ 114,240
Glen School	080	27,300	$ 3,903,900	$ 428,905	$ 7,808	$ 20,400
Hawes Elementary School	085	39,765	$ 5,686,395	$ 732,279	$ 11,373	$ 61,200
Ridge Elementary School	090	47,420	$ 6,781,060	$ 629,961	$ 13,562	$ 38,760
Somerville Elementary School	100	68,000	$ 9,724,000	$ 1,230,874	$ 19,448	$ 59,160
Travell Elementary School	110	45,800	$ 6,549,400	$ 788,081	$ 13,099	$ 38,760
Orchard Elementary School	120	38,500	$ 5,505,500	$ 801,705	$ 11,011	$ 39,780
Willard Elementary School	130	50,500	$ 7,221,500	$ 1,097,019	$ 14,443	$ 91,800
Education Center	999	32,640	$ 4,667,520	$ 567,246	$ 9,335	$ 24,480
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District Total		913,211	$ 130,589,173	$ 14,718,289		
Min. Required amount for FY	**21/22**				$ 261,178	
Anticipated Budget amount for FY	**22/23**					$ 808,860

Max. Maintenance Reserve Amount (4% of column D)	$ 5,223,567
Current District Maintenance Reserve Amount	$ 765,548

Prepared by:

District School Business Administrator *Print* Scott T. Bisig **Date** 10/18/2021

Sign

Ridgewood Board of Education
County Code 03 District Code 4390 Comprehensive Maintenance Plan
FY21 Actual, FY22 Budget, FY23 Planned

School Name	FY21 Actual	FY22 Budget	FY23 Planned
Glen Elementary School	$40,238	$20,000	$21,000
	Localized repairs, pointing, water proofing.Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys,.Refinish gym floor, Flooring, Speaker Repairs, Clock Repairs, Pest control, Filtered Bottle Stations, Auto Flushers, Auto Faucets, Exit Signs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, · Annual service and Inspection of all sys., Pest Control, Flooring, Asbestos abatement,	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves. seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. , Pest Control, Boiler repairs, asbestos abatement, flooring, lighting, ceilings, window/blinds repairs
Hawes Elementary School	$82,920	$60,000	$63,950
	Localized repairs, pointing, water proofing. Repair, replace frames. sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys., Clock Repairs, Pest Control, Boiler/heating Repairs, Auto Flushers, Auto Faucets, Exit Signs	Localized repairs, pointing, water proofing. Repair, replace frames. sash. caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys., Pest Control, roof repairs, gym door swipe card unit, Nurse's office repairs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys., Pest Control, window repairs, roof repairs, A/C Replacements
Orchard Elementary School	$38,897	$39,000	$39,780
	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys., Roof Repairs, Boiler/heating Repairs, Pest Control,Flooring, Clock Repairs, Auto Flushers, Auto Faucets, Exit Signs, Replace ceiling tiles in lobby	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. , Pest Control, main office flooring, lighting in main hallway, Sand/stain doors MPR and benches	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys., Pest Control, flooring, asbestos abatement
Ridge Elementary School	$48,077	$38,000	$40,950
	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Flooring, Ceiling Repairs, Pest Control, Clock Repairs,Roof Repairs, Main office repairs,Exit Signs, Auto Flushers, Auto Faucets	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. , Pest Control, flooring, asbestos abatement, conference room celing and lighting, front office ceiling and lighting.	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys.,Pest Control,Asbestos Abatement. window repairs, flooring, boiler repairs. lighting, ceilings
Somerville Elementary School	$98,178	$58,000	$60,900
	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys., Flooring, Ceiling Repairs, Pest Control,Clock Repairs, Boiler/heating Repairs, Auto Flushers, Auto Faucets, Exit signs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster.Inspect, repair, service valves, seals, etc. Repair piping or Insulation. Annual service and Inspection of all sys. Pest Control, Flooring, Lighting, Ceilings, asbestos abatement	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation. Annual service and Inspection of all sys., Pest Control, Flooring, Lighting, Ceilings, asbestos abatement
Travell Elementary School	$50,040	$38,000	$38,760

	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control, Boiler/Heating Repairs, Clock Repairs, Roof Repairs, Asbestos Removal, Flooring, Filtered Bottle Stations, Auto Flushers, Auto Faucets, Exit signs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control,Asbestos Abatement, flooring, cabinet repairs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control,Asbestos Abatement, flooring, window/blinds repairs
Willard Elementary School	$74,239	$90,000	$94,500
	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control, Boiler/Heating Repairs, Clock Repairs, Stage Lighting, Filtered Bottle Stations, Auto Flushers, Auto Faucets, Exit Signs, Replace Cabinets and cubbies in 2 classrooms	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control, remove cabinets and sinks in 2 clasrooms, , MPR stage repairs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys., Pest Control, boiler repairs, flooring, asbestos abatement, Refinish Gym floor
Benjamin Franklin Middle School	$126,380	$79,000	$82,950
	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys., Pest Control, Asbestos Abatement, Flooring,Clock Repair, Boiler/Heating Repairs, Roof Repairs, Screeen and Coat Gym Floor, Filtered Bottle Stations, Auto Flushers, Auto Faucets, Exit Signs,	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys , Pest Control,Asbestos Abatement, gym floor refinishing, Nurse's office repairs.	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control,Asbestos Abatement, flooring, boiler controls, gym floor refinishing, Stage repairs
George Washington Middle School	$133,497	$112,000	$117,600
	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys.Pest Control, Boiler/Heating Repairs,Clock Repairs, Refinish Gym Floor, Asbestos Abatement, Paint 5 stairwells, Repair roof over Elevator Area, Filtered Bottle Stations, Auto Flushers, Auto Faucets, Exit signs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control, Asbestos Abatement, Gym Floor refinishing, flooring	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster.Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control, Asbestos Abatement, flooring, cafeteria repairs, Gyn floor refinishing
Ridgewood High School	$316,110	$235,000	$246,750
	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys.Refinish Gym Floor, Flooring, Ceiling Repairs, Pest Control, Boiler/Heating Repairs, Dance Floor Repair, Roof Repairs, Replace Fire Sprinklers, Filtered Bottle Stations, Auto Flushers, Auto Faucets, Exit signs, Door Replacement	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control, roof repairs, flooring repairs, gym floor refinishing, A/C Replacements.	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster.Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control., roof repairs, flooring repairs, Gym floor refinishing, A/C replacements
Education Center	$71,600	$24,000	$25,200

	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. , Pest Control, bathroom flooring,, Window Repairs, HVAC Repairs, Auto Flushers, Auto Faucets, Exit signs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. , Pest Control, Window Repairs	Localized repairs, pointing, water proofing. Repair, replace frames, sash, caulk, etc. Prepare and paint walls, patch plaster. Inspect, repair, service valves, seals, etc. Repair piping or insulation, Annual service and Inspection of all sys. Pest Control, HVAC repairs, flooring repairs
Totals All School	$1,080,177	$793,000	$832,341

Ridgewood Public School District
Comprehensive Maintenance Plan
2020-2021 School Year

		GSF	% of Total GSF	2020-2021 Budget Location 42 Operations and Maint.	2020-2021 Actual Location 42 Operations and Maint.
Ridgewood High School	10	248,286	27.19%	$ 85,243.29	181,957.66
Benjamin Franklin Middle School	8	190,400	20.85%	65,369.46	45,972.32
George Washington Middle School	9	124,600	13.64%	42,778.55	67,135.04
Glen School	1	27,300	2.99%	9,372.83	20,859.19
Hawes Elementary School	2	39,765	4.35%	13,652.40	42,767.66
Ridge Elementary School	4	47,420	5.19%	16,280.57	18,989.36
Somerville Elementary School	5	68,000	7.45%	23,346.24	33,386.63
Travell Elementary School	6	45,800	5.02%	15,724.38	17,687.73
Orchard Elementary School	3	38,500	4.22%	13,218.09	12,376.39
Willard Elementary School	7	50,500	5.53%	17,338.01	42,431.33
Education Center	11	32,640	3.57%	11,206.19	52,146.67
		913,211	100.00%	$ 313,530.00	$ 535,709.98
2020-2021 Location 42 Budget				$ 313,530.00	$ 535,709.98

5460.02 BRIDGE YEAR PILOT PROGRAM

The New Jersey Commissioner of Education has established a three-year "Bridge Year Pilot Program," under which each school district with a high school shall offer students in the graduating classes of 2021 and 2022 the opportunity to pursue a Bridge Year during the year immediately following their senior year of high school, in accordance with the provisions of P.L. 2020 c.41. The purpose of the Bridge Year Pilot Program shall be to provide participating students an additional year to address learning loss and missed opportunities in extracurricular activities, including spring sports programs, as a result of the public health state of emergency caused by the COVID-19 pandemic.

For the purpose of this Policy, "host high school" means the high school that a student, who pursues a Bridge Year pursuant to the provisions of P.L. 2020 c.41, attended as a junior in high school.

Under the Bridge Year Pilot Program, each high school in a school district shall designate a school staff member as a Bridge Year Liaison to serve as the school's central point of contact for students interested in pursuing a Bridge Year and for students participating in a Bridge Year. Nothing in P.L. 2020 c.41 shall be construed to require a school district to hire an individual to serve as a Bridge Year Liaison.

To be eligible to participate in the Bridge Year Pilot Program, a student shall be nineteen years of age or younger and shall not turn twenty years of age at any time during the Bridge Year, except that a classified student shall be eligible to participate if the student will turn twenty years of age during the Bridge Year due to services provided pursuant to the student's individualized education program. To participate in the Bridge Year Pilot Program, eligible students must notify their host high school's Bridge Year Liaison by February 15 of their senior year.

The Bridge Year Liaison shall develop, in consultation with Bridge Year students, an Individual Learning Plan (ILP) for each student. To ensure ample time to plan for the implementation of services outlined in the ILP, each Bridge Year student's ILP shall be completed by May 15, but no later than June 1 of the student's senior year.

During the fall semester of the student's Bridge Year, the student shall take between nine and twelve credits at the host high school, the county college that serves the county of the host high school, or a combination thereof. During the spring semester of the student's Bridge Year, the student shall take between nine and twelve credits at the county college that serves the county of the host high school. During either semester of the Bridge Year, a student may also take up to three credits offered by a four-year institution of higher education at any high school in the State or at any other location to fulfill the student's credit requirement. At the conclusion of each semester of the Bridge Year, the host high school shall update the student's high school transcript to reflect any high school credits earned during the Bridge Year.

In the event that a student initially decides to pursue a Bridge Year in the fall semester, but does not continue the Bridge Year in the spring semester, the student's host high school shall release all final transcripts and other records as necessary and as may be requested. A student who decides not to continue the Bridge Year in the spring semester shall not be eligible to participate in a spring sports program or extracurricular activities pursuant to P.L. 2020 c.41.

The State Board of Education shall promulgate regulations pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B -1 et seq.), necessary to effectuate the provisions of P.L. 2020 c.41.

The Higher Education Student Assistance Authority shall promulgate regulations, pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B -1 et seq.), necessary to effectuate the provisions of subsection d. of section 2 of this Act.

P.L. 2020 c.41

Adopted:

R 5460.02 BRIDGE YEAR PILOT PROGRAM

All public school districts, including charter and renaissance schools, that enroll high school students must offer all eligible students the opportunity to participate in the Bridge Year Pilot Program (P.L. 2020 c.41).

To participate in the Bridge Year Pilot Program, eligible students must notify their host high school's Bridge Year Liaison of their intent to participate by February 15 of their senior year.

A. Bridge Year Liaison

1. To facilitate compliance with the requirements of the Bridge Year Pilot Program, each public high school in a school district shall designate a school staff member as a Bridge Year Liaison.

2. The school's Bridge Year Liaison shall serve as the school's point of contact for students interested in participating in the Bridge Year Pilot Program, facilitate planning of the Bridge Year students' academic services, and regularly communicate with the respective county college regarding students' academic progress.

3. Bridge Year Liaisons shall develop, in consultation with Bridge Year students, an Individual Learning Plan (ILP) for each student.

4. The Bridge Year Liaison:

a. Shall collect and report attendance in accordance with the school district's policy for those students participating in classes not at the host high school consistent with N.J.A.C. 6A:16-7.6. Attendance for classes at the host high school shall be collected and recorded in the normal course;

b. Must receive reports from the institution of higher education that a Bridge Year student attends at least quarterly. The reports must demonstrate, in a manner specified by the student's ILP, the student's academic progress and performance; and

c. Shall ensure that at the conclusion of each semester of the Bridge Year, the student's high school transcript reflects any high school and college credits earned during the Bridge Year in accordance with Policy and Regulation 5460.02.

B. Student Eligibility

1. To be eligible to participate in Bridge Year Pilot Program, a student must:

a. Be in the graduating classes of 2021 or 2022;

b. Meet all applicable high school graduation requirements by the end of their senior year of high school;

c. Be nineteen years old or younger during the entirety of the Bridge Year; a student that would turn twenty years old before the end of their Bridge Year is not eligible to participate;

(1) A student with disabilities is eligible to participate if the student will turn twenty years old during the Bridge Year due to services provided under the student's individualized education program (IEP); and

d. Maintain a grade point average of 2.0 during the Bridge Year.

2. Students with disabilities who receive special education and related services under the Individuals with Disabilities Education Act (IDEA) must be granted the opportunity to participate in a school district's Bridge Year Pilot Program in accordance with Federal and State special education requirements.

a. Regarding the Bridge Year's age requirements in B.1.c. above, school districts that have students with disabilities who have satisfied their State and local graduation requirements, but may need an extra year of services, and will not turn twenty-one years old before June 30, may receive services for another year as determined by the student's IEP team, which includes the student and the student's parent(s).

b. The school district's Bridge Year Liaison should collaborate with the student's IEP team as the services provided to students with disabilities should be focused on transition services. Services shall be delivered via the IEP.

C. Academics

1. Individual Learning Plans (ILP)

a. Each Bridge Year student's academic and co-curricular goals for the Bridge Year shall be defined in an ILP. A student's ILP shall detail the activities and strategies for accomplishing these goals, including, but not limited to, counseling, academic support, coursework, and co-curricular or athletic participation. The New Jersey Department of Education (NJDOE) developed an ILP template for school districts, which will be available on the NJDOE's webpage.

(1) In developing a student's ILP, a school district should utilize the considerations outlined in Bridge Year Pilot Program (P.L. 2020 c.41) Implementation Guidance.

b. To ensure ample time to plan for the implementation of services outlined in the ILP, each Bridge Year student's ILP shall be completed by May 15, but no later than June 1 of the student's senior year.

2. Academic and Course Requirements

a. Students participating in the Bridge Year Pilot Program shall meet the following academic and course requirements:

(1) During the fall semester, students shall take between nine and twelve credits at the host high school, county college in the county in which the host high school is located, or a combination thereof;

(2) During the spring semester, students shall take between nine and twelve credits at the county college in the county in which the host high school is located;

(3) During either semester, students may take up to three credits offered by a four-year institution of higher education at any high school in the State or any other location to fulfill the student's credit requirements described in C.2.a.(1) and (2) above;

(4) Students who pursue a Bridge Year and participate in a spring sport sanctioned by the New Jersey State Interscholastic Athletic Association (NJSIAA) shall enroll in less than twelve college credits, or otherwise be enrolled in a number of college credits as to not be considered a full-time college student, in each of the fall and spring semesters during the student's Bridge Year;

(5) During the Bridge Year, students do not need to participate in health, safety, and physical education as required by N.J.S.A. 18A:35-5, 7, and 8 (N.J.A.C. 6A:8-5.1(a)1.vi); and

(6) A Bridge Year student shall be considered a non-matriculated student of the respective county college.

b. School districts that do not operate on the basis of fall and spring semesters should meet the spirit of the academic and course requirements outlined in C.2.a. above and ensure that Bridge Year students meet their total credit requirements for the entirety of the Bridge Year Pilot Program.

3. Graduation

a. As stated in B.1.b. above, all students must meet all applicable high school graduation requirements by the end of their senior year of high school before participating in the Bridge Year Pilot Program.

b. The Bridge Year student may participate in the graduation ceremony at the end of his or her senior year or the end of his or her Bridge Year.

c. The student's diploma will be withheld and formal matriculation from high school will be deferred until completion of the Bridge Year Pilot Program.

(1) Participating students are only held to the graduation requirements of their senior year and are not required to meet the graduation requirements of their Bridge Year in order to receive their high school diploma.

(a) For example, 12th graders in the graduating class of 2021 – whose Bridge Year would take place during the 2021-2022 school year – will be held only to the graduation requirements applicable to the class of 2021, as modified pursuant to Executive Order 214 by the Governor of New Jersey, and not to the graduation requirements for the class of 2022.

d. At the conclusion of each semester of the Bridge Year Pilot Program, the host high school shall update the student's high school transcript to reflect any high school credits earned during the Bridge Year.

e. If a student decides to pursue a Bridge Year in the fall semester, but does not continue the Bridge Year in the spring semester, the student's host high school shall release all final transcripts and other records as necessary and as may be requested.

D. Data Reporting

1. NJ SMART

a. The NJDOE will add a new field in the NJ SMART SID Management to indicate whether 12th graders are planning to participate in the Bridge Year Pilot Program in the following year (beginning in the 2020-2021 school year) or whether a 12th grader is currently participating in a Bridge Year Pilot Program (beginning in the 2021-2022 school year).

b. School districts will be required to begin entering this information for all 12th graders beginning with the June 2021 snapshot.

2. School and District Accountability

a. Students participating in the Bridge Year Pilot Program will continue to be included in the accountability calculations for both Every Student Succeeds Act school accountability and New Jersey Quality Single Accountability Continuum (QSAC) district accountability during their Bridge Year.

(1) This would include graduation rate and chronic absenteeism calculations for both school and district accountability.

(2) Students participating in the Bridge Year Pilot Program will not count as graduates for graduation rate calculations until they receive a diploma at the end of the Bridge Year.

E. Athletic Requirements

1. Students participating in the Bridge Year Pilot Program are eligible to participate in NJSIAA sanctioned sports at their host high school – and only at their host high school – during the spring season of their Bridge Year.

a. Bridge Year students are not eligible to participate in fall or winter sports during their Bridge Year.

2. Students must meet the eligibility requirements outlined by the NJSIAA.

3. A student who decides not to continue their Bridge Year in the spring semester shall not be eligible to participate in a spring sports program or extracurricular activities.

4. Bridge Year students participating in spring athletics are subject to the athletic code of conduct, and any other applicable codes, rules, or school district policies as other students participating in the spring sport.

Issued:

6115.01 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – ALLOWABILITY OF COSTS

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.302(b)(7) requires written procedures for determining the allowability of costs in accordance with 2 CFR §200 – Cost Principals. Determining the allowability of costs shall be in accordance with the requirements outlined in 2 CFR §200.403 – Factors Affecting Allowability of Costs. The School Business Administrator/Board Secretary or designee shall be responsible for determining the allowability of costs are in accordance with the provisions of 2 CFR §200.403.

The following procedures shall be used to determine the allowability of costs in accordance with 2 CFR §200.403:

Except where otherwise authorized by statute, the School Business Administrator/Board Secretary or designee will ensure costs meet the following general criteria in order to be allowable under Federal awards:

1. **Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.**

2. **Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.**

3. **Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the non-Federal entity.**

4. **Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.**

5. **Be determined in accordance with Generally Accepted Accounting Principles (GAAP), except for State and local governments, which includes school districts, as otherwise provided for in 2 CFR §200.403.**

6. **Not be included as a cost or used to meet cost sharing or matching requirements of any other Federally-financed program in either the current or a prior period. (See also 2 CFR §200.306 – Cost Sharing or matching 2. above).**

7. **Be adequately documented. (See also 2 CFR §200.300 – Statutory and National Policy Requirements through 2 CFR §200.309 – Period of Performance).**

In the event the School Business Administrator/Board Secretary or designee is not sure if a cost is allowable under 2 CFR Subpart E - §200.403, the School Business Administrator/Board Secretary or designee will contact the New Jersey Department of Education or the United States Department of Education for assistance.

2 CFR §200.302(b)(7)
2 CFR §200.403

Adopted:

6115.02 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – MANDATORY DISCLOSURES

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.113 – Mandatory disclosures requires a non-Federal entity or applicant (a New Jersey Board of Education) for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or to the New Jersey Department of Education all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award.

If the Board of Education receives a Federal award including the terms and conditions outlined below as per 2 CFR §200 – Appendix XII – Award Term and Condition for Recipient Integrity and Performance Matters shall report certain civil, criminal, or administrative proceedings to the System for Award Management (SAM). Failure to make required disclosures can result in any of the remedies described in 2 CFR §200.338 - Remedies for noncompliance, including suspension or debarment. (See also 2 CFR §180, 31 USC 3321, and 41 USC 2313)

A. General Reporting Requirement

1. If the total value of all Board of Education currently active grants, cooperative agreements, and procurement contracts from all Federal awarding agencies exceeds $10,000,000 for any period of time during the period of performance of this Federal award, then the Superintendent or designee, on behalf of the Board of Education as the recipient during that period of time, must maintain the currency of information reported to the SAM that is made available in the designated integrity and performance system about civil, criminal, or administrative proceedings described in B. below.

2. This is a statutory requirement under section 872 of Public Law 110-417, as amended (41 USC 2313).

3. As required by section 3010 of Public Law 111-212, all information posted in designated integrity and performance system on or after April 15, 2011, except past performance reviews required for Federal procurement contracts, will be publicly available.

B. Proceedings About Which the Board of Education Must Report

1. The Superintendent or designee must disclose to the Federal awarding agency or to the New Jersey Department of Education information required about each proceeding that:

a. Is in connection with the award or performance of a grant, cooperative agreement, or procurement contract from the Federal Government;

b. Reached its final disposition during the most recent five-year period; and

c. Is one of the following:

(1) A criminal proceeding that resulted in a conviction, as defined in E. below;

(2) A civil proceeding that resulted in a finding of fault and liability and payment of a monetary fine, penalty, reimbursement, restitution, or damages of $5,000 or more;

(3) An administrative proceeding, as defined in E. below, that resulted in a finding of fault and liability and the payment of either a monetary fine or penalty of $5,000 or more or reimbursement, restitution, or damages in excess of $100,000; or

(4) Any other criminal, civil, or administrative proceeding if:

(a) It could have led to an outcome described in B.1.c.(1), (2), or (3) above of this award term and condition;

(b) It had a different disposition arrived at by consent or compromise with an acknowledgment of fault on the school district's part; and

(c) The requirement in this award term and condition to disclose information about the proceeding does not conflict with applicable laws and regulations.

C. Reporting Procedures

1. The Superintendent or designee shall enter in the SAM Entity Management area the information that the SAM requires about each proceeding described in B. above.

2. The Superintendent or designee does not need to submit the information a second time under assistance awards the Board of Education received if the Superintendent or designee already provided the information through the SAM because the Board of Education was required to do so under Federal procurement contracts the Board of Education was awarded.

D. Reporting Frequency

1. During any period of time when the Board of Education is subject to the requirement in A. above, the Superintendent or designee must report proceedings information through the SAM for the most recent five year period, either to report new information about any proceeding(s) the Board of Education has not reported previously or affirm that there is no new information to report.

2. If the Board of Education has Federal contract, grant, and cooperative agreement awards with a cumulative total value greater than $10,000,000, the Board of Education must disclose

semiannually any information about the criminal, civil, and administrative proceedings.

E. Definitions

1. For purposes of this Policy:

a. "Administrative proceeding" for the purposes of 2 CFR §200 - Appendix XII and this Policy means a non-judicial process that is adjudicatory in nature in order to make a determination of fault or liability. This includes proceedings at the Federal and State level but only in connection with performance of a Federal contract or grant. It does not include audits, site visits, corrective plans, or inspection of deliverables.

b. "Conviction" for the purposes of 2 CFR §200 - Appendix XII and this Policy, means a judgment or conviction of a criminal offense by any court of competent jurisdiction, whether entered upon a verdict or a plea, and includes a conviction entered upon a plea of nolo contendere.

c. Total value of currently active grants, cooperative agreements, and procurement contracts includes:

(1) Only the Federal share of the funding under any Federal award with a Board of Education cost share or match; and

(2) The value of all expected funding increments under a Federal award and options, even if not yet exercised.

2 CFR §200.113

Adopted:

6115.03 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – CONFLICT OF INTEREST

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.318 – General Procurement Standards addresses standards of conduct covering conflict of interest and governs the actions of school district employees, officers, and agents in the selection, award, and administration of contracts supported by a Federal award.

The Board of Education must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to the applicable Federal law and the standards identified in 2 CFR §200.

The Board of Education must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

The Board of Education must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts supported by a Federal award.

1. **No employee, officer, or agent of the Board of Education may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.**

    a. **Such a conflict of interest would arise when a Board of Education employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.**

2. **The Board of Education officers, employees, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.**

3. **However, a Board of Education may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.**

4. **The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.**

The Board of Education's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal government, the Board of Education is encouraged to enter into State and local intergovernmental agreements or inter-entity agreements where appropriate for procurement of use of common or shared goods and services.

The Board of Education is encouraged to use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

The Board of Education is encouraged to use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.

The Board of Education must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of

past performance, and financial and technical resources. (See also 2 CFR §200.213 – Suspension and Debarment).

The Board of Education must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

The Board of Education may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to a Board of Education is the sum of:

1. **The actual cost of materials; and**

2. **Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.**

Since the time and material formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the Board of Education awarding such a contract must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

The Board of Education alone must be responsible, in accordance with good administrative practice and sound business judgement, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the Board of Education of any contractual responsibilities under its contracts. The Federal awarding agency will not substitute its judgement for that of the Board of Education unless the matter is primarily a Federal concern. Violations of law will be referred to the local, State, or Federal authority having proper jurisdiction.

The Board of Education and its employees shall be required to comply with all New Jersey statutes and administrative codes regarding school ethics and internal controls.

2 CFR §200.318

Adopted:

0131 BYLAWS**,** ~~AND~~ POLICIES**, AND REGULATIONS**

The Board of Education shall exercise its rule-making power by adopting**, revising, and abolishing** bylaws**,** ~~and~~ policies**, and regulations** for the organization and operation of the school district.

"Regulations" for the purpose of this Bylaw are only those regulations that are required to be adopted by the Board.

Adoption, Amendment, and **Abolishment** ~~Repeal~~

Bylaws**,** ~~and~~ policies**, and regulations** may be adopted~~,~~ **and revised** ~~amended, and repealed~~ at any meeting of the Board, provided the proposed adoption~~,~~ **or revision** ~~amendment, or repeal~~ has been ~~proposed and~~ approved **by the Board** at a previous meeting of the Board.

Bylaws, policies, or regulations may be abolished at any meeting of the Board

[Option – Select one Option Below

___ provided the proposed abolishing of the proposed bylaw, policy, or regulation has been approved by the Board at a previous meeting of the Board.

___ without the proposed abolishing of the proposed bylaw, policy, or regulation being approved by the Board at a previous meeting of the Board.]

~~Optional~~

[The Board **shall** ~~may~~ at its organization meeting **or annually at a meeting of the Board** and by a majority vote of those present and voting**,** readopt existing bylaws**,** ~~and~~ policies**, and regulations** without prior notice.**]**

The Board may, under emergency circumstances, suspend the operation of a bylaw**,** ~~or~~ policy**, or regulation** and adopt, **revise** ~~amend~~, or **abolish** ~~repeal~~ a bylaw**,** ~~or~~ policy**, or regulation** without prior notice. The emergency adoption, **revision** ~~amendment~~, or **abolishment** ~~repeal~~ of a bylaw**,** ~~or~~ policy**, or regulation** shall terminate at the next meeting of the Board or at such earlier date as may be specified by the Board unless further acted upon by the Board **in accordance with this Bylaw**.

The adoption, **revision** ~~amendment~~, **abolishment** ~~repeal~~, or suspension of a bylaw**,** ~~or~~ policy**, or regulation** shall be recorded in the minutes of the Board. Any **bylaw,** policy**, or regulation** or part of a **bylaw,** policy**, or regulation** that is superseded by a term in a negotiated agreement or by a subsequently adopted **bylaw,** policy**, or regulation** shall no longer be in force and effect as a **bylaw,** policy**, or regulation and shall be abolished by the Board in accordance with this Bylaw**.

Promulgation and Distribution

~~A~~ **The** manual of bylaws**,** ~~and~~ policies**, and regulations** shall be maintained. A copy of the manual of bylaws**,** ~~and~~ policies**, and regulations** shall be **available and accessible** ~~given~~ to each Board member, the Superintendent, the **School Business Administrator/**Board Secretary, the Board Attorney, each Building Principal, and other individuals designated by the Superintendent.

The Superintendent shall institute a plan for the orderly promulgation of policies to staff members who are affected by them and shall provide staff members with access to an up-to-date manual of Board bylaws**,** ~~and~~ policies**, and regulations**.

The manual of bylaws**,** ~~and~~ policies**, and regulations** shall be considered a public record open to inspection in the office of the Superintendent. The manual retained by the Superintendent shall be considered the master copy of the ~~policy~~ manual ~~and shall not be modified by any person other than the or his/her designee~~.

Consideration ~~Development~~ of Bylaws**,** ~~and~~ Policies**, and Regulations**

Bylaws**,** ~~and~~ policies**, and regulations** will be ~~developed and~~ considered **for adoption** by the Board in accordance with the following procedure:

1. A **recommendation for a** new or revised bylaw**,** ~~or~~ policy**, or regulation shall** ~~may~~ be **recommended** ~~suggested~~ to the Board **and/or Superintendent** ~~by any Board member, the Superintendent, any staff member, or a member of the public~~;

2. A **recommendation** ~~suggestion~~ for a new or revised bylaw**,** ~~or~~ policy**, or regulation** may be referred, at the discretion of the **Board** President and as appropriate to the subject, to the Superintendent, a Board committee, or a public advisory committee for study and formulation of a recommendation to the Board. Any study of a **new or revised recommended bylaw,** policy**, or regulation** ~~suggestion~~ **will** ~~should~~ consider whether the matter is adequately addressed in existing Board **bylaw,** policy**, or regulation** ~~and whether the matter is more appropriately addressed by administrative regulation~~;

3. If a recommendation for a new or revised bylaw**,** ~~or~~ policy**, or regulation** results from referral for study, a proposed draft will be **referred to the Superintendent and at the discretion of the Board President and as appropriate to the subject, to a Board committee** ~~submitted to the Board for discussion and approval on first reading~~. ~~Copies of the proposed draft will be made available to staff members and the public, and comment will be invited. Changes in the draft may be made, by a simple majority vote, when the draft is presented for approval on first reading~~;

4. **All proposed new and revised bylaws, policies, and regulations shall be submitted to the Superintendent. The Superintendent or designee will review all new and revised**

draft bylaws, policies, and regulations prior to the Board receiving a draft of new or revised bylaws, policies, or regulations for Board consideration;

~~5~~**4**. The proposed draft~~,~~ **bylaw, policy, or regulation** approved **by the Board** on first reading~~,~~ will be submitted for adoption at **a** ~~the next~~ **succeeding** ~~regular~~ meeting of the Board. **Revisions** ~~Changes~~ in the draft may be made **at any meeting prior to adoption** by a simple majority vote **of the Board**. A **revision at any succeeding meeting** ~~change~~ that alters the substantive meaning of the draft will constitute a new first reading, and the draft must be presented for adoption at **a** ~~the next~~ succeeding Board meeting. A change that is merely editorial may be followed by a vote to adopt the new or revised bylaw**,** ~~or~~ policy**, or regulation** on second reading.

N.J.S.A. 18A:11-1

Adopted: 7 December 2009
Revised:

3142 NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

The Board of Education recognizes its obligation to employ only those staff members best trained and equipped to meet the educational needs of the students of this district. The Board shall discharge that obligation by retaining in service only those nontenured teaching staff members who meet those standards. The Board will renew the employment contract of a **nontenured** teaching staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. A nontenured teaching staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured teaching staff member's performance does not meet the standards of the **school** district, the Superintendent shall recommend not to renew the teaching staff member's contract. Prior to notifying the nontenured teaching staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the nontenured teaching staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board Meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the nontenured teaching staff member their employment will be discussed in executive session in order for the nontenured teaching staff member to exercise their statutory right to request a public discussion.

On or before May 15 of each year, each nontenured teaching staff member continuously employed by a Board of Education since the preceding September 30 shall receive a written notice from the Superintendent that such employment will not be offered if the Superintendent recommends the nontenured teaching staff member not be renewed. ~~The Superintendent shall notify each nontenured teaching staff member to whom reemployment will not be offered of such nonrenewal in writing on or before May 15~~. Any **nontenured** teaching staff member **receiving** ~~who received~~ ~~written~~ notice **that** a **teaching** contract **for the succeeding school year** will not be offered may, within fifteen **calendar** days ~~of receiving such notification~~ **thereafter**, request in writing a statement of the reasons for ~~nonrenewal~~ **such non-employment which shall be given to the nontenured staff member in writing within thirty calendar days after the receipt of such request** ~~The Superintendent will provide a written statement of reasons within thirty days after the receipt of any such request~~.

Whenever the nontenured teaching staff member has requested in writing and received a written statement of reasons for non-reemployment **pursuant to N.J.S.A. 18A:27-3.2**, the nontenured teaching staff member **may request in writing** ~~shall have the right to~~ an informal appearance before the Board**. The written request shall be submitted to the Board within ten calendar days of the nontenured teaching staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured teaching staff member's receipt of the Board's statement of reasons** ~~to permit the staff member an opportunity to convince the members of the Board to offer reemployment. The staff member must request the appearance before the Board within ten calendar days of the nontenured teaching staff member's~~

~~receipt of the statement of reasons. The informal appearance before the Board shall be held in accordance with the provisions of N.J.A.C. 6A:10-8.1~~.

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured teaching staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured teaching staff member reemployment after the informal appearance before the Board. **Within three working days following the informal appearance, the Board shall notify the affected nontenured teaching staff member, in writing, of its final determination** ~~The nontenured teaching staff member will be notified of the Board's final determination within three days following the informal appearance before the Board~~.

N.J.S.A. 18A:27-3.1; 18A:27-3.2; 18A:27-4.1; 18A:27-10 et seq.
N.J.A.C. 6A:10-**9**~~8~~.1

Adopted: 7 December 2009
Revised: 27 January 2014
Revised:

R 3142 NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

A. Evaluations

1. Each nontenured teaching staff member shall be evaluated in strict compliance with ~~statute,~~ N.J.S.A. 18A:27-3.1, ~~rules of the State Board of Education,~~ N.J.A.C. 6A:10-1.1 et seq., and the policies and procedures of this district.

B. Nonrenewal Recommendation

1. When a nontenured teaching staff member's performance does not meet the standards of the **school** district, **employment will not be offered to** the **nontenured teaching staff member for the succeeding** ~~Principal or the nontenured teacher's immediate supervisor shall recommend to the Superintendent that the teaching staff member should not be reemployed in the following~~ school year.

2. **On or before May 15 of each year, each nontenured teaching staff member continuously employed by a Board of Education since the preceding September 30 shall receive a written notice from the Superintendent that such employment will not be offered if the Superintendent recommends the nontenured teaching staff member not be renewed** ~~The nontenured teaching staff member shall be informed by the Superintendent of Schools, in writing, that employment for the next succeeding school year will not be offered. This written notice shall be provided to the nontenured teaching staff member on or before May 15~~.

3. A recommendation by the Superintendent **to not renew** ~~for nonrenewal~~ **a nontenured teaching staff member's contract for the succeeding school year** may be based upon the nontenured teaching staff member's **observations,** evaluations, job performance, or any factor affecting his/her employment in **the** ~~this~~ **school** district.

4. **A n**~~N~~ontenured teaching staff member~~s'~~ **employment** contract~~s~~ can ~~only~~ be renewed **only** upon the Superintendent's recommendation and a **recorded roll call** majority vote of the full **membership of the** Board. The Board **shall** ~~may~~ not withhold its approval for arbitrary and capricious reasons.

C. Nonrenewal Action

1. **Prior to notifying the nontenured teaching staff member of the nonrenewal, the Superintendent shall notify the Board of the recommendation not to renew the nontenured teaching staff member's contract and the reasons for the recommendation.** ~~The Superintendent will notify Board members of the recommendation not to renew a nontenured teaching staff member's contract before notifying the~~

~~nontenured teaching staff member of the recommendation to not renew.~~ The Superintendent may notify the Board members of the recommendation not to renew the nontenured teaching staff member's contract and the reasons for the recommendation in a written notice to the Board prior to May 15~~. In~~ **or in** the alternative, ~~the Superintendent may notify the Board members of the recommendation not to renew a nontenured teaching staff member~~ in ~~an~~ executive session. ~~Using this option~~ **If notification is provided to the Board in executive session**, the Superintendent and the Board will meet in executive session prior to May 15 to review the Superintendent's recommendation(s) ~~for nonrenewal of nontenured teaching staff members~~.Notice of the executive session shall be given in accordance with N.J.S.A. 10:4-13 and individual notice shall be given, not less than forty-eight hours in advance of the meeting, to those nontenured teaching staff members whose possible nonrenewal will be discussed at the meeting. If any such **nontenured teaching staff member** ~~employee~~ requests the discussion take place in public, the recommendation for his/her nonrenewal will be severed from any other nonrenewal recommendation**(s)** and will be scheduled for discussion at a public meeting prior to May 15.

2. A nontenured teaching staff member not recommended for renewal by the Superintendent is deemed not renewed. A Board~~'s~~ **of Education** vote is not required on the Superintendent's recommendation(s) to not renew a nontenured teaching staff member's contract.

D. Notice of Nonrenewal

~~1. Notice of the Superintendent's decision not to renew shall be given to each nontenured teaching staff member not recommended for renewal on or before May 15 in accordance with N.J.S.A. 18A:27-10. The Board may delegate the Superintendent or the Board Secretary to give the written notice of nonrenewal.~~

1~~2~~. The nonrenewal notice shall be ~~in writing and~~ provided to the nontenured teaching staff member not recommended for renewal **by the Superintendent** on or before May 15. If hand delivered, a record shall be made of the date on which delivery was made. If sent by mail, the notice shall be sent registered mail, return receipt requested, to the nontenured teaching staff member's address of record.

E. Request for Statement of Reasons

1. **Any nontenured teaching staff member receiving notice that a teaching contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing, a statement of the reasons for such non-employment which shall be given to the nontenured teaching staff member in writing within thirty calendar days after the receipt of such request.** ~~A nonrenewed teaching staff member will be given a written statement of the reasons for which he/she was not renewed provided the teaching staff member's request for a statement of reasons has been received by the Superintendent within fifteen calendar days after the teaching staff member received written notice of his/her nonrenewal. N.J.S.A. 18A:27-3.2.~~

2. The statement of reasons for a nonrenewal will set forth, with as much particularity as possible, the precise reasons for the nonrenewal. Where the nonrenewal is based on performance deficiencies recorded in the **nontenured** ~~employee's~~ **teaching staff member's observations and** evaluations and the **nontenured teaching staff member** ~~employee~~ has been given a copy of those **observations and** evaluations, the statement of reasons may incorporate the **observations and** evaluations by reference.

3. The **written** statement of reasons will be prepared by the Superintendent ~~and shall be delivered to the employee who requested it within thirty calendar days after the receipt of the employee's request~~.

F. Nonrenewal Appearance

1. **Whenever the nontenured teaching staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured teaching staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured teaching staff member's receipt of the Board's statement of reasons.** ~~A teaching staff member who has requested a statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, will be granted an informal appearance before the Board to discuss those reasons, provided that he/she had submitted to the Superintendent a written request for such an appearance no later than ten calendar days after the nontenured teaching staff member's receipt of the written statement of reasons. N.J.A.C. 6A:10-8.1(a).~~

2. **The** ~~A date for the~~ informal appearance shall be scheduled within thirty calendar days from the **nontenured** teaching staff member's receipt of the Board's statement of reasons. ~~The appearance shall be conducted at an executive session for which notice has been given in accordance with N.J.S.A. 10:4-13.~~

3. The Board will **exercise discretion in determining** ~~determine~~ a reasonable length of time **for the proceeding** ~~to be devoted to the appearance~~, depending upon each instance's specific circumstances.

4. The proceeding of an informal appearance before the Board may be conducted **in executive session** pursuant to N.J.S.A. 10:4-12(b)(8). **If conducted in executive session, notice must be given in accordance with N.J.S.A. 10:4-13.**

5~~3~~. **The Board shall provide the nontenured teaching staff member adequate written notice regarding the date and time of the informal appearance.** ~~The teaching staff member requesting the appearance shall be given written notice, no later than forty-eight hours in advance of the meeting at which it is scheduled, of the date, time, place, and duration of the appearance.~~

6~~4~~. **The nontenured teaching staff member's appearance before the Board shall not be an adversary proceeding. The purpose of the appearance shall be to provide the nontenured teaching staff member the opportunity to convince Board of Education members to offer reemployment.** ~~The purpose of the appearance shall be to permit the nonrenewed teaching staff member to convince the members of the Board to offer reemployment. To those ends, the appearance shall be informally conducted. This appearance provides a mechanism by which the nontenured teaching staff member, whose renewal has not been recommended by the Superintendent, can appeal to the Board, on which the Superintendent sits as a non-voting member pursuant to N.J.S.A. 18A:17-20.~~

7. The proceeding of an informal appearance before the Board shall be conducted with the President of the Board presiding ~~and the appearance shall not be an adversary proceeding~~.

8~~5~~. The **nontenured** teaching staff member may be represented by an attorney or by one individual of his/her choosing. ~~He/She~~ **The nontenured teaching staff member** may present**, on his or her behalf,** witnesses ~~to testify on his/her behalf. Witnesses~~ **who** do not need to present testimony under oath and ~~their statements may~~ ~~be recorded. The~~ **shall not be cross-examined by the** Board ~~will hear witnesses and shall not cross-examine them~~. Witnesses **shall** ~~will~~ be called **one at a time** into the meeting to address the Board ~~one at a time~~ and shall be excused from the meeting after making their statements.

G. Final Determination

1. ~~A nontenured teaching staff member not recommended for renewal by the Superintendent is deemed not renewed.~~ A Board vote is not required on the Superintendent's recommendation(s) to not renew a nontenured teaching staff member. However, after an informal appearance before the Board, the Superintendent may make a recommendation for reemployment **of the nontenured teaching staff member** to the voting members of the Board. ~~The voting members of the Board, by a majority vote of the full Board in public session, must approve the reemployment based on the Superintendent's recommendation.~~ **If the Superintendent recommends the nontenured teaching staff member for reemployment, the voting members of the Board must, by a majority vote of the full Board at a public session, approve or not approve the Superintendent's recommendation for reemployment.**

2. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the **nontenured** teaching staff member reemployment after the informal appearance before the Board.

3. **Within three working days following the informal appearance, the Board shall notify the affected nontenured teaching staff member, in writing, of its final determination. The Board may delegate notification of its final determination to the Superintendent or Board Secretary.** ~~The final determination will be delivered to the teaching staff~~

~~member, in writing, no later than three days following the informal appearance. The Board may delegate the Superintendent or the Board Secretary to deliver the final determination.~~

Issued: 7 December 2009
Revised: 27 January 2014
Revised:

3221 EVALUATION OF TEACHERS

The Board of Education recognizes the importance of teacher effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3221 for the evaluation of teachers consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teacher evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3221, "teacher" means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

~~The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and n~~**N**o collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the **purpose of conducting the educator** evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq.**, including, but not limited to, digital records,** shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for **all** teachers which shall be submitted to the Commissioner **of Education** by **August** ~~June~~ 1 for approval by August **15** ~~1~~ of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teachers and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teachers. A District Evaluation Advisory Committee **may** ~~shall~~ be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 and with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

The components of the teacher evaluation rubric as described in N.J.A.C. 6A:10-4.1 shall apply to teachers. Measures of student achievement, as outlined in N.J.A.C. 6A:10-4.2, shall be used to determine impact on student learning. Teacher observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-4.4 **and N.J.S.A. 18A:27-3.1**. Observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.2.

The Superintendent shall annually notify all teachers of the adopted evaluation policies and procedures/regulations no later than October 1. If a teacher is hired after October 1, the Superintendent shall notify the teacher of the policies and procedures/regulations at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures/regulations within ten teacher working days of adoption.

N.J.S.A. 18A:6-117 et seq.**; N.J.S.A. 18A:27-3.1**
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5
N.J.A.C. 6A:10-3.1 and 3.2; N.J.A.C. 6A:10-4.1 through 4.4
N.J.A.C. 6A:10-7.1 and 7.2

Adopted: 27 January 2014
Revised: 22 February 2016
Revised: 11 September 2017
Revised:

R 3221 EVALUATION OF TEACHERS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3221 unless the context clearly indicates otherwise:

"Announced observation" means an observation in which the person conducting an observation for the purpose of evaluation will notify the teacher of the date and the class period the observation will be conducted.

"Annual performance report" means a written appraisal of the teacher's performance prepared by the teacher's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teacher's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Calibration" in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Co-observation" means two or more supervisors who are trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training.

"Corrective Action Plan" means a written plan developed by the designated supervisor in collaboration with the teacher to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the teacher's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. **The scores from the teacher practice instrument are components of the teacher's evaluation rubric and the scores are included in the summative evaluation rating for the individual. The scores from educator practice instruments may be applied to the teacher's summative evaluation rating in a manner determined by the school district.**

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all teachers in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instrument, and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a teacher's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teacher for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. ~~Teacher~~ **Educator** practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Student growth percentile" means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12.

"Teacher" means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

~~"Teacher practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher's evaluation rubrics and the scores are included in the summative evaluation rating for the individual.~~

"Unannounced observation" means an observation in which the person conducting an observation for the purpose of evaluation will not notify the teacher of the date or time the observation will be conducted.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

~~The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on~~

~~July 1, 2013.~~ No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teachers – N.J.A.C. 6A:10-2.1

1. The Board of Education **shall** annually ~~shall~~ adopt evaluation rubrics for teachers. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. The evaluation rubrics for teachers shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).

3. Evaluation rubrics shall be submitted to the Commissioner by **August** ~~June~~ 1 for approval by August **15** ~~1~~ of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teachers, unless otherwise specified:

   a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

   b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to teach**ers** ~~ing staff members~~ who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to teach**ers** ~~ing staff members~~ who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten **teacher** working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved **educator** ~~teacher~~ practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instrument:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide

more thorough training for any teacher who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instrument;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teachers for the first time. Training shall be provided on each component of the evaluated teacher's evaluation rubric before the evaluation of a teacher;

c. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete at least two co-observations during the school year.

(1) Co-observers shall use the co-observation to promote accuracy and consistency in scoring.

(2) A co-observation may count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4, but the co-observation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor.

d. The Superintendent shall annually certify to the Department that all supervisors of teachers in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. **A** ~~Beginning in 2018-2019, the~~ District Evaluation Advisory Committee~~s~~ **is not** ~~shall no longer be~~ required and the Board of Education shall have the discretion to **establish a** ~~continue the~~ District Evaluation Advisory Committee.

G. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teachers.

2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Roles and responsibilities for implementation of evaluation policies and procedures;

   b. Job descriptions, evaluation rubrics for teachers, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

   c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;

   d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

   e. Process for developing and scoring student growth objectives;

   f. The process for preparation of individual professional development plans; and

   g. The process for preparation of an annual performance report by the teacher's designated supervisor and an annual summary conference between the teacher and his or her designated supervisor.

3. The annual summary conference between designated supervisors and teachers shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including, when applicable:

(1) The **educator's** ~~teacher's~~ practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the teacher toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the teacher's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report shall be prepared by the teacher's designated supervisor and shall include, but not be limited to:

a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the teacher's evaluation rubric; and

c. The teacher's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The teacher and the designated supervisor shall sign the report within five **teacher** working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teacher's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5

1. For each teacher rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the teacher's designated supervisor. If the teacher does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five teacher working days following the school district's receipt of the teacher's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the teacher evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

   d. Include timelines for meeting the goal(s).

4. The teacher's designated supervisor and the teacher on a corrective action plan shall discuss the teacher's progress toward the goals outlined in the corrective action plan during each required post-observation conference, pursuant to N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4. The teacher and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teacher's progress, position, or role.

5. Progress toward the teacher's goals outlined in the corrective action plan:

   a. Shall be documented in the teacher's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teacher on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teacher's progress toward his or her corrective action plan goals; and

b. May be used as evidence in the teacher's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated teacher on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teacher's designated supervisor.

7. The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation as required by N.J.S.A. 18A:6-120.c. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum, a conference to discuss progress toward the teacher's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

8. The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation conference, in addition to the observations required in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 4.4(a).

9. Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, tenured teachers with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)4.

10. The corrective action plan shall remain in effect until the teacher receives his or her next summative evaluation rating.

11. There shall be no minimum number of teacher working days a teacher's corrective action plan can be in place.

I. School Improvement Panel – N.J.A.C. 6A:10-3 et seq.

1. School Improvement Panel Membership – N.J.A.C. 6A:10-3.1

a. The School Improvement Panel shall include the Principal, a Vice Principal, and a teacher who is chosen in accordance with b. below by the Principal in consultation with the majority representative. If an Assistant Principal or Vice Principal is not available to serve on the panel, the Principal shall appoint an additional member who is employed in the district in a supervisory role and capacity, in accordance with N.J.S.A. 18A:6-120.a. The Principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this

section and N.J.S.A. 18A:6-120.a**.** and the teacher(s) on the panel represents at least one-third of its total membership.

b. The Principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:

(1) The teacher member shall be a person with a demonstrated record of success in the classroom. A demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.

(2) The majority representative, in accordance with a. above, may submit to the Principal, teacher member nominees for consideration.

(3) The Principal shall have final decision-making authority and is not bound by the majority representative's list of nominees.

c. The teacher member shall serve a full school year, except in case of illness or authorized leave, but may not be appointed more than three consecutive school years.

d. All members of the School Improvement Panel shall be chosen by August 31 of each year.

2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2

a. The School Improvement Panel shall:

(1) Oversee the mentoring of teachers according to N.J.A.C. 6A:9C-5.3(a)2**.** and support the implementation of the school district mentoring plan;

(2) Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4;

(3) Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5; and ensure mid-year evaluations are conducted for teachers who are on a corrective action plan; and

(4) Identify professional development opportunities for all teachers based on the review of aggregate school-level data, including, but not limited to, teacher evaluation and student performance data to support school-level professional development plans described in N.J.A.C. 6A:9C-4.2.

b. To conduct observations for the purpose of evaluation, the teacher member shall have:

(1) Agreement of the majority representative;

(2) An appropriate supervisory certificate; and

(3) Approval of the Principal who supervises the teacher being observed.

c. The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9C-5.2(a)3.

J. Components of Teacher Evaluation Rubric – N.J.A.C. 6A:10-4.1

1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.

2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:

a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and

b. Measures of teacher practice pursuant to N.J.A.C. 6A:10-4.3 and 4.4.

3. To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objectives(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.

4. Each score shall be converted to a percentage weight so all components make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:

a. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least thirty percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.

b. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least fifteen percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.

c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher's evaluation rubric rating as determined by the Department.

5. Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher's annual summative rating.

K. Student Achievement Components – N.J.A.C. 6A:10-4.2

1. Measures of student achievement shall be used to determine impact on student learning. The student achievement measure shall include the following components:

a. If the teacher meets the requirements of 2. below, the median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 4. below; and

b. Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the New Jersey Student Learning Standards (NJSLS), and based on growth and/or achievement.

(1) For teachers who teach subjects or grades not covered by the NJSLS, student growth objective(s) shall align to standards adopted or endorsed, as applicable, by the State Board.

2. The median student growth percentile shall be included in the annual summative rating of a teacher who:

a. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to 4. below;

b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and

c. Has at least twenty individual student growth percentile scores attributed to his or her name during the school year of the evaluation. If a teacher does not have at least twenty individual student growth percentile scores in a given school year, the

student growth percentile scores attributed to a teacher during the two school years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the school year of the evaluation. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles.

3. The Department shall periodically collect data for all teachers that include, but are not limited to, student achievement and teacher practice scores.

4. The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:

   a. The Board of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and

   b. The Department then shall report to the employing district Board of Education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.

5. Student growth objectives for teachers shall be developed and measured according to the following procedures:

   a. The Superintendent shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By August 31 prior to the school year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.

   b. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.

   c. Each teacher shall develop, in consultation with his or her supervisor or a Principal's designee, each student growth objective. If the teacher does not agree with the student growth objectives, the Principal shall make the final determination.

d. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each school year, or within twenty-five **teacher** working days of the teacher's start date if the teacher begins work after October 1.

e. Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the Superintendent or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15.

(1) If the Student Growth Objective (SGO) covers only the second semester of the school year, or if the teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.

f. The teacher's designated supervisor shall approve each teacher's student growth objective score. The teacher's student growth objective score, if available, shall be discussed at the teacher's annual summary conference and recorded in the teacher's personnel file.

L. Teacher Practice Components – N.J.A.C. 6A:10-4.3

1. The teacher practice component rating shall be based on the measurement of the teacher's performance according to the school district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement.

M. Teacher Observations – N.J.A.C. 6A:10-4.4

1. For the purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b**.**(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. Observation conferences shall include the following procedures:

a. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than fifteen teacher working days following each observation.

b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teacher practice instrument and the teacher's individual professional development plan, collecting additional information needed for the evaluation of the teacher, and offering areas to improve

effectiveness. Within a school year, the post observation conference shall be held prior to the occurrence of further observations for the purpose of evaluation.

c. If agreed to by the teacher, one required post-observation conference and any pre-**observation** conference(s) for observations of tenured teachers who are not on a corrective action plan may be conducted **by** ~~via~~ written communication, including electronic.

d. One post-observation conference may be combined with a teacher's annual summary conference, as long as it occurs within the required fifteen teacher working days following the observation for the purpose of evaluation.

e. A pre-**observation** conference, when required, shall occur at least one but not more than seven teacher working days prior to the observation.

3. Each teacher shall be observed as described in N.J.A.C. 6A:10-4.4. For all teachers, at least one of the required observations shall be announced and preceded by a pre-**observation** conference, and at least one of the required observations shall be unannounced. The Superintendent shall decide whether additional required observations are announced or unannounced, if applicable. The following additional requirements shall apply:

a. Each observation required for the purpose of evaluation shall be conducted for at least twenty minutes.

b. Nontenured teachers shall be observed at least three times each school year, but not less than once each semester. The observations shall be conducted in accordance with the timeframe set forth in N.J.S.A. 18A:27-3.1.

(1) Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor.

c. Tenured teachers shall be observed at least two times during each school year. Observations for all tenured teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.

(1) If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the teacher and the teacher's designated supervisor agree to use this option, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department of Education shall post annually to its

website a list of Commissioner-approved activities that may be observed in accordance with N.J.A.C. 6A:10-4.4.

d. Teachers on a corrective action plan shall receive, in accordance with N.J.A.C. 6A:10-2.5(h), one additional observation, including a post-observation conference.

e. Upon receiving a final summative evaluation that necessitates a corrective action plan, in accordance with N.J.A.C. 6A:10-2.5(a), any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized.

f. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.

g. The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

4. To earn a teacher practice score, a nontenured teacher shall receive at least three observations.

a. If a nontenured teacher is present for less than forty percent of the total student school days in a school year, he or she shall receive at least two observations to earn a teacher practice score.

N. Teacher Practice Instrument – N.J.A.C. 6A:10-7.2

1. The teacher practice instrument approved by the Department shall meet the following criteria:

a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to N.J.A.C. 6A:9-3;

b. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:

(1) Clearly define the expectations for each rating category;

(2) Provide a conversion to four rating categories;

(3) Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and

(4) Use clear and precise language that facilitates common understanding among teachers and administrators.

c. Rely on, to the extent possible, specific, discrete, observable, and/or measurable behaviors of students and teachers in the classroom with direct evidence of student engagement and learning; and

d. Include descriptions of specific training and implementation details required for the instrument to be effective.

Adopted: 27 January 2014
Revised: 22 February 2016
Revised: 11 September 2017
Revised:

3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS

The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, "teaching staff member" includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, "teaching staff member" does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

~~The rules in N.J.A.C. 6A:10 Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and n~~**N**o collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the **purpose of conducting the educator** evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq.**, including, but not limited to, digital records,** shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for **all** teaching staff members which shall be submitted to the Commissioner **of Education** by **August** ~~June~~ 1 for approval by August **15** ~~1~~ of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teaching staff members and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teaching staff members. A District Evaluation Advisory Committee **may** ~~shall~~ be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or partially

effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1 **and N.J.A.C. 6A:10-6.2**. Evaluations for nontenured teaching staff members shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

The Superintendent shall annually notify all teaching staff members of the adopted evaluation policies and procedures/regulations no later than October 1. If a teaching staff member is hired after October 1, the Superintendent shall notify the teaching staff member of the policies and procedures/regulations at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures/regulations within ten teaching staff member working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5; 6A:10-6.2

Adopted: 27 January 2014
Revised: 22 February 2016
Revised: 11 September 2017
Revised:

R 3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3222 unless the context clearly indicates otherwise:

"Annual performance report" means a written appraisal of the teaching staff member's performance prepared by the teaching staff member's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, if applicable, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the designated supervisor in collaboration with the teaching staff member to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching staff member and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the teaching staff member's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for teaching staff members other than teachers,

Principals, Vice Principals, and Assistant Principals may be applied to the teaching staff member's summative evaluation rating in a manner determined by the school district.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all teaching staff members in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teaching staff member for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teaching staff members and designated supervisors set for groups of students.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12.

"Teaching staff member" for the purposes of Policy 3222 and this Regulation, includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate and does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, Directors and/or Supervisors.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

~~The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013.~~ No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C.

6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teaching Staff Members – N.J.A.C. 6A:10-2.1

1. The Board of Education **shall** annually ~~shall~~ adopt evaluation rubrics for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by **August** ~~June~~ 1 for approval by August **15** ~~1~~ of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:

   a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

   b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

      (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

   c. Ensure the Superintendent annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1. If a teaching staff member is hired after October 1, the Board/Superintendent shall notify the teaching staff member of the policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures within ten **teaching staff member** working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4, and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b**.**(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member; and

c. The Superintendent shall annually certify to the Department that all supervisors of teaching staff members in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. **A** ~~Beginning in 2018-2019, the~~ District Evaluation Advisory Committee~~s~~ **is not** ~~shall no longer be~~ required and the Board of Education shall have the discretion to **establish a** ~~continue the~~ District Evaluation Advisory Committee.

G. Evaluation Procedures for Teaching Staff Members – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3222 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teaching staff members.

2. Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Roles and responsibilities for implementation of evaluation policies and procedures;

   b. Job descriptions, evaluation rubrics for all teaching staff members, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

   c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;

d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

e. Process for developing and scoring student growth objectives;

f. The process for preparation of individual professional development plans; and

g. The process for preparation of an annual performance report by the teaching staff member's designated supervisor, and an annual summary conference between the teaching staff member and his or her designated supervisor.

3. The annual summary conference between the designated supervisor and the teaching staff member shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including, when applicable:

(1) The **educator's** ~~teaching staff member's~~ practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the teaching staff member toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report shall be prepared by the teaching staff member's designated supervisor and shall include, but not be limited to:

a. A summative rating based on the evaluation rubric;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the teaching staff member's evaluation rubric; and

c. The teaching staff member's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The teaching staff member and the designated supervisor shall sign the report within five **teaching staff member** working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teaching staff member's personnel file or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Teaching Staff Members – N.J.A.C. 6A:10-2.5

1. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teaching staff member and the teaching staff member's designated supervisor. If the teaching staff member does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation, except:

a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

a. Address areas in need of improvement identified in the teaching staff member evaluation rubric;

b. Include specific, demonstrable goals for improvement;

c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

d. Include timelines for meeting the goal(s).

4. The teaching staff member's designated supervisor and the teaching staff member on a corrective action plan shall discuss the teaching staff member's progress toward the goals outlined in the corrective action plan during each required post-observation conference. The teaching staff member and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teaching staff member's progress, position, or role.

5. Progress toward the teaching staff member's goals outlined in the corrective action plan:

   a. Shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teaching staff member on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teaching staff member's progress toward his or her corrective action plan goals; and

   b. May be used as evidence in the teaching staff member's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated teaching staff member on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teaching staff member's designated supervisor.

7. The corrective action plan shall remain in effect until the teaching staff member receives his or her next summative evaluation rating.

8. There shall be no minimum number of teaching staff member working days a teacher's corrective action plan can be in place.

I. **Required Observations for** Teaching Staff Member**s** ~~Observations and Evaluations~~ – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured teaching staff members, except teachers, Principals, Vice Principals, and Assistant Principals. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

   a. Be at least twenty minutes in length;

   b. Be followed within fifteen teaching staff member working days by a conference between the supervisor who made the observation and the nontenured teaching staff member;

   c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and

   d. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

2. All tenured teaching staff members shall receive at least one observation per school year.

3. All nontenured teaching staff members shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.

   a. The required observations and evaluations for nontenured teaching staff members shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of-the succeeding year except in the case of the first year of employment where the three observations and evaluations must have been completed prior to April 30.

   b. The number of required observations and evaluations for nontenured teaching staff members may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.

4. Evaluations for tenured teaching staff shall be completed prior to June 30.

Adopted: 27 January 2014
Revised: 22 February 2016
Revised: 11 September 2017

3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

The Board of Education recognizes the importance of administrator effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3223 for the evaluation of administrators consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for administrator evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3223, "administrator" means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An "administrator" may be a director, supervisor, or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., "administrator" is not a Principal, Vice Principal, or Assistant Principal.

~~The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and n~~**N**o collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the **purpose of conducting the educator** evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq.**, including, but not limited to, digital records,** shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for **all** administrators which shall be submitted to the Commissioner **of Education** by **August** ~~June~~ 1 for approval by August **15** ~~1~~ of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A District Evaluation Advisory Committee **may** ~~shall~~ be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for administrators as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each administrator rated ineffective or partially effective on the annual

summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured administrators shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured administrators shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured administrators shall be completed prior to June 30.

The Superintendent annually shall notify all administrators of the adopted evaluation policies and procedures/regulations no later than October 1. If an administrator is hired after October 1, the Superintendent shall notify the administrator of the policies and procedures/regulations at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures/regulations within ten administrator working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted: 27 January 2014
Revised: 22 February 2016
Revised 11 September 2017

R 3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3223 unless the context clearly indicates otherwise:

"Administrator" means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An "administrator" may be a director, supervisor or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., "administrator" is not a Principal, Vice Principal, or Assistant Principal.

"Annual performance report" means a written appraisal of the administrator's performance prepared by the administrator's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in an administrator's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the administrator's designated supervisor in collaboration with the administrator to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual administrator and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the administrator's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for **administrators** ~~teaching staff members~~ other than ~~teachers,~~ Principals, Vice Principals, and Assistant Principals may be applied to the administrator's summative evaluation rating in a manner determined by the school district.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all administrators in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of an administrator's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1 and as designated by the Superintendent.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the administrator for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement, as defined in N.J.A.C. 6A:9B-12.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

~~The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013.~~ No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be

subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Administrators – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all administrators. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by **August** ~~June~~ 1 for approval by August **15** ~~1~~ of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All

administrators shall be notified of amendments to the policy and procedures within ten **administrator** working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of an administrator for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate administrators for the first time. Training shall be provided on each component of the evaluated administrator's evaluation rubric before the evaluation of an administrator;

c. The Superintendent shall annually certify to the Department that all supervisors of administrators in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. **A** ~~Beginning in 2018-2019, the~~ District Evaluation Advisory Committee~~s~~ **is not** ~~shall no longer be~~ required and the Board of Education shall have the discretion to **establish a** ~~continue the~~ District Evaluation Advisory Committee.

G. Evaluation Procedures for Administrators – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3223 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of administrators.

2. Evaluation policies and procedures requiring the annual evaluation of all administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

a. Roles and responsibilities for implementation of evaluation policies and procedures;

c. Job descriptions, evaluation rubrics for administrators, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, and Assistant Principals for calculating the median and school-wide student growth percentile;

d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

e. Process for developing and scoring student growth objectives;

f. The process for preparation of individual professional development plans; and

g. The process for preparation of an annual performance report by the Superintendent or designated supervisor and an annual summary conference between the administrator and his or her designated supervisor.

3. The annual summary conference between designated supervisors and the administrator shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the administrator based upon the job description and the scores or evidence compiled using the administrator's evaluation rubric, including, when applicable:

(1) The **educator's** ~~administrator's~~ practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the administrator toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the administrator's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report for the administrator shall be prepared by the designated supervisor and shall include, but not be limited to:

a. A summative rating based on the evaluation rubric;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the administrator's evaluation rubric; and

c. The administrator's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The administrator and the designated supervisor shall sign the report within five **administrator** working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of his or her personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative, confidential location, the personnel file shall clearly indicate the report's location and how it can easily be accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Administrators – N.J.A.C. 6A:10-2.5

1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by administrator and the Superintendent or the designated supervisor. If the administrator does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the administrator and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the administrator and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five administrator working days following the school district's receipt of the administrator's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

a. Address areas in need of improvement identified in the administrator evaluation rubric;
b. Include specific, demonstrable goals for improvement;

c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

d. Include timelines for meeting the goal(s).

4. The administrator's designated supervisor and the administrator on a corrective action plan shall discuss the administrator's progress toward the goals outlined in the corrective action plan during each required post-observation conference. The administrator and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the administrator's progress, position, or role.

5. Progress toward the administrator's goals outlined in the corrective action plan**:**

a. Shall be documented in the administrator's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the administrator on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the administrator's progress toward his or her corrective action plan goals; and

b. May be used as evidence in the administrator's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the administrator's designated supervisor.

7. The corrective action plan shall remain in effect until the administrator receives his or her next summative evaluation rating.

8. There shall be no minimum number of administrator working days an administrator's corrective action plan can be in place.

I. Administrator Observations and Evaluations – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured administrators. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

    a. Be at least twenty minutes in length;

    b. Be followed within fifteen administrator working days by a conference between the supervisor who made the observation and the nontenured administrator;

    c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and

    d. Allow the nontenured administrator to submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

2. All tenured administrators shall receive at least one observation per school year.

3. All nontenured administrators shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.

    a. The required observations and evaluations for nontenured administrators shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three evaluations and observations must have been completed prior to April 30.

    b. The number of required observations and evaluations for nontenured administrators may be reduced proportionately when an individual administrator's term of service is less than one academic year.

4. Evaluations for tenured administrators shall be completed prior to June 30.

Adopted: 27 January 201
Revised: 22 February 2016
Revised: 11 September 2017
Revised:

3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

~~The rules in N.J.A.C. 6A:10 – Educator Effectiveness shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts in effect on July 1, 2013 and n~~**N**o collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the **purpose of conducting the educator** evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq.**, including, but not limited to, digital records,** shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for **all** Principals, Vice Principals, and Assistant Principals which shall be submitted to the Commissioner **of Education** by **August** ~~June~~ 1 for approval by August **15** ~~1~~ of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of Principals, Vice Principals, and Assistant Principals and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all Principals, Vice Principals, or Assistant Principals. A District Evaluation Advisory Committee **may** ~~shall~~ be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal, Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals, Vice Principals, and Assistant Principals. Measures of student achievement, as outlined in

N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal, Vice Principal, and Assistant Principal observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designated supervisor shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designated supervisor, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.3.

The Superintendent annually shall notify all Principals, Vice Principals, or Assistant Principals of the adopted evaluation policies and procedures/regulations no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Superintendent shall notify the Principal, Vice Principal, or Assistant Principal of the policies and procedures/regulations at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures/regulations within ten Principal, Vice Principal, or Assistant Principal working days of adoption.

N.J.S.A. 18A:6-117 et seq.
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5
N.J.A.C. 6A:10-5.1 through 5.4
N.J.A.C. 6A:10-7.1 and 7.3

Adopted: 27 January 2014
Revised: 22 February 2016
Revised: 11 September 2017
Revised:

R 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3224 unless the context clearly indicates otherwise:

"Annual performance report" means a written appraisal of the Principal's, Vice Principal's, or Assistant Principal's performance prepared by the designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a Principal, Vice Principal, or Assistant Principal evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Calibration" in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the Superintendent or a designated supervisor in collaboration with the Principal, Vice Principal, and Assistant Principal to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual Principal, Vice Principal, and Assistant Principal and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the administrator's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all Principals, Vice Principals, and Assistant Principals in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a Principal's, Vice Principal's, and Assistant Principal's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by the Superintendent or designee.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the Principal, Vice Principal, and Assistant Principal for the purpose of evaluation to discuss the data collected in the observation.

"Principal practice instrument" means an assessment tool that provides scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process.

Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Student growth percentile" means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12 and certified to evaluate a Principal, Vice Principal, or Assistant Principal.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

~~The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of collective bargaining agreements or other employment contracts entered into by a school district in effect on July 1, 2013.~~ No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. The evaluation rubrics for Principals, Vice Principals, and Assistant Principals shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).

3. Evaluation rubrics shall be submitted to the Commissioner by **August** ~~June~~ 1 for approval by August **15** ~~1~~ of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of Principals, Vice Principals, and Assistant Principals, unless otherwise specified:

   a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

   b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

      (1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

   c. Ensure the Superintendent annually notifies all Principals, Vice Principals, and Assistant Principals of the adopted evaluation policies and procedures no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Board/Superintendent shall notify all Principals, Vice Principals, and Assistant Principals of the policies and procedures at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures within ten **Principal, Vice Principal, and Assistant Principal** working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a Principal, Vice Principal, or Assistant Principal for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all Principals, Vice Principals, and Assistant Principals and, when applicable, applying the Commissioner-approved principal practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all Principals, Vice Principals, and Assistant Principals who are being evaluated in the school district and provide more thorough training for any Principals, Vice Principals, and Assistant Principals who are being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the principal practice instrument;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate Principals, Vice Principals, or Assistant Principals for the first time. Training shall be provided on each component of the evaluated Principal's, Vice Principal's, or Assistant Principal's evaluation rubric before the evaluation of the Principal, Vice Principal, or Assistant Principal;

c. The Superintendent shall annually certify to the Department that all supervisors of Principals, Vice Principals, and Assistant Principals in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. **A** ~~Beginning in 2018-2019, the~~ District Evaluation Advisory Committee~~s~~ **is not** ~~shall no longer be~~ required and the Board of Education shall have the discretion to **establish a** ~~continue the~~ District Evaluation Advisory Committee.

G. Evaluation Procedures for Principals, Vice Principals, and Assistant Principals - N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3224 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of Principals, Vice Principals, and Assistant Principals.

2. Evaluation policies and procedures requiring the annual evaluation of Principals, Vice Principals, and Assistant Principals shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

a. Roles and responsibilities for implementation of evaluation policies and procedures;

b. Job descriptions, evaluation rubrics for Principals, Vice Principals, and Assistant Principals, the process for calculating the summative ratings and each component and the evaluation regulations set forth in N.J.A.C. 6A:10-1 et seq.;

c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, Assistant Principals for calculating the median and school-wide student growth percentile;

d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

e. Process for developing and scoring student growth objectives;

f. The process for preparation of individual professional development plans; and

g. The process for preparation of an annual performance report by the Superintendent or designated supervisor, and an annual summary conference between the Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor.

3. The annual summary conference between the designated supervisor and the Principal, Vice Principal, or Assistant Principal shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

   a. The performance of the Principal, Vice Principal, or Assistant Principal based upon the job description and the scores or evidence compiled using the evaluation rubric, including, when applicable:

      (1) The **educator's** ~~principal's~~ practice instrument; and

      (2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

   b. The progress of the Principal, Vice Principal, or Assistant Principal toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

   c. The preliminary annual performance report.

4. If any scores for the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report for the Principal, Vice Principal, or Assistant Principal shall be prepared by the designated supervisor and shall include, but not be limited to:

   a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-5;

   b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric; and

   c. The Principal's, Vice Principal's, or Assistant Principal's individual professional development plan or a corrective action plan from the evaluation year being reviewed in the report.

6. The Principal, Vice Principal, or Assistant Principal and the designated supervisor shall sign the report within five **Principal, Vice Principal, and Assistant Principal** working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the Principal's, Vice Principal's, or Assistant Principal's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternate location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.5

1. For each Principal, Vice Principal, and Assistant Principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the Principal, Vice Principal, or Assistant Principal and the designated supervisor. If the Principal, Vice Principal, or Assistant Principal does not agree with the corrective action plan's content, the designated supervisor shall make the final determination.

2. The corrective action plan shall be developed and the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five Principal, Vice Principal, or Assistant Principal working days following the school district's receipt of the Principal's, Vice Principal's, or Assistant Principal's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the principal evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

   d. Include timelines for meeting the goal(s).

4. The designated supervisor and the Principal, Vice Principal, or Assistant Principal on a corrective action plan shall discuss the Principal's, Vice Principal's, or Assistant Principal's progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.

5. Progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan:

   a. Shall be documented in the Principal's, Vice Principal's, or Assistant Principal's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the Principal, Vice Principal, or Assistant Principal on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the Principal's, Vice Principal's, or Assistant Principal's progress toward his or her corrective action plan goals; and

   b. May be used as evidence in the Principal's, Vice Principal's, or Assistant Principal's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated Principal, Vice Principal, or Assistant Principal on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the designated supervisor.

7. The Superintendent or his or her designee, and the Principal, as appropriate, shall conduct a mid-year evaluation of any Principal, Vice Principal, or Assistant Principal pursuant to N.J.S.A. 18A:6-121.c. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum a conference to discuss progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

8. The Superintendent shall ensure Principals, Vice Principals, and Assistant Principals with a corrective action plan receive one observation and a post-observation conference in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 5.4.

9. The corrective action plan shall remain in effect until the Principal, Vice Principal, or Assistant Principal receives his or her next summative evaluation rating.

10. There shall be no minimum number of Principal, Vice Principal, or Assistant Principal working days a Principal's, Vice Principal's, or Assistant Principal's corrective action plan can be in place.

I. Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.1

1. Unless otherwise noted, the components of the principal evaluation rubrics shall apply to teaching staff members holding the position of Principal, Vice Principal, or Assistant Principal and holding a valid and effective standard, provisional, or emergency administrative certificate.

2. The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:

   a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and

   b. Measures of principal practice pursuant to N.J.A.C. 6A:10-5.3 and 5.4.

3. To earn a summative rating, the Principal, Vice Principal, or Assistant Principal shall have a student achievement score, pursuant to N.J.A.C. 6A:10-5.2 and a principal practice score pursuant to N.J.A.C. 6A:10-5.3 and 5.4.

4. Each score shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:

    a. If, according to N.J.A.C. 6A:10-5.2(b), the Principal, Vice Principal, or Assistant Principal receives a school-wide student growth percentile score as described in N.J.A.C. 6A:10-5.2(c), the score shall be at least ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.

    b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.

    c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2(e), shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.

    d. Measure of principal practice, as described in N.J.A.C. 6A:10-5.3(b), shall be no less than fifty percent of evaluation rubric rating.

5. Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a Principal's annual summative rating.

6. The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.

J. Student Achievement Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.2

1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:

    a. The school-wide student growth percentile of all students assigned to the Principal;

    b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the Principal; and

    c. Administrator goals set by Principals, Vice Principals, or Assistant Principals in consultation with their supervisor pursuant to N.J.A.C. 6A:10-5.2(e), which shall be specific and measurable, based on student growth and/or achievement data.

2. The school-wide student growth percentile score shall be included in the annual summative rating of Principals, Vice Principals, and Assistant Principals who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. If the Principal, Vice Principal, or Assistant Principal is employed in more than one school, the Superintendent shall assign to the Principal, Vice Principal, or Assistant Principal, as appropriate, the school-wide student growth percentile from one school and shall notify the Principal, Vice Principal, or Assistant Principal at the beginning of the school year of the student growth percentile assignment.

3. The Department shall calculate the school-wide student growth percentile for Principals, Vice Principals, and Assistant Principals.

4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal's annual summative rating. The average student growth objective scores for Vice Principals or Assistant Principals shall be determined according to the following procedures:

    a. The Principal, in consultation with the Vice Principal or Assistant Principal, shall determine prior to the start of the school year, which teachers, if not all teachers in the school, shall be linked to the Vice Principal's and Assistant Principal's average student growth objective score.

    b. If the Vice Principal or Assistant Principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the Principal shall make the final determination.

5. Administrator goals for Principals, Vice Principals, or Assistant Principals shall be developed and measured according to the following procedures:

    a. The designated supervisor shall determine for all Principals, Vice Principals, or Assistant Principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals.

    b. Principals, Vice Principals, or Assistant Principals shall develop, in consultation with their designated supervisor, each administrator goal. Each Vice Principal and Assistant Principal shall set goals specific to his or her job description or adopt the same goals as his or her Principal. If the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor do not agree upon the administrator

goal the Principal's, Vice Principal's, or Assistant Principal's designated supervisor shall make the final determination.

c. Administrator goals and the criteria for assessing performance based on those objectives shall be determined, recorded, and retained by the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor by October 31 of each school year, or within twenty-five **Principal, Vice Principal, and Assistant Principal** working days of the Principal's, Vice Principal's, or Assistant Principal's start date if he or she begins work after October 1.

d. The administrator goal score shall be approved by the designated supervisor of the Principal, Vice Principal, or Assistant Principal. The Principal's, Vice Principal's, or Assistant Principal's administrator goal score, if available, shall be discussed at his or her annual summary conference and recorded in his or her personnel file.

K. Principal Practice Component of Evaluation Rubric – N.J.A.C. 6A:10-5.3

1. Measures of principal practice shall include a measure determined through a Commissioner-approved principal practice instrument and may include a leadership measure determined through the Department-created leadership rubric.

2. Principal practice component rating shall be based on the measurement of the Principal's, Vice Principal's, or Assistant Principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

3. Leadership practice shall be determined by a score on a leadership rubric, which will assess the Principal's, Vice Principal's, or Assistant Principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department's website and annually maintained.

L. Principal, Vice Principal, and Assistant Principal Observations – N.J.A.C. 6A:10-5.4

1. The Superintendent or his or her designee, shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. A Principal, or the Superintendent or his or her designee, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

3. For the purpose of collecting data for the evaluation of a Principal, Vice Principal, or Assistant Principal, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C.

6A:10-1.2, may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

4. Post-observation conferences shall include the following procedures:

   a. A supervisor who is present at the observation shall conduct a post-observation conference with the Principal, Vice Principal, or Assistant Principal being observed. A post-observation conference shall occur no more than fifteen Principal, Vice Principal, or Assistant Principal working days following each observation.

   b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the Principal's, Vice Principal's, or Assistant Principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness.

   c. With the consent of the observed Principal, Vice Principal, or Assistant Principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication.

   d. One post-observation conference may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference as long as it occurs within the required fifteen Principal, Vice Principal, or Assistant Principal working days following the observation.

   e. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the Principal, Vice Principal, or Assistant Principal who was observed.

   f. The Principal, Vice Principal, or Assistant Principal shall submit his or her written objection(s) of the evaluation within ten **Principal, Vice Principal, and Assistant Principal** working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

5. Each tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each nontenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as

required by N.J.S.A. 18A:27-3.1. An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5(h) for Principals, Vice Principals, and Assistant Principals who are on a corrective action plan.

M. Principal Practice Instrument – N.J.A.C. 6A:10-7.3

1. The principal practice instrument approved by the Department shall meet the following criteria:

   a. Incorporate domains of practice and/or performance criteria that align to the **2015** ~~2008 ISLLC~~ Professional Standards for **Educational** ~~School~~ Leaders developed by the **National Policy Board for Educational Administration (NPBEA)** ~~Interstate School Leadership Licensure Consortium~~ incorporated herein by reference~~, available at:~~

      ~~http://www.ccsso.org/documents/2008/educational_leadership_policy_standards_2008.pdf~~;

   b. Include scoring guides for assessing principal practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall clearly define the expectations for each category and provide a conversion to four rating categories;

   c. Rely on, to the extent possible, multiple sources of evidence collected throughout the school year, including, but not limited to, evaluation of a Principal's leadership related to:

      (1) Implementing high-quality and standards-aligned curriculum, assessments, and instruction; and

      (2) Evaluating the effectiveness of teaching staff members and supporting their professional growth.

   d. Include descriptions of specific training and implementation details required for the instrument to be effective.

Adopted: 22 January 2014
Revised: 22 February 2016
Revised: 11 September 2017
Revised:

4146 NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

The Board will renew the employment contract of a nontenured support staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board will not withhold its approval for arbitrary and capricious reasons. A nontenured support staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured support staff member's performance does not meet the standards of the **school** district, the Superintendent shall recommend not to renew the **nontenured** support staff member's contract. Prior to notifying the nontenured support staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the **nontenured** support staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the nontenured support staff member their employment will be discussed in executive session in order for the **nontenured** support staff member to exercise their statutory right to request a public discussion.

The Superintendent shall **provide written notification to** ~~notify~~ each nontenured support staff member to whom reemployment will not be offered ~~in writing~~ in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. Paraprofessionals continuously employed since the preceding September 30 as a school aide or classroom aide in a school district that receives funding under Title I of the Federal Elementary and Secondary Education Act of 1965 shall be notified of renewal or nonrenewal on or before May 15 in each year in accordance with the provisions of N.J.S.A. 18A:27-10.2.

A**ny** nontenured support staff member **receiving notice that a contract for the succeeding year will not be offered, may within fifteen calendar days, request in writing a statement of the reasons for such nonemployment which shall be** ~~whose contract is not renewed shall have the right to a written statement of the reasons for nonrenewal, provided the request for the statement of reasons is made within fifteen days of the Superintendent's written notification of nonrenewal to the support staff member. The statement of reasons shall be provided~~ **given** to **the** ~~a~~ nontenured support staff member **in writing** within thirty **calendar** days after the receipt of **such** ~~the~~ request.

Whenever a nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment **pursuant to N.J.S.A. 18A:27-3.2**, the nontenured support staff member **may request in writing** ~~shall have the right to~~ an informal appearance before the Board**. The written request shall be submitted to the Board within ten calendar days of the nontenured support staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured support staff member's receipt of the Board's statement of reasons** ~~to permit the support staff member an opportunity to convince the members of the Board to offer reemployment, provided that a request for such an appearance is received within ten days~~

~~after the support staff member receives the statement of reasons provided by the Superintendent. The informal appearance before the Board shall be held in accordance with the provisions of N.J.A.C. 6A:10-8.1~~.

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured support staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured support staff member reemployment after the informal appearance before the Board. **Within three working days following the informal appearance, the Board shall notify the affected nontenured support staff member, in writing, of its final determination.** ~~The support staff member will be notified of the Board's final determination within three days following the informal appearance before the Board.~~

The provisions as outlined in Policy and Regulation 4146 may be revised or adjusted by the Superintendent of Schools to be in accordance with the terms and timelines of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties provided the terms are not contrary to any statute, administrative code, or any management rights of the Board.

This **P**~~p~~olicy does not apply to the contract renewal of the Treasurer of School Moneys, Board Auditor, Board Attorney or Board Secretary, except a Board Secretary who performs business administration functions.

N.J.S.A. **18A:27-3.2;** 18A:27-4.1~~.~~
N.J.A.C. 6A:10-9.1

Adopted: 7 December 2009
Revised: 27 January 2014
Revised:

R 4146 NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

A. Evaluations

1. Each nontenured support staff member shall be evaluated at least one time each school year.

2. Evaluations shall set forth both the strengths and weaknesses of the nontenured support staff member in order to provide an accurate assessment of his/her performance and to encourage the improvement of that performance.

3. Supervisors shall constructively point out performance deficiencies and offer assistance to nontenured support staff members in the improvement of professional skills.

B. Nonrenewal Recommendation

1. When a nontenured support staff member's performance does not meet the standards of the **school** district, **employment will not be offered to** the **nontenured** support staff member~~'s immediate supervisor~~ for the ~~next~~ **succeeding** ~~shall recommend to the Superintendent, no later than April 1, that the support staff member should not be reemployed in the following~~ school year.

2. The nontenured support staff member shall be informed by the Superintendent of Schools, in writing, that employment for the next succeeding school year will not be offered. This written notice shall be provided to the nontenured support staff member in accordance with the **timelines and** terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties.

3. A recommendation by the Superintendent **to not renew the nontenured support staff member** ~~for nonrenewal~~ may be based upon the nontenured support staff member's evaluations, job performance, or any factor affecting his/her employment in **the school** ~~this~~ district.

4. A nontenured support staff member contract can ~~only~~ be renewed **only** upon the Superintendent's recommendation and a majority vote of the full **membership of the** Board. The Board **shall** ~~may~~ not withhold its approval for arbitrary and capricious reasons.

C. Nonrenewal Action

1. **Prior to notifying the nontenured support staff member of the nonrenewal, the Superintendent shall notify the Board of the recommendation not to renew the nontenured support staff member's contract and the reasons for the recommendation.** ~~The Superintendent will notify Board members of the recommendation not to renew a nontenured teaching staff member's contract before notifying the~~

~~nontenured teaching staff member of the recommendation to not renew.~~ The Superintendent may notify the Board members of the recommendation not to renew the nontenured **support** ~~teaching~~ staff member's contract and the reasons for the recommendation in a written notice to the Board ~~prior to May 15. In~~ **or in** the alternative, ~~the Superintendent may notify the Board members of the recommendation not to renew a nontenured teaching staff member~~ in ~~an~~ executive session. ~~Using this option~~ **If notification is provided to the Board in executive session**, the Superintendent and the Board will meet in executive session **in accordance with the timelines and terms of any applicable collective bargaining agreement, individual contract, or any other agreement between parties** ~~prior to May 15 to review the Superintendent's recommendation(s) for nonrenewal of nontenured teaching staff members~~.

a. Notice of the executive session shall be given in accordance with N.J.S.A. 10:4-13 and individual notice shall be given, not less than forty-eight hours in advance of the meeting, to those nontenured support staff members whose possible nonrenewal will be discussed at the meeting. If any such **nontenured support staff member** ~~employee~~ requests the discussion take place in public, the recommendation for his/her nonrenewal will be severed from any other nonrenewal recommendation and will be scheduled for discussion at a public meeting.

2. The Superintendent will ensure the timelines for nonrenewal action are in accordance with the timelines and terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties.

3~~2~~. A nontenured support staff member not recommended for renewal by the Superintendent is deemed not renewed. A Board **of Education** vote is not required on the Superintendent's recommendation(s) to not renew a nontenured support staff member's contract.

D. Notice of Nonrenewal

~~1. Notice of the Superintendent's decision not to renew shall be given to each nontenured support staff member not recommended for renewal in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. The Board may delegate the Superintendent or the Board Secretary to give the written notice of nonrenewal.~~

1~~2~~. The nonrenewal notice shall be ~~in writing and~~ provided to the nontenured support staff member not recommended for renewal **by the Superintendent** in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. If hand delivered, a record shall be made of the date on which delivery was made. If sent by mail, the notice shall be sent registered mail, return receipt requested, to the nontenured support staff member's address of record.

E. Request for Statement of Reasons

1. **Any nontenured support staff member receiving notice that a contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing a statement of the reasons for such nonemployment which shall be given to the nontenured support staff member in writing thirty calendar days after the receipt of such request.** ~~A nonrenewed support staff member will be given a written statement of the reasons for which he/she was not renewed provided the support staff member's request for a statement of reasons has been received by the Superintendent within fifteen calendar days after the support staff member has received written notice of his/her nonrenewal.~~

2. The statement of reasons for a nonrenewal will set forth, with as much particularity as possible, the precise reasons for the nonrenewal. Where the nonrenewal is based on performance deficiencies recorded in the **nontenured support staff member's** ~~employee's~~ evaluations and the **nontenured support staff member** ~~employee~~ has been given a copy of those evaluations, the statement of reasons may incorporate the evaluations by reference.

3. The statement of reasons may be prepared by the Superintendent or the Board Secretary and shall be delivered to the **nontenured support staff member** ~~employee~~ who requested **the statement of reasons** ~~it~~ within thirty calendar days after the receipt of the **nontenured support staff member's** ~~employee's~~ request **for the statement of reasons**.

F. Nonrenewal Appearance

1. **Whenever the nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured support staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured support staff member's receipt of the Board's statement of reasons** ~~A support staff member who has requested a statement of reasons for his/her nonrenewal will be granted an informal appearance before the Board to discuss those reasons, provided that he/she had submitted to the Superintendent a written request for such an appearance no later than ten calendar days after the support staff member's receipt of the written statement of reasons~~.

2. ~~A date for the~~ **The** informal appearance shall be scheduled within thirty calendar days from the **nontenured** support staff member's receipt of the Board's statement of reasons. ~~The appearance shall be conducted at an executive session for which notice has been given in accordance with N.J.S.A. 10:4-13.~~

3. The Board will **exercise discretion in determining** ~~determine~~ a reasonable length of time **for the proceeding** ~~to be devoted to the appearance,~~ depending upon each instance's specific circumstances.

4. The proceeding of an informal appearance before the Board may be conducted **in executive session** pursuant to N.J.A.C. 10:4-12(b)(8). **If conducted in executive session notice must be given in accordance with N.J.S.A. 10:4-13.**

5~~3~~. **The Board shall provide the nontenured support staff member adequate written notice regarding the date and time of the informal appearance.** ~~The support staff member requesting the appearance shall be given written notice, no later than forty-eight hours in advance of the meeting at which it is scheduled, of the date, time, place, and duration of the appearance.~~

6~~4~~. **The nontenured support staff member's appearance before the Board shall not be an adversary proceeding. The purpose of the appearance shall be to provide the nontenured support staff member the opportunity to convince Board of Education members to offer reemployment.** ~~The purpose of the appearance shall be to permit the nonrenewed support staff member to convince the members of the Board to offer reemployment. To those ends, the appearance shall be informally conducted. This appearance provides a mechanism by which the nontenured support staff member, whose renewal has not been recommended by the Superintendent, can appeal to the Board, on which the Superintendent sits as a non-voting member pursuant to N.J.S.A. 18A:17-20.~~

7. The proceeding of an informal appearance before the Board shall be conducted with the President of the Board presiding ~~and the appearance shall not be an adversary proceeding~~.

8~~5~~. The **nontenured** support staff member may be represented by an attorney or by one individual of his/her choosing. ~~He/She~~ **The nontenured support staff member** may present**, on his or her behalf,** witnesses ~~to testify on his/her behalf. Witnesses~~ **who** do not need to present testimony under oath~~,~~ and ~~their statements may be recorded. The~~ **shall not be cross-examined by the** Board ~~will hear witnesses and shall not cross-examine them~~. Witnesses **shall** ~~will~~ be called **one at a time** into the meeting to address the Board ~~one at a time~~ and shall be excused from the meeting after making their statements.

G. Final Determination

1. ~~A nontenured support staff member not recommended for renewal by the Superintendent is deemed not renewed.~~ A Board vote is not required on the Superintendent's recommendation(s) to not renew a nontenured support staff member. However, after an informal appearance before the Board, the Superintendent may make a recommendation for reemployment **of the nontenured support staff member** to the voting members of the Board. ~~The voting members of the Board, by a majority vote of the full Board in public session, must approve the reemployment based on the Superintendent's recommendation.~~ **If the Superintendent recommends the nontenured teaching staff member for reemployment, the voting members of the Board must, by a majority vote of the full Board at a public session, approve or not approve the reemployment.**

2. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured support staff member reemployment after the informal appearance before the Board.

3~~1~~. **Within three working days following the informal appearance, the Board shall notify the affected nontenured support staff member, in writing, of its final determination. The Board may delegate notification of its final determination to the Superintendent or Board Secretary.** ~~The final determination will be delivered to the nontenured support staff member, in writing, no later than three days following the informal appearance. The Board may delegate the Superintendent or the Board Secretary to deliver the final determination.~~

Issued: 7 December 2009
Revised: 27 January 2014
Revised:

2422 **COMPREHENSIVE** HEALTH AND PHYSICAL EDUCATION

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the NJSLS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

The curriculum requirements listed below address the need for students to gain knowledge and skill in caring for themselves, interacting effectively with others, and analyzing the impact of choices and consequences. The primary focus of the curriculum listed below is to help students develop concepts and skills that promote and influence healthy behaviors.

The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.

2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.

3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.

4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.

5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.

6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.

7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.

8. Health, Safety, and Physical Education (N.J.S.A. 18A:35-5) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.

9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.

10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.

11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.

12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.

13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.

14. Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.

15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.

17. History of Disabled and LGBT Persons (N.J.S.A. 18A:35-4.35 and 4.36) requires instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people for middle and high school students.

18. Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.

19. Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a) requires age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through twelve.

20. Curriculum to Include Instruction on Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) requires instruction on diversity and inclusion in an appropriate place in the curriculum for students in grades Kindergarten through twelve.

21. Incorporation of Age-Appropriate Instruction Relative to Consent for Physical Contact and Sexual Activity (N.J.S.A. 18A:35-4.38) requires age-appropriate instruction in grades six through twelve on the law and meaning of consent for physical contact and sexual activity.

22. Health Curriculum to Include Instruction on Mental Health (N.J.S.A. 18A:35-4.39) requires health education programs to include instruction on mental health and the relation of physical and mental health for students in grades Kindergarten through twelve.

23. Information About "New Jersey Safe Haven Infant Protection Act" Included in Public School Curriculum (N.J.S.A. 18A:35-4.40) information on the provisions of the "New Jersey Safe Haven Infant Protection Act" shall be included in curriculum for public school students in grades nine through twelve.

24. Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.

25~~19~~. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the NJSLS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

The Board of Education must provide two and one-half hours of health, safety, and physical education courses in each school week, or proportionately less when holidays fall within the week. Recess period(s) shall not be used to meet the requirements of N.J.S.A. 18A:35-5, 7, and 8.

In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early dismissal. The recess period shall be outdoors, if feasible. A student shall not be denied recess for any reason, except as a consequence of a violation of the school district's Code of Student Conduct, including a harassment, intimidation, or bullying (HIB) investigation pursuant to N.J.S.A. 18A:37-13 et seq. Students may not be denied recess more than twice per week for a violation of the Code of Student Conduct or HIB investigation and these students shall be provided restorative justice activities during the recess period.

Restorative justice activities are defined as activities designed to improve the socioemotional and behavioral responses of students through the use of more appropriate and less punitive interventions thereby establishing a more supportive and inclusive school culture. The student's recess period should be scheduled in a manner that does not interfere with the implementation of a student's Individualized Education Program (IEP). School staff may deny recess for a student on the advice of a medical professional, school nurse, or the provisions of a student's IEP and/or 504 Plan.

A copy of the NJSLS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

~~N.J.S.A. 18A:35-4.31~~

Adopted: 18 July 2016
Revised: 01 April 2019
Revised: 05 October 2020
Revised:

2467 SURROGATE PARENTS AND **RESOURCE FAMILY** ~~FOSTER~~ PARENTS

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under N.J.A.C. 6A:14~~-2.2~~ when:

1. The parent~~, as defined according to N.J.A.C. 6A:14-1.3,~~ cannot be identified;

2. The parent cannot be located after reasonable efforts;

3. An agency of the State of New Jersey has guardianship of the student **or the student is determined a ward of the State and, if the student is placed with a resource family parent, the resource family parent declines to serve as the student's parent;** ~~and that agency has not taken steps to appoint a surrogate parent for the student;~~ **or**

~~4. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;~~

~~5. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent, and no State agency has taken steps to appoint a surrogate parent for the student; and~~

4~~6~~. The student is an unaccompanied ~~homeless~~ youth **as that term is defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 USC §11434.(a)6) and N.J.A.C. 6A:17-1.2** ~~and no State agency has taken steps to appoint a surrogate parent for the student~~.

Qualifications and Selection

The district **shall** ~~will~~ make reasonable efforts to appoint a surrogate parent within thirty days of **the** ~~it's~~ determination that a surrogate parent is **needed** ~~required~~ for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such student.

The district shall establish a method for selecting and training surrogate parents.

The person serving as a surrogate parent shall:

1. Have no interest that conflicts with **the interest** ~~those~~ of the student **they** ~~he/she~~ represent~~s~~;

2. Possess knowledge and skills that ensure adequate representation of the student;

3. Not be replaced without cause;

4. Be at least eighteen years of age; **and**

5. **Complete** ~~Have~~ a criminal history review **pursuant to** ~~in accordance with~~ N.J.S.A. 18A:6-7.1 **if the person** ~~completed prior to his or her~~ serving as the surrogate parent~~, if the school district~~ **is compensated.** ~~compensates the surrogate parent for such services; and~~

~~6. Not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.~~

The person(s) serving as a surrogate parent may not ~~Not~~ be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

[Optional - A surrogate parent **will** ~~may~~ be paid solely to act in this capacity.**]**

The _____ shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student ~~(~~who is or may be a student with a disability~~)~~ is in the care of a **resource family** ~~foster~~ parent, and the **resource family** ~~foster~~ parent is not the parent of the student ~~as defined in N.J.A.C. 6A:14-1.3~~, the district where the **resource family** ~~foster~~ parent resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) in the Department of Children and Families to determine whether the parent retains the right to make educational decisions and determine the whereabouts of the parent.

If the parent retains the right to make educational decisions and the parent's whereabouts are known to the school district, the **Superintendent or designee** ~~Surrogate Parent Coordinator~~ shall obtain all required consent from**,** and provide written notices to**,** the parent.

If the district cannot ascertain the whereabouts of the parent, the **resource family** ~~foster~~ parent~~, unless that person is unwilling to do so,~~ shall serve as the parent **unless that person is unwilling to do so** ~~pursuant to N.J.A.C. 6A:14-1.3~~. If there is no **resource family** ~~foster~~ parent, or if the **resource family** ~~foster~~ parent is unwilling to serve as the student's parent, the Surrogate Parent Coordinator shall consult with the student's case manager at DCP&P to assist in identifying an individual to serve as a surrogate parent**,** ~~and~~ appoint**ing** a surrogate parent**,** and obtain**ing** all required consent from, and provid**inge** written notices to, the surrogate parent.

Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Surrogate Parent Coordinator shall coordinate the training for surrogate parents. The training **may** ~~will~~ include, but not be limited to:

1. Providing the surrogate parent a copy of:

    a. Parental Rights in Special Education booklet;

b. N.J.A.C. 6A:14;

c. The Special Education Process;

d. **Administrative** Code Training Materials from the Department of Education website; and

e. Other relevant materials.

2. Providing the surrogate parent an opportunity to meet with the Surrogate Parent Coordinator to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Surrogate Parent Coordinator shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;

3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;

4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and

5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.
N.J.A.C. 6A:14-2.2

Adopted: 6 April 2009
Revised: 7 December 2009
Revised: 17 April 2017
Revised:

5116 EDUCATION OF HOMELESS CHILDREN

The Board of Education will admit and enroll homeless children in accordance with Federal and State laws and New Jersey Administrative Code. The Board of Education adopts this Policy to be in compliance with law and administrative code to ensure the enrollment of homeless children in school and to respond to appeals made by parents or other parties related to the enrollment of homeless children.

The Board of Education shall determine that a child is homeless when he or she resides in a publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels; congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers. A child is also determined homeless when he or she resides in a public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles including mobile homes; tents or other temporary shelters; parks; abandoned buildings; bus or train stations; temporary shelters provided to migrant workers and their children on farm sites; and the residence of relatives or friends where the homeless child resides out of necessity because his or her family lacks a regular or permanent residence of its own. A child is also determined homeless when he or she resides in substandard housing.

The school district of residence for a homeless child is responsible for the education of the child and shall assume all responsibilities as required in N.J.A.C. 6A:17-2.3. The school district of residence for a homeless child means the school district in which the parent of a homeless child resided prior to becoming homeless.

The school district liaison designated by the Superintendent of Schools for the education of homeless children is _____. The liaison will facilitate communication and cooperation between the school district of residence and the school district where the homeless child resides and shall assume all responsibilities as outlined in N.J.A.C. 6A:17-2.4(a).

When a homeless child resides in a school district, the school district liaison shall notify the liaison of the school district of residence within twenty-four hours of receiving notification from the parent, the Department of Human Services or the Department of Children and Families, a shelter director, an involved agency, or a case manager. Upon notification of the need for enrollment of a homeless child, the liaison in the school district of residence shall coordinate enrollment procedures immediately based upon the best interest of the child pursuant to N.J.A.C. 6A:17-2.5(b).

The Superintendent of the school district of residence or designee shall decide in which school district the homeless child shall be enrolled in accordance with the provisions of N.J.A.C. 6A:17-2.5.

Unless parental rights have been terminated by a court of competent jurisdiction, the parent retains all rights under N.J.A.C. 6A:17-2.1 et seq.

When a dispute occurs regarding the determination of homelessness or the determination of the school district of enrollment made by the school district of residence, the Superintendent(s) or the designee(s) of the involved district(s) or the child's parent(s) shall immediately notify the Executive County Superintendent of Schools, who, in consultation with the Department of Education's McKinney-Vento Homeless Education Coordinator or designee, shall immediately decide the child's status. If a dispute remains between the parent and the involved school district(s) following the Executive County Superintendent's determination, the parent or the involved district Board(s) of Education may appeal to the Commissioner of Education for determination pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

When a school district designated as the school district of residence disputes its designation as the school district of residence, or where no designation can be agreed upon by the involved school districts, the Superintendent(s) or designee(s) of the involved school districts shall immediately notify the Executive County Superintendent of Schools, who shall immediately make a determination, if possible, but no later than within forty-eight hours.

If the dispute regarding determination of district of residence does not involve the determination of homelessness and/or district enrollment, the school district disputing the Executive County Superintendent's determination may appeal to the Department of Education pursuant to N.J.A.C. 6A:23A-19.2(d), (e), and (f) and

request a determination from the Division of Administration and Finance. If an appeal of a determination of district of residence also includes an appeal of the determination of homelessness and/or school district of enrollment, the appeal shall be submitted to the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

Any dispute or appeal shall not delay the homeless child's immediate enrollment or continued enrollment in the school district. The homeless child shall be enrolled in the school district in which enrollment or continued enrollment is sought by the parent, pending resolution of the dispute or appeal. Disputes and appeals involving the services provided to a homeless child with a disability shall be made pursuant to N.J.A.C. 6A:14.

Financial responsibility, including the payment of tuition for the homeless child, will be in accordance with N.J.A.C. 6A:17-2.8. The school district of residence shall list the child on its annual Application for State School Aid (ASSA) pursuant to N.J.S.A. 18A:7F-33 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer list the student on its ASSA. The State shall assume fiscal responsibility for the tuition of the child pursuant to N.J.S.A. 18A:7B-12.1 and shall pay the tuition to the school district in which the child is currently enrolled until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. under the circumstances outlined in N.J.A.C. 6A:17-2.8(c).

On or before December 31 of each year, the district shall report to the Office of Homelessness Prevention in the Department of Community Affairs an accounting of each instance in which the district is made aware that a student enrolled in the district because the student's parent moved to the district as a result of being homeless.

N.J.S.A. 18A:7B-12; 18A:7B-12.1**; 18A:38-1**
N.J.A.C. 6A:17-2.1 et seq.

Adopted: 7 December 2009
Revised: 27 February 2017
Revised: 22 May 2017

7432 EYE PROTECTION

The Board of Education **requires each student, staff member, and school visitor, including individuals present for evening adult-school programs, to wear appropriate eye protective devices while participating in educational activities and programs as defined in N.J.A.C. 6A:7-1.3. Appropriate eye protective devices must be worn by anyone engaged in a process or activity where exposure to which might have a tendency to cause damage to the eyes pursuant to N.J.A.C. 6A:26-12.5(a) and N.J.S.A. 18A:40-12.1** ~~directs the rigorous implementation and enforcement of eye safety practices for students, staff members, and visitors exposed to conditions potentially hazardous to the eyes in the instructional program of this district~~.

The term "appropriate eye protective device" shall include plain or prescription lenses provided the lenses and other portions of the device meet or exceed the prescribed specifications for the device. Specifications for appropriate eye protection for various activities shall meet or exceed standards described in the American National Standard Practice for Occupational and Educational Eye and Face Protection, ANSI Z87.1-1989; American National Standard Practice for the Safe Use of Lasers, ANSI Z136.1-1986, and eye protective procedures recommended by the manufacturer of the laser device.

~~**Optional**~~

~~**[**including the adult evening school program.**]**~~

The Superintendent **or designee** shall be responsible for the continual monitoring of the school program, including, but not limited to, all vocational education, industrial arts education, science education, technology education and arts education, for conditions under which students, staff members, or visitors are exposed to a process or activity that might have a tendency to cause damage to the eyes.

~~Each student, staff member, and visitor, exposed to a condition identified as hazardous to the eyes must wear an eye protective device appropriate to the activity and certified to meet the standards established by the State Board of Education, the American National Standard Practice for Occupational and Educational Eye and Face Protection, ANSI Z87.1-1979, and American National Standard Practice for the Safe Use of Lasers, ANSI Z136.1-1986 and the New Jersey Administrative Code~~. The **appropriate** eye protective device shall be supplied by the Board, except that the student, staff member, or visitor**, including individuals present for evening adult-school programs,** may wear personal eye wear that is appropriate to the activity and certified, in writing, by a licensed optician or other qualified licensed eye professional to meet or exceed those standards. District-owned **appropriate** eye protective devices shall be inspected regularly by the appropriate staff member, and defective or poorly fitting devices shall be returned to the Principal for repair or discard. Any shared **appropriate** eye protective devices shall be disinfected between uses by the method prescribed by the school medical inspector.

Each classroom, shop, laboratory, and other area of the school in which students or staff members are exposed to caustic materials that can cause damage to the eyes shall be equipped with an emergency eye wash fountain in accordance with standards established by the **New Jersey** Department of Education.

The Building Principal **or designee** shall ensure that each area in the school identified as housing an activity hazardous to the eyes shall be posted with conspicuous signs that warn participants that an appropriate eye protective device must be worn during the activity. Staff members of such activities are responsible for instructing students in appropriate eye safety practices and for serving as exemplary models in the implementation of such practices.

The Board authorizes each staff member responsible for an activity or process hazardous to the eyes to compile and maintain, for the duration of the course of study, a list of students in the course who wear contact lenses.

~~A student who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices shall be dismissed from the day's class by his/her teacher. Any such dismissal from class will be considered to be an absence, in accordance with Board policy on student attendance, and an accumulation of such absences may result in loss of course credit.~~

~~A staff member who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices may be disciplined for insubordination for failing to obey the rules established by this Board. The proper implementation of eye protection practices shall be a criterion in the evaluation of every staff member required to observe such practices.~~

~~A visitor to the schools who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices may be requested to leave the school premises.~~

The **school district** ~~Superintendent shall promulgate regulations to implement this policy that conform to rules of the State Board of Education and~~ shall provide **annual** ~~in-service~~ training **and appropriate supplies and equipment** to **all school personnel responsible for implementing the eye-safety policies and program. The training shall cover all aspects of eye protection in schools as described in N.J.A.C. 6A:26-12.5(a) through (f).** ~~staff members whose instructional duties include activities hazardous to the eyes. The Superintendent shall report annually to the Board on the implementation of the eye protection program and the eye injuries, if any, occurring in the course of the instructional program.~~

N.J.S.A. 18A:40-12.1; 18A:40-12.2
N.J.A.C. 6A:7-1.3
N.J.A.C. 6A:26-12.5
~~N.J.A.C. 6:53-5.1~~ **~~[vocational districts]~~**

Adopted: 7 December 2009
Revised:

R 7432 EYE PROTECTION ~~PRACTICES~~

A. Eye Protection ~~Devices~~ - **N.J.A.C. 6A:26-12.5(a)**

The Board of Education requires each student, staff member, and school visitor, including individuals present for evening adult-school programs, to wear appropriate eye protective devices while participating in educational activities and programs as defined in N.J.A.C. 6A:7-1.3 in accordance with N.J.S.A. 18A:40-12.1 and N.J.A.C. 6A:26-12.5.

B. Eye Protection Devices - N.J.A.C. 6A:26-12.5(e)

1. **The following types of eye protective devices shall be used to fit the designated activities or processes** ~~The following types of eye protective devices must be worn by all students, staff members, and visitors (including persons attending evening adult school programs) participating in the activity or process designated wherever it may occur on school premises~~:

Potential Eye Hazard	Protective Devices
Caustic or explosive	Goggle, flexible fitting materials, hooded ventilation; add plastic window face shield for severe exposure
Dust producing operations	Goggle, flexible fitting, hooded ventilation
Electric arc welding	Welding helmet in combination with spectacles with eye cup or semi- or flat-fold side shields
Oxy-acetylene welding	Welding goggle, eye cup type with tinted lenses; welding goggle, coverspec type with tinted lenses or tinted plate lens

Potential Eye Hazard	Protective Devices
Hot liquids and gases	Goggle, flexible fitting, hood ventilation; add plastic window face shield for severe exposure
Hot solids	Clear or tinted goggles or spectacles with side shields
Molten materials	Clear or tinted goggles and plastic or mesh window face shield
Heat treatment or tempering	Clear or tinted goggles or clear or tinted spectacles with side shields
Glare operations	Tinted goggles; tinted spectacles with side shields or welding goggles, eye cup or **coverspec** ~~coverage~~ type with tinted lenses or **tinted** plate lens
Shaping solid materials	Clear goggles, flexible or rigid body; clear spectacles with side shields; add plastic window face shield for severe exposure
Laser device operation or experimentation	Appropriate for specific hazard
Vehicle repair or servicing ~~Repair or servicing of vehicles~~	Clear goggles, flexible or rigid body; clear spectacles with side shields
Other potentially hazardous processes or activities	Appropriate for specific hazard

C. Eye Protective Policy and Program – N.J.A.C. 6A:26-12.5(f)

1. The Board of Education establishes and implements Policy and Regulation 7432 to assure:

a. No staff member, student, or visitor shall be subjected to any hazardous environmental condition without appropriate eye protection;

b. The detection of eye hazardous conditions shall be continuous;

c. Eye protection devices shall be inspected regularly and adequately maintained;

d. Shared eye protective devices shall be disinfected between uses by a method prescribed by the local school medical inspector;

e. All eye protective devices shall meet or exceed the appropriate specifications for the various types of devices and suppliers of eye protective devices shall certify, in writing, that the devices meet or exceed said specifications;

f. Specific policy and procedures shall be established to deal with individuals who refuse to abide by established eye-safety practices and procedures;

[Optional

_____ (1) A student who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices shall be dismissed from the day's class by his/her teacher. Any such dismissal from class will be considered to be an absence, in accordance with Board policy on student attendance, and an accumulation of such absences may result in loss of course credit;

(2) A staff member who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices may be disciplined for insubordination for failing to obey the rules established by this Board. The proper implementation of eye protection practices shall be a criterion in the evaluation of every staff member required to observe such practices; and

(3) A visitor to the schools who refuses or persistently neglects to wear an eye protective device when required to do so or fails to observe established eye safety practices may be requested to leave the school premises;]

g. The use of contact lenses shall be restricted in learning environments that entail exposure to chemical fumes, vapors, or splashes, intense heat, molten metals, or highly particulate atmospheres. When permitted, contact lenses shall be worn only in conjunction with appropriate eye protective devices, and the lens wearer shall be identified for appropriate emergency care in eye hazardous learning environments;

[Optional

_____ (1) Staff members in these learning environments shall identify the students in his/her class who wear contact lenses. A list of such students shall be kept by the staff member in order that appropriate emergency eye care may be given; the list shall be destroyed at the end of the course of study;]

h. All spectacle-type eye protective devices shall have side shields of the eye-cup, semi- or flat-fold type; and

i. Students, staff members, or visitors wearing personal corrective eyewear shall be required to wear cover goggles or similar devices unless a competent authority can certify the personal eyewear meets or exceeds standards identified in N.J.A.C. 6A:26-12.5(b).

~~2. The supplier of any eye protective device to this district shall certify in writing that the device meets or exceeds ANSI standards. All spectacle type eye protective devices shall have side shields of the eye cup, semi-, or flat-fold type.~~

~~3. Staff members shall regularly and frequently inspect the eye protective devices used in their classes and shall report to the Principal devices that are defective or poorly fitting. All eye protective devices shall be identified with the name(s) of the user(s) and shall be properly stored when not in use.~~

~~4. An eye protective device that is shared shall be disinfected between uses by a method prescribed by the local school medical inspector.~~

~~5. The use of contact lenses shall be restricted in learning environments which entail exposure to chemical fumes, vapors or splashes, intense heat, molten metals, or highly particulate atmospheres. Staff members in these learning environments shall identify the students in his/her class who wear contact lenses. A list of such students shall be kept by the staff member in order that appropriate emergency eye care may be given; the list shall be destroyed at the end of the course of study.~~

~~When permitted, contact lenses may be worn only in conjunction with appropriate eye protective devices. The contact lens wearer shall be identified for appropriate emergency eye care in hazardous learning environments.~~

~~6. A student who wears prescription glasses shall be provided with an appropriate eye protective device that fits over his/her glasses. A student or staff member may wear his/her personal corrective eye wear in the course of an activity hazardous to the eyes provided that the eye wear has been certified in writing by a licensed optician to meet or exceed ANSI standards as defined in N.J.A.C. 6:29-1.7(b)1 and 2 for the appropriate eye protective device required.~~

~~7. The responsible staff member will provide each visitor to an area in which an activity hazardous to eyes is conducted with an appropriate eye protective device.~~

D~~B~~. Eye Wash Fountains **- N.J.A.C. 6A:26-12.5(d)**

1. **Emergency eye wash fountains, or similar devices capable of a minimum fifteen minutes continuous flow of eye-wash solution, shall be provided in classrooms, shops, laboratories, or other areas where students or instructors are exposed to caustic materials that can cause damage to the eyes in accordance with N.J.A.C. 6A:26-12.5(d).** ~~Eye wash fountains or similar devices, capable of a minimum of fifteen minutes of continuous flow of eye wash solution shall be provided in accordance with Policy No. 7432 and the standards of the State Department of Education and N.J.A.C. 6:29-1.7(d).~~

2. Eye wash fountains shall be routinely checked by the responsible staff member and any fountain that does not operate properly shall be promptly reported to the Principal.

E~~C~~. **Inspection** ~~Enforcement~~

~~1. Staff members shall not permit students to engage in an activity potentially hazardous to the eyes without appropriate eye protection and shall dismiss from the class period a student who refuses or persistently neglects to wear eye protection or to observe established eye protection practices. Any such dismissed student shall be reported absent for the class.~~

~~2. Staff members shall report to the Building Principal a visitor who refuses or persistently neglects to wear eye protection or observe established eye protection practices.~~

~~3~~. The Principal **or designee** shall annually inspect the school premises for the existence of conditions potentially hazardous to the eyes, for the placement of signs requiring appropriate eye protective devices, and for an adequate supply of appropriate eye protective devices in satisfactory condition. Conditions potentially hazardous to the eyes include, in addition to the activities listed in paragraph A**.**1**.** above, the likelihood of flying objects and spilled liquids and the presence of protruding and sharp objects.

F~~D~~. Training and Supplies **- N.J.A.C. 6A:26-12.5(g)**

The school district shall provide annual training and appropriate supplies and equipment to all school personnel responsible for implementing the eye safety policies and program. The training shall include all aspects of eye protection as defined in ~~this~~ **Policy and Regulation 7432 and in accordance with N.J.A.C. 6A:26-12.5(g)** ~~regulation~~.

Adopted: 7 December 2009
Revised:

8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement **comprehensive** written plans**,** ~~and~~ procedures**, and mechanisms** to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support~~ive~~ services for staff, students, and their families.

"School security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district's plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district's school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district's safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be **notified** ~~briefed~~ in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and cris**es**~~is~~, consistent with the school district's plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees shall receive this in-service training, as appropriate, within sixty days of the

effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

~~In accordance with N.J.S.A. 18A:41-1, at least one fire drill and one school security drill will be conducted each month within school hours, including any summer months, which the school is open for instructional programs. A school security drill means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a non-fire evacuation, lockdown, bomb threat, or active shooter situation that is similar in duration to a fire drill. Schools are required to hold a minimum of two active shooter, non-fire evacuation, bomb threat, and lockdown security drills annually. Fire alarm systems shall be initiated only during a fire drill evacuation. Responses made necessary by the unplanned activation of emergency procedures or by any other emergency shall not be substituted for a required school security drill.~~

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year.

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. **A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1** ~~Although these outside agencies are not required to observe school security drills, the Principal is encouraged to invite representatives from local law enforcement and emergency responder agencies to attend and observe at least four different security drills annually~~.

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds **in accordance with N.J.A.C. 6A:16-5.1** ~~as provided by the New Jersey Office of Homeland Security and Preparedness~~.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3
N.J.S.A. 18A:41-1 ~~et seq.~~; **18A:41-2; 18A:41-6;** 18A:41-7
N.J.A.C. 6A:16-5.1; 6A:27-11.2

Adopted: 7 December 2009
Revised: 19 July 2010
Revised 9 May 2011
Revised 8 March 2021
Revised: 24 March 2021
Revised:

R 8420.1 FIRE AND FIRE DRILLS

A. Fire Drills

1. The Principal of each school building will conduct at least one fire drill each month within school hours, including any summer months during which the school is open for instructional programs. **The Principal shall require all teachers to keep all doors and exits of their respective rooms and buildings unlocked during school hours. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill** ~~Attempts should be made to conduct drills in various weather conditions and at various times of the school day. Fire drills should always be unannounced to school staff and students. The Principal shall inform local fire fighting officials whenever a fire alarm is for drill purposes~~.

   Attempts should be made to conduct drills in various weather conditions and at various times of the school day. Fire drills should be unannounced to school staff and students. The Principal shall inform local firefighting officials whenever a fire alarm is for drill purposes.

   An actual fire that occurs at a school building during the month and includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of this Regulation and N.J.S.A. 18A:41-1.

2. **The f**~~F~~ire alarm shall be by a building**-wide audible** ~~designated~~ signal. Alarm signals should be tested regularly~~, before or after the school session~~.

3. When the fire alarm rings, each **staff member supervising students** ~~teacher~~ will:

   a. Direct students to form into a single file line and proceed along the evacuation route to the nearest exit designated for evacuation;

   b. Close the windows of the room and turn off all lights and audio-visual equipment;

   c. Take the class register or roll book;

   d. Ascertain that all students have left the room and that any student who may have left the classroom prior to the fire drill is located and escorted from the building;

   e. Close all doors to the room when the room is empty and keep all doors and exits of their respective rooms and buildings unlocked ~~during the school hours, except during an emergency lockdown or an emergency lockdown drill~~;

   f. Ensure the**ir assigned** students ~~assigned to him/her~~ have left the school along the route prescribed in the school evacuation plan. In the event a school building has been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill;

   g. Direct ~~his/her~~ students to a location not less than a distance twice the height of the building walls and keep the students in a single file line facing the building;

   h. Take attendance to determine all students who reported to ~~his/her~~ class have been evacuated from the building and report immediately to the Principal any student who is unaccounted for; and

   i. When the recall signal is given, conduct ~~his/her~~ students back to the classroom.

4. Evacuation of the school in a fire drill must be conducted quickly and quietly and in an orderly fashion. Students must be silent, refrain from talking and running, and remain in closed, single file lines. Any student or staff member whose behavior disrupts the conduct of the fire drill shall be reported to the Principal and will be subject to discipline.

5. All persons in the school must leave the building during a fire drill, including all aides, visitors, volunteer workers, and all office, cafeteria, custodial, and maintenance employees, except those employees who have been assigned specific duties to be performed in the school building during a fire drill.

6. Physical education classes in progress outside the building should stop the game activity and line up in place or in their regularly assigned drill position.

7. Students will be instructed not to gather belongings to take outside on the fire drill. In inclement or cold weather, students may pick up their coats and put them on as they exit the building, provided no time is lost in that activity.

8. The office employee responsible for keeping the central attendance register, or a designated substitute, must carry the register out of the building during the drill.

9. Each Principal shall report monthly to the Superintendent on the conduct of fire drills. ~~His/Her~~ **Their** report will include the date, weather conditions, and time to evacuate for each drill conducted, as well as any comments that could assist in improving the conduct of future drills.

10. Every fire drill will be conducted with seriousness and with the assumption that prompt evacuation is actually required for the safety and survival of persons in the school.

11. Principals are encouraged to change the circumstances of fire drills so that staff members and students are subjected to various conditions and learn to respond to them quickly, constructively, and safely. Any such variations should take into account the ages and abilities of children.

    a. One or more exits may be designated as "blocked" so that students are required to use alternative evacuation routes.

    b. A fire drill may be designated as a "smoke drill" so that students learn to avoid the hazards of smoke by walking in a low or crouching position (not a crawling position).

B. Fire

1. A school staff member or any building occupant who detects a fire in a school building or on school grounds shall immediately report the fire by calling 911 and/or by activating a fire alarm pull station in accordance with law.

2. The school staff member or building occupant shall also report the fire to the school Principal, if possible.

3. In the event of a fire in a school building, the school Principal shall immediately sound the fire alarm, in the event the fire alarm had not been previously activated, for the evacuation of all students, staff members, visitors, and volunteers.

4. Evacuation shall be conducted in accordance with the fire drill procedures established in ~~paragraph~~ A**. above**, except that no employee may remain in the building to perform specific duties.

5. As a precaution, the Principal or designee will maintain a record of disabled students who may require special attention in the event of fire or other evacuation. Fire fighters will be promptly informed of the location and special circumstances of each such student.

6. As soon as practicable after the incident, the Principal shall submit a report to the Superintendent on the appropriate form.

7. The school district shall immediately notify the appropriate local fire department of any fire which occurs in a school building or on school property in accordance with N.J.S.A. 18A:41-5.

C. Fire and Smoke Doors

Every Principal and custodian/janitor in each school building in the district which has a furnace room, hallway, or stair-tower fire or smoke doors shall keep them closed during the time the school building is occupied by teachers and students pursuant to N.J.S.A. 18A:41-2.

Adopted: 7 December 2009
Revised: 19 July 2010
Revised:

8540 SCHOOL NUTRITION PROGRAMS

The Board of Education recognizes the importance of a child receiving a nutritious, well-balanced meal to promote sound eating habits, to foster good health and academic achievement, and to reinforce the nutrition education taught in the classroom. Therefore, the Board of Education may participate in the school nutrition programs of the New Jersey Department of Agriculture in accordance with the eligibility criteria of the program. These programs may include the National School Lunch Program, the School Breakfast Program, the After-School Snack Program, and the Special Milk Program.

If seventy percent or more of the students enrolled in a school in the district on or before the last school day before October 16 of the preceding school year are eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a "Breakfast After the Bell" program for that school in accordance with N.J.S.A. 18A:33-11.1 et seq. The district may request a waiver of the requirements of the "Breakfast After the Bell" program pursuant to N.J.S.A. 18A:33-12.

The Board of Education, if it chooses to participate, may sign an Agreement with the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture for every school nutrition program operated within the school district. Any child nutrition program operated within the school district shall be operated in accordance with the provisions of the Agreement and all the requirements of the program.

Students may be eligible for free or reduced pricing in accordance with the requirements of the program operating in the school district. Prices charged to paying children shall be established by the Board of Education, but must be within the maximum prices established by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Prices charged to adults shall be in accordance with the requirements of the program.

The Superintendent or designee shall annually notify parents of all children in the school district of the availability, eligibility requirements, and application procedures for free or reduced price meals or free milk in accordance with the notification requirements and procedures of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The Superintendent will designate in the annual notification to parents, the person who will determine, in accordance with standards issued by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture, a student's eligibility for free or reduced price meals or free milk depending on the programs operated in the school district.

A parent may request a household application and instructions from the Principal of their child's school. A household application must be completed before eligibility is determined. Where necessary, the Principal or designee shall assist the applicant in the preparation of the household application.

Applications shall be reviewed in a timely manner. An eligibility determination will be made, the family will be notified of its status, and the status will be implemented as soon as possible within ten operating days of the receipt of the completed application. Any student found eligible shall be offered free or reduced price meals or free milk immediately upon the establishment of his/her eligibility and shall continue to receive such meals during the pendency of any inquiry regarding his/her eligibility in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Carry-over of previous year's eligibility for students shall be in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

A denial of eligibility for free or reduced price meals or free milk shall be in writing and shall include the reasons for which eligibility was denied, notice of the parent's right to appeal the denial, the procedures for an appeal, and a statement reminding parents that they may reapply at any time during the school year. Appeal procedures shall include: a hearing, if requested by the parent, held with reasonable promptness and convenience of the parent before a hearing officer other than the school official who denied the application; the parent's opportunity to be represented by counsel; a decision rendered promptly and in writing; and an opportunity to appeal the decision of the hearing officer to the School Business Administrator/Board Secretary. The appeal hearing will be conducted in accordance with the provisions as outlined by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

There shall be no overt identification of any child(ren) who may be eligible to receive free or reduced price school meals or free milk. The identity of students who receive free or reduced price meals will be protected. Eligible students shall not be required to work in consideration for receiving such meals or milk. Eligible children shall not be required to use a separate dining area, go through a separate serving line, enter the dining area through a separate entrance, or consume their meals or milk at a different time. A student's eligibility status will not be disclosed at any point in the process of providing free or reduced price meals or free milk in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The School Business Administrator/Board Secretary or designee will verify applications of those eligible for free or reduced price meals in accordance with the requirements of the, Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The Board of Education will comply with all the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture Local Education Agency (LEA) Agreement and all requirements outlined in the School Nutrition Electronic Application Reimbursement System (SNEARS).

7 C.F.R. 210.1 et seq.
N.J.S.A. 18A:33-5; **18A:33-11.1 et seq.;** 18A:58-7.2
N.J.A.C. 2:36

Adopted: 7 December 2009
Revised: 2 November 2015
Revised:

6311 CONTRACTS FOR GOODS OR SERVICES FUNDED BY FEDERAL GRANTS

Any vendor providing goods or services to the school district to be funded by a Federal grant must be cleared for contract in accordance with the provisions of the **Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.213 – Suspension and Debarment** ~~Federal Acquisition Regulations (FAR) Subpart 9.4 – Debarment, Suspension, and Ineligibility~~.

The School Business Administrator/Board Secretary shall be responsible to check the web-based **System for Award Management (SAM)** ~~Excluded Parties Lists System (EPLS)~~ maintained by **the United States government -** the General Services Administration (GSA). The purpose of the **SAM** ~~EPLS~~ is to provide a single comprehensive list of individuals and firms excluded by Federal government agencies from receiving Federal contracts or Federally approved contracts or Federally approved subcontracts and from certain types of Federal financial and nonfinancial assistance and benefits.

The School Business Administrator/Board Secretary, upon opening of bids or upon receipt of proposals for goods or services to be funded by a Federal grant shall **access** ~~review~~ the **SAM** ~~EPLS~~ to determine if the vendor has been disbarred, suspended, or proposed for disbarment. The School Business Administrator/Board Secretary shall also **access** ~~review~~ the **SAM** ~~EPLS~~ list immediately prior to the award of a bid or contract to ensure that no award is made to a vendor on the list.

In the event a vendor under consideration to be awarded a bid or contract for goods or services to be funded by a Federal grant is on the **SAM** ~~EPLS~~ list or proposed for disbarment, the School Business Administrator/Board Secretary shall comply with the contracting restrictions as outlined in **2 CFR §200** ~~FAR Subpart 9.405~~.

Continuation of current contracts and restrictions on subcontracting with vendors who are on the **SAM** ~~EPLS~~ list or proposed for disbarment shall be in accordance with the limitations as outlined in **2 CFR §200** ~~FAR Subparts 9.405.1 and 9.405.2~~.

Any rejection of a bid or disqualification of a vendor who has been disbarred, suspended, or proposed for disbarment shall be consistent with the requirements as outlined in N.J.S.A. 18A:18A – Public School Contracts Law and all applicable State laws.

~~Federal Acquisition Regulations (FAR) Subpart 9.4~~ **2 CFR §200**

Adopted: 27 June 2011
Revised:

1649 FEDERAL FAMILIES FIRST CORONAVIRUS (COVID-19) RESPONSE ACT

The Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). The EFMLEA expands the Federal Family and Medical Leave Act (FMLA) and the EPSLA provides employees with paid sick leave for specified reasons related to COVID-19.

The provisions of the FFCRA shall apply from April 1, 2020 through December 31, 2020.

A. Emergency Family and Medical Leave Expansion Act (EFMLEA)

1. Definitions - For the purposes of the EFMLEA:

a. "Eligible employee" means an employee who has been employed for at least thirty calendar days by the employer with respect to whom leave is requested.

b. "Employer" means any employer with fewer than five hundred employees.

c. "Qualifying need related to a public health emergency" means with respect to leave, the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under eighteen years of age of such employee if the school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.

d. "Public Health Emergency" means an emergency with respect to COVID-19 declared by a Federal, State, or local authority.

e. "Child care provider" means a provider who receives compensation for providing child care services on a regular basis, including an 'eligible child care provider' (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n)).

f. "School" means an 'elementary school' or 'secondary school' as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

2. Relationship to Paid EFMLEA Leave

The FFCRA includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) that amended the Federal Family and Medical Leave Act of 1993 (29 U.S.C. 2611 et seq. to provide leave to an eligible employee because of a qualifying need related to a public health emergency with respect to COVID-19 - (U.S.C. 2612(a)(1)(F)).

a. Leave for Initial Ten Days

(1) The first ten days of this FMLA leave for an eligible employee shall be paid.

(2) If the first ten days of this FMLA leave are unpaid, an employee may elect to substitute any accrued vacation leave, personal leave, or emergency paid sick leave provided by the EPSLA for the initial ten days under the EFMLEA in accordance with 29 U.S.C. 2612(d)(2)(B).

(3) An employee may not use sick leave under N.J.S.A. 18A:30-1 for a qualifying need related to a public health emergency. However, an employee receiving sick leave under the provisions of N.J.S.A. 18A:30-1 may only use sick leave because of personal disability due to illness or injury, or because the employee has been excluded from school by the school district's medical authorities on account of contagious disease or of being quarantined for such a disease in his or her immediate household.

b. Paid Leave for Subsequent Days

(1) An employer shall provide paid leave for each day of leave under the EFMLEA that an employee takes after taking such leave for ten days.

(2) The paid leave for an employee shall be calculated based on:

(a) An amount that is not less than two-thirds of an employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)); and

(b) The number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under A.2.(b)(4) below).

(3) In no event shall such paid leave exceed $200.00 per day and $10,000.00 in the aggregate.

(4) Varying Schedule Hours Calculation – In the case of an employee whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the employee would have worked if such employee had not taken leave under the EFMLEA, the employer shall use the following in place of such number:

(a) Subject to A.2.b.(4)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

c. Employee Notice to Employer

(1) In any case where the necessity for leave under the EFMLEA for the purpose of a qualifying need related to a public health emergency is foreseeable, an employee shall provide the employer with such notice of leave as is practicable.

(a) A request for such leave that is foreseeable shall be submitted to the Human Resources Manager prior to commencing the leave.

(b) A need for such leave that is not foreseeable shall be submitted to the Human Resources Manager within one business day of the first day of the leave being taken by the employee.

(c) The employee shall provide to the Human Resources Manager the name of the employee's child, the name of the school, place of care, or child care provider that has closed or become unavailable, and a statement that no other suitable person is available to care for the child.

d. Restoration to Position

(1) The employee shall be restored to the same or equivalent position held by the employee when the leave commenced pursuant to 29 CFR 825.214. The requirement to restore the employee to the same or equivalent position held when the leave commenced does not apply to an employer who employs fewer than twenty-five employees if all four of the following conditions are met:

(a) The employee takes leave under the EFMLEA.

(b) The position held by the employee when the leave commenced does not exist due to economic conditions or other changes in operating conditions of the employer

i. That affect employment; and

ii. Are caused by a public health emergency during the period of leave.

(c) The employer makes reasonable efforts to restore the employee to a position equivalent to the position the employee held when the leave commenced with equivalent employment benefits, pay, and other terms and conditions of employment

(d) If the reasonable efforts of the employer under A.2.d.(1)(c) above fail, the employer makes reasonable efforts during the period described in A.2.d.(2) below to contact the employee if an equivalent position described in A.2.d.(1)(c) above becomes available.

(2) Contact Period

(a) The period described under A.2.d. above is the one-year period beginning on the earlier of:

i. The date on which the qualifying need related to a public health emergency concludes; or

ii. The date that is twelve weeks after the date on which the employee's leave under the EFMLEA commences.

B. Emergency Paid Sick Leave Act (EPSLA)

The FFCRA includes the EPSLA, which provides paid sick time to an employee to the extent the employee is unable to work or (telework) due to a need related to COVID-19. The paid sick time provided by the EPSLA and outlined in B.1. below cannot be taken with any other paid leave time provided by the employer.

1. Definitions

a. For purposes of the EPSLA and this Policy:

(1) "Employee" means an individual who is employed by a private employer with fewer than five hundred employees and public employers with at least one employee.

(2) "Employer" means a private person or entity that employs fewer than five hundred employees and public employers that employ at least one employee.

(a) "Covered employer" includes any person engaged in commerce or in any industry or activity affecting commerce that:

ii. In the case of a public agency or any other entity that is not a private entity or individual, employs one or more employees.

(b) "Covered employer" also includes:

i. Any person acting directly or indirectly in the interest of an employer in relation to an employee (within the meaning of such phrase in section 3(d) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(d)); and

ii. Any successor in interest of an employer; and any "public agency", as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(c) "Covered employer" also includes any "public agency "as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(3) "Employ" and "State" have the meanings given such terms in section 3 of the Fair Labor Standards Act of 1938 (29 U.S.C. 203).

(4) "Health care provider" and "son or daughter" have the meanings given such terms in section 101 of the Family and Medical Leave Act of 1993 (29 U.S.C. 2611).

(5) "Paid sick time" means an increment of compensated leave that:

(a) Is provided by an employer for use during an absence from employment for a reason described in any paragraph of B.2.a. below; and

(b) Is calculated based on the employee's required compensation under B.1.a.(6) below and the number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under (B.1.a.(7) below), except that in no event shall such paid sick time exceed:

i. $511.00 per day and $5,110.00 in the aggregate for a use described in B.2.a.(1), (2), or (3) below; and

ii. $200.00 per day and $2,000.00 in the aggregate for a use described in B.2.a.(4), (5), or (6) below.

(6) "Required Compensation" subject to B.1.a.(5)(b) above, the employee's "required compensation" shall be not less than the greater of the following:

(a) The employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)).

(b) The minimum wage rate in effect under section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)).

(c) The minimum wage rate in effect for such employee in the applicable State or locality, whichever is greater, in which the employee is employed.

Subject to B.1.a.(5)(b) above, with respect to any paid sick time provided for any use described in B.2.a.(4), (5), or (6) below, the employee's required compensation shall be two-thirds of the amount described in B.1.a.(6) above.

(7) "Varying Schedule Hours Calculation" means in the case of a part-to employee described in B.3.b.(2) below whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the

employee would have worked if such employee had not taken paid sick time under B.2.a. below, the employer shall use the following in place of such number:

(a) Subject to clause B.1.a.(7)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes the paid sick time, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

2. Paid Sick Leave Requirement

a. An employer shall provide to each employee employed by the employer paid sick time to the extent that the employee is unable to work (or telework) due to a need for leave because:

(1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.

(2) The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID-19.

(3) The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis.

(4) The employee is caring for an individual who is subject to an order as described in B.2.a.(1) above or has been advised as described in B.2.a.(2) above.

(5) The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID-19 precautions.

(6) The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

3. Duration of Paid Sick Time

a. An employee shall be entitled to paid sick time for an amount of hours determined under B.3.b. below.

b. The amount of hours of paid sick time to which an employee is entitled shall be as follows:

(1) For full-time employees, eighty hours.

(2) For part-time employees, a number of hours equal to the number of hours that such employee works, on average, over a two-week period.

c. Paid sick time under the EPSLA shall not carry over from one year to the next.

4. Employer's Termination of Paid Sick Time

a. Paid sick time provided to an employee under the EPSLA shall cease beginning with the employee's next scheduled work shift immediately following the termination of the need for paid sick time under B.2.a. above.

5. Prohibition

a. An employer may not require, as a condition of providing paid sick time under the EPSLA, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid sick time.

6. Use of Paid Sick Time

a. The paid sick time under B.2.a. above shall be available for immediate use by the employee for the purposes described in the EPSLA, regardless of how long the employee has been employed by an employer.

b. Sequencing Leave Time

(1) An employee may first use the paid sick time under B.2.a. above for the purposes described in the EPSLA.

(2) An employer may not require an employee to use other paid leave provided by the employer to the employee before the employee uses the paid sick time under B.2.a. above.

7. Notice

a. Each employer shall post and keep posted, in conspicuous places on the premises of the employer where notices to employees are customarily posted, a notice, to be prepared or approved by the Secretary of Labor, of the requirements described in the EPSLA.

b. Not later than seven days after the date of enactment of this Act, the Secretary of Labor shall make publicly available a model of a notice that meets the requirements of B.7.a. above.

8. Prohibited Acts

a. It shall be unlawful for any employer to discharge, discipline, or in any other manner discriminate against any employee who:

(1) Takes leave in accordance with the EPSLA; and

(2) Has filed any complaint or instituted or caused to be instituted any proceeding under or related to the EPSLA (including a proceeding that seeks enforcement of the EPSLA), or has testified or is about to testify in any such proceeding.

9. Enforcement

a. Unpaid Sick Leave - An employer who violates B.2. through B.6. of this Policy shall:

(1) Be considered to have failed to pay minimum wages in violation of section 6 of the Fair Labor Standards Act of 1938 (29 U.S.C. 206); and

(2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

b. Unlawful Termination - An employer who willfully violates B.8. above shall:

(1) Be considered to be in violation of section 15(a)(3) of the Fair Labor Standards Act of 1938 (29 U.S.C. 215(a)(3)); and

(2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

10. Rules of Construction

a. Nothing in the EPSLA shall be construed:

(1) To in any way diminish the rights or benefits that an employee is entitled to under any:

(a) Other Federal, State, or local law;

(b) Collective bargaining agreement; or

(c) Existing employer policy; or

(2) To require financial or other reimbursement to an employee from an employer upon the employee's termination, resignation, retirement, or other separation from employment for paid sick time under the EPSLA that has not been used by such employee.

11. Guidelines

a. Not later than fifteen days after the date of the enactment of the EPSLA, the Secretary of Labor shall issue guidelines to assist employers in calculating the amount of paid sick time under the EPSLA.

12. Reasonable Notice

a. After the first workday (or portion thereof) an employee receives paid sick time under the EPSLA, an employer may require the employee to follow reasonable notice procedures in order to continue receiving such paid sick time.

b. The request for such leave shall be submitted to the Human Resources Manager, who may request documentation from the employee in support of the emergency paid sick leave.

c. The documentation shall include a signed statement containing the following information: the employee's name; the date(s) for which leave is requested; the COVID-19 qualifying reason for leave; and a statement representing that the employee is unable to work or telework because of the COVID-19 qualifying reason.

d. An employee requesting to take emergency paid sick leave under the EPSLA or the EFMLEA to care for his or her child must provide the following information: the name of the child being care for; the name of the school; place of care; or child care provider that closed or became unavailable due to COVID-19 reasons; and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

13. Regulatory Authorities

a. The Secretary of Labor shall have the authority to issue regulations for good cause under sections 553(b)(B) and 553(d)(A) of Title 5, United States Code:

(1) To exempt small businesses with fewer than fifty employees from the requirements of B.2.a.5. when the imposition of such requirements would jeopardize the viability of the business as a going concern; and

(2) As necessary, to carry out the purposes of the EPSLA, including to ensure consistency between the EPSLA and Division C and Division G of the FFCRA.

H.R. 6201: Families First Coronavirus (COVID-19) Response Act
N.J.S.A. 18A:30-1

Adopted: 31 August 2020

POLICY

RIDGEWOOD
BOARD OF EDUCATION

~~5114 CHILDREN DISPLACED BY DOMESTIC VIOLENCE~~

~~The Board of Education will cooperate with the County Office of Education, as appropriate and feasible, in the education of children temporarily displaced by domestic violence. Any pupil attending the schools of this district, whether regularly enrolled in this or another district, who has been admitted to a shelter for victims of domestic violence will be permitted and encouraged to continue an appropriate educational program with minimal disruption.~~

~~The Board will cooperate with other educational institutions in the sharing of pertinent pupil records and in the establishment of sending-receiving relationships on behalf of displaced children. The confidentiality of all matters concerning displaced children will be strictly observed, and no information regarding the present residence of the child will be released.~~

~~N.J.S.A. 18A:38-1 et seq.~~

Adopted: 7 December 2009

POLICY

RIDGEWOOD BOARD OF EDUCATION

8810 RELIGIOUS HOLIDAYS

The Board of Education recognizes the acknowledgment of religious holidays in the public school may be a source of community concern. It is a goal of the district educational program to teach mutual understanding and brotherhood and respect for group differences. In pursuing this goal, the educational program may recognize that various religious groups celebrate different holidays with different practices.

In the acknowledgment or observance of any religious holiday, the Superintendent shall ensure the school and/or school officials do not mandate, organize, participate in an official capacity, endorse, persuade, compel, prevent or deny participation in constitutionally protected prayer or religion in violation of the governing principles of the First Amendment of the United States Constitution. Consistent with these principles, the Superintendent shall ensure:

1. No worship or religious service of any kind is sponsored by the school district and conducted during the school day, whether or not conducted by a clergyman;

2. Religious exhibits or displays include only materials that are a necessary or integral part of the curriculum;

3. Any religious music played is selected primarily for its artistic content; and

4. Any acknowledgment of a religious holiday neither advances nor inhibits any particular religious sect or religion consistent with the governing principles of the First Amendment of the United States Constitution.

U.S. Consti., First Amendment
N.J. Consti., Art. 1, ¶4
United States Department of Education - Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools
N.J.S.A. 18A:36-16
N.J.A.C. 6:20-1.3(j)

Adopted: 7 December 2009

BOE Goal #1: The Board of Education will negotiate and adopt a new collective bargaining agreement with the Ridgewood Administrators Association.

Action Plan	Personnel	Resources	Timeline	Metrics

BOE Goal #2: The Board of Education, in collaboration with the Superintendent, will develop the 2022-2023 budget while preserving financial flexibility and reducing inefficiencies without undermining educational progress.

Action Plan	Personnel	Resources	Timeline	Metrics

BOE Goal #3: The Board of Education, wherever and whenever possible, will foster increased public participation, collaboration, and open communication with all stakeholders.

Action Plan	Personnel	Resources	Timeline	Metrics

BOE Goal #4: The Board of Education, in collaboration with the Superintendent and the District Calendar Committee, will determine the parameters for future district school year calendars that recognize all BOE approved holidays while finding the balance with school breaks.

Action Plan	Personnel	Resources	Timeline	Metrics

District Goal #1: The District will implement, enhance, and evaluate ways to address mental health issues as necessary.

Action Plan	Personnel	Resources	Timeline	Metrics
Implement mental health assistance and provide supportive interventions to students, parents, and staff as necessary.	SBMH Coordinator Administration K-12 Guidance Counselors Crisis Counselors	Time for meetings Access to relevant professional development resources	Sept - June	Meeting agendas Professional development agendas Referrals Records of provided services Gaggle reports
Create School-Based Mental Health District Coordinator	BOE Superintendent Director of HR	Funds for stipend	August - June	Change job description of District Coordinator Realign district personnel to fill District Coordinator position Evidence of district programming for staff and students Observations and evaluation of SBMH Coordinator
Add K-5 guidance counselors	Counselors	Budget for positions	August September	Hire three new guidance counselors; summer work to begin in August Observations and evaluations of

				guidance counselors
Increase communication regarding mental health services and best practices to support students, staff, and families	SBMH Coordinator Affiliated staff	Communication channels (website, email, etc)	Sept - June	Newsletter Website BOE presentation Community speakers (Wellness Series)
Investigate whether CarePlus needs to be expanded to elementary level	SBMH Coordinator Affiliated staff	Budget for positions	Sept - June	Referrals Records of provided services Gaggle reports Observations and evaluations of guidance counselors

District Goal #2: The District will provide students with a full day in-person instructional model, provide a remote learning model for students who are quarantined, and create a virtual day instructional model if needed.

Action Plan	Personnel	Resources	Timeline	Metrics
Implement a full day instructional schedule for all students in grades K-12 with lunch.	Admin Teachers Aides Pomptonian Substitutes Aramark	NJDOE Road Forward document Reallocate substitute money	Sept - June	Number of in-person days over the course of the school year Hire more lunch aides and/or teachers for lunch coverage
Provide remote instruction for students who are quarantined as a result of COVID-19 exposure	Admin Teachers Supervisors Permanent substitutes (K-5)	Permanent subs Teachers	Sept - June	Number of students serviced during quarantine periods Hire permanent subs to support operations
Preparation of virtual plan in the event of emergency school closure	Administrators	Website Virtual Plan document	Sept	Create virtual education plan and have BOE approved in case needed

District Goal #3: The District will examine and evaluate the learning progress of all students and seek to provide the necessary support for each student's progress.

Action Plan	Personnel	Resources	Timeline	Metrics
District administration of NJ Start Strong Assessments for students in grades 4-12	Administration Supervisors Teachers	Start Strong Assessments	October - June	Analysis of Start Strong results by grade level and subject area
District administration of LinkIt benchmarks in grades 2-5 for ELA and math	Administration Teachers Elementary Supervisors	LinkIt platform	October - June	Compare LinkIt results from beginning of year, middle of year, and end of year to evaluate student progress.
Use internal formative assessments to monitor student's progress; adapt curriculum pacing calendars as appropriate	Administration Supervisors Teachers	NJDOE Learning Acceleration Guide	October - June	Formative and summative assessment data Analysis of student grades (6-12) Revised pacing calendars (where necessary)
Implement the I&RS process to identify and service students who are not meeting grade level academic standards.	Administration I&RS Teams	District I&RS protocols	October - June	I&RS meeting agendas, student plans, and analysis of student outcomes

Provide supplemental services for students in need of remediation	Administration I&RS Teams BSI teachers	NJDOE Learning Acceleration Guide IDEA and ESSER grant funds	October - June	Tracking of services for identified students including BSI, enrollment in Academic skills at the middle school, extended-day services
Create Elementary Supervisor of Math/Science and English/Social Studies positions	Administration	Reallocation of previous positions	July	Hire Elementary Supervisor of English/Social Studies Reassign previous supervisor to Elementary Supervisor Math/Science

District Goal #4: The District will examine practices related to diversity, equity, and inclusion to ensure all who enter the Ridgewood Public Schools feel safe, respected, and valued as well as equitable access to all opportunities and advancement.

Action Plan	Personnel	Resources	Timeline	Metrics
Provide equal access to information	Administration	Website	Sept - June	Enhance subject area pages on the school websites Elementary curriculum newsletters Email communication Parent nights
Provide professional development for staff	All staff	Relevant PD workshops	Sept - June	# of PD sessions attended Agendas from faculty, department and PD Day meetings
Enhance communication on topics of DEI for all stakeholders	Administrators	Website	Sept - June	Create a website displaying DEI activities at RPS Community speaker to work with staff, students, and families
Make appropriate curriculum revisions to align with NJ diversity and inclusion law (NJA4454)	Asst Supt CIA Supervisors	Curriculum Website	Sept - June	Post revisions of curriculum on website

Investigate RPS hiring practices and explore the possibility of hiring a DEI specialist	Dir of Human Resources		Sept - June	Make suggestions to enhance the hiring practices for the future Research comparable districts for DEI specialists, budget, and job descriptions
Implement programming for students that enhances their experiences with DEI issues and topics.	All staff	District and school programs	Sept - June	District and school offerings, curriculum, programs

District Goal #5: The District will investigate, evaluate, and potentially implement an Alternative Schools Schedule addressing the start and end times as well as how time is utilized during the school day.

Action Plan	Personnel	Resources	Timeline	Metrics
Form a committee of various stakeholders (admin, teachers, parents) to investigate scheduling options	Superintendent Ast. Superintendent Administration	District survey	July	Committee interest surveys Committee meetings
Review and prioritize options based on feedback, viability, and pros and cons of each option.	Superintendent Ast. Superintendent Committee members	Research (medical and mental health organizations, education organizations, other districts)	Augus t- Oct	Meeting agendas
Construct and administer a district survey for staff, parents, community, and 6-12 students to gather input and feedback on scheduling options	Supt Ast. Superintendent Consulting company Stakeholders	Hire consultant company	Sept - May	Survey Survey responses

Conduct presentations to inform the community about scheduling options	Administrators Supervisors	Website	Nov - May	Post presentation slides from community presentations on website
Provide PD for staff to prepare for new schedule possibilities	Administrators Supervisors		January - Sept	Professional development agendas
Manage operational details to support implementation of potential schedule changes	Administrators Supervisors		March - Sept	Revised bus routes New schedules for K-12

MINUTES OF THE
REGULAR MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

November 1, 2021

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

A. MOTION TO MOVE INTO EXECUTIVE SESSION

Mr. Lembo moved the following resolution. Ms. Kwak seconded the motion, which was unanimously approved.

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session; now therefore,

Be it resolved, by the Ridgewood Board of Education, that it does hereby determine that it is necessary to meet in Executive Session to discuss a personnel and/or litigation matter and/or negotiations and/or contract matter.

Mr. Lembo announced the Board has been meeting in Executive Session pursuant to NJSA:12. The minutes from this meeting will be released when the need for confidentiality no longer exists. The Board was meeting to discuss issues of Personnel.

B. MOTION TO OPEN REGULAR SESSION

At 7:00 p.m., Mr. Lembo called the Regular Public Meeting to Order.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

Visitors:
There were approximately 3 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. RECOGNITION OF RETIREES

Maria Cannon, George Washington Middle School

Susan Nold, Supervisor of English Language Arts, read remarks about Ms. Cannon's career, recognizing her for 30 years of distinguished service to the district. Ms. Cannon will be retiring as of July 1, 2022.

B. Student Representative Report

Norah Train presented the following report:

Guidance hosted an 11th grade parent meeting on the 28. They walked parents through expectations for the college process. A Veterans Day Breakfast will take place on November 9. The annual event recognizes the veterans of RHS and celebrates their commitment. The New Jersey Teachers Convention will be held on Wednesday, Thursday, and Friday. English classes this year, students are doing a school wide book club. Students can choose to read The Beautiful Struggle by Ta-Nehisi Coates, Being Jazz by Jazz Jennings, or I Was Their American Dream by Malaka Gharib to learn about different ways people have found their identity.

The football team had their last home game on the 22nd. They won 47-42. The gymnastics team secured 1st place two weeks ago in counties- Ridgewood’s first gymnastics win in 16 years. The team finished with a 101.7 total (a new school record). Shoutout to Penelope Caswell on getting first place on the floor. Girls varsity soccer had their county finals game against Ramapo on the 30th. The team has only had two losses this year and both came in as one-goal losses. Girls varsity volleyball made it to counties for the first time in 35 years. On Saturday, they played Northern Valley in the county championship. The cross country team has a lot of big competitions coming up. On the 3rd the Freshman will have the Novice State Championship at Thompson Park. On the 4th the JV and Freshman teams will compete in the Doc Braver Championship. Lastly, on the 6th the Girls Varsity State Sectionals will be at Garret Mountain. The Newplayers performed Great Gatsby on the weekend of the 25th. The show was successful and sold out its final performance. The crew enjoyed producing the Gatsby and cannot wait to start It’s a Wonderful Life. The Marching Band had their US Bands State Championships competition last weekend.

The Debate Team had two teams competing in the National Parliamentary Debate Fall Invitational and had a team place in the finals on the weekend of the 23th. On the weekend of the 30th the team debated at Phillipsburg. Girls who Code have been learning how to code in Python, Java, and Javascript. The girls seem to really be enjoying the club and are becoming more confident in their programming skills. They are meeting 2-3 times a month. Intersectional Feminist Club is working with Dr. Schafer on reforming the RHS dress code to be more cohesive and understanding toward different body types. They are trying to come up with a way that the dress code won't allow for personal judgement and is equivalent for all girls. The Y Wellness Club is hosting a cornhole and spikeball tournament at the YMCA on the 12th to support Vicky Hoy (class of 21') an alumni who was diagnosed with Stage Four Spindle Cell Sarcoma last summer.

The RHS High Times is up and running again. Two weeks ago the newspaper released articles on the crafts and arts street fair, the maroon mart, 2021 Halloween, and the school's coffee station. Project Interact is working on writing Veterans Day cards and planning a fundraiser during lunch on the 8th-12th for Honor Flight. On October 30th the club participated in decorating Van Neste for Halloween.

V. COMMENTS FROM THE PUBLIC

Elina Croy, 112 Richards Road, in january 2021 at the start of an HIB investigation that was looking into her Glen School teacher's use of packing tape around her daughter's ankles, an administrator present here told her and her husband that they may not want to share their story publicly because they may feel embarrassed. Ignorance and fear is what feeds stigma and sham. There is complicity in our silence which is painful to come to terms with. They did not create this dilemma but all together we can work toward correcting it. In December 2020, her 4 year old's Glen School teacher used packing tape to secure her shoes to her ankles. Her daughter has an IEP and is minimally verbal. She uses sign language and a district issued ipad for communicating. She survived open heart surgery as an infant, has medically managed conductive hearing loss, low muscle tone and receives occupational physical and speech therapy. She's strong and she is so sweet. When her teacher brought her out to me that day last December, she mocked my daughter's inability to properly walk as a result of fatigue, at the time she had never heard of restraint and seclusion or an HIB investigation. She didn't even know that a teacher could bully a four year old. She has learned a lot since then, which is the reality for parents raising disabled children in a segregated setting. After this board reinstated this teacher to a classroom of preschoolers with disabilities which needlessly and cruelly displaced her daughter from her friends and her IEP classroom, this board received HIB results that the teacher motivated by her daughter's disability, bullied her in a demeaning incident that caused actual harm yet the teacher remained. This superintendent denied our request for a hearing before the board of education. The Board of Education ignored a letter both emailed and sent via certified mail outlining who her daughter is and the gross moral failing not to mention danger in retaining the teacher. Questions that remain unanswered include who was present when her daughter was being taped and did they or did they not intervene to protect her? Pupil policy 5561 which is the

restraint and seclusion for students with disabilities was violated. How often are we training staff within the district. These are questions asked throughout the winter, none of which were answered. Special education families are silenced with settlements and non-disclosures as they respond to the acute need to do what is best for their own children. Our vulnerabilities are being exploited. We need to work together on the power struggle that exists between parents and administrators. We need to be forthcoming and honest. We can make mistakes and we can make them better. But this Board has a responsibility to answer why they retained a teacher for six entire months who bullied a four year old with down syndrome. Many creative staff members and administrators worked towards solving the riddle of how a disabled preschooler can navigate a building where her bully remained employed and she is grateful to them. Requesting an open dialogue that includes all families and not just those in special education.

VI. PRESENTATIONS

A. State Testing Results for English Language Learners (ACCESS) and Special Education Students (Dynamic Learning Maps)

Ms. Poelstra presented that most of the state assessments were not administered last spring due to the pandemic; however, two assessments were given: ACCESS for ELLs 2.0 and Dynamic Learning Maps (DLM) Alternate Assessment. ACCESS for ELLs 2.0 is an English language proficiency assessment for students in grades K-12 administered annually to help monitor the English language development of students identified as English Language Learners.
The results of the ACCESS testing were presented. The Dynamic Learning Maps (DLM) Alternate Assessment measures what students with significant cognitive disabilities know and can do. Due to the small number of students who participated in this assessment, the District cannot report the testing results. Ms. Poelstra will further research the results.

B. ESSER III Funds

Ms. Poelstra presented the following report. Through the American Rescue Plan, the Federal government has been generous in establishing a series of grants to support the return to in-person learning and to support the needs of students and staff in response to the pandemic. The District initially received a main grant of $1,066,230, which has many stipulations about how those funds can be spent. Four additional subgrants have been announced and may be spent through September 2024: Accelerated Learning Coaching and Educator Support Grant: $456,952, Evidence-based Summer Learning and Enrichment Activities Grant: $40,000, Evidence-based Comprehensive Beyond the School Day Activities Grant: $40,000, NJTSS Mental Health Support Staffing Grant: $45,000.

Ms. Poelstra reviewed the allowable uses and proposed spending for each grant. She commented that we are still working through details to see the trends of data cross multiple data points. The grant can be spent over two years, and any changes beyond 10% of an assigned amount would require the district to complete an amendment and resubmit for approval.

Conversation with Board members ensued regarding additional details on the use of the grant, mental health, curriculum, and looking at our budget for long term impacts. We will need to be prepared to fund the initiatives when this grant expires in two years.

Dr. Gorman stated that we currently have an aide and sub shortage that is happening nationwide. We have put permanent subs in various buildings to help that since we could not find enough people. We are hoping that this year and next year when we get through the whole pandemic, the need will go away. Permanent subs are hired to be at the school every single day. Although we have a lot of people on our sub list, they are not accepting the jobs. Currently there is speculation on the state level that transportation costs will increase soon due to the bus driver shortage. If the State jumps in and helps out a lot it may go back down again, We are trying to predict two years out.

Mr. Bisig added that the State recommends that we put aside grant money for busing because costs are going up 30% in January, if that happens we want to help offset the cost as we move forward. Mr. Bisig will share the State's recommendation with the Board. If prices stabilize and we don't use it for the reasons stated, we can make an amendment to the budget.

Mr. Bisig confirmed that we have first used the ESSER I grant and are in the process of using the ESSER II grant.

Ms. Kwak requested an update with information regarding ESSER I and ESSER II, what we applied for, what we used and what was completed.

To view this portion of the meeting scroll to 45:00.

Dr. Gorman stated the presentation will be posted on the District website and public comments will be collected via a google form. The public will also have an opportunity to provide public comments at the next Board of Education meeting.

Discussion regarding Board approval for the ESSER grant ensued. The full conversation can be found at 1:26

Mr. Bisig confirmed that the Board had to approve the original plan.

Mr. Dani asked for the individual contracts if they meet the bid threshold and the resolution requirement they'll still come for a board vote? If they board doesn't agree with a specific expense, we can vote down that individual line item?

Ms. Poelstra stated that it may get a little dicey since if for example we put aside 50,000 for consultants and the administrators bring a consultant across who costs 20,000 and the board does not want that consultant, then does that mean we have 30,000 leftover? Or are we charged with finding a different consultant that the board approves of?

Ms. Kwak wasn't sure if the submission of this grant overrode some of the board's responsibilities when it comes to approving certain items.

Mr. Lembo stated that there are things on the agenda that say paid for by the ESSER grant, so the question is would that go through?

Mr. Bisig confirmed that it would be noted on the agenda how we are funding ESSER I, ESSER II, etc so that the board's aware of what is going on during the agenda so you can bring it up, if you are happy with it, you can vote accordingly.

Dr. Gorman added if the Board voted it down then we would have to go back and do the rewrite.

Ms. Poelstra added if it is part of the grant and has been accepted by the state and the Mr. Dani stated it is important to keep the Board involved throughout the process and if there is something where we feel that we were not involved and if we hear community feedback that something should not be done and if we vote it down then we file an amendment. We can always file an amendment and get it done again.

Ms. Kwak added because there is also a two year horizon to spend it.

Mr. Bisig discussed next year's budget process. As far as the process with the Board, he would love to keep the same format as we did last year, meeting with each Board member to review the budget that we have been doing . If that is ok with the Board he will set that in motion, once he meets with the principals for their budgets in December then get the Board involved.

VII. SUPERINTENDENT REPORT

Dr. Gorman announced that on Saturday, October 30, ten individuals were inducted into the Ridgewood High School Athletic Hall of Fame. RHS just had a male athlete of the week and is about to have a female athlete of the week, a great testament to the strength of the athletics program. Dr. Gorman pointed out how well our female athletes are doing, highlighting recent achievements of gymnastics, soccer, volleyball, tennis, and cross country.

Our free optional COVID-19 testing has been offered for the second week. It is very successful. We had 46 people participate the first week and 59 the second week. It is a mixture of adults, students and the faculty that have to participate. We have some more people who were vaccinated in the meantime and we are up to 98% of our faculty being vaccinated. We put out an anonymous survey for the Village Health Department, asking parents whether they would get their child vaccinated for the 5-11 year olds when it is available. They will offer a November or December vaccine clinic. We have 758 responses and 80% indicated they would have their child vaccinated, and 78% indicated they would use the VOR clinic.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. Approval: Receipt of Suspension and Harassments, Intimidation, and Bullying (HIB) Reports

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB that have occurred since the last Board meeting.

ii Approval: First Reading of New/Revised Policies

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of new/revised policies as listed below and in **Attachment B.**

New:

- Policy 5460.02 Bridge Year Pilot Program
- Policy 6115.01 Federal Awards/Funds Internal Controls - Allowability of Costs
- Policy 6115.02 Federal Awards/Funds Internal Controls - Mandatory Disclosures
- Policy 6115.03 Federal Awards/Funds Internal Controls - Conflict of Interest

Revised:

- Policy 0131 Bylaws, Policies and Regulations
- Policy 2560 Live Animals in School
- Policy 3142 Nonrenewal of Non Tenured Teaching Staff Member
- Policy and Regulation 3221 Evaluation of Teacher
- Policy and Regulation 3222 Evaluation of Teaching Staff Members, Excluding Teachers and Administrators
- Policy and Regulation 3223 Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principal
- Policy and Regulation 3224 Evaluation of Principals, Vice Principals, and Assistant Principals
- Policy 4146 Nonrenewal of Nontenured Support Staff Members
- Policy 2422 Comprehensive Health and Physical Education
- Policy 2467 Surrogate Parents and Resource Family Parents
- Policy 5116 Education of Homeless Children
- Policy 7432 Eye Protection

- ➢ Policy 8420 Emergency and Crisis Situations
- ➢ Policy 8540 School Nutrition Program
- ➢ Policy 6311 Contracts for Goods or Services Funded by Federal Grants
- ➢ Regulation 8420.1 Fire and Fire Drills

Abolished:

- ➢ Policy 1649 Federal Families First Coronavirus (COVID-19) Response Act
- ➢ Policy 5114 Children Displaced by Domestic Violence
- ➢ Policy 8810 Religious Holidays

iii. <u>Approval: School Self-Assessment for Determining Grades Under the Anti-Bullying Bill of Rights Act and Opportunity</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act and Opportunity.

The Board has received background information.

Ms. Brogan moved approval of B. Administration.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. <u>Approval: Field Trips</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

ii. <u>Approval: Agreement with YMCA</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the membership agreement for students in the STEPSS program with the YMCA, in the amount of $35 per student per month.

The Board has received background information.

Ms. Brogan moved approval of C. Curriculum & Instruction.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teachers

Revision: DePINTO, Lauren - Crisis Intervention Counselor/District Coordinator School Based Mental Health Services, Benjamin Franklin Middle School and Ridgewood High School, effective August 31, 2021 through June 30, 2022, to be funded by ESSER II Mental Health Grant to an annual maximum of $7,528.

Salary: $120,747 ($107,542 + $300 CP + $12,905 ratio)
Cl. MA+45, St. 17

Account #11-000-218-104-00-10-019-000 ($56,609.50)
Account #11-000-218-104-00-08-019-000 ($56,609.50)
Account #20-485-218-104-00-22-022-000 ($7,528)

Revision: MATTHEWS, Julie-Anne - Supervisor of Elementary Education: English Language Arts and Social Studies, Education Center, effective July 1, 2021 through June 30, 2022, to be partially funded by ESEA Title IIA Grant, to an annual maximum amount of $20,239 (16.45% of annual salary).

Salary: $123,000 ($120,000 + $3,000 doctorate)

Account #11-000-221-102-00-22-019-000 ($102,761)

Account #20-270-200-104-00-02-022-000 ($3,373.17)
Account #20-270-200-104-00-03-022-000 ($3,373.17)
Account #20-270-200-104-00-04-022-000 ($3,373.17)
Account #20-270-200-104-00-05-022-000 ($3,373.17)
Account #20-270-200-104-00-06-022-000 ($3,373.17)
Account #20-270-200-104-00-07-022-000 ($3,373.17)

Revision: NOLAN, Amy - English-as-a-Second Language Teacher, Ridgewood High School, effective August 31, 2021 through June 30, 2022, to be partially funded by ESEA Title III Grant, to an annual maximum amount of $16,686.

Salary: $94,537 ($94,237 + $300 CP)
Cl. MA+30, St. 14

Account #11-240-100-101-00-10-019-000 ($77,851)
Account #20-241-100-101-00-10-022-000 ($16,686)

Revision: O'NEILL, Jean-Anne, Supervisor of Elementary Education: Math and Science, Education Center, effective July 1, 2021 through June 30, 2022, to be partially funded by ESEA Title IIA Grant, to an annual maximum amount of $26,140 (16.44% of annual salary).

Salary: $158,980

Account #11-000-221-102-00-22-019-000 ($132,840)

Account #20-270-200-104-00-02-022-000 ($4,356.67)
Account #20-270-200-104-00-03-022-000 ($4,356.67)
Account #20-270-200-104-00-04-022-000 ($4,356.67)
Account #20-270-200-104-00-05-022-000 ($4,356.67)
Account #20-270-200-104-00-06-022-000 ($4,356.67)
Account #20-270-200-104-00-07-022-000 ($4,356.67)

Long-term Substitutes

CARR, Deborah - Special Education Teacher, George Washington Middle School, effective November 8, 2021 through April 4, 2022, at a daily rate of $150, until the assignment ends. Ms. Carr possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6 and Certificate of Eligibility with Advanced Standing as a Teacher of Students with Disabilities. Ms. Carr will be registered into the NJDOE Provisional Teacher Program.

Account #11-213-100-101-00-09-019-000

SIERRA, Krysta - Kindergarten Teacher, Orchard Elementary School, effective November 10, 2021 through April 6, 2022, at a daily rate of $150, until the assignment ends. Ms. Sierra is pending issuance of a NJDOE Certificate of Eligibility as a Teacher of Preschool through Grade 3. Ms. Sierra will be registered into the NJDOE Provisional Teacher Program.

Account #11-110-100-101-11-03-019-000

Field Placements

GIUFFRE, Lisa - Misericordia University, intern to shadow Elianne Alexander, Speech Language Specialist, Hawes Elementary School, effective January 17, 2022 through April 29, 2022.

JOHNSON, Darlene - Grand Canyon University, to shadow Ellen Romito, First Grade Teacher, Orchard Elementary School, effective January 2022 through May 2022.

ZULLI, Kyra - Montclair State University, to observe for 20 hours, Benjamin Franklin Middle School.

Classroom Aides

PISANI, Jennifer - Lunchroom Aide, Hawes Elementary School, effective November 2, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-000-262-107-00-02-002-001

RADONCIC, Azra - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective November 2, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-212-100-106-00-01-024-001

WANG, Jue - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective November 2, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-212-100-106-00-10-024-001

WILSON, Marguerite - Applied Behavior Analyst Aide (ABA), Ridge Elementary School, effective November 2, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-212-100-106-00-04-024-001

Revision: Acting Principal, on an as-needed basis, for the 2021-2022 School Year, approved by the Board at its meeting on June 28,2021

- **Solomon, Dr. Gene** - **from** at a daily rate of $500 **to** at a daily rate of $600.

Winter 2021 Coaching Assignments

As listed on **Attachment D**.

Season Site Manager(s)

Winter Season

- **Beyer, James**: $5,000 stipend
- **Appel, Charles:** $5,000 stipend

Account # 11-402-100-104-00-10-034-001

ii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as

listed below.

DOYLE, Christine - **from** Long-term Substitute, REACH Preschool Teacher, Glen Elementary School, **to** Teaching Assistant REACH, Glen Elementary School, effective November 29, 2021 through June 22, 2022.

From: $150 daily rate per day
To: $17.50 per hour

Account # 11-216-100-101-00-01-024-001

POLLOCK, Yanet - **from** Applied Behavior Analyst Aide (ABA), Glen Elementary School, 5.75 hours per day, 5 days per week, **to** Teaching Assistant REACH, Glen Elementary School, 5.75 hours per day, 5 days per week, effective October 25, 2021 through June 22, 2022.

From: $21.23 per hour
To: $17.50 per hour

Account #11-216-100-101-00-01-024-001

iii. Resignation for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation for the purpose of retirement, listed below.

Teacher

CANNON, Maria - Sixth Grade English Teacher, George Washington Middle School, effective July 1, 2022, with thirty years of Ridgewood service.

Maria Cannon's career in Ridgewood:
- 1992-2005 - Elementary School Teacher, Orchard Elementary School
- 2005-2022 - English Teacher, George Washington Middle School

iv. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations listed below.

Teacher

GIARDINA, Alyssa - Eighth Grade Science Teacher, Benjamin Franklin Middle School, effective January 3, 2022.

Classroom Aides

AMARAL, Kimberly - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective November 2, 2021.

ARMSTRONG, Inga - One-to-One Special Education Classroom Aide, Somerville

Elementary School, effective October 25, 2021.

DiBRITA, Christine - STEPSS Job Coach, Ridgewood High School, effective November 3, 2021.

LIEBKIND, Olga - Resource Room Special Education Classroom Aide, Benjamin Franklin Middle School, effective November 1, 2021.

STAMATOPOULOS, Melanie - Self-Contained (RED) Special Education Classroom Aide, Glen Elementary School, effective October 13, 2021.

v. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

GIDICH, Casey – Fourth Grade Teacher, Ridge Elementary School, effective December 6, 2021 through April 19, 2022, with a reinstatement date of April 20, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vi. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Somerville Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Art Club

- **Stankiewicz, Samantha**, total stipend of $900.

Account #11-401-100-101-00-05-005-001

Somerville Story Squad

- **Finnegan, Kathleen;** and **Kaplan, Nancy**, each to receive a total stipend of $200.

Account #11-401-100-101-00-05-005-001

Benjamin Franklin Middle School

Additional/Revision: 2021-2022 Student Club Activity Advisors, approved by the Board at its meeting on September 20, 2021

Dungeons and Dragons

Remove: **Hackett, Loren**
Replace: **Skettini, Kelly**, not to exceed 20 hours, at an hourly rate of $40.17

($803.40).

Account #11-401-100-101-00-08-008-001

Pokeman Club Advisor

- **Morris, Lori**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account # 11-401-100-101-00-08-008-001

George Washington Middle School

Revision: Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year, as listed on **Attachment E** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2021-22 BA Maximum of $93,592), approved by the Board at its meeting on September 20, 2021.

2021-2022 Student Club Activity Advisors

- Student Club Activity Advisors for the 2021-2022 School Year, as listed on **Attachment F**.

Tech Vision - November 3, 2021

- **Lawrence, John**, not to exceed 4 hours, at an hourly rate of $23.31 ($93.24).

Account # 11-000-217-106-00-08-024-001

Ridgewood High School

Additional: PSAT PROCTORS

- **Musso, Caitlyn**, not to exceed 6 hours, at an hourly rate of $40.17 ($241.02).
- **Schmarak, Lorraine**, not to exceed 6 hours, at an hourly rate of $40.17 ($241.02).

Account #11-000-218-104-00-10-010-001

Special Programs

- **Klion, Emily**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for Spirit Night at Benjamin Franklin Middle School, not to exceed 2.5 hours, at an hourly rate of $20.17 ($50.43).

Account # 11-000-217-106-00-08-024-001

- **Connolly, Molly**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for Spirit Night at Benjamin Franklin Middle School, not to exceed 2.5 hours, at an hourly rate of $20.17 ($50.43).

Account # 11-000-217-106-00-080-024-001

- **Crawford, Ryan**, Adapted Physical SAIL Teacher, Glen Elementary School and Benjamin Franklin Middle School, to provide support for special education students for Spirit Night at Benjamin Franklin Middle School, not to exceed 2.5 hours, at an hourly rate of $41.76 ($104.40).

Account # 11-212-100-101-00-01-024-001

Compensatory Services

- **Madison, Marissa**, not to exceed 15 hours, at an hourly rate of $48.33 ($724.95).

Account #11-213-100-101-00-24-024-001

Rethink Training

- **Ostrovskaia, Olga**, not to exceed 1.50 hours, at an hourly rate of $21.23 ($31.85).

Account #11-000-217-106-00-24-024-001

Handle with Care Training - November 3, 2021

- **Employee #7804**, not to exceed 5 hours, at an hourly rate of $21.23 ($106.15).
- **Makdesi, Rim**, not to exceed 5 hours, at an hourly rate of $20.17 ($100.85).
- **Palazzola, Joan**, not to exceed 5 hours, at an hourly rate of $21.23 ($106.15).
- **Radoncic, Azra**, not to exceed 5 hours, at an hourly rate of $20.17 ($100.85).

Account #11-000-217-106-00-24-024-001

Curriculum, Instruction & Assessment

Summer Professional Development 2021

- **DePinto, Lauren**, to be funded by ESSER II Mental Health Grant, not to exceed 12 hours, at an hourly rate of $53.55 ($642.60).

Account #20-485-223-104-00-22-022-001

Information Technology Department

Technical Support for the 2022-2023 Budget Process

- **Hoffmann, Richard**, not to exceed 20 hours, at an hourly rate of $56.56 ($1,131.20).
- **Yohana, Julie**, not to exceed 20 hours, at an hourly rate of $42.24 ($844.80).

Account # 11-000-230-104-00-45-045-001

vii. Revision of Account Numbers Approved at the September 13, 2021 Agenda

BEYER, James
From: Account #11-212-100-101-00-01-024-001
To: Account #11-212-100-106-00-12-024-001

viii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teacher: Sullivan, Matthew

Mr. Lembo moved approval of D. Human Resources.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Poelstra explained Lauren Depint's stipend is being paid by the ESSER II mental health grant. Julianne Mathew's, Jeannie O'Neill and Amy Noland are coming out of different title grant funds that we receive annually and are separate from the ESSER funds that are related to the pandemic. Title II is around professional development and title III has to do with our ESL program.

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Don Dexter	$20	To be used to enhance the Benjamin Franklin MS Music Department in memory of Charles Tesar.	20-063-100-610-00-08-008-005
George Washington Home and School Association	$1,300	To be used to enhance the Birthday Book Program.	20-025-100-890-00-09-009-009

Ridge Student Activity Account	$1,360	To be used for the after school Play Club stipend.	20-030-100-101-00-04-004-005 ($1,246.32 Stipend) 20-030-200-220-00-04-004-005 ($113.68 FICA)
Ridgewood High School Home and School Association	$350	To be used to pay for a virtual author visit with Malaka Gharib.	20-025-100-890-00-10-010-015
Ridgewood High School Student Congress	$950.18 (gift in kind)	A gift in kind of a charcoal grill to be used by the Ridgewood High School student body.	N/A

i. <u>Approval: Secretary's Line Item Certification</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **September 2021**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

ii. <u>Approval: Acceptance of the Board Secretary and Treasurer Report</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **September 2021;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting

iii. Approval: Budget Appropriation Transfers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **September 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

iv. Approval: Budgeted Out-of-District Placement for the 2021-2022 School Year

2021-2022 Out-of-District Placement for Regular School Year Tuition	
Windsor Prep High School, Paramus, NJ	1

Ms. Brogan moved approval of E. Finance.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Mr. Lembo read the donations into record and thanked the responsible parties.

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented A. Agreement with Safe Air Zone for Airbox Air Purifiers for approval.

Mr. Dani explained that the facilities committee reviewed resolutions A. and B. Resolution A was ok. For Resolution B, they reviewed the total number that are needed for all of the band rooms and some of the elementary school music rooms and everywhere and there were six already in stock because last time when we were purchasing originally we were going to purchase the $1400 per unit, but we approved that amount and we said let's buy as many as we can for $700 units. Ms. Brogan recommended at the facilities committee meeting that they should not be sitting in storage and let's move them out immediately. Mr. Dani is hoping that they were out today because that was the recommendation. He stated that they found some equipment that was there for a few days, so resolution B. 21,573 can be changed to 7,191.

Dr. Gorman stated that is correct.

Mr. Dani explained that Resolution A. is for the campus center, little theatre and middle school auditoriums because they have larger square footage.

Ms. Brogan added that the detailed explanation of where the HEPA filters would be placed is in the Board FYI.

Discussion regarding the number of units and locations ensued.
To view this part of the meeting scroll to 1:45.

A. Approval: Agreement with Safe Air Zone for Airbox Air Purifiers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Safe Air Zone for the purchase of Airbox Air Purifiers, in the amount of $19,940, to be funded by the ESSER III grant.

The Board has received background information.

Mr. Lembo moved approval of A. Agreement with Safe Air Zone for Airbox Air Purifiers for approval.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote.

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Agreement with EnviroKlenz Air Purifiers.

Original Resolution:

B. Approval: Agreement with EnviroKlenz Air Purifiers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with EnviroKlenz for the purchase of Air Purifiers, in the amount of $21,573 to be funded by the ESSER III grant .

The Board has received background information.

Revised Resolution per the Facility Committee recommendation:

B. Approval: Agreement with EnviroKlenz Air Purifiers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with EnviroKlenz for the purchase of Air Purifiers, in the amount of $7,191 to be funded by the ESSER III grant .

The Board has received background information.

Mr. Lembo moved approval of the Revised Resolution B. Agreement with EnviroKlenz Air Purifiers.
Mr. Dani seconded the motion, which was carried by the following roll-call vote.

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Proposal for a Fully Managed Survey Study with K-12 Insight LLC.

Ms. Kwak confirmed that the survey will be sent to the entire community.
Dr. Gorman stated he is meeting with the company tomorrow for details, but it will go out to the entire community.

C. Approval: Proposal for a Fully Managed Survey Study with K-12 Insight LLC

The Ridgewood Board of Education, upon the recommendation of the Superintendent of

Schools, approves the proposal with K-12 Insight to work with District leadership to identify study goals, topics and reporting requirements to develop and implement a study of alternative K-12 schedules from November 1, 2021 through October 31, 2022, not to exceed $20,000.

The Board has received background information.

Ms. Poelstra confirmed that K-12 Insight is a project based contract and pending tonight's vote we are meeting with them tomorrow so they can let us know more of the specifics based on where we are in our process whether they think we should do one survey or two surveys.

Ms. Brogan added that before the survey happens there should be an information campaign.

Ms. Poelstra added that the K-12 will be part of making people aware that there will be a survey going out. Also, we have the community presentation scheduled at BF on December 1 . This will be recorded and available online. Each of the principals did a presentation for the staff so that they are aware. We are taking the steps to inform people and this organization will help us with more of the granular details and the marketing. There is a portion of the district website that lays out where we are in the plans regarding alternative schedules.

Mr. Lembo moved approval of C. Proposal for a Fully Managed Survey Study with K-12 Insight LLC.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote.

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Oct 13	Columbia Bank On-Line	103580	2,054.83	Mr. Kaufman
Oct 21	Columbia Bank On-Line	103581-103741	1,053,402.07	Mr. Kaufman
Oct 25	Columbia Bank On-Line	103742-103783	264,603.38	Mr. Kaufman
Oct 15	Payroll Transfer	P37104	3,391,002.57	Mr. Kaufman

Sept 7	Electronic Transfer	C37101	138.08	Mr. Kaufman
Sept 9	Electronic Transfer	C37102	1,785.76	Mr. Kaufman
Sept 30	Electronic Transfer	F37100	11,548.16	Mr. Kaufman
Oct 6	Electronic Transfer	R37105	2,477.29	Mr. Kaufman
Oct 25	Food Service	620360	129,051.70	Mr. Kaufman
Oct 18	Columbia Bank Void Check	103526	(96,726.38)	Mr. Kaufman
TOTAL			**4,759,337.46**	

Mr. Kaufman moved approval of bills reviewed by him.
Ms. Brogan seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan congratulated the student athletes, the marching band and all of the students who are back in school and actively participating.
Ms. Brogan reminded everyone that the polls are open tomorrow from 6:00 until 8:00 pm at the regular polling places.

Mr. Lembo stated that the COVID-19 testing site at BF is running smoothly and they are very good. He added that the high school store is now online.

XII. BOARD COMMITTEE REPORTS

Ms. Brogan reported that the Facilities Committee met and reviewed alternatives to improving air quality. Aramark reviewed their schedule of preventive maintenance. They have been a great partner in making sure that our schools are safe.

XIII. DISCUSSION ITEMS

Mr. Kaufman stated that the Board received an email from the Business Administrator regarding waste management shared services with the village. He added that we waited three months to hear back from the village that they could not work with us and now there's the potential that we could face a cost increase because of fuel prices. Asked when it comes to bids, is there a limit in time, if we don't get three bids, we don't have to wait indefinitely?

Mr. Bisig stated it depends on if the vendor is in a consortium or coop. If the vendor is in a consortium or coop, can bypass the bidding process because the vendor is vetted by the

state already.

Mr. Kaufman would like to do something similar for this. It is unacceptable that we did not hear back for three months. If we don't hear back within a couple of weeks, we need to move forward.

Mr. Dani asked if there was communication with the village during this time.

Mr. Bisig confirmed that there was communication through several emails and the Village advised that hey were looking into it and would get back to Mr. Bisig.
He added that according to the Facilities Committee, he was mandated to wait and see if the Village wanted to ascertain whether to do a shared service. Based on that input from the Board and the Facilities Committee, we waited.

Mr. Kaufman noted that based on Mr. Bisig's email, the Village had a contract in place. How could that not be known from the first email they received and they say " we are already in contract and cannot work with you. To take three months to answer something that they already know is unacceptable.

Mr. Dani asked Dr. Gorman to get a copy of the fyi emails where Mr. Bisig raised the concern that the village is not responding and we will be getting delayed because he does not recollect.

Mr. Kaufman commented that in the future, if they are not going to respond and it is going to end up costing us, we need to move forward.

Further conversation regarding the Village shared services ensued.

To view this portion of the meeting scroll to 2:09.

Mr. Kaufman discussed exploring the State of New Jersey Department of Environmental Protection Blue Acres Program as part of the task force to investigate flooding solutions.

Ms. Brogan read an excerpt for later start times and provided the Board with a copy of the article.

XIV. ACCEPTANCE OF MINUTES

October 4, 2021 Executive Session
October 18, 2021 Regular Public Meeting

Mr. Dani requested to table the minutes until the next meeting because he has not had a chance to look at all of them.

XV. OTHER BUSINESS

None at this time.

XVI. COMMENTS FROM THE PUBLIC

Susan Madison, 428 Linwood Ave., regarding the American Rescue Plan can't believe that students and families were given cursory consideration in these matters. The ARP funds in particular demand stakeholder input, it is written in the law that authorizes the ARP. This presentation which has no explicit comment section and sending out a google form is about as check the box as you possibly can get on spending almost 2 million dollars. It is supposed to go to help children. This is why you need a robust recovery committee. At a minimum this plan should be circulated at every HSA meeting this month so that we have a two way dialogue between the parents and administration. Ms. Brogan is right that the largest grant does not require the money to be spent on building maintenance, number 11 of the grant states the money can be spent on summer learning and supplemental after school programs. We could spend all the money on number 11. She can support infrastructure money, the idea to spend money on teacher professional development next summer leaves her speechless. Our kids need help now. If we were talking about professional development now to accelerate learning, she could get on board with that. Research is showing that the best way to catch the children up is with one on one tutoring. She has heard the board speak about understanding the role of the board, she is flabbergasted to hear that they are talking about what rooms to put filters in and who's sending emails about garbage. It's like we're rearranging the deck chairs on the Titanic. She hopes that no matter what happens tomorrow the voices of the community, students and family will get a better hearing in the district.

Laura McKenna, 861 Bingham Road, echoed what Susan Madison just said. She is also flabbergasted at the expenditures for the ESSER Money. The purpose of the ESSER money was to help students who suffered the most from COVID from learning loss, from behavioral issues and emotional issues. She does not see enough of that in the one million dollars. What bothers her the most is when the money is used to fill funding of personnel that you would fund anway. For example, when a high needs student comes into the district who previously attended a private school that costs a hundred thousand dollars a year, that student has high needs and might need aids. THat is the job of the school district, not the ESSER money. Permanent subs are the job of the school district, she is sorry that the district is having trouble finding subs but that should be part of the main budget. The ESSER money should be for learning loss and emotional issues. We need a permanent person on the staff for mental health issues, it should not be part of the ESSEr money. She has a student with documented social emotional and academic regression since COVID. WHat has he gotten as extra school support? Other districts are providing afterschool tutoring. She does not want the money going to consultants, she wans the money to go to kids. The purpose of the money is to help kids with additional resources and support.

Janet Riley, 487 Dorchester Road, Its frustrating hearing the conversation about air filters and the communication. This should have been discussed during the summer. Hawes Kindergarten has two classrooms and they eat lunch in their classroom everyday. They have before the pandemic and they will for the rest of the year. Those are two classrooms where they eat lunch every single day. 3rd and 4th rotate eating lunch in their classroom. When you say that we are giving two air filters per school, it does not make sense. You should be able to find out which classrooms have the need for air filters. Just figure out where the kids are eating lunch and do it that way. It speaks to mental health and learning loss. It's great that you are addressing it at the High School, but her Kindergarten son goes

to school for six hours and 25 minutes per day and goes outside for 25 minutes per day. He has two play times one of which is in the classroom, the second they go outside sometimes. It is district policy that Kindergarten does not go out for PE. She can provide articles with the importance of recess and going outside. Indoor recess involves each child picking a toy and sitting at their desk. They do not get to socialize. Kindergarteners' mental health priority is to socialize.

Did not provide name, 458 Old Stone Road, echoed what has been said. The conversation around air filters is beyond frustrating. It's incomprehensible how you don't have the information you need to make decisions. How will you address more complex issues around DEI and mental health. If you had elementary school children sitting in those classrooms you would be watching and listening. She asked the board to stop nitpicking. You don't need to have more information, you need to have good enough information and put hepa filters in the rooms so that the kids can socialize. All of these decisions seem to be in isolation and ignoring the larger issue. Feels that the parent community have no idea about what you are talking about, what you have already reviewed, where you are in the process and what you've already considered. There is a comment section in the beginning and the end and zero dialogue with the community. There should be some mechanism where board members go out to the community, post office hours, or coffee with parents at different schools to have fruitful discussions to hear ideas.

Mr. Dani addressed one thing. He stated there was a concept brought up that if we add air purifiers to the rooms we can allow recess in the classroom and remove the mask in the classroom. Information given to us by the engineers who said to think of the air purifier as it will equal one recycling of the air in the room in an hour and we are already doing four to five recycling of the air, four to five times because we are bringing fresh air from the outside. We have something called unit ventilators in these classrooms. We bring in x percent of fresh air every few minutes, so we are recycling the whole air in the room in our current technology which is by code. When we are scrubbing the air, that will add something but don't think that it will change it drastically that you can remove the mask and run around in the classroom. He is not discounting that it will add some protection, but it does not mean that we will be able to remove the mask and run around. The best protection is to go and get the vaccine when it is approved and the next best protection is wearing the mask. He understands that some kids have trouble wearing the masks and we have to work on that, but those are the two best protections.

Janet Riley, feels her comment was misheard. She did not say that her child's mask should be removed. What she said was that she does not feel that the policies that are being implemented are not intelligent ones having kindergarteners sit and play at their desks independently in the name of COVID protection instead of allowing them to move around the room and do something that she feels would be more intelligent which would be to put hepa filters in the classroom when they're eating lunch and snack. There is a cdc report that she has shared, that shows masking is 72 percent effective but hepa filters alone are 62% and when you put the two together you get over 90%. Sometime in the future children will be unmasked and hepa filters would provide almost as much protection as the mask provide now. It makes sense to put them in classrooms where children are eating lunch. She hears alot about confusion over not knowing what is better, one thing that would help would be to put co2 monitors in the classroom and doing some kind of monitoring. She

knows that the district has been offered a donation of co2 monitors for every classroom in the district and has declined that offer. She is not sure why that is. She does not feel that the district is making intelligent decisions for accepting parent assistance.

Ms. Brogan asked for clarification regarding permanent subs.

Dr. Gorman clarified that we have permanent subs helping with students who are quarantined. We have permanent subs in the buildings because we cannot find aids so they're running around covering the classrooms and this is directly related because of the covid effect on not being able to hire people. We are looking at the continuity of instruction and that is what is most important.

Ms. Brogan added that this is a good use of our ESSER III grant because it is supporting our students.

Mr. Lembo questioned if for the ESSER III grants, we did not make up the determinations, it is what was given to us.

Ms. Polestra answered correct there is a certain percentage that has to be spent on professional development, a certain percentage that has to be spent on summer. Those dollar figures, the e 456,000 which is the educator support grants, some of that will go towards professional development during the school year as well, but there is no way that we could spend that amount of money and especially given our substitute situation, to be pulling teachers out of the classrooms right now for professional development we don't have substitutes to cover classrooms. It is nice that we had two full pd days in the fall where the teachers were able to dig into data and adjust to students returning to full time instruction. The extension of that educator support grant that is for 456,000 is very clear that it is for professional learning, so whatever we can do to enhance our teachers skills in a what that is not taking them out of the classrooms and away from the kids where we really need them is what we are trying to balance. Hopefully as our teachers have the time for professional development and develop new strategies will address the learning loss that people are concerned about.

Mr. Dani asked Dr. Gorman to provide what was the CO2 monitor donation and why was it declined.

Dr. Gorman answered that one or two parents have said that they would provide co2 monitors to their elementary school, but not districtwide. This is the first time he is hearing about it for the whole district. You would need a significant amount.

Mr. Dani added that we should be consistent and if we are doing something it should be for the whole district.

XVII. ADJOURNMENT

At 9:49 p.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

November 1, 2021 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Scott Lupia	Intermediate Virtual IMSE Orton-Gillingham Training Institute for Multi-Sensory Education, MI Virtual 11/8/21 - 11/12/21	Professional Development	$1,275.00	5
Laura Vargo	College Visits in Indiana (Indiana University, Butler University and Perdue University) N/A Indiana 11/11/21 - 11/12/21	Professional Development	$465.00	0
Medha Kirtane	We're Still Here: Indigenous History and Persistence in New Jersey New Jersey Historical Commission, NJ Virtual 11/12/21 - 11/13/21	Professional Development	$38.77	0
Jaclyn Pilkington	Intermediate Virtual IMSE Orton-Gillingham Training Institute for Multi-Sensory Education, MI Virtual 11/15/21 - 11/19/21	Professional Development	$1,275.00	5
Mary Ferreri	TMI Education Leadership Co-Op: Advancing Individual Leadership Development TMI Education, NJ Virtual	Professional Development	$0.00	0

	11/18/21, 1/12/22, 2/10/22, 3/9/22, 4/6/22, 5/4/22			
Michael McDermott	Basic Life Support Instructor Lifesavers, Inc., NJ Fairfield, NJ 11/19/21	Professional Development	$339.00	0
Danielle Wood	Blue Ribbon Schools of Excellence Conference Blue Ribbon Schools of Excellence, DC Orlando, FL 11/30/21 - 12/3/21	Professional Development	$2,029.69	0
David Bailey	Blue Ribbon Schools of Excellence Conference Blue Ribbon Schools of Excellence, DC Orlando, FL 11/30/21 - 12/3/21	Professional Development	$2,029.69	0
Gabrielle Ferrari King	Intermediate Virtual IMSE Orton-Gillingham Training Institute for Multi-Sensory Education, MI Virtual 12/6/21 - 12/10/21	Professional Development	$1,275.00	5
Meredith Kiernan	Intermediate Virtual IMSE Orton-Gillingham Training Institute for Multi-Sensory Education, MI Virtual 12/6/21 - 12/10/21	Professional Development	$1,275.00	5
Carolyn Treible	The Empathic Educator: Cultivating Empathy in the Post-Pandemic Classroom TMI Education, NJ	Professional Development	$0.00	1

	Mahwah, NJ 12/9/21			
Melissa Finucane	The Empathic Educator: Cultivating Empathy in the Post-Pandemic Classroom TMI Education, NJ Mahwah, NJ 12/9/21	Professional Development	$0.00	0
Janet Elkins	The Empathic Educator: Cultivating Empathy in the Post-Pandemic Classroom TMI Education, NJ Mahwah, NJ 12/9/21	Professional Development	$0.00	0
Keith Cook	52nd National Athletic Directors Conference National Interscholastic Athletic Administrators Association Denver, CO 12/10/21 - 12/14/21	Professional Development	$1,408.00	0
Karen Mendez	Northern Region Marketing Association Advisor Meeting DECA, VA East Rutherford, NJ 12/15/21	Professional Development	$0.00	0
Vanessa Veenstra	Comprehensive Virtual IMSE Orton-Gillingham Training Institute for Multi-Sensory Education, MI Virtual 1/5/22 - 2/2/22	Professional Development	$1,275.00	5
Erica Hoff	Increase Your Success as a Special Education Resource Teacher Bureau of Education and Research, WA	Professional Development	$279.00	1

	West Orange, NJ 1/6/22			
Marissa Madison	Increase Your Success as a Special Education Resource Teacher Bureau of Education and Research, WA West Orange, NJ 1/6/22	Professional Development	$279.00	1
Xue Tan	Increase Your Success as a Special Education Resource Teacher Bureau of Education and Research, WA West Orange, NJ 1/6/22	Professional Development	$290.20	1
Michelle Jones	Increase Your Success as a Special Education Resource Teacher Bureau of Education and Research, WA West Orange, NJ 1/6/22	Professional Development	$279.00	1

POLICY

RIDGEWOOD
BOARD OF EDUCATION

5460.02 BRIDGE YEAR PILOT PROGRAM

The New Jersey Commissioner of Education has established a three-year "Bridge Year Pilot Program," under which each school district with a high school shall offer students in the graduating classes of 2021 and 2022 the opportunity to pursue a Bridge Year during the year immediately following their senior year of high school, in accordance with the provisions of P.L. 2020 c.41. The purpose of the Bridge Year Pilot Program shall be to provide participating students an additional year to address learning loss and missed opportunities in extracurricular activities, including spring sports programs, as a result of the public health state of emergency caused by the COVID-19 pandemic.

For the purpose of this Policy, "host high school" means the high school that a student, who pursues a Bridge Year pursuant to the provisions of P.L. 2020 c.41, attended as a junior in high school.

Under the Bridge Year Pilot Program, each high school in a school district shall designate a school staff member as a Bridge Year Liaison to serve as the school's central point of contact for students interested in pursuing a Bridge Year and for students participating in a Bridge Year. Nothing in P.L. 2020 c.41 shall be construed to require a school district to hire an individual to serve as a Bridge Year Liaison.

To be eligible to participate in the Bridge Year Pilot Program, a student shall be nineteen years of age or younger and shall not turn twenty years of age at any time during the Bridge Year, except that a classified student shall be eligible to participate if the student will turn twenty years of age during the Bridge Year due to services provided pursuant to the student's individualized education program. To participate in the Bridge Year Pilot Program, eligible students must notify their host high school’s Bridge Year Liaison by February 15 of their senior year.

The Bridge Year Liaison shall develop, in consultation with Bridge Year students, an Individual Learning Plan (ILP) for each student. To ensure ample time to plan for the implementation of services outlined in the ILP, each Bridge Year student’s ILP shall be completed by May 15, but no later than June 1 of the student’s senior year.

During the fall semester of the student's Bridge Year, the student shall take between nine and twelve credits at the host high school, the county college that serves the county of the host high school, or a combination thereof. During the spring semester of the student’s Bridge Year, the student shall take between nine and twelve credits at the county college that serves the county of the host high school. During either semester of the Bridge Year, a student may also take up to

three credits offered by a four-year institution of higher education at any high school in the State or at any other location to fulfill the student's credit requirement. At the conclusion of each semester of the Bridge Year, the host high school shall update the student's high school transcript to reflect any high school credits earned during the Bridge Year.

In the event that a student initially decides to pursue a Bridge Year in the fall semester, but does not continue the Bridge Year in the spring semester, the student's host high school shall release all final transcripts and other records as necessary and as may be requested. A student who decides not to continue the Bridge Year in the spring semester shall not be eligible to participate in a spring sports program or extracurricular activities pursuant to P.L. 2020 c.41.

The State Board of Education shall promulgate regulations pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B -1 et seq.), necessary to effectuate the provisions of P.L. 2020 c.41.

The Higher Education Student Assistance Authority shall promulgate regulations, pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B -1 et seq.), necessary to effectuate the provisions of subsection d. of section 2 of this Act.

P.L. 2020 c.41

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

6115.01 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – ALLOWABILITY OF COSTS

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.302(b)(7) requires written procedures for determining the allowability of costs in accordance with 2 CFR §200 – Cost Principals. Determining the allowability of costs shall be in accordance with the requirements outlined in 2 CFR §200.403 – Factors Affecting Allowability of Costs. The School Business Administrator/Board Secretary or designee shall be responsible for determining the allowability of costs are in accordance with the provisions of 2 CFR §200.403.

The following procedures shall be used to determine the allowability of costs in accordance with 2 CFR §200.403:

Except where otherwise authorized by statute, the School Business Administrator/Board Secretary or designee will ensure costs meet the following general criteria in order to be allowable under Federal awards:

1. Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.

2. Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.

3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the non-Federal entity.

4. Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.

5. Be determined in accordance with Generally Accepted Accounting Principles (GAAP), except for State and local governments, which includes school districts, as otherwise provided for in 2 CFR §200.403.

6. Not be included as a cost or used to meet cost sharing or matching requirements of any other Federally-financed program in either the current or a prior period. (See also 2 CFR §200.306 – Cost Sharing or matching 2. above).

7. Be adequately documented. (See also 2 CFR §200.300 – Statutory and National Policy Requirements through 2 CFR §200.309 – Period of Performance).

In the event the School Business Administrator/Board Secretary or designee is not sure if a cost is allowable under 2 CFR Subpart E - §200.403, the School Business Administrator/Board Secretary or designee will contact the New Jersey Department of Education or the United States Department of Education for assistance.

2 CFR §200.302(b)(7)
2 CFR §200.403

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

6115.02 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – MANDATORY DISCLOSURES

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.113 – Mandatory disclosures requires a non-Federal entity or applicant (a New Jersey Board of Education) for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or to the New Jersey Department of Education all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award.

If the Board of Education receives a Federal award including the terms and conditions outlined below as per 2 CFR §200 – Appendix XII – Award Term and Condition for Recipient Integrity and Performance Matters shall report certain civil, criminal, or administrative proceedings to the System for Award Management (SAM). Failure to make required disclosures can result in any of the remedies described in 2 CFR §200.338 - Remedies for noncompliance, including suspension or debarment. (See also 2 CFR §180, 31 USC 3321, and 41 USC 2313)

A. General Reporting Requirement

1. If the total value of all Board of Education currently active grants, cooperative agreements, and procurement contracts from all Federal awarding agencies exceeds $10,000,000 for any period of time during the period of performance of this Federal award, then the Superintendent or designee, on behalf of the Board of Education as the recipient during that period of time, must maintain the currency of information reported to the SAM that is made available in the designated integrity and performance system about civil, criminal, or administrative proceedings described in B. below.

2. This is a statutory requirement under section 872 of Public Law 110-417, as amended (41 USC 2313).

3. As required by section 3010 of Public Law 111-212, all information posted in designated integrity and performance system on or after April 15, 2011, except past performance reviews required for Federal procurement contracts, will be publicly available.

B. Proceedings About Which the Board of Education Must Report

1. The Superintendent or designee must disclose to the Federal awarding agency or to the New Jersey Department of Education information required about each proceeding that:

a. Is in connection with the award or performance of a grant, cooperative agreement, or procurement contract from the Federal Government;

b. Reached its final disposition during the most recent five-year period; and

c. Is one of the following:

(1) A criminal proceeding that resulted in a conviction, as defined in E. below;

(2) A civil proceeding that resulted in a finding of fault and liability and payment of a monetary fine, penalty, reimbursement, restitution, or damages of $5,000 or more;

(3) An administrative proceeding, as defined in E. below, that resulted in a finding of fault and liability and the payment of either a monetary fine or penalty of $5,000 or more or reimbursement, restitution, or damages in excess of $100,000; or

(4) Any other criminal, civil, or administrative proceeding if:

(a) It could have led to an outcome described in B.1.c.(1), (2), or (3) above of this award term and condition;

(b) It had a different disposition arrived at by consent or compromise with an acknowledgment of fault on the school district's part; and

(c) The requirement in this award term and condition to disclose information about the proceeding does not conflict with applicable laws and regulations.

C. Reporting Procedures

1. The Superintendent or designee shall enter in the SAM Entity Management area the information that the SAM requires about each proceeding described in B. above.

2. The Superintendent or designee does not need to submit the information a second time under assistance awards the Board of Education received if the Superintendent or designee already provided the information through the SAM because the Board of Education was required to do so under Federal procurement contracts the Board of Education was awarded.

D. Reporting Frequency

1. During any period of time when the Board of Education is subject to the requirement in A. above, the Superintendent or designee must report proceedings information through the SAM for the most recent five year period, either to report new information about any proceeding(s) the Board of Education has not reported previously or affirm that there is no new information to report.

2. If the Board of Education has Federal contract, grant, and cooperative agreement awards with a cumulative total value greater than $10,000,000, the Board of Education must disclose semiannually any information about the criminal, civil, and administrative proceedings.

E. Definitions

1. For purposes of this Policy:

a. "Administrative proceeding" for the purposes of 2 CFR §200 - Appendix XII and this Policy means a non-judicial process that is adjudicatory in nature in order to make a determination of fault or liability. This includes proceedings at the Federal and State level but only in connection with performance of a Federal contract or grant. It does not include audits, site visits, corrective plans, or inspection of deliverables.

b. "Conviction" for the purposes of 2 CFR §200 - Appendix XII and this Policy, means a judgment or conviction of a criminal offense by any court of competent jurisdiction, whether entered upon a verdict or a plea, and includes a conviction entered upon a plea of nolo contendere.

c. Total value of currently active grants, cooperative agreements, and procurement contracts includes:

(1) Only the Federal share of the funding under any Federal award with a Board of Education cost share or match; and

(2) The value of all expected funding increments under a Federal award and options, even if not yet exercised.

2 CFR §200.113

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

6115.03 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – CONFLICT OF INTEREST

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.318 – General Procurement Standards addresses standards of conduct covering conflict of interest and governs the actions of school district employees, officers, and agents in the selection, award, and administration of contracts supported by a Federal award.

The Board of Education must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to the applicable Federal law and the standards identified in 2 CFR §200.

The Board of Education must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

The Board of Education must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts supported by a Federal award.

1. No employee, officer, or agent of the Board of Education may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.

    a. Such a conflict of interest would arise when a Board of Education employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

2. The Board of Education officers, employees, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

3. However, a Board of Education may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.

4. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

The Board of Education's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal government, the Board of Education is encouraged to enter into State and local intergovernmental agreements or inter-entity agreements where appropriate for procurement of use of common or shared goods and services.

The Board of Education is encouraged to use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

The Board of Education is encouraged to use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.

The Board of Education must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. (See also 2 CFR §200.213 – Suspension and Debarment).

The Board of Education must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

The Board of Education may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to a Board of Education is the sum of:

1. The actual cost of materials; and

2. Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since the time and material formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the Board of Education awarding such a contract must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

The Board of Education alone must be responsible, in accordance with good administrative practice and sound business judgement, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the Board of Education of any contractual responsibilities under its contracts. The Federal awarding agency will not substitute its judgement for that of the Board of Education unless the matter is primarily a Federal concern. Violations of law will be referred to the local, State, or Federal authority having proper jurisdiction.

The Board of Education and its employees shall be required to comply with all New Jersey statutes and administrative codes regarding school ethics and internal controls.

2 CFR §200.318

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

0131 BYLAWS, POLICIES, AND REGULATIONS

The Board of Education shall exercise its rule-making power by adopting, revising, and abolishing bylaws, policies, and regulations for the organization and operation of the school district.

"Regulations" for the purpose of this Bylaw are only those regulations that are required to be adopted by the Board.

Adoption, Amendment, and Abolishment

Bylaws, policies, and regulations may be adopted and revised at any meeting of the Board, provided the proposed adoption or revision has been approved by the Board at a previous meeting of the Board.

Bylaws, policies, or regulations may be abolished at any meeting of the Board provided the proposed abolishing of the proposed bylaw, policy, or regulation has been approved by the Board at a previous meeting of the Board.

The Board shall at its organization meeting or annually at a meeting of the Board and by a majority vote of those present and voting, readopt existing bylaws,–policies, and regulations without prior notice.

The Board may, under emergency circumstances, suspend the operation of a bylaw, policy, or regulation and adopt, revise, or abolish a bylaw, policy, or regulation without prior notice. The emergency adoption, revision, or abolishment of a bylaw, policy, or regulation shall terminate at the next meeting of the Board or at such earlier date as may be specified by the Board unless further acted upon by the Board in accordance with this Bylaw.

The adoption, revision, abolishment, or suspension of a bylaw, policy, or regulation shall be recorded in the minutes of the Board. Any bylaw, policy, or regulation or part of a bylaw, policy, or regulation that is superseded by a term in a negotiated agreement or by a subsequently adopted bylaw, policy, or regulation shall no longer be in force and effect as a bylaw, policy, or regulation and shall be abolished by the Board in accordance with this Bylaw.

Promulgation and Distribution

The manual of bylaws, policies, and regulations shall be maintained. A copy of the manual of bylaws, policies, and regulations shall be available and accessible to each Board member, the Superintendent, the School Business Administrator/Board Secretary, the Board Attorney, each Building Principal, and other individuals designated by the Superintendent.

The Superintendent shall institute a plan for the orderly promulgation of policies to staff members who are affected by them and shall provide staff members with access to an up-to-date manual of Board bylaws, policies, and regulations.

The manual of bylaws, policies, and regulations shall be considered a public record open to inspection in the office of the _____. The manual retained by the _____ shall be considered the master copy of the manual.

Consideration of Bylaws, Policies, and Regulations

Bylaws, policies, and regulations will be considered for adoption by the Board in accordance with the following procedure:

1. A recommendation for a new or revised bylaw, policy, or regulation shall be recommended to the Board and/or Superintendent;

2. A recommendation for a new or revised bylaw, policy, or regulation may be referred, at the discretion of the Board President and as appropriate to the subject, to the Superintendent, a Board committee, or a public advisory committee for study and formulation of a recommendation to the Board. Any study of a new or revised recommended bylaw, policy, or regulation will consider whether the matter is adequately addressed in existing Board bylaw, policy, or regulation;

3. If a recommendation for a new or revised bylaw, policy, or regulation results from referral for study, a proposed draft will be referred to the Superintendent and at the discretion of the Board President and as appropriate to the subject, to a Board committee;

4. All proposed new and revised bylaws, policies, and regulations shall be submitted to the Superintendent. The Superintendent or designee will review all new and revised draft bylaws, policies, and regulations prior to the Board receiving a draft of new or revised bylaws, policies, or regulations for Board consideration;

5. The proposed draft bylaw, policy, or regulation approved by the Board on first reading will be submitted for adoption at a succeeding meeting of the Board. Revisions in the draft may be made at any meeting prior to adoption by a simple majority vote of the Board. A revision at any succeeding meeting that alters the substantive meaning of the draft will constitute a new first reading, and the draft must be presented for adoption at a succeeding Board meeting. A change that is merely editorial may be followed by a vote to adopt the new or revised bylaw, policy, or regulation on second reading.

N.J.S.A. 18A:11-1

Adopted:

POLICY

RIDGEWOOD BOARD OF EDUCATION

2560 LIVE ANIMALS IN SCHOOL

The Board of Education recognizes the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of students and the animals. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

Any animal used in school must have been lawfully acquired in accordance with applicable State law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies and proof of such vaccination must be included with the request to bring a live animal into the school submitted to the Principal or designee before a live animal is brought onto school grounds or into a school building. No animal shall be permitted in any area of the school where a student who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

No experiment that deprives a living animal of nourishment or exposes the animal to harm shall be conducted.

A student in Kindergarten through grade twelve may refuse to dissect, vivisect, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. In the event the school program will require any such activities, the school will notify the student and parent(s) or legal guardian(s) at the beginning of each school year of the right to decline participation in such activities. Within two weeks of the receipt of the notice from the school, the parent(s) or legal guardian(s) shall notify the school if the right to decline participation in such activities will be exercised. Any student who chooses to refrain from participation in or observation of such activities shall be offered an alternative education project for the purpose of providing the student with the factual knowledge, information, or experience required by the course of study. A student may refuse to participate in an alternative education project which

involves or necessitates any harmful use of an animal or animal part(s). A student shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

Any staff member who requests to have a certified therapy dog present on school grounds during the school day and actively involved in instructional time with students shall make their request in writing to the Principal. The written request shall include: a description of the dog, including its breed, age, size, health issues/medications and any history of aggression; all required local and/or State registration licenses; proof of all required immunizations/vaccinations; the proposed dates/class periods the dog will be present; and a detailed explanation of the educational benefit the dog will provide students. The staff member shall submit the written request to the Principal who shall conduct an initial review with the staff member. The Principal shall submit the request and review the findings of the initial review with the Superintendent. The Superintendent shall make a final determination regarding the request after consulting with the Board Attorney.

If approved: the Superintendent shall provide the Principal with any and all terms of the dog's involvement in the educational program; the dog's owner shall submit a certificate of insurance naming the Board of Education as additional insured for any liability related to the dog being on school grounds; and the Principal shall send written notification to the parents of all students in the school building regarding the presence of a dog on school grounds. The staff member must submit the written request on an annual basis prior to the beginning of each school year.

N.J.S.A. 18A:35-4.2

Adopted: 7 December 2009
Revised: 22 February 2010
Revised

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3142 NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

The Board of Education recognizes its obligation to employ only those staff members best trained and equipped to meet the educational needs of the students of this district. The Board shall discharge that obligation by retaining in service only those nontenured teaching staff members who meet those standards. The Board will renew the employment contract of a nontenured teaching staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. A nontenured teaching staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured teaching staff member's performance does not meet the standards of the school district, the Superintendent shall recommend not to renew the teaching staff member's contract. Prior to notifying the nontenured teaching staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the nontenured teaching staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board Meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the nontenured teaching staff member their employment will be discussed in executive session in order for the nontenured teaching staff member to exercise their statutory right to request a public discussion.

On or before May 15 of each year, each nontenured teaching staff member continuously employed by a Board of Education since the preceding September 30 shall receive a written notice from the Superintendent that such employment will not be offered if the Superintendent recommends the nontenured teaching staff member not be renewed. Any nontenured teaching staff member receiving notice that a teaching contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing a statement of the reasons for such non-employment which shall be given to the nontenured staff member in writing within thirty calendar days after the receipt of such request.

Whenever the nontenured teaching staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured teaching staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured teaching staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured teaching staff member's receipt of the Board's statement of reasons.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured teaching staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured teaching staff member reemployment after the informal appearance before the Board. Within three working days following the informal appearance, the Board shall notify the affected nontenured teaching staff member, in writing, of its final determination.

N.J.S.A. 18A:27-3.1; 18A:27-3.2; 18A:27-4.1; 18A:27-10 et seq.
N.J.A.C. 6A:10-9.1

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3221 EVALUATION OF TEACHERS

The Board of Education recognizes the importance of teacher effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3221 for the evaluation of teachers consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teacher evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3221, "teacher" means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all teachers which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teachers and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teachers. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 and with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

The components of the teacher evaluation rubric as described in N.J.A.C. 6A:10-4.1 shall apply to teachers. Measures of student achievement, as outlined in N.J.A.C. 6A:10-4.2, shall be used to determine impact on student learning. Teacher observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-4.4 and N.J.S.A. 18A:27-3.1. Observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.2.

The Superintendent shall annually notify all teachers of the adopted evaluation policies and procedures/regulations no later than October 1. If a teacher is hired after October 1, the Superintendent shall notify the teacher of the policies and procedures/regulations at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures/regulations within ten teacher working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1.
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5
N.J.A.C. 6A:10-3.1 and 3.2; N.J.A.C. 6A:10-4.1 through 4.4
N.J.A.C. 6A:10-7.1 and 7.2

Adopted:

R 3221 EVALUATION OF TEACHERS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3221 unless the context clearly indicates otherwise:

"Announced observation" means an observation in which the person conducting an observation for the purpose of evaluation will notify the teacher of the date and the class period the observation will be conducted.

"Annual performance report" means a written appraisal of the teacher's performance prepared by the teacher's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teacher's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Calibration" in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Co-observation" means two or more supervisors who are trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training.

"Corrective Action Plan" means a written plan developed by the designated supervisor in collaboration with the teacher to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the teacher's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher's evaluation rubric and the scores are included in the summative evaluation rating for the individual. The scores from educator practice instruments may be applied to the teacher's summative evaluation rating in a manner determined by the school district.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all teachers in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instrument, and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a teacher's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teacher for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Student growth percentile" means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12.

"Teacher" means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

"Unannounced observation" means an observation in which the person conducting an observation for the purpose of evaluation will not notify the teacher of the date or time the observation will be conducted.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teachers – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for teachers. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. The evaluation rubrics for teachers shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).

3. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teachers, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to teachers who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to teachers who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten teacher working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district’s evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instrument:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide more thorough training for any teacher who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instrument;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teachers for the first time. Training shall be provided on each component of the evaluated teacher's evaluation rubric before the evaluation of a teacher;

c. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete at least two co-observations during the school year.

(1) Co-observers shall use the co-observation to promote accuracy and consistency in scoring.

(2) A co-observation may count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4, but the co-observation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor.

d. The Superintendent shall annually certify to the Department that all supervisors of teachers in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teachers.

2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

a. Roles and responsibilities for implementation of evaluation policies and procedures;

b. Job descriptions, evaluation rubrics for teachers, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;

d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

e. Process for developing and scoring student growth objectives;

f. The process for preparation of individual professional development plans; and

g. The process for preparation of an annual performance report by the teacher's designated supervisor and an annual summary conference between the teacher and his or her designated supervisor.

3. The annual summary conference between designated supervisors and teachers shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including, when applicable:

(1) The educator's practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the teacher toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the teacher's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report shall be prepared by the teacher's designated supervisor and shall include, but not be limited to:

   a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4;

   b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the teacher's evaluation rubric; and

   c. The teacher's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The teacher and the designated supervisor shall sign the report within five teacher working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teacher's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5

1. For each teacher rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the teacher's designated supervisor. If the teacher does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five teacher working days following the school district's receipt of the teacher's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the teacher evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

   d. Include timelines for meeting the goal(s).

4. The teacher's designated supervisor and the teacher on a corrective action plan shall discuss the teacher's progress toward the goals outlined in the corrective action plan during each required post-observation conference, pursuant to N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4. The teacher and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teacher's progress, position, or role.

5. Progress toward the teacher's goals outlined in the corrective action plan:

   a. Shall be documented in the teacher's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teacher on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teacher's progress toward his or her corrective action plan goals; and

b. May be used as evidence in the teacher's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated teacher on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teacher's designated supervisor.

7. The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation as required by N.J.S.A. 18A:6-120.c. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum, a conference to discuss progress toward the teacher's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

8. The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation conference, in addition to the observations required in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 4.4(a).

9. Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, tenured teachers with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)4.

10. The corrective action plan shall remain in effect until the teacher receives his or her next summative evaluation rating.

11. There shall be no minimum number of teacher working days a teacher's corrective action plan can be in place.

I. School Improvement Panel – N.J.A.C. 6A:10-3 et seq.

1. School Improvement Panel Membership – N.J.A.C. 6A:10-3.1

a. The School Improvement Panel shall include the Principal, a Vice Principal, and a teacher who is chosen in accordance with b. below by the Principal in consultation with the majority representative. If an Assistant Principal or Vice Principal is not available to serve on the panel, the Principal shall appoint an additional member who is employed in the district in a supervisory role and capacity, in accordance with N.J.S.A. 18A:6-120.a. The Principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this section and N.J.S.A. 18A:6-120.a**.** and the teacher(s) on the panel represents at least one-third of its total membership.

b. The Principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:

(1) The teacher member shall be a person with a demonstrated record of success in the classroom. A demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.

(2) The majority representative, in accordance with a. above, may submit to the Principal, teacher member nominees for consideration.

(3) The Principal shall have final decision-making authority and is not bound by the majority representative's list of nominees.

c. The teacher member shall serve a full school year, except in case of illness or authorized leave, but may not be appointed more than three consecutive school years.

d. All members of the School Improvement Panel shall be chosen by August 31 of each year.

2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2

a. The School Improvement Panel shall:

(1) Oversee the mentoring of teachers according to N.J.A.C. 6A:9C-5.3(a)2**.** and support the implementation of the school district mentoring plan;

(2) Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4;

(3) Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5; and ensure mid-year evaluations are conducted for teachers who are on a corrective action plan; and

(4) Identify professional development opportunities for all teachers based on the review of aggregate school-level data, including, but not limited to, teacher evaluation and student performance data to support school-level professional development plans described in N.J.A.C. 6A:9C-4.2.

b. To conduct observations for the purpose of evaluation, the teacher member shall have:

(1) Agreement of the majority representative;

(2) An appropriate supervisory certificate; and

(3) Approval of the Principal who supervises the teacher being observed.

c. The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9C-5.2(a)3.

J. Components of Teacher Evaluation Rubric – N.J.A.C. 6A:10-4.1

1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.

2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:

a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and

b. Measures of teacher practice pursuant to N.J.A.C. 6A:10-4.3 and 4.4.

3. To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objectives(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.

4. Each score shall be converted to a percentage weight so all components make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:

   a. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least thirty percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.

   b. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least fifteen percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.

   c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher's evaluation rubric rating as determined by the Department.

5. Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher's annual summative rating.

K. Student Achievement Components – N.J.A.C. 6A:10-4.2

1. Measures of student achievement shall be used to determine impact on student learning. The student achievement measure shall include the following components:

   a. If the teacher meets the requirements of 2. below, the median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 4. below; and

b. Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the New Jersey Student Learning Standards (NJSLS), and based on growth and/or achievement.

(1) For teachers who teach subjects or grades not covered by the NJSLS, student growth objective(s) shall align to standards adopted or endorsed, as applicable, by the State Board.

2. The median student growth percentile shall be included in the annual summative rating of a teacher who:

a. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to 4. below;

b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and

c. Has at least twenty individual student growth percentile scores attributed to his or her name during the school year of the evaluation. If a teacher does not have at least twenty individual student growth percentile scores in a given school year, the student growth percentile scores attributed to a teacher during the two school years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the school year of the evaluation. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles.

3. The Department shall periodically collect data for all teachers that include, but are not limited to, student achievement and teacher practice scores.

4. The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:

a. The Board of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and

b. The Department then shall report to the employing district Board of Education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.

5. Student growth objectives for teachers shall be developed and measured according to the following procedures:

a. The Superintendent shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By August 31 prior to the school year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.

b. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.

c. Each teacher shall develop, in consultation with his or her supervisor or a Principal's designee, each student growth objective. If the teacher does not agree with the student growth objectives, the Principal shall make the final determination.

d. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each school year, or within twenty-five teacher working days of the teacher's start date if the teacher begins work after October 1.

e. Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the Superintendent or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15.

(1) If the Student Growth Objective (SGO) covers only the second semester of the school year, or if the teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.

f. The teacher's designated supervisor shall approve each teacher's student growth objective score. The teacher's student growth objective score, if available, shall be discussed at the teacher's annual summary conference and recorded in the teacher's personnel file.

L. Teacher Practice Components – N.J.A.C. 6A:10-4.3

1. The teacher practice component rating shall be based on the measurement of the teacher's performance according to the school district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement.

M. Teacher Observations – N.J.A.C. 6A:10-4.4

1. For the purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b**.**(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. Observation conferences shall include the following procedures:

a. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than fifteen teacher working days following each observation.

b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teacher practice instrument and the teacher's individual professional development plan, collecting additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness. Within a school year, the post observation conference shall be held prior to the occurrence of further observations for the purpose of evaluation.

c. If agreed to by the teacher, one required post-observation conference and any pre-observation conference(s) for observations of tenured teachers who are not on a corrective action plan may be conducted by written communication, including electronic.

d. One post-observation conference may be combined with a teacher's annual summary conference, as long as it occurs within the required fifteen teacher working days following the observation for the purpose of evaluation.

e. A pre-observation conference, when required, shall occur at least one but not more than seven teacher working days prior to the observation.

3. Each teacher shall be observed as described in N.J.A.C. 6A:10-4.4. For all teachers, at least one of the required observations shall be announced and preceded by a pre-observation conference, and at least one of the required observations shall be unannounced. The Superintendent shall decide whether additional required observations are announced or unannounced, if applicable. The following additional requirements shall apply:

a. Each observation required for the purpose of evaluation shall be conducted for at least twenty minutes.

b. Nontenured teachers shall be observed at least three times each school year, but not less than once each semester. The observations shall be conducted in accordance with the timeframe set forth in N.J.S.A. 18A:27-3.1.

(1) Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor.

c. Tenured teachers shall be observed at least two times during each school year. Observations for all tenured teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.

(2) If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the teacher and the teacher's designated supervisor agree to use this option, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department of Education shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with N.J.A.C. 6A:10-4.4.

d. Teachers on a corrective action plan shall receive, in accordance with N.J.A.C. 6A:10-2.5(h), one additional observation, including a post-observation conference.

e. Upon receiving a final summative evaluation that necessitates a corrective action plan, in accordance with N.J.A.C. 6A:10-2.5(a), any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized.

f. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.

g. The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

4. To earn a teacher practice score, a nontenured teacher shall receive at least three observations.

a. If a nontenured teacher is present for less than forty percent of the total student school days in a school year, he or she shall receive at least two observations to earn a teacher practice score.

N. Teacher Practice Instrument – N.J.A.C. 6A:10-7.2

1. The teacher practice instrument approved by the Department shall meet the following criteria:

a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to N.J.A.C. 6A:9-3;

b. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:

(1) Clearly define the expectations for each rating category;

(2) Provide a conversion to four rating categories;

(3) Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and

(4) Use clear and precise language that facilitates common understanding among teachers and administrators.

c. Rely on, to the extent possible, specific, discrete, observable, and/or measurable behaviors of students and teachers in the classroom with direct evidence of student engagement and learning; and

d. Include descriptions of specific training and implementation details required for the instrument to be effective.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS

The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, "teaching staff member" includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, "teaching staff member" does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all teaching staff members which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teaching staff members and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teaching staff members. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1 and N.J.A.C. 6A:10-6.2. Evaluations for nontenured teaching staff members shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

The Superintendent shall annually notify all teaching staff members of the adopted evaluation policies and procedures/regulations no later than October 1. If a teaching staff member is hired after October 1, the Superintendent shall notify the teaching staff member of the policies and procedures/regulations at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures/regulations within ten teaching staff member working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5; 6A:10-6.2

Adopted:

R 3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3222 unless the context clearly indicates otherwise:

"Annual performance report" means a written appraisal of the teaching staff member's performance prepared by the teaching staff member's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, if applicable, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the designated supervisor in collaboration with the teaching staff member to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching staff member and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the teaching staff member's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for teaching staff members other than teachers, Principals, Vice Principals, and Assistant Principals may be applied to the teaching staff member's summative evaluation rating in a manner determined by the school district.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all teaching staff members in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teaching staff member for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teaching staff members and designated supervisors set for groups of students.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12.

"Teaching staff member" for the purposes of Policy 3222 and this Regulation, includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate and does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, Directors and/or Supervisors.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teaching Staff Members – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1. If a teaching staff member is hired after October 1, the Board/Superintendent shall notify the teaching staff member of the policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures within ten teaching staff member working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4, and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member; and

c. The Superintendent shall annually certify to the Department that all supervisors of teaching staff members in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Teaching Staff Members – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3222 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teaching staff members.

2. Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Roles and responsibilities for implementation of evaluation policies and procedures;

   b. Job descriptions, evaluation rubrics for all teaching staff members, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

   c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;

   d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

   e. Process for developing and scoring student growth objectives;

   f. The process for preparation of individual professional development plans; and

   g. The process for preparation of an annual performance report by the teaching staff member's designated supervisor, and an annual summary conference between the teaching staff member and his or her designated supervisor.

3. The annual summary conference between the designated supervisor and the teaching staff member shall be held before the annual performance report is filed.

   The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including, when applicable:

(1) The educator's practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the teaching staff member toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report shall be prepared by the teaching staff member's designated supervisor and shall include, but not be limited to:

a. A summative rating based on the evaluation rubric;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the teaching staff member's evaluation rubric; and

c. The teaching staff member's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The teaching staff member and the designated supervisor shall sign the report within five teaching staff member working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teaching staff member's personnel file or in an alternative, confidential location. If reports and

data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Teaching Staff Members – N.J.A.C. 6A:10-2.5

1. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teaching staff member and the teaching staff member's designated supervisor. If the teaching staff member does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation, except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the teaching staff member evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

   d. Include timelines for meeting the goal(s).

4. The teaching staff member's designated supervisor and the teaching staff member on a corrective action plan shall discuss the teaching staff member's progress toward the goals outlined in the corrective action plan during each required post-observation conference. The teaching staff member and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teaching staff member's progress, position, or role.

5. Progress toward the teaching staff member's goals outlined in the corrective action plan:

   a. Shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teaching staff member on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teaching staff member's progress toward his or her corrective action plan goals; and

   b. May be used as evidence in the teaching staff member's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated teaching staff member on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teaching staff member's designated supervisor.

7. The corrective action plan shall remain in effect until the teaching staff member receives his or her next summative evaluation rating.

8. There shall be no minimum number of teaching staff member working days a teacher's corrective action plan can be in place.

I. Required Observations for Teaching Staff Members – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured teaching staff members, except teachers, Principals, Vice Principals, and Assistant Principals. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

a. Be at least twenty minutes in length;

b. Be followed within fifteen teaching staff member working days by a conference between the supervisor who made the observation and the nontenured teaching staff member;

c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and

d. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

2. All tenured teaching staff members shall receive at least one observation per school year.

3. All nontenured teaching staff members shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.

a. The required observations and evaluations for nontenured teaching staff members shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of–the succeeding year except in the case of the first year of employment where the three observations and evaluations must have been completed prior to April 30.

b. The number of required observations and evaluations for nontenured teaching staff members may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.

4. Evaluations for tenured teaching staff shall be completed prior to June 30.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

The Board of Education recognizes the importance of administrator effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3223 for the evaluation of administrators consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for administrator evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3223, "administrator" means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An "administrator" may be a director, supervisor, or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., "administrator" is not a Principal, Vice Principal, or Assistant Principal.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all administrators which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The minimum requirements for the evaluation procedures for administrators as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each administrator rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured administrators shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured administrators shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured administrators shall be completed prior to June 30.

The Superintendent annually shall notify all administrators of the adopted evaluation policies and procedures/regulations no later than October 1. If an administrator is hired after October 1, the Superintendent shall notify the administrator of the policies and procedures/regulations at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures/regulations within ten administrator working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted:

R 3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3223 unless the context clearly indicates otherwise:

"Administrator" means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An "administrator" may be a director, supervisor or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., "administrator" is not a Principal, Vice Principal, or Assistant Principal.

"Annual performance report" means a written appraisal of the administrator's performance prepared by the administrator's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in an administrator's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the administrator's designated supervisor in collaboration with the administrator to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual administrator and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the administrator's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for administrators other than Principals, Vice Principals, and Assistant Principals may be applied to the administrator's summative evaluation rating in a manner determined by the school district.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all administrators in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of an administrator's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1 and as designated by the Superintendent.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the administrator for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement, as defined in N.J.A.C. 6A:9B-12.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Administrators – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all administrators. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise

made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures within ten administrator working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of an administrator for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate administrators for the first time. Training shall be provided on each component of the evaluated administrator's evaluation rubric before the evaluation of an administrator;

c. The Superintendent shall annually certify to the Department that all supervisors of administrators in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Administrators – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3223 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of administrators.

2. Evaluation policies and procedures requiring the annual evaluation of all administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Roles and responsibilities for implementation of evaluation policies and procedures;

   b. Job descriptions, evaluation rubrics for administrators, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

   c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, and Assistant Principals for calculating the median and school-wide student growth percentile;

   d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

   e. Process for developing and scoring student growth objectives;

   f. The process for preparation of individual professional development plans; and

   g. The process for preparation of an annual performance report by the Superintendent or designated supervisor and an annual summary conference between the administrator and his or her designated supervisor.

3. The annual summary conference between designated supervisors and the administrator shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the administrator based upon the job description and the scores or evidence compiled using the administrator's evaluation rubric, including, when applicable:

(1) The educator's practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the administrator toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the administrator's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report for the administrator shall be prepared by the designated supervisor and shall include, but not be limited to:

a. A summative rating based on the evaluation rubric;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the administrator's evaluation rubric; and

c. The administrator's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The administrator and the designated supervisor shall sign the report within five administrator working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of his or her personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative, confidential location, the personnel file shall clearly indicate the report's location and how it can easily be accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Administrators – N.J.A.C. 6A:10-2.5

1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by administrator and the Superintendent or the designated supervisor. If the administrator does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the administrator and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the administrator and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five administrator working days following the school district's receipt of the administrator's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the administrator evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

d. Include timelines for meeting the goal(s).

4. The administrator's designated supervisor and the administrator on a corrective action plan shall discuss the administrator's progress toward the goals outlined in the corrective action plan during each required post-observation conference. The administrator and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the administrator's progress, position, or role.

5. Progress toward the administrator's goals outlined in the corrective action plan**:**

   a. Shall be documented in the administrator's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the administrator on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the administrator's progress toward his or her corrective action plan goals; and

   b. May be used as evidence in the administrator's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the administrator's designated supervisor.

7. The corrective action plan shall remain in effect until the administrator receives his or her next summative evaluation rating.

8. There shall be no minimum number of administrator working days an administrator's corrective action plan can be in place.

I. Administrator Observations and Evaluations – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured administrators. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

a. Be at least twenty minutes in length;

b. Be followed within fifteen administrator working days by a conference between the supervisor who made the observation and the nontenured administrator;

c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and

d. Allow the nontenured administrator to submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

2. All tenured administrators shall receive at least one observation per school year.

3. All nontenured administrators shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.

a. The required observations and evaluations for nontenured administrators shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three evaluations and observations must have been completed prior to April 30.

b. The number of required observations and evaluations for nontenured administrators may be reduced proportionately when an individual administrator's term of service is less than one academic year.

4. Evaluations for tenured administrators shall be completed prior to June 30.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of Principals, Vice Principals, and Assistant Principals and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all Principals, Vice Principals, or Assistant Principals. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal, Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals, Vice Principals, and Assistant Principals. Measures of student achievement, as outlined in N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal, Vice Principal, and Assistant Principal observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designated supervisor shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designated supervisor, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.3.

The Superintendent annually shall notify all Principals, Vice Principals, or Assistant Principals of the adopted evaluation policies and procedures/regulations no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Superintendent shall notify the Principal, Vice Principal, or Assistant Principal of the policies and procedures/regulations at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures/regulations within ten Principal, Vice Principal, or Assistant Principal working days of adoption.

N.J.S.A. 18A:6-117 et seq.
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5
N.J.A.C. 6A:10-5.1 through 5.4
N.J.A.C. 6A:10-7.1 and 7.3

Adopted:

R 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3224 unless the context clearly indicates otherwise:

"Annual performance report" means a written appraisal of the Principal's, Vice Principal's, or Assistant Principal's performance prepared by the designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a Principal, Vice Principal, or Assistant Principal evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Calibration" in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the Superintendent or a designated supervisor in collaboration with the Principal, Vice Principal, and Assistant Principal to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual Principal, Vice Principal, and Assistant Principal and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the administrator's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all Principals, Vice Principals, and Assistant Principals in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a Principal's, Vice Principal's, and Assistant Principal's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by the Superintendent or designee.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the Principal, Vice Principal, and Assistant Principal for the purpose of evaluation to discuss the data collected in the observation.

"Principal practice instrument" means an assessment tool that provides scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Student growth percentile" means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12 and certified to evaluate a Principal, Vice Principal, or Assistant Principal.



B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. The evaluation rubrics for Principals, Vice Principals, and Assistant Principals shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).

3. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of Principals, Vice Principals, and Assistant Principals, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all Principals, Vice Principals, and Assistant Principals of the adopted evaluation policies and procedures no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Board/Superintendent shall notify all Principals, Vice Principals, and Assistant Principals of the policies and procedures at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures within ten Principal, Vice Principal, and Assistant Principal working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district’s evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a Principal, Vice Principal, or Assistant Principal for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all Principals, Vice Principals, and Assistant Principals and, when applicable, applying the Commissioner-approved principal practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all Principals, Vice Principals, and Assistant Principals who are being evaluated in the school district and provide more thorough training for any Principals, Vice Principals, and Assistant Principals who are being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the principal practice instrument;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate Principals, Vice Principals, or Assistant Principals for the first time. Training shall be provided on each component of the evaluated Principal's, Vice Principal's, or Assistant Principal's evaluation rubric before the evaluation of the Principal, Vice Principal, or Assistant Principal;

c. The Superintendent shall annually certify to the Department that all supervisors of Principals, Vice Principals, and Assistant Principals in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Principals, Vice Principals, and Assistant Principals - N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3224 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of Principals, Vice Principals, and Assistant Principals.

2. Evaluation policies and procedures requiring the annual evaluation of Principals, Vice Principals, and Assistant Principals shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Roles and responsibilities for implementation of evaluation policies and procedures;

   b. Job descriptions, evaluation rubrics for Principals, Vice Principals, and Assistant Principals, the process for calculating the summative ratings and each component and the evaluation regulations set forth in N.J.A.C. 6A:10-1 et seq.;

c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, Assistant Principals for calculating the median and school-wide student growth percentile;

d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

e. Process for developing and scoring student growth objectives;

f. The process for preparation of individual professional development plans; and

g. The process for preparation of an annual performance report by the Superintendent or designated supervisor, and an annual summary conference between the Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor.

3. The annual summary conference between the designated supervisor and the Principal, Vice Principal, or Assistant Principal shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the Principal, Vice Principal, or Assistant Principal based upon the job description and the scores or evidence compiled using the evaluation rubric, including, when applicable:

(1) The educator's practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the Principal, Vice Principal, or Assistant Principal toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report for the Principal, Vice Principal, or Assistant Principal shall be prepared by the designated supervisor and shall include, but not be limited to:

   a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-5;

   b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric; and

   c. The Principal's, Vice Principal's, or Assistant Principal's individual professional development plan or a corrective action plan from the evaluation year being reviewed in the report.

6. The Principal, Vice Principal, or Assistant Principal and the designated supervisor shall sign the report within five Principal, Vice Principal, and Assistant Principal working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the Principal's, Vice Principal's, or Assistant Principal's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternate location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.5

1. For each Principal, Vice Principal, and Assistant Principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the Principal, Vice Principal, or Assistant Principal and the designated supervisor. If the Principal, Vice Principal, or Assistant Principal does not agree with the corrective action plan's content, the designated supervisor shall make the final determination.

2. The corrective action plan shall be developed and the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five Principal, Vice Principal, or Assistant Principal working days following the school district's receipt of the Principal's, Vice Principal's, or Assistant Principal's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the principal evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

   d. Include timelines for meeting the goal(s).

4. The designated supervisor and the Principal, Vice Principal, or Assistant Principal on a corrective action plan shall discuss the Principal's, Vice Principal's, or Assistant Principal's progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.

5. Progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan:

   a. Shall be documented in the Principal's, Vice Principal's, or Assistant Principal's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the Principal, Vice Principal, or Assistant Principal on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the Principal's, Vice Principal's, or Assistant Principal's progress toward his or her corrective action plan goals; and

   b. May be used as evidence in the Principal's, Vice Principal's, or Assistant Principal's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated Principal, Vice Principal, or Assistant Principal on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the designated supervisor.

7. The Superintendent or his or her designee, and the Principal, as appropriate, shall conduct a mid-year evaluation of any Principal, Vice Principal, or Assistant Principal pursuant to N.J.S.A. 18A:6-121.c. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum a conference to discuss progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

8. The Superintendent shall ensure Principals, Vice Principals, and Assistant Principals with a corrective action plan receive one observation and a post-observation conference in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 5.4.

9. The corrective action plan shall remain in effect until the Principal, Vice Principal, or Assistant Principal receives his or her next summative evaluation rating.

10. There shall be no minimum number of Principal, Vice Principal, or Assistant Principal working days a Principal's, Vice Principal's, or Assistant Principal's corrective action plan can be in place.

I. Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.1

1. Unless otherwise noted, the components of the principal evaluation rubrics shall apply to teaching staff members holding the position of Principal, Vice Principal, or Assistant Principal and holding a valid and effective standard, provisional, or emergency administrative certificate.

2. The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:

   a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and

   b. Measures of principal practice pursuant to N.J.A.C. 6A:10-5.3 and 5.4.

3. To earn a summative rating, the Principal, Vice Principal, or Assistant Principal shall have a student achievement score, pursuant to N.J.A.C. 6A:10-5.2 and a principal practice score pursuant to N.J.A.C. 6A:10-5.3 and 5.4.

4. Each score shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:

   a. If, according to N.J.A.C. 6A:10-5.2(b), the Principal, Vice Principal, or Assistant Principal receives a school-wide student growth percentile score as described in N.J.A.C. 6A:10-5.2(c), the score shall be at least ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.

b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.

c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2(e), shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.

d. Measure of principal practice, as described in N.J.A.C. 6A:10-5.3(b), shall be no less than fifty percent of evaluation rubric rating.

5. Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a Principal's annual summative rating.

6. The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.

J. Student Achievement Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.2

1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:

a. The school-wide student growth percentile of all students assigned to the Principal;

b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the Principal; and

c. Administrator goals set by Principals, Vice Principals, or Assistant Principals in consultation with their supervisor pursuant to N.J.A.C. 6A:10-5.2(e), which shall be specific and measurable, based on student growth and/or achievement data.

2. The school-wide student growth percentile score shall be included in the annual summative rating of Principals, Vice Principals, and Assistant Principals who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. If the Principal, Vice Principal, or Assistant Principal is employed in more than one

school, the Superintendent shall assign to the Principal, Vice Principal, or Assistant Principal, as appropriate, the school-wide student growth percentile from one school and shall notify the Principal, Vice Principal, or Assistant Principal at the beginning of the school year of the student growth percentile assignment.

3. The Department shall calculate the school-wide student growth percentile for Principals, Vice Principals, and Assistant Principals.

4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal's annual summative rating. The average student growth objective scores for Vice Principals or Assistant Principals shall be determined according to the following procedures:

   a. The Principal, in consultation with the Vice Principal or Assistant Principal, shall determine prior to the start of the school year, which teachers, if not all teachers in the school, shall be linked to the Vice Principal's and Assistant Principal's average student growth objective score.

   b. If the Vice Principal or Assistant Principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the Principal shall make the final determination.

5. Administrator goals for Principals, Vice Principals, or Assistant Principals shall be developed and measured according to the following procedures:

   a. The designated supervisor shall determine for all Principals, Vice Principals, or Assistant Principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals.

   b. Principals, Vice Principals, or Assistant Principals shall develop, in consultation with their designated supervisor, each administrator goal. Each Vice Principal and Assistant Principal shall set goals specific to his

or her job description or adopt the same goals as his or her Principal. If the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor do not agree upon the administrator goal the Principal's, Vice Principal's, or Assistant Principal's designated supervisor shall make the final determination.

c. Administrator goals and the criteria for assessing performance based on those objectives shall be determined, recorded, and retained by the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor by October 31 of each school year, or within twenty-five Principal, Vice Principal, and Assistant Principal working days of the Principal's, Vice Principal's, or Assistant Principal's start date if he or she begins work after October 1.

d. The administrator goal score shall be approved by the designated supervisor of the Principal, Vice Principal, or Assistant Principal. The Principal's, Vice Principal's, or Assistant Principal's administrator goal score, if available, shall be discussed at his or her annual summary conference and recorded in his or her personnel file.

K. Principal Practice Component of Evaluation Rubric – N.J.A.C. 6A:10-5.3

1. Measures of principal practice shall include a measure determined through a Commissioner-approved principal practice instrument and may include a leadership measure determined through the Department-created leadership rubric.

2. Principal practice component rating shall be based on the measurement of the Principal's, Vice Principal's, or Assistant Principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

3. Leadership practice shall be determined by a score on a leadership rubric, which will assess the Principal's, Vice Principal's, or Assistant Principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department's website and annually maintained.

L. Principal, Vice Principal, and Assistant Principal Observations – N.J.A.C. 6A:10-5.4

1. The Superintendent or his or her designee, shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. A Principal, or the Superintendent or his or her designee, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

3. For the purpose of collecting data for the evaluation of a Principal, Vice Principal, or Assistant Principal, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C. 6A:10-1.2, may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

4. Post-observation conferences shall include the following procedures:

   a. A supervisor who is present at the observation shall conduct a post-observation conference with the Principal, Vice Principal, or Assistant Principal being observed. A post-observation conference shall occur no more than fifteen Principal, Vice Principal, or Assistant Principal working days following each observation.

   b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the Principal's, Vice Principal's, or Assistant Principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness.

   c. With the consent of the observed Principal, Vice Principal, or Assistant Principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication.

   d. One post-observation conference may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference as long as it occurs within the required fifteen Principal, Vice Principal, or Assistant Principal working days following the observation.

e. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the Principal, Vice Principal, or Assistant Principal who was observed.

f. The Principal, Vice Principal, or Assistant Principal shall submit his or her written objection(s) of the evaluation within ten Principal, Vice Principal, and Assistant Principal working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

5. Each tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each nontenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as required by N.J.S.A. 18A:27-3.1. An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5(h) for Principals, Vice Principals, and Assistant Principals who are on a corrective action plan.

M. Principal Practice Instrument – N.J.A.C. 6A:10-7.3

1. The principal practice instrument approved by the Department shall meet the following criteria:

a. Incorporate domains of practice and/or performance criteria that align to the 2015 Professional Standards for Educational Leaders developed by the National Policy Board for Educational Administration (NPBEA) incorporated herein by reference;

b. Include scoring guides for assessing principal practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall clearly define the expectations for each category and provide a conversion to four rating categories;

c. Rely on, to the extent possible, multiple sources of evidence collected throughout the school year, including, but not limited to, evaluation of a Principal's leadership related to:

(1) Implementing high-quality and standards-aligned curriculum, assessments, and instruction; and

(2) Evaluating the effectiveness of teaching staff members and supporting their professional growth.

d. Include descriptions of specific training and implementation details required for the instrument to be effective.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

4146 NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

The Board will renew the employment contract of a nontenured support staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board will not withhold its approval for arbitrary and capricious reasons. A nontenured support staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured support staff member's performance does not meet the standards of the school district, the Superintendent shall recommend not to renew the nontenured support staff member's contract. Prior to notifying the nontenured support staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the nontenured support staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the nontenured support staff member their employment will be discussed in executive session in order for the nontenured support staff member to exercise their statutory right to request a public discussion.

The Superintendent shall provide written notification to each nontenured support staff member to whom reemployment will not be offered in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. Paraprofessionals continuously employed since the preceding September 30 as a school aide or classroom aide in a school district that receives funding under Title I of the Federal Elementary and Secondary Education Act of 1965 shall be notified of renewal or nonrenewal on or before May 15 in each year in accordance with the provisions of N.J.S.A. 18A:27-10.2.

Any nontenured support staff member receiving notice that a contract for the succeeding year will not be offered, may within fifteen calendar days, request in writing a statement of the reasons for such nonemployment which shall be given to the nontenured support staff member in writing within thirty calendar days after the receipt of such request.

Whenever a nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured support staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured support staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured support staff member's receipt of the Board's statement of reasons.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured support staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured support staff member reemployment after the informal appearance before the Board. Within three working days following the informal appearance, the Board shall notify the affected nontenured support staff member, in writing, of its final determination.

The provisions as outlined in Policy and Regulation 4146 may be revised or adjusted by the Superintendent of Schools to be in accordance with the terms and timelines of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties provided the terms are not contrary to any statute, administrative code, or any management rights of the Board.

This Policy does not apply to the contract renewal of the Treasurer of School Moneys, Board Auditor, Board Attorney or Board Secretary, except a Board Secretary who performs business administration functions.

N.J.S.A. 18A:27-3.2; 18A:27-4.1
N.J.A.C. 6A:10-9.1

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

2422 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the NJSLS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

The curriculum requirements listed below address the need for students to gain knowledge and skill in caring for themselves, interacting effectively with others, and analyzing the impact of choices and consequences. The primary focus of the curriculum listed below is to help students develop concepts and skills that promote and influence healthy behaviors.

The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.

2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.

3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.

4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.

5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.

6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.

7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.

8. Health, Safety, and Physical Education (N.J.S.A. 18A:35-5) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.

9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.

10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.

11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.

12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.

13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.

14. Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.

15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.

17. History of Disabled and LGBT Persons (N.J.S.A. 18A:35-4.35 and 4.36) requires instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people for middle and high school students.

18. Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.

19. Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a) requires age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through twelve.

20. Curriculum to Include Instruction on Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) requires instruction on diversity and inclusion in an appropriate place in the curriculum for students in grades Kindergarten through twelve.

21. Incorporation of Age-Appropriate Instruction Relative to Consent for Physical Contact and Sexual Activity (N.J.S.A. 18A:35-4.38) requires age-appropriate instruction in grades six through twelve on the law and meaning of consent for physical contact and sexual activity.

22. Health Curriculum to Include Instruction on Mental Health (N.J.S.A. 18A:35-4.39) requires health education programs to include instruction on mental health and the relation of physical and mental health for students in grades Kindergarten through twelve.

23. Information About "New Jersey Safe Haven Infant Protection Act" Included in Public School Curriculum (N.J.S.A. 18A:35-4.40) information on the provisions of the "New Jersey Safe Haven Infant Protection Act" shall be included in curriculum for public school students in grades nine through twelve.

24. Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.

25. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the NJSLS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

The Board of Education must provide two and one-half hours of health, safety, and physical education courses in each school week, or proportionately less when holidays fall within the week. Recess period(s) shall not be used to meet the requirements of N.J.S.A. 18A:35-5, 7, and 8.

In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early dismissal. The recess period shall be outdoors, if feasible. A student shall not be denied recess for any reason, except as a consequence of a violation of the school district's Code of Student Conduct, including a harassment, intimidation, or bullying (HIB) investigation pursuant to N.J.S.A. 18A:37-13 et seq. Students may not be denied recess more than twice per week for a violation of the Code of Student Conduct or HIB investigation and these students shall be provided restorative justice activities during the recess period.

Restorative justice activities are defined as activities designed to improve the socioemotional and behavioral responses of students through the use of more appropriate and less punitive interventions thereby establishing a more supportive and inclusive school culture. The student's recess period should be scheduled in a manner that does not interfere with the implementation of a student's Individualized Education Program (IEP). School staff may deny recess for a student on the advice of a medical professional, school nurse, or the provisions of a student's IEP and/or 504 Plan.

A copy of the NJSLS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

2467 SURROGATE PARENTS AND RESOURCE FAMILY PARENTS

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under N.J.A.C. 6A:14 when:

1. The parent cannot be identified;

2. The parent cannot be located after reasonable efforts;

3. An agency of the State of New Jersey has guardianship of the student or the student is determined a ward of the State and, if the student is placed with a resource family parent, the resource family parent declines to serve as the student's parent; or

4. The student is an unaccompanied youth as that term is defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 USC §11434.(a)6) and N.J.A.C. 6A:17-1.2.

Qualifications and Selection

The district shall make reasonable efforts to appoint a surrogate parent within thirty days of the determination that a surrogate parent is needed for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such student.

The district shall establish a method for selecting and training surrogate parents.

The person serving as a surrogate parent shall:

1. Have no interest that conflicts with the interest of the student they represent;

2. Possess knowledge and skills that ensure adequate representation of the student;

3. Not be replaced without cause;

4. Be at least eighteen years of age; and

5. Complete a criminal history review pursuant to N.J.S.A. 18A:6-7.1 if the person serving as the surrogate parent is compensated.

The person(s) serving as a surrogate parent may not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

[Optional - A surrogate parent will be paid solely to act in this capacity.**]**

The _____ shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student who is or may be a student with a disability is in the care of a resource family parent, and the resource family parent is not the parent of the student, the district where the resource family parent resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) in the Department of Children and Families to determine whether the parent retains the right to make educational decisions and determine the whereabouts of the parent.

If the parent retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Superintendent or designee shall obtain all required consent from, and provide written notices to, the parent.

If the district cannot ascertain the whereabouts of the parent, the resource family parent shall serve as the parent unless that person is unwilling to do so. If there is no resource family parent, or if the resource family parent is unwilling to serve as the student's parent, the Surrogate Parent Coordinator shall consult with the student's case manager at DCP&P to assist in identifying an individual to serve as a surrogate parent, appointing a surrogate parent, and obtaining all required consent from, and providing written notices to, the surrogate parent.

Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Surrogate Parent Coordinator shall coordinate the training for surrogate parents. The training may include, but not be limited to:

1. Providing the surrogate parent a copy of:

    a. Parental Rights in Special Education booklet;

b. N.J.A.C. 6A:14;

c. The Special Education Process;

d. Administrative Code Training Materials from the Department of Education website; and

e. Other relevant materials.

2. Providing the surrogate parent an opportunity to meet with the Surrogate Parent Coordinator to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Surrogate Parent Coordinator shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;

3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;

4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and

5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

5116 EDUCATION OF HOMELESS CHILDREN

The Board of Education will admit and enroll homeless children in accordance with Federal and State laws and New Jersey Administrative Code. The Board of Education adopts this Policy to be in compliance with law and administrative code to ensure the enrollment of homeless children in school and to respond to appeals made by parents or other parties related to the enrollment of homeless children.

The Board of Education shall determine that a child is homeless when he or she resides in a publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels; congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers. A child is also determined homeless when he or she resides in a public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles including mobile homes; tents or other temporary shelters; parks; abandoned buildings; bus or train stations; temporary shelters provided to migrant workers and their children on farm sites; and the residence of relatives or friends where the homeless child resides out of necessity because his or her family lacks a regular or permanent residence of its own. A child is also determined homeless when he or she resides in substandard housing.

The school district of residence for a homeless child is responsible for the education of the child and shall assume all responsibilities as required in N.J.A.C. 6A:17-2.3. The school district of residence for a homeless child means the school district in which the parent of a homeless child resided prior to becoming homeless.

The school district liaison designated by the Superintendent of Schools for the education of homeless children is _____. The liaison will facilitate communication and cooperation between the school district of residence and the school district where the homeless child resides and shall assume all responsibilities as outlined in N.J.A.C. 6A:17-2.4(a).

When a homeless child resides in a school district, the school district liaison shall notify the liaison of the school district of residence within twenty-four hours of receiving notification from the parent, the Department of Human Services or the Department of Children and Families, a shelter director, an involved agency, or a case manager. Upon notification of the need for enrollment of a homeless child, the liaison in the school district of residence shall coordinate enrollment procedures immediately based upon the best interest of the child pursuant to N.J.A.C. 6A:17-2.5(b).

The Superintendent of the school district of residence or designee shall decide in which school district the homeless child shall be enrolled in accordance with the provisions of N.J.A.C. 6A:17-2.5.

Unless parental rights have been terminated by a court of competent jurisdiction, the parent retains all rights under N.J.A.C. 6A:17-2.1 et seq.

When a dispute occurs regarding the determination of homelessness or the determination of the school district of enrollment made by the school district of residence, the Superintendent(s) or the designee(s) of the involved district(s) or the child's parent(s) shall immediately notify the Executive County Superintendent of Schools, who, in consultation with the Department of Education's McKinney-Vento Homeless Education Coordinator or designee, shall immediately decide the child's status. If a dispute remains between the parent and the involved school district(s) following the Executive County Superintendent's determination, the parent or the involved district Board(s) of Education may appeal to the Commissioner of Education for determination pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

When a school district designated as the school district of residence disputes its designation as the school district of residence, or where no designation can be agreed upon by the involved school districts, the Superintendent(s) or designee(s) of the involved school districts shall immediately notify the Executive County Superintendent of Schools, who shall immediately make a determination, if possible, but no later than within forty-eight hours.

If the dispute regarding determination of district of residence does not involve the determination of homelessness and/or district enrollment, the school district disputing the Executive County Superintendent's determination may appeal to the Department of Education pursuant to N.J.A.C. 6A:23A-19.2(d), (e), and (f) and request a determination from the Division of Administration and Finance. If an appeal of a determination of district of residence also includes an appeal of the determination of homelessness and/or school district of enrollment, the appeal shall be submitted to the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

Any dispute or appeal shall not delay the homeless child's immediate enrollment or continued enrollment in the school district. The homeless child shall be enrolled in the school district in which enrollment or continued enrollment is sought by the parent, pending resolution of the dispute or appeal. Disputes and appeals involving the services provided to a homeless child with a disability shall be made pursuant to N.J.A.C. 6A:14.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

Financial responsibility, including the payment of tuition for the homeless child, will be in accordance with N.J.A.C. 6A:17-2.8. The school district of residence shall list the child on its annual Application for State School Aid (ASSA) pursuant to N.J.S.A. 18A:7F-33 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer list the student on its ASSA. The State shall assume fiscal responsibility for the tuition of the child pursuant to N.J.S.A. 18A:7B-12.1 and shall pay the tuition to the school district in which the child is currently enrolled until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. under the circumstances outlined in N.J.A.C. 6A:17-2.8(c).

On or before December 31 of each year, the district shall report to the Office of Homelessness Prevention in the Department of Community Affairs an accounting of each instance in which the district is made aware that a student enrolled in the district because the student's parent moved to the district as a result of being homeless.

N.J.S.A. 18A:7B-12; 18A:7B-12.1; 18A:38-1
N.J.A.C. 6A:17-2.1 et seq.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

7432 EYE PROTECTION

The Board of Education requires each student, staff member, and school visitor, including individuals present for evening adult-school programs, to wear appropriate eye protective devices while participating in educational activities and programs as defined in N.J.A.C. 6A:7-1.3. Appropriate eye protective devices must be worn by anyone engaged in a process or activity where exposure to which might have a tendency to cause damage to the eyes pursuant to N.J.A.C. 6A:26-12.5(a) and N.J.S.A. 18A:40-12.1.

The term "appropriate eye protective device" shall include plain or prescription lenses provided the lenses and other portions of the device meet or exceed the prescribed specifications for the device. Specifications for appropriate eye protection for various activities shall meet or exceed standards described in the American National Standard Practice for Occupational and Educational Eye and Face Protection, ANSI Z87.1-1989; American National Standard Practice for the Safe Use of Lasers, ANSI Z136.1-1986; and eye protective procedures recommended by the manufacturer of the laser device.

The Superintendent or designee shall be responsible for the continual monitoring of the school program, including, but not limited to, all vocational education, industrial arts education, science education, technology education and arts education, for conditions under which students, staff members, or visitors are exposed to a process or activity that might have a tendency to cause damage to the eyes.

The appropriate eye protective device shall be supplied by the Board, except that the student, staff member, or visitor, including individuals present for evening adult-school programs, may wear personal eye wear that is appropriate to the activity and certified, in writing, by a licensed optician or other qualified licensed eye professional to meet or exceed those standards. District-owned appropriate eye protective devices shall be inspected regularly by the appropriate staff member, and defective or poorly fitting devices shall be returned to the Principal for repair or discard. Any shared appropriate eye protective devices shall be disinfected between uses by the method prescribed by the school medical inspector.

Each classroom, shop, laboratory, and other area of the school in which students or staff members are exposed to caustic materials that can cause damage to the eyes shall be equipped with an emergency eye wash fountain in accordance with standards established by the New Jersey Department of Education.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The Building Principal or designee shall ensure that each area in the school identified as housing an activity hazardous to the eyes shall be posted with conspicuous signs that warn participants that an appropriate eye protective device must be worn during the activity. Staff members of such activities are responsible for instructing students in appropriate eye safety practices and for serving as exemplary models in the implementation of such practices.

The Board authorizes each staff member responsible for an activity or process hazardous to the eyes to compile and maintain, for the duration of the course of study, a list of students in the course who wear contact lenses.

The school district shall provide annual training and appropriate supplies and equipment to all school personnel responsible for implementing the eye-safety policies and program. The training shall cover all aspects of eye protection in schools as described in N.J.A.C. 6A:26-12.5(a) through (f).

N.J.S.A. 18A:40-12.1; 18A:40-12.2
N.J.A.C. 6A:7-1.3
N.J.A.C. 6A:26-12.5

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

"School security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district's plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district's school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district's safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district's plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year.

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1.

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3
N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7
N.J.A.C. 6A:16-5.1; 6A:27-11.2

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

8540 SCHOOL NUTRITION PROGRAMS

The Board of Education recognizes the importance of a child receiving a nutritious, well-balanced meal to promote sound eating habits, to foster good health and academic achievement, and to reinforce the nutrition education taught in the classroom. Therefore, the Board of Education may participate in the school nutrition programs of the New Jersey Department of Agriculture in accordance with the eligibility criteria of the program. These programs may include the National School Lunch Program, the School Breakfast Program, the After-School Snack Program, and the Special Milk Program.

If seventy percent or more of the students enrolled in a school in the district on or before the last school day before October 16 of the preceding school year are eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a "Breakfast After the Bell" program for that school in accordance with N.J.S.A. 18A:33-11.1 et seq. The district may request a waiver of the requirements of the "Breakfast After the Bell" program pursuant to N.J.S.A. 18A:33-12.

The Board of Education shall sign an Agreement with the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture for every school nutrition program operated within the school district. Any child nutrition program operated within the school district shall be operated in accordance with the provisions of the Agreement and all the requirements of the program.

Students may be eligible for free or reduced pricing in accordance with the requirements of the program operating in the school district. Prices charged to paying children shall be established by the Board of Education, but must be within the maximum prices established by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Prices charged to adults shall be in accordance with the requirements of the program.

The Superintendent or designee shall annually notify parents of all children in the school district of the availability, eligibility requirements, and application procedures for free or reduced price meals or free milk in accordance with the notification requirements and procedures of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The Superintendent will designate in the annual notification to parents, the person who will determine, in accordance with standards issued by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture, a student's eligibility for free or reduced price meals or free milk depending on the programs operated in the school district.

A parent may request a household application and instructions from the Principal of their child's school. A household application must be completed before eligibility is determined. Where necessary, the Principal or designee shall assist the applicant in the preparation of the household application.

Applications shall be reviewed in a timely manner. An eligibility determination will be made, the family will be notified of its status, and the status will be implemented as soon as possible within ten operating days of the receipt of the completed application. Any student found eligible shall be offered free or reduced price meals or free milk immediately upon the establishment of his/her eligibility and shall continue to receive such meals during the pendency of any inquiry regarding his/her eligibility in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Carry-over of previous year's eligibility for students shall be in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

A denial of eligibility for free or reduced price meals or free milk shall be in writing and shall include the reasons for which eligibility was denied, notice of the parent's right to appeal the denial, the procedures for an appeal, and a statement reminding parents that they may reapply at any time during the school year. Appeal procedures shall include: a hearing, if requested by the parent, held with reasonable promptness and convenience of the parent before a hearing officer other than the school official who denied the application; the parent's opportunity to be represented by counsel; a decision rendered promptly and in writing; and an opportunity to appeal the decision of the hearing officer to the School Business Administrator/Board Secretary. The appeal hearing will be conducted in accordance with the provisions as outlined by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

There shall be no overt identification of any child(ren) who may be eligible to receive free or reduced price school meals or free milk. The identity of students who receive free or reduced price meals will be protected. Eligible students shall not be required to work in consideration for receiving such meals or milk. Eligible children shall not be required to use a separate dining area, go through a separate serving line, enter the dining area through a separate entrance, or consume their meals or milk at a different time. A student's eligibility status will not be disclosed at any point in the process of providing free or reduced price meals or free milk in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.



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RIDGEWOOD
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The School Business Administrator/Board Secretary or designee will verify applications of those eligible for free or reduced price meals in accordance with the requirements of the, Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The Board of Education will comply with all the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture Local Education Agency (LEA) Agreement and all requirements outlined in the School Nutrition Electronic Application Reimbursement System (SNEARS).

7 C.F.R. 210.1 et seq.
N.J.S.A. 18A:33-5; 18A:33-11.1 et seq.; 18A:58-7.2
N.J.A.C. 2:36

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

6311 CONTRACTS FOR GOODS OR SERVICES FUNDED BY FEDERAL GRANTS

Any vendor providing goods or services to the school district to be funded by a Federal grant must be cleared for contract in accordance with the provisions of the Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.213 – Suspension and Debarment.

The School Business Administrator/Board Secretary shall be responsible to check the web-based System for Award Management (SAM) maintained by the United States government – the General Services Administration (GSA). The purpose of the SAM is to provide a single comprehensive list of individuals and firms excluded by Federal government agencies from receiving Federal contracts or Federally approved contracts or Federally approved subcontracts and from certain types of Federal financial and nonfinancial assistance and benefits.

The School Business Administrator/Board Secretary, upon opening of bids or upon receipt of proposals for goods or services to be funded by a Federal grant shall access the SAM to determine if the vendor has been disbarred, suspended, or proposed for disbarment. The School Business Administrator/Board Secretary shall also access the SAM list immediately prior to the award of a bid or contract to ensure that no award is made to a vendor on the list.

In the event a vendor under consideration to be awarded a bid or contract for goods or services to be funded by a Federal grant is on the SAM list or proposed for disbarment, the School Business Administrator/Board Secretary shall comply with the contracting restrictions as outlined in 2 CFR §200.

Continuation of current contracts and restrictions on subcontracting with vendors who are on the SAM list or proposed for disbarment shall be in accordance with the limitations as outlined in 2 CFR §200.

Any rejection of a bid or disqualification of a vendor who has been disbarred, suspended, or proposed for disbarment shall be consistent with the requirements as outlined in N.J.S.A. 18A:18A – Public School Contracts Law and all applicable State laws.

2 CFR §200

Adopted:

REGULATION

RIDGEWOOD BOARD OF EDUCATION

R 8420.1 FIRE AND FIRE DRILLS

A. Fire Drills

1. The Principal of each school building will conduct at least one fire drill each month within school hours, including any summer months during which the school is open for instructional programs. The Principal shall require all teachers to keep all doors and exits of their respective rooms and buildings unlocked during school hours. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill.

   Attempts should be made to conduct drills in various weather conditions and at various times of the school day. Fire drills should be unannounced to school staff and students. The Principal shall inform local firefighting officials whenever a fire alarm is for drill purposes.

   An actual fire that occurs at a school building during the month and includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of this Regulation and N.J.S.A. 18A:41-1.

2. The fire alarm shall be by a building-wide audible signal. Alarm signals should be tested regularly.

3. When the fire alarm rings, each staff member supervising students will:

   a. Direct students to form into a single file line and proceed along the evacuation route to the nearest exit designated for evacuation;

   b. Close the windows of the room and turn off all lights and audio-visual equipment;

   c. Take the class register or roll book;

   d. Ascertain that all students have left the room and that any student who may have left the classroom prior to the fire drill is located and escorted from the building;

e. Close all doors to the room when the room is empty and keep all doors and exits of their respective rooms and buildings unlocked;

f. Ensure their assigned students have left the school along the route prescribed in the school evacuation plan. In the event a school building has been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill;

g. Direct students to a location not less than a distance twice the height of the building walls and keep the students in a single file line facing the building;

h. Take attendance to determine all students who reported to class have been evacuated from the building and report immediately to the Principal any student who is unaccounted for; and

i. When the recall signal is given, conduct students back to the classroom.

4. Evacuation of the school in a fire drill must be conducted quickly and quietly and in an orderly fashion. Students must be silent, refrain from talking and running, and remain in closed, single file lines. Any student or staff member whose behavior disrupts the conduct of the fire drill shall be reported to the Principal and will be subject to discipline.

5. All persons in the school must leave the building during a fire drill, including all aides, visitors, volunteer workers, and all office, cafeteria, custodial, and maintenance employees, except those employees who have been assigned specific duties to be performed in the school building during a fire drill.

6. Physical education classes in progress outside the building should stop the game activity and line up in place or in their regularly assigned drill position.

7. Students will be instructed not to gather belongings to take outside on the fire drill. In inclement or cold weather, students may pick up their coats and put them on as they exit the building, provided no time is lost in that activity.

8. The office employee responsible for keeping the central attendance register, or a designated substitute, must carry the register out of the building during the drill.



9. Each Principal shall report monthly to the Superintendent on the conduct of fire drills. Their report will include the date, weather conditions, and time to evacuate for each drill conducted, as well as any comments that could assist in improving the conduct of future drills.

10. Every fire drill will be conducted with seriousness and with the assumption that prompt evacuation is actually required for the safety and survival of persons in the school.

11. Principals are encouraged to change the circumstances of fire drills so that staff members and students are subjected to various conditions and learn to respond to them quickly, constructively, and safely. Any such variations should take into account the ages and abilities of children.

    a. One or more exits may be designated as "blocked" so that students are required to use alternative evacuation routes.

    b. A fire drill may be designated as a "smoke drill" so that students learn to avoid the hazards of smoke by walking in a low or crouching position (not a crawling position).

B. Fire

1. A school staff member or any building occupant who detects a fire in a school building or on school grounds shall immediately report the fire by calling 911 and/or by activating a fire alarm pull station in accordance with law.

2. The school staff member or building occupant shall also report the fire to the school Principal, if possible.

3. In the event of a fire in a school building, the school Principal shall immediately sound the fire alarm, in the event the fire alarm had not been previously activated, for the evacuation of all students, staff members, visitors, and volunteers.

4. Evacuation shall be conducted in accordance with the fire drill procedures established in A. above, except that no employee may remain in the building to perform specific duties.

5. As a precaution, the Principal or designee will maintain a record of disabled students who may require special attention in the event of fire or other evacuation. Fire fighters will be promptly informed of the location and special circumstances of each such student.

6. As soon as practicable after the incident, the Principal shall submit a report to the Superintendent on the appropriate form.

7. The school district shall immediately notify the appropriate local fire department of any fire which occurs in a school building or on school property in accordance with N.J.S.A. 18A:41-5.

C. Fire and Smoke Doors

Every Principal and custodian/janitor in each school building in the district which has a furnace room, hallway, or stair-tower fire or smoke doors shall keep them closed during the time the school building is occupied by teachers and students pursuant to N.J.S.A. 18A:41-2.

Adopted:

~~ADMINISTRATION~~
~~1649/page 1 of 13~~
~~Federal Families First Coronavirus~~
~~(COVID-19) Response Act~~
~~M~~

~~1649 FEDERAL FAMILIES FIRST CORONAVIRUS (COVID-19) RESPONSE ACT~~

~~The Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). The EFMLEA expands the Federal Family and Medical Leave Act (FMLA) and the EPSLA provides employees with paid sick leave for specified reasons related to COVID-19.~~

~~The provisions of the FFCRA shall apply from April 1, 2020 through December 31, 2020.~~

~~A. Emergency Family and Medical Leave Expansion Act (EFMLEA)~~

~~1. Definitions - For the purposes of the EFMLEA:~~

~~a. "Eligible employee" means an employee who has been employed for at least thirty calendar days by the employer with respect to whom leave is requested.~~

~~b. "Employer" means any employer with fewer than five hundred employees.~~

~~c. "Qualifying need related to a public health emergency" means with respect to leave, the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under eighteen years of age of such employee if the school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.~~

~~d. "Public Health Emergency" means an emergency with respect to COVID-19 declared by a Federal, State, or local authority.~~

~~e. "Child care provider" means a provider who receives compensation for providing child care services on a regular basis, including an 'eligible child care provider' (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n)).~~

~~f. "School" means an 'elementary school' or 'secondary school' as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).~~

2. Relationship to Paid EFMLEA Leave

The FFCRA includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) that amended the Federal Family and Medical Leave Act of 1993 (29 U.S.C. 2611 et seq. to provide leave to an eligible employee because of a qualifying need related to a public health emergency with respect to COVID-19 - (U.S.C. 2612(a)(1)(F)).

a. Leave for Initial Ten Days

(1) The first ten days of this FMLA leave for an eligible employee shall be paid.

(2) If the first ten days of this FMLA leave are unpaid, an employee may elect to substitute any accrued vacation leave, personal leave, or emergency paid sick leave provided by the EPSLA for the initial ten days under the EFMLEA in accordance with 29 U.S.C. 2612(d)(2)(B).

(3) An employee may not use sick leave under N.J.S.A. 18A:30-1 for a qualifying need related to a public health emergency. However, an employee receiving sick leave under the provisions of N.J.S.A. 18A:30-1 may only use sick leave because of personal disability due to illness or injury, or because the employee has been excluded from school by the school district's medical authorities on account of contagious disease or of being quarantined for such a disease in his or her immediate household.

b. Paid Leave for Subsequent Days

(1) An employer shall provide paid leave for each day of leave under the EFMLEA that an employee takes after taking such leave for ten days.

(2) The paid leave for an employee shall be calculated based on:

(a) An amount that is not less than two-thirds of an employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)); and

(b) The number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under A.2.(b)(4) below).

(3) In no event shall such paid leave exceed $200.00 per day and $10,000.00 in the aggregate.

(4) Varying Schedule Hours Calculation – In the case of an employee whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the employee would have worked if such employee had not taken leave under the EFMLEA, the employer shall use the following in place of such number:

(a) Subject to A.2.b.(4)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

c. Employee Notice to Employer

(1) In any case where the necessity for leave under the EFMLEA for the purpose of a qualifying need related to a public health emergency is foreseeable, an employee shall provide the employer with such notice of leave as is practicable.

(a) A request for such leave that is foreseeable shall be submitted to the Human Resources Manager prior to commencing the leave.

(b) A need for such leave that is not foreseeable shall be submitted to the Human Resources Manager within one business day of the first day of the leave being taken by the employee.

(c) The employee shall provide to the Human Resources Manager the name of the employee's child, the name of the school, place of care, or child care provider that has closed or become unavailable, and a statement that no other suitable person is available to care for the child.

d. Restoration to Position

(1) The employee shall be restored to the same or equivalent position held by the employee when the leave commenced pursuant to 29 CFR 825.214. The requirement to restore the employee to the same or equivalent position held when the leave commenced does not apply to an employer who employs fewer than twenty-five employees if all four of the following conditions are met:

(a) The employee takes leave under the EFMLEA.

(b) The position held by the employee when the leave commenced does not exist due to economic conditions or other changes in operating conditions of the employer

i. That affect employment; and

ii. Are caused by a public health emergency during the period of leave.

(c) The employer makes reasonable efforts to restore the employee to a position equivalent to the position the employee held when the leave commenced with equivalent employment benefits, pay, and other terms and conditions of employment

(d) If the reasonable efforts of the employer under A.2.d.(1)(c) above fail, the employer makes reasonable efforts during the period described in A.2.d.(2) below to contact the employee if an equivalent position described in A.2.d.(1)(c) above becomes available.

(2) Contact Period

(a) The period described under A.2.d. above is the one-year period beginning on the earlier of:

i. The date on which the qualifying need related to a public health emergency concludes; or

ii. The date that is twelve weeks after the date on which the employee's leave under the EFMLEA commences.

B. Emergency Paid Sick Leave Act (EPSLA)

The FFCRA includes the EPSLA, which provides paid sick time to an employee to the extent the employee is unable to work or (telework) due to a need related to COVID-19. The paid sick time provided by the EPSLA and outlined in B.1. below cannot be taken with any other paid leave time provided by the employer.

1. Definitions

a. For purposes of the EPSLA and this Policy:

(1) "Employee" means an individual who is employed by a private employer with fewer than five hundred employees and public employers with at least one employee.

(2) "Employer" means a private person or entity that employs fewer than five hundred employees and public employers that employ at least one employee.

(a) "Covered employer" includes any person engaged in commerce or in any industry or activity affecting commerce that:

ii. In the case of a public agency or any other entity that is not a private entity or individual, employs one or more employees.

(b) "Covered employer" also includes:

i. Any person acting directly or indirectly in the interest of an employer in relation to an employee (within the meaning of such phrase in section 3(d) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(d)); and

ii. Any successor in interest of an employer; and any "public agency", as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(c) "Covered employer" also includes any "public agency "as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(3) "Employ" and "State" have the meanings given such terms in section 3 of the Fair Labor Standards Act of 1938 (29 U.S.C. 203).

(4) "Health care provider" and "son or daughter" have the meanings given such terms in section 101 of the Family and Medical Leave Act of 1993 (29 U.S.C. 2611).

(5) "Paid sick time" means an increment of compensated leave that:

(a) Is provided by an employer for use during an absence from employment for a reason described in any paragraph of B.2.a. below; and

(b) Is calculated based on the employee's required compensation under B.1.a.(6) below and the number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under (B.1.a.(7) below), except that in no event shall such paid sick time exceed:

i. $511.00 per day and $5,110.00 in the aggregate for a use described in B.2.a.(1), (2), or (3) below; and

ii. $200.00 per day and $2,000.00 in the aggregate for a use described in B.2.a.(4), (5), or (6) below.

(6) "Required Compensation" subject to B.1.a.(5)(b) above, the employee's "required compensation" shall be not less than the greater of the following:

(a) The employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)).

(b) The minimum wage rate in effect under section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)).

(c) The minimum wage rate in effect for such employee in the applicable State or locality, whichever is greater, in which the employee is employed.

Subject to B.1.a.(5)(b) above, with respect to any paid sick time provided for any use described in B.2.a.(4), (5), or (6) below, the employee's required compensation shall be two-thirds of the amount described in B.1.a.(6) above.

(7) "Varying Schedule Hours Calculation" means in the case of a part-to employee described in B.3.b.(2) below whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the

employee would have worked if such employee had not taken paid sick time under B.2.a. below, the employer shall use the following in place of such number:

(a) Subject to clause B.1.a.(7)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes the paid sick time, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

2. Paid Sick Leave Requirement

a. An employer shall provide to each employee employed by the employer paid sick time to the extent that the employee is unable to work (or telework) due to a need for leave because:

(1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.

(2) The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID-19.

(3) The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis.

(4) The employee is caring for an individual who is subject to an order as described in B.2.a.(1) above or has been advised as described in B.2.a.(2) above.

(5) The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID-19 precautions.

(6) The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

3. Duration of Paid Sick Time

a. An employee shall be entitled to paid sick time for an amount of hours determined under B.3.b. below.

b. The amount of hours of paid sick time to which an employee is entitled shall be as follows:

(1) For full-time employees, eighty hours.

(2) For part-time employees, a number of hours equal to the number of hours that such employee works, on average, over a two-week period.

c. Paid sick time under the EPSLA shall not carry over from one year to the next.

4. Employer's Termination of Paid Sick Time

a. Paid sick time provided to an employee under the EPSLA shall cease beginning with the employee's next scheduled work shift immediately following the termination of the need for paid sick time under B.2.a. above.

5. Prohibition

a. An employer may not require, as a condition of providing paid sick time under the EPSLA, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid sick time.

6. Use of Paid Sick Time

a. The paid sick time under B.2.a. above shall be available for immediate use by the employee for the purposes described in the EPSLA, regardless of how long the employee has been employed by an employer.

b. Sequencing Leave Time

(1) An employee may first use the paid sick time under B.2.a. above for the purposes described in the EPSLA.

(2) An employer may not require an employee to use other paid leave provided by the employer to the employee before the employee uses the paid sick time under B.2.a. above.

7. Notice

a. Each employer shall post and keep posted, in conspicuous places on the premises of the employer where notices to employees are customarily posted, a notice, to be prepared or approved by the Secretary of Labor, of the requirements described in the EPSLA.

b. Not later than seven days after the date of enactment of this Act, the Secretary of Labor shall make publicly available a model of a notice that meets the requirements of B.7.a. above.

8. Prohibited Acts

a. It shall be unlawful for any employer to discharge, discipline, or in any other manner discriminate against any employee who:

(1) Takes leave in accordance with the EPSLA; and

(2) Has filed any complaint or instituted or caused to be instituted any proceeding under or related to the EPSLA (including a proceeding that seeks enforcement of the EPSLA), or has testified or is about to testify in any such proceeding.

9. Enforcement

a. Unpaid Sick Leave - An employer who violates B.2. through B.6. of this Policy shall:

(1) Be considered to have failed to pay minimum wages in violation of section 6 of the Fair Labor Standards Act of 1938 (29 U.S.C. 206); and

(2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

b. Unlawful Termination - An employer who willfully violates B.8. above shall:

(1) Be considered to be in violation of section 15(a)(3) of the Fair Labor Standards Act of 1938 (29 U.S.C. 215(a)(3)); and

(2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

10. Rules of Construction

a. Nothing in the EPSLA shall be construed:

(1) To in any way diminish the rights or benefits that an employee is entitled to under any:

(a) Other Federal, State, or local law;

(b) Collective bargaining agreement; or

(c) Existing employer policy; or

(2) To require financial or other reimbursement to an employee from an employer upon the employee's termination, resignation, retirement, or other separation from employment for paid sick time under the EPSLA that has not been used by such employee.

11. Guidelines

a. Not later than fifteen days after the date of the enactment of the EPSLA, the Secretary of Labor shall issue guidelines to assist employers in calculating the amount of paid sick time under the EPSLA.

12. Reasonable Notice

a. After the first workday (or portion thereof) an employee receives paid sick time under the EPSLA, an employer may require the employee to follow reasonable notice procedures in order to continue receiving such paid sick time.

b. The request for such leave shall be submitted to the Human Resources Manager, who may request documentation from the employee in support of the emergency paid sick leave.

c. The documentation shall include a signed statement containing the following information: the employee's name; the date(s) for which leave is requested; the COVID-19 qualifying reason for leave; and a statement representing that the employee is unable to work or telework because of the COVID-19 qualifying reason.

d. An employee requesting to take emergency paid sick leave under the EPSLA or the EFMLEA to care for his or her child must provide the following information: the name of the child being care for; the name of the school; place of care; or child care provider that closed or became unavailable due to COVID-19 reasons; and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

13. Regulatory Authorities

a. The Secretary of Labor shall have the authority to issue regulations for good cause under sections 553(b)(B) and 553(d)(A) of Title 5, United States Code:

(1) To exempt small businesses with fewer than fifty employees from the requirements of B.2.a.5. when the imposition of such requirements would jeopardize the viability of the business as a going concern; and

(2) As necessary, to carry out the purposes of the EPSLA, including to ensure consistency between the EPSLA and Division C and Division G of the FFCRA.

H.R. 6201: Families First Coronavirus (COVID-19) Response Act
N.J.S.A. 18A:30-1

Adopted: 31 August 2020

POLICY

RIDGEWOOD
BOARD OF EDUCATION

~~5114 CHILDREN DISPLACED BY DOMESTIC VIOLENCE~~

~~The Board of Education will cooperate with the County Office of Education, as appropriate and feasible, in the education of children temporarily displaced by domestic violence. Any pupil attending the schools of this district, whether regularly enrolled in this or another district, who has been admitted to a shelter for victims of domestic violence will be permitted and encouraged to continue an appropriate educational program with minimal disruption.~~

~~The Board will cooperate with other educational institutions in the sharing of pertinent pupil records and in the establishment of sending-receiving relationships on behalf of displaced children. The confidentiality of all matters concerning displaced children will be strictly observed, and no information regarding the present residence of the child will be released.~~

~~N.J.S.A. 18A:38-1 et seq.~~

Adopted: 7 December 2009

POLICY

RIDGEWOOD BOARD OF EDUCATION

~~8810 RELIGIOUS HOLIDAYS~~

~~The Board of Education recognizes the acknowledgment of religious holidays in the public school may be a source of community concern. It is a goal of the district educational program to teach mutual understanding and brotherhood and respect for group differences. In pursuing this goal, the educational program may recognize that various religious groups celebrate different holidays with different practices.~~

~~In the acknowledgment or observance of any religious holiday, the Superintendent shall ensure the school and/or school officials do not mandate, organize, participate in an official capacity, endorse, persuade, compel, prevent or deny participation in constitutionally protected prayer or religion in violation of the governing principles of the First Amendment of the United States Constitution. Consistent with these principles, the Superintendent shall ensure:~~

1. ~~No worship or religious service of any kind is sponsored by the school district and conducted during the school day, whether or not conducted by a clergyman;~~

2. ~~Religious exhibits or displays include only materials that are a necessary or integral part of the curriculum;~~

3. ~~Any religious music played is selected primarily for its artistic content; and~~

4. ~~Any acknowledgment of a religious holiday neither advances nor inhibits any particular religious sect or religion consistent with the governing principles of the First Amendment of the United States Constitution.~~

~~U.S. Consti., First Amendment~~
~~N.J. Consti., Art. 1, ¶4~~
~~United States Department of Education - Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools~~
~~N.J.S.A. 18A:36-16~~
~~N.J.A.C. 6:20-1.3(j)~~

~~Adopted: 7 December 2009~~

ATTACHMENT C

FIELD TRIPS FOR APPROVAL

November 1, 2021

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
11/4/21 or 11/5/21 (weather dependent)	RHS	Atlantic Highlands, NJ	30 Students from Fishing Club	3	0	$0.00	$0.00	No	Yes
11/13/21	RHS	Don Bosco Prep, Ramsey, NJ	15 Students from FTC Robotics Club	2	0	$0.00	$545.41 (bus)	No	Yes
11/16/21	RHS	Ridgewood Historical Society, Ridgewood, NJ	17 US History I AHLISA Students	17	1	$0.00	$0.00	No	Yes
11/17/21	RHS	American Airlines Theater, New York, NY	45 New Players Students	4	0	$0.00	$0.00	No	Yes
11/17/21	RHS	Paramus Park Mall, Paramus, NJ	4 RHS Students	4	0	$0.00	$60.26 (driver)	No	Yes
11/19/21	RHS	Ridgewood Historical Society, Ridgewood, NJ	19 Social Studies Students	1	0	$0.00	$0.00	Yes	Yes
11/23/21	Willard	Sterling Hill Mining Museum, Ogdensburg, NJ	84 5th Grade Students	12	0	$0.00	$0.00	No	Yes
1/7/22	RHS	Gore Mountain and Dippikill, North Creek, NY	30 Members of ALPS	6	0	$0.00	$250 (train)	Yes	Yes
1/28/22	RHS	Garnet Hill Ski Center and Dippikill, North Creek, NY	40 Members of ALPS	6	0	$0.00	$250 (train)	Yes	Yes
2/26/22	RHS	Montville HS, Montville, NJ	26 Speech and Debate Students	1	0	$0.00	$800 (bus)	Yes	Yes
3/12/22	RHS	Princeton HS, Princeton, NJ	26 Speech and Debate Students	1	0	$0.00	$800 (bus)	Yes	Yes
3/18/22	RHS	New Jersey Speech and Debate League Championship, Flemington, NJ	26 Speech and Debate Students	1	1	$115.00	$800 (bus)	Yes	Yes
3/19/22	RHS	New Jersey Speech and Debate League Championship, Flemington, NJ	26 Speech and Debate Students	1	0	$0.00	$800 (bus)	Yes	Yes
3/25/22	RHS	Delbarton High School	26 Speech and Debate Students	1	1 - 3/25/21	$115.00	$800 (bus)	Yes	Yes
3/26/22	RHS	Delbarton High School	26 Speech and Debate Students	1	0	$0.00	$800 (bus)	Yes	Yes
4/20/22	Ridge	Ft. Lee Historic Park, Fort Lee, NJ	35 5th Grade Students	6	0	$0.00	$0.00	Yes	Yes
4/21/22	Ridge	Ft. Lee Historic Park, Fort Lee, NJ	35 5th Grade Students	6	0	$0.00	$0.00	Yes	Yes
5/6/22	RHS	Stony Creek Farmstead, Walton, NY	25 Members of ALPS	25	5	$0.00	$250 (train)	Yes	Yes

5/20/22	RHS	Beaver Brook Outfitters, North River, NY	35 Members of ALPS	5	0	$0.00	$250 (train)	Yes	Yes		
6/16/22	Travell	Graydon Pool, Ridgewood, NJ	63 5th Grade Students	8	0	$0.00	$0.00	Yes	Yes		
6/23/22	RHS	Adirondack High Peaks, Keene Valley, NY	24 Members of ALPS	6	0	$0.00	$400 (bus)	Yes	Yes		

Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
11/19/21-11/21/21	RHS	DECA - Power Trip Boston, MA	9 DECA Students	1	0	$0.00	0	$0.00	$862.56	Yes	Yes
2/11/22 - 2/13/22	RHS	Reach for the Beach Nationals, Ocean City, MD	17 RHS Varsity Cheerleaders	1	0	$0.00	0	$0.00	$0.00	Yes	Yes
2/11/22 - 2/14/22	RHS	Havard International Speech and Debate Tournament, Cambridge, MA	15 Speech and Debate Students	1	0	$0.00	1 - 2/11/22 and 1 - 2/14/22	$230.00	$1500 (bus)	Yes	Yes

RIDGEWOOD HIGH SCHOOL
WINTER 2021-2022 COACHING ASSIGNMENTS

Name	Position	Step	Ratio*	Total Salary	1/2 Salary 1/15/2022	1/2 Salary 2/15/2022
Troy, Michael	Head Boys Basketball	IV	0.110	10,295.00	5,147.50	5,147.50
Hommen, Kurt	Assistant Boys Basketball	IV	0.070	6,551.00	3,275.50	3,275.50
Neville, Ben	Assistant Boys Basketball	IV	0.070	6,551.00	3,275.50	3,275.50
Mitchell, Michael	Head Girls Basketball	IV	0.110	10,295.00	5,147.50	5,147.50
Kadus, Christopher	Assistant Girls Basketball	IV	0.070	6,551.00	3,275.50	3,275.50
Mende, Allison	Assistant Girls Basketball	II	0.060	5,616.00	2,808.00	2,808.00
Watson, Torrance	Head Wrestling	IV	0.110	10,295.00	5,147.50	5,147.50
DeLucca, Shane	Assistant Wrestling	IV	0.070	6,551.00	3,275.50	3,275.50
Schick, Casey	Assistant Wrestling	IV	0.070	6,551.00	3,275.50	3,275.50
TBD	Head Indoor Track	IV	0.110	10,295.00	5,147.50	5,147.50
Schoepfer, Warren	Assistant Indoor Track	IV	0.070	6,551.00	3,275.50	3,275.50
Wilson, Timothy	Assistant Indoor Track	IV	0.070	6,551.00	3,275.50	3,275.50
Bennett, Richard	Head Bowling	IV	0.077	7,207.00	3,603.50	3,603.50
Schulke, Kyle	Head Boys/Girls Swimming	IV	0.110	10,295.00	5,147.50	5,147.50
Tobin, Deirdre	Assistant Swimming	IV	0.070	6,551.00	3,275.50	3,275.50
Roecker, Karl**	Ski Club	IV	0.085	7,955.00	3,977.50	3,977.50
TBD	Assistant Ski Club	III	0.065	6,083.00	3,041.50	3,041.50
Lucchesi, Michael	Head Ice Hockey	IV	0.110	10,295.00	5,147.50	5,147.50
Cronk, Paul	Assistant Ice Hockey	IV	0.070	6,551.00	3,275.50	3,275.50
Torre, AJ	Assistant Ice Hockey	II	0.060	5,616.00	2,808.00	2,808.00
Centrelli, Erica	Head Cheerleader Advisor	III	0.072	6,739.00	3,369.50	3,369.50
TBD	Assist. Cheerleader Advisor	I	0.030	2,808.00	1,404.00	1,404.00
Totals				162,753.00	54,251.00	54,251.00

***Ratio is applied to the B.A. Maximum: $93,592**
**** Parent paying for Club**

GWMS 2021-2022
CO-CURRICULAR ACTIVITY ADVISORS STIPENDS

Activity	Advisor	CAT	Ratio	Div by #	Stipend	Funding**	Pay
Brain Busters	Scrudato, Lisa	3	0.028	1	2,621	Budget	June
Cambodia Club	Handy, Mary Lou	2	0.014	1	1,310	Budget	June
Chamber Orchestra Director	King, Janelle	3	0.028	1	2,621	Budget	June
Chess Club	Couch, Andrew	1	0.008	1	749	Budget	June
Film Festival Club	Luts, Daniel	2	0.014	1	1,310	Budget	June
French Club	TBD	1	0.008	1	749	Budget	June
George Rockington	Betrus, Robert	3	0.028	4	655	Budget	June
George Rockington	Couch, Andrew	3	0.028	4	655	Budget	June
George Rockington	Feeley, Kevin	3	0.028	4	655	Budget	June
George Rockington	Watkins, Christopher	3	0.028	4	655	Budget	June
Jazz (Show) Choir Director	DeGroat, Laurie	3	0.028	1	2,621	Budget	June
Jazz Band Director	Dabby, Max	3	0.028	1	2,621	Budget	June
Latin Club	TBD	1	0.008	1	749	Budget	June
Literary Magazine Advisor (Prisms)	Cannon, Maria	2	0.014	1	1,310	Budget	June
Musical Assistant/Orchestra	Kadus, Christopher	3	0.028	1	2,621	Budget	June
Musical Director	DeGroat, Laurie	3	0.028	1	2,621	Budget	June
Musical Set Design Advisor	McKinnon, Evelyn	MS	0.021	1	1,965	Budget	June
Ski and Snowboard	Weiss-Chromeck, Courtney	3	0.028	1	2,621	Budget	June
Social Club Place	TBD	1	0.008	1	749	Budget	June
Spanish Club - Co-Advisor	TBD	2	0.014	2	655	Budget	June
Spanish Club - Co-Advisor	TBD	2	0.014	2	655	Budget	June
Spirit & Service Club	McKinnon, Evelyn	2	0.014	1	1,310	Budget	June
Stem Club	Abbatiello, Diane	3	0.028	1	2,621	Budget	June
Student Council Advisor	Kadus, Christopher	3	0.028	1	2,621	Budget	June
Student Council Advisor	Simone, Suzanne	3	0.028	1	2,621	Budget	June
Weigh Lifting	Tucker, Erika	3	0.028	1	2,621	Budget	June
Yearbook	Dodd, Stephanie	3	0.028	1	2,621	Budget	June
	Total Advisor Stipends			**42,963.00**			

Rates for 2021-2022	Ratios	Amounts
(Subject to Change Upon Settlement of Contract)		
Category 1 - 50 hours	0.008	749.00
Category 2 - 100 hours	0.014	1,310.00
Category MS	0.021	1,965.00
Category 3 - 101-200 hours	0.028	2,621.00
Category 4 - 201-250 hours	0.042	3,931.00
Category 5 - 251-300 hours	0.056	5,241.00
Category 6 - 301-400 hours	0.070	6,551.00
Category 7 - 400+ hours	0.084	7,862.00
Section 2; Article XVI - Co-curricular Renumeration - 2021-2022 - BA MAX =		$93,592

** This column will say "Budget" if a stipend is completely funded by the tax levy/district budget. If any donated or other outside funding is used to pay for a stipend, the amount of that outside funding should be entered in this column.

2021-2022 Student Club Activity Advisors				
CLUB	**ADVISOR**	**HRS NOT TO EXCEED**	**HOURLY RATE**	**TOTAL**
After School Learning	TBD	TBD	$40.17	TBD
Fishing Club	Robert Ransom	20	$40.17	$803.40
Great Creators Workshop	Jennifer Manke	20	$40.17	$803.40
Math Counts	Michael Pepe	20	$40.17	$803.40
Track & Field	TBD	20	$40.17	$803.40
Volleyball	TBD	20	$40.17	$803.40
Clubs - unpaid				
CLUB	**ADVISOR**	**Rate**		
Announcement Crew	TBD	unpaid		
BEE Club (Business, Economics, Entraprenuership)	Timothy Monahan	unpaid		
GREEN Team	Deborah Feit	unpaid		
GW Esports Team	Timothy Monahan	unpaid		
SAGA	Vanessa Kabash	unpaid		

MINUTES OF THE
REGULAR MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

November 15, 2021

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Student Representative Report

Norah Bierly, Sophia Choi, Christian Galarza, Avery Goldsmith, John Kirby
Five fifth-grade students from Orchard Elementary School shared highlights of leadership opportunities including kindergarten buddies, tech teams, student advisory team, lunch helpers, and safety patrol.

B. Student Representative Report

Norah Train presented the following report:

RHS had signing day on the 10th for all the seniors who committed to college. A group photo was taken with lots of smiling faces and 32 seniors attended to celebrate their commitment.

On the 9th, the Seniors attended a pasta and photo event. More than 300 people attended the dinner and cleaned out the food station while watching childhood photos sent in by parents on a slideshow.

Girls Soccer had the New Jersey State Interscholastic Athletic Association (NJSIAA) finals game last Tuesday. They won by one point and had the state sectional finals game on Friday (waiting for results).

Boys and Girls varsity cross country competed in state sectionals on the 6th and they won by about 70 points. The Varsity Girls had their state group championship last Saturday (waiting for the results).

Winter sports have begun. Boys varsity ice hockey had a scrimmage today at 4pm against the Montclair Kimberley Academy. (waiting for results).

The Football Team had a home game on the 10th against (waiting for results).

A few weeks ago the RHS Band placed second at US Band Nationals with a score of 94!
New Players started production of It's a Wonderful Life with a new director. They are meeting everyday to run lines and work on stage directions for their show in December. Seniors submitted their concert and senior solo proposals. Students in all grades over the school are looking forward to concert auditions in December.

The Rhapsodies, Acabellas, and Maroon Men have a concert on November 22 to help raise money for the programs. The choirs have been meeting twice a week to help prepare for the event and expect a large crowd.

Unified Sports is up and running this year. Recently they have been hosting clinics for students in the RISE program. Club members play with the children to boost their spirits and help them build confidence.

The Meditation Club has been meeting weekly to work on stress management. Mostly juniors and seniors attend the meeting. The session serves as quite a place to rewind and prepare for the rest of the week. Often the club plays videos that emphasize ways to de-stress and cope with stress.

Intersectional Feminists had a bakesale two weeks ago. The profits that they made from the event were donated to Texas Choice to help support women and the pro-choice movement.

DECA has been meeting frequently for Districts in January. They have been doing role plays and going over strategies for successful presentations. The club has a leadership conference next week in Boston to help further prepare students for districts.
Project Interact is decorating Honor Flight shaker cans in preparation for Veterans Day donations. They are also helping put together luminary bags for a New Years Eve light ceremony.

V. COMMENTS FROM THE PUBLIC

Julie Mchedlishvili, 146 South Van Dien, stated that there is a long standing tradition in Ridgewood Schools that parents and educators are partners in children's achievements and with recent emphasis on children's mental health and efforts to decrease anxiety we would like to support this effort and also move our schools into the space where they provide the skills to succeed in the 21st century. There is an abundance of research that relentless pressure to succeed often measured by grades can contribute to students being anxious and often engaging in self harm. Now students attend in person classes for the first time in 18 months when the transition into high school is stressful in the normal times but in the current situation children have a shallower reservoir of resilience. Please ask the Superintendent during your discussion what has the district done to ensure that the grading practices do not add to the students' anxiety and stress? What has the district done to ensure that teachers remain empathetic and responsive to many learning gaps the children have this fall? What has the district done to provide actionable feedback and make learning the process but not a finish line that is common among the majority of teachers at RHS and there are non-uniform grading policies and curriculum practices? What has the district done to make teachers accountable in parental outreach when a student is systematically unsuccessful in a test? For example in a math class a significant discrepancy in grades is observed between the student's class and homework grades, when he is a strong A student but his performance on a test where he consistently receives the lowest grade. THe teacher did not provide any outreach to either the student or the parents until a week after the marking period was over, when the student was asked for the first time how he prepares for the test. The ownership is on the student when it is clear to everyone that failure in student learning is about what the teacher did not do. What plan has been developed to support struggling students who have not had educational experiences for 18 months. What is the articulation process between middle school and high school teaching staff to ensure that students can adequately prepare? Why does RPS have a unified training process? Why is there no actionable and timely feedback on the assignments for each student with the exact next step for improvement. Why is it ok for a High School teacher to tell parents that providing feedback is exhausting. As a resident of Ridgewood it pains to see our schools ranking decrease each year. All other public school districts in New Jersey that have higher ranking than Ridgewood, if we remove specialized and magnet, have one ingredient in common in participation score which is at least 10 points higher than Ridgewood 63%. Out of the 63% percent, only 4% contribute to AP math courses and 13% contribute to AP science courses. Why is the average ACT score only 1287? That is thousands of dollars and time that parents invest in supplemental support and tutoring. Why do middle school students make less academic progress given where they were last year similar to other students in the state. Why the gap between how low income students perform on state english tests and all students is troubling 34%. The job of any school is to know, nurture and challenge every student. It is a job to consider every child, not as a student id number.

Susan Madison, 428 Linwood Ave., angry about what the district plans to do with the ARP ESSER funds. It boggles her mind that we would take this money and consider spending it on teacher training not just next summer, but next summer and the summer after. When she out in the community she heard that our kids have been dropped into the deep end to sink or swim. Most of the freshman have 4 tests the day after halloween. The last time they were in school was as 7th graders. How much better would that money be spent on one on one

support now, and teacher training now. Who can teach two years of curriculum without any support? Do you now know what is happening in our schools? Or do you not care. There has been no progress on increasing two way dialogue with the community. How can you spend $20,000 on a survey for late start, but you have not bothered to survey our high schoolers to find out how they are doing. Why do we not have townhalls with our principals, so that no kindergartener is sitting at their desk alone at indoor recess playing with a toy. We can come up with a better way to getting parent concerns surfaced and addressed. Speaks for a lot of people in town, it is time to bring us into the process. Please do not spend the money on teacher training for two years.

Laura McKenna, 861 Bingham Road, Echoed Ms. Madison's sentiments. The money has been divided up, the biggest chunk is 1 million dollars that we can do alot with that money. Instead the money is being spent on physical equipment, aides, bus drivers and other minimum wage workers that no longer want to work for minimum wage. At best that is tangentially related to covid, this money is intended to make up for the deficits that happened during 18 months of lost education during covid. It should be going to one on one tutoring and summer school. The idea of professional development should be spent on accelerated learning now. It should not be spent on consultants pushing fringe ideas that have no real world applications. 18 states are spending their esser money on reeducating teachers about reading, they are spending money on tutoring and summer schools. Other ways should be to train our guidance counselors, not only to prepare kids for 4 year college but on technical options. There is a lot that we could be doing. We could train our sports coaches to help with mental health issues. We should make sure every student is involved in every club. Does every student in the high school have a friend? We should put money towards that.

Mr. Dani requested that the first commenter send the board the data that she was referencing.

VI. PRESENTATIONS

A. ESSER III Funds

Stacie Poelstra presented as a follow-up to the Esser III presentation at the November 1 Board of Education meeting, the American Rescue Plan ESSER III allocations and allowable uses were reviewed.

To view this part of the presentation scroll to 24:00.

Esser III funds may be spent through September 2024; however, for accounting purposes, the District will spend these funds by June 2024.
The grants are as follows:

- Main Grant: $1,066,230
- Accelerated Learning Coaching and Educator Support Grant: $456,952
- Evidence-based Summer Learning and Enrichment Activities Grant: $40,000
- Evidence-based Comprehensive Beyond the School Day Activities Grant: $40,000

- NJTSS Mental Health Support Staffing Grant: $45,000

One new clarification regarding the main grant is that twenty percent of this grant must be used for learning acceleration for students.

Consistent with stakeholder feedback, the District has re-assigned those funds. Recommended spending for each of the grants was reviewed.

The grant applications for Esser III must be submitted by November 24. Any changes beyond 10% of an assigned amount would require the district to complete an amendment and resubmit for approval.

Extended day will look different at each of the levels, it will take place at each school with sessions for ELA and math. We imagine groups up to 10, 45 minutes after school, one day for ELA and one day for math. We are doing the same for grades 6-8. We are starting to identify those students. Right now it is starting at the high school at lunch time for seniors who are not meeting their graduation requirements. We are planning to start when we get back from Winter break, we have to get the ok that the application is approved and the teachers are on the agenda in December. We plan to run the sessions until April 8, but will depend on the number of students that need the sessions and how long the money will last.

Ms. Poelstra added regarding Link--it allows us to set up a data locker so we can create our own assessments and do comparative analysis from their assessments and our own. During the fall parent conferences, teachers referenced the overall link-it scores that students received, we stayed away from data that stated how many items a child received correct or wrong because it is based upon the current standards that the kids are going to be learning this year adn the trainer from linkit said that in September this should give parents a general overview to identify things that the teacher will work with on the child for the year.

We have received preliminary results from Start Strong Assessments. The assessments were really short. The state is not certifying the results or sending us individualized results until around December 14. Once we receive the individual score reports, we will send them out to parents. Those are also one datapoint.

Ms. Poelstra explained the support that the teachers are currently receiving. She said that on the PD day, Jeannie O'Neill, Julie Walsh and Christie DeAraujo put the elementary teachers through six different sessions related to how to use linkit, how to generate reports, what are strategies they can use, how are we doing with word study, do we need to adjust the pacing, what are seeing. In math instruction, the same kind of thing to look at our overall linkit results: where do there standards that our students seem to be doing well and where are there places where we might need to go back and review. It was a very busy day, the teachers responded very well. In addition, the district grade levels teams got to work together and dig into their data and talk about strategies and ways that they needed to go back and focus on with their kids. The elementary principals also meet weekly with their grade level teams and between faculty meetings and the second faculty meeting every month is used to dig into the data and assessment. The people from linkit

are meeting with us. They are scheduled to meet with our kindergarten and first grade teachers to review the data locker data from our assessments.
Ms. Poelstra explained that for middle school and high school teachers, they had department based pd days. It is looking at our internal assessments nad talk about strategies and pacing. All of our teachers give SGO's at the beginning of the year that gives them a sense of where the students are starting and where do they need to go back to do some remediation. Even in New Jersey Learning Acceleration Guides, they emphasize the importance that you cannot go back and teach and entire year, but rather you are much better off to focus on depth on the concepts that you are working on.

Ms. Polestra added that the enrichment mornings for the teachers are being used for the emphasis on mental health and wellness. It is a little bit of wellness for themselves but with the idea that when we have an idea of where we are with our mental health and capacity to deal with these unusual times they can better assist the students. There will be some mornings dedicated to the instructional part as well throughout the year.

Dr. Gorman explained that the ESSER presentation is not a public hearing where we would designate a separate section for public comments. It is a presentation and people are making public comments during the last board meeting, this board meeting, and they can submit comments online.

Ms. Poelstra added that we currently have 17 online comments submitted.

Ms. Poelstra explained that the $230,000 would be spent to compensate the teachers for their time to participate in the four day training sessions during the summer. The rate has to be negotiated and a sidebar agreement would have to be developed with the REA. We have had preliminary talks with the REA and they are open to the idea and they thought it would be well received by the staff. We have not identified who will be conducting the sessions at this time. Ms. Poelstra's preliminary idea is to run approximately 8 sessions, however it will depend upon the level of teacher participation whether we have 150 teachers or 300 teachers who want to do it.

Ms. Poelstra stated that since we have not had standardized testing for two years, it is challenging to draw conclusions regarding the effectiveness of the consultants. It is an overall tricky conclusion because just as with linkit, there are multiple data points that we look at to determine progress and growth. There are also shifting practices in education that we would like our teachers to embrace. She reviewed the middle school portfolio program process that allows students to create their own portfolios that demonstrate their work that hid a variety of criteria and parameters.

Ms. Poelstra reviewed teacher training, consultant sessions and feedback from administrators/staff.

To view this part of the meeting scroll to 1:04.

Ms. Poelstra explained that Linkit is a program that is used by numerous other districts like ours in Bergen County. It came to our attention during remote learning when we had to submit some reports to the state. Several colleagues stated they were using their linkit

data. It is something that was expensive that we did not purchase given a limitation of funds in the past as we moved through the pandemic and as ESSER II funds became available and through multiple meetings with districts who she typically speaks with, they stated they had very good experiences with LInkit. Therefore, we pulled a team of Administrators and supervisors together and we let Linkit share with us the districts they were working in the capabilities of the program and we felt that it delivered something that we currently did not have as part of our instructional program. We are in year one, and we are pleased with what we are seeing so far. Our teachers have received training. The decision to continue with it is because we think it is giving us good data that we have not been able to pull before. It is always beneficial to have a program for a series of years. It allows us to take the time to look at data longitudinally, to give people enough time working with it so that they are able to make meaningful conclusions to inform their instruction.

She explained that Linkit assessments are directly aligned to State standards.

She added that Linkit is currently a teacher tool available for all students in grades 2-5 with an extension for next year to include through grade 8 moving forward. Both the ELA and Math supervisors feel that it should be utilized through middle School.
K-1 students do not receive online tests, but receive other tests instead. Linkit will allow us to use the data locker to access a series of assessments for these grades.

Ms. Poelstra explained that the Linkit data locker is where the student assessment data will be housed including the F&P results, math topic tests, and students scores on a variety of internal assessments. She added that we own the data and if we decide to move to another program, they cannot hold our data.

Mr. Bisig will speak with the purchasing agent from the State regarding the multi year contract for this service and how it differs from professional service contracts that can only be on a yearly basis.

Ms. Poelstra reviewed that as we get into the Spring and knowing that we have $150,000 pot to last two years, we will have to make the determination of the allocation of funds for this summer and next summer. It will depend upon where our students are. Also, we will have to consider staffing. Even if we could spend all of the money this summer, we also have to be mindful of how many students we can accommodate. The two year allotment will allow for more flexibility. She added that we also have to be mindful about adding too many after school programs every day since students are coming back about 1.5 years of disrupted learning and we have students who are having a hard time maintaining stamina in school. Expecting them to attend sessions after school for an hour three days a week, may be counterproductive. We have to have a balance and be mindful of the mental health peace.

Ms. Poelstra explained Linkits additional features, to view this portion of the meeting scroll to 1:30.

Dr. Gorman confirmed that we will have to report to the State the grant updates every six month through the two year horizon and we can tweak the plan as needed.
Ms. Poelstra also added that if we have to do an amendment because something arises or

escalates, we're open to an amendment. We have done this before with other grants, although it does not happen often.

Ms. Poelstra answered that we will start with baseline criteria to enroll students in the additional extended day or summer programs. Ms. Poelstra shared other resources that can assist students who do not qualify to attend the extended day program, but the parents want them to do supplemental work at home.

Ms. Poelstra added that Link-it does not have a parent portal element. Results can be shared and discussed with parents, however its intention is for professionals to target how to help kids, track progress and inform instruction.

Ms. Poelstra is waiting for guidance on Start Strong data.

Ms. Poelstra discussed Pre-k, K and 1 assessments, to view this portion of the meeting scroll to 1:52.

VII. SUPERINTENDENT REPORT

Dr. Gorman reported that free COVID testing for teachers, students, and parents continues to be offered on Wednesdays at Benjamin Franklin Middle School.

The Village of Ridgewood Health Department held its first COVID vaccine clinic for children ages 5-11. Vaccines were administered to 197 children at this clinic. The next clinic is scheduled for November 18 beginning at 3:30. As of yesterday, 50 spots were still available.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspension and Harassments, Intimidation, and Bullying (HIB) Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB that have occurred since the last Board meeting.

ii **Approval: Second Reading and Adoption of New/Revised to Policies**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of new/revised policies as listed below and in **Attachment B.**

New:

- Policy 5460.02 Bridge Year Pilot Program
- Policy 6115.01 Federal Awards/Funds Internal Controls - Allowability of Costs
- Policy 6115.02 Federal Awards/Funds Internal Controls - Mandatory Disclosures
- Policy 6115.03 Federal Awards/Funds Internal Controls - Conflict of Interest

Revised:

- Policy 0131 Bylaws, Policies and Regulations
- Policy 2560 Live Animals in School
- Policy 3142 Nonrenewal of Non Tenured Teaching Staff Member
- Policy and Regulation 3221 Evaluation of Teacher
- Policy and Regulation 3222 Evaluation of Teaching Staff Members, Excluding Teachers and Administrators
- Policy and Regulation 3223 Evaluation of Administrators, Excluding Principals, Vice Principals, and Assistant Principal
- Policy and Regulation 3224 Evaluation of Principals, Vice Principals, and Assistant Principals
- Policy 4146 Nonrenewal of Nontenured Support Staff Members
- Policy 2422 Comprehensive Health and Physical Education
- Policy 2467 Surrogate Parents and Resource Family Parents
- Policy 5116 Education of Homeless Children
- Policy 7432 Eye Protection
- Policy 8420 Emergency and Crisis Situations
- Policy 8540 School Nutrition Program
- Policy 6311 Contracts for Goods or Services Funded by Federal Grants
- Regulation 8420.1 Fire and Fire Drills

Abolished:

- Policy 1649 Federal Families First Coronavirus (COVID-19) Response Act
- Policy 5114 Children Displaced by Domestic Violence
- Policy 8810 Religious Holidays

iii. **Approval: Health and Safety Evaluation of School Buildings Checklist for the 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the Statement of Assurance for the 2021-2022 Health and Safety Evaluation for School Buildings Checklist.

The Board has received background information.

iv. Approval: School Safety and Security Plan Annual Review Statement of Assurance

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the School Safety and Security Plan Annual Review Statement of Assurance.

The Board has received background information.

Ms. Brogan moved approval of B. Administration.
Ms. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

ii. Approval: 2021-2022 School Year Budgeted Out-of-District Tuition Placement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 school year out-of-district budgeted tuition placement as listed below.

2021-2022 Out-of-District Placements for REGULAR SCHOOL YEAR TUITION	
School	**# of students**
Wediko School, The Home For Little Wanderers, Boston, MA	1

Mr. Kaufman moved approval of C. Curriculum & Instruction.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teacher

AYES, Charlotte - Eighth Grade Science Teacher, Benjamin Franklin Middle School, effective January 18, 2022, or as sooner, through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Ayes possesses a NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6 and Elementary School with Subject Matter Specialization: Science in Grades 5-8.

Salary: $72,342 prorated
Cl. MA, St. 5

Account # 11-130-100-101-02-08-019-000

Field Placement

TAVAREZ, Emely - Dominican College of Blauvelt, Clinical Observation with Laura Murphy, Level II Occupational Therapist, Hawes Elementary School and Somerville Elementary School, effective January 3, 2022 through March 31, 2022.

Classroom Aides

HONG, Yong-ah - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective November 16, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-01-024-001

KING, Chloe - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective January 3, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-01-024-001

SCHULTZ, Hannah - One-to-One Special Education Classroom Aide, Somerville Elementary School, effective November 16, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-217-106-00-05-024-001

VICARI, Jessica - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective November 16, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5

days per week, at an hourly rate of $20.17.

Account # 11-000-217-106-00-01-024-001

WANG, Jue - **from** Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective November 2, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, approved by the Board at its meeting on November 1, 2021, **to** Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective November 2, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-000-217-106-00-10-024-001

Infant/Toddler Development Center

DABAL, Olivia - High School/College Aide, effective November 16, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

GUNDERSON, Sierra - High School/College Aide, effective November 16, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

KONTOS, Emily* - Teacher Assistant, Step I, effective November 16, 2021, or as soon after as possible, through June 30, 2022, 7 hours per day, 3 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

Permanent Substitute for the 2021-2022 School Year

George Washington Middle School

- **Tozaj, Sasha**, effective November 2, 2021 through November 19, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35, to an annual maximum amount of $1,680.15.

Account # 20-487-100-101-00-09-009-001

Permanent Special Education Substitute, funded by ARP IDEA Grant

District

- **Tozaj, Sasha**, effective November 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35, to an annual maximum amount of $24,500.

Account #20-223-100-101-00-09-024-001

Additional: Ridgewood Community School Employees - Fall Semester 2021

Junior Edition

- **Neville, Ben**
- **Sullivan, Matthew**
- **Troy, Michael**

Account # 13-423-100-101-00-60-060-001

Revision: Technology Support for Board Meetings, effective July 1, 2021 through June 30, 2022

- **Valere, Neil**, **from** an hourly rate of $32.33, as needed, approved by the Board at its meeting on June 28, 2021, **to** an hourly rate of $44.64, as needed.

Account # 11-000-230-104-00-45-045-001

Additional: Home Instructors, on an as-needed basis, for the 2021-2022 School Year

Willard Elementary School

- **Chanod, Margaret**, Elementary School Teacher, at an hourly rate of $60.32.

Account # 11-150-100-101-00-024-024-001

***Related to staff member**

ii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

FEDER, Karen - **from** Resource Room Special Education Classroom Aide, Ridge Elementary School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, Fourth Grade Teacher, Ridge Elementary School, effective December 6, 2021 through April 19, 2022. Ms. Feder possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Feder will be registered into the NJDOE Provisional Teacher Program.

From: $17.50 per hour
To: $150 daily rate

Account # 11-120-100-101-09-04-019-000

SARGENTI, Ava - **from** Long-term Substitute, Third Grade Teacher, Ridge Elementary School, **to** Resource Room Special Education Classroom Aide, Ridge Elementary School, effective January 2, 2022 through April 19, 2022, 5.75 hours per day, 5 days per week.

From: $150 daily rate
To: $17.50 per hour

Account # 11-000-217-106-00-04-024-001

iii. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement listed below.

Teacher

GRABINSKI, Lisa - School Nurse, Travell Elementary School, effective December 31, 2021.

Support Staff

ALESSI, Alexander - Instructional Technology Specialist Technician, Hawes Elementary School, Somerville Elementary School, and Travell Elementary School, effective November 9, 2021.

Classroom Aides

BUDESA, Margaret - Lunch Aide, Somerville Elementary School, effective November 22, 2021.

Infant/Toddler Development Center

DeROY, Lotte - Teacher Assistant, effective October 15, 2021.

MALTESE, Michelle - Yoga Instructor, effective October 15, 2021.

NAVARRO, Josefhine - Teacher Assistant, effective November 8, 2021.

iv. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Benjamin Franklin Middle School

Additional: Intramural Activities for the 2021-2022 School Year

- Girls Volleyball, Boys Volleyball, Track, Weight Lifting, Open Gym, not to exceed a total of 300 hours, each to receive an hourly rate of $40,17 ($12,000) Advisors: **Danielle Klion**

Account # 11-401-100-101-00-08-008-001

Ridgewood High School

Additional: PSAT PROCTORS

- **Contreras, Collen**, not to exceed 6.5 hours, at an hourly rate of $40.17 ($264.11).

Account # 11-000-218-104-00-10-010-001

Special Programs

- **Alessi, Taylor**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities after school through June 22, 2022, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $21.23 ($849.20).

Account # 11-000-217-106-00-08-024-001

- **Bartoli, Karen**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities after school through June 22, 2022, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $21.23 ($849.20).

Account # 11-000-217-106-00-08-024-001

- **Cardew, Charles**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities after school through June 22, 2022, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $20.17 ($806.80).

Account # 11-000-217-106-00-08-024-001

- **Crawford, Ryan**, Adapted Physical SAIL Teacher, Glen Elementary School and Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities after school through June 22, 2022, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $41.76 ($1,670.40).

Account # 11-212-100-106-00-08-024-001

- **Connelly, Molly**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities after school through June 22, 2022, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $20.17 ($806.80).

Account # 11-000-217-106-00-08-024-001

- **Klion, Emily**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities after school through June 22, 2022, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $20.17 ($806.80).

Account #11-000-217-106-00-08-024-001

- **Miller, Danielle**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities after school through June 22, 2022, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $21.23 ($849.20).

Account # 11-000-217-106-00-08-024-001

- **Newell, Elizabeth**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities after school through June 22, 2022, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $20.17 ($806.80).

Account # 11-000-217-106-00-08-024-001

Handle with Care Training - November 3, 2021

- **Collins, Carla**, not to exceed 5 hours, at an hourly rate of $20.17 ($100.85).
- **Wang, Jue**, not to exceed 5 hours, at an hourly rate of $20.17 ($100.85).

Account #11-212-100-106-00-24-024-001

Rethink Training - October 4, 2021

- **Britcher, Ashley**, not to exceed 1.50 hours, at an hourly rate of $20.17 ($30.26).

Account # 11-000-217-106-00-24-024-001

2021-2022 Bus Supervision on as-needed basis

- **Tolve, Laura**, at an hourly rate of $58.98.

Account # 11-000-217-106-00-24-024-001

ABA Training Completed and Certified – hourly rates from $20.17 to $21.23, effective November 6, 2021

- **Bartoli, Karen**

Curriculum, Instruction & Assessment

Extended-day Program to work with Identified Students during Lunch

Ridgewood High School

- **Contreras, Colleen**, not to exceed 12 hours, at an hourly rate of $62.39 ($748.68).
- **Driscoll, Samantha**, not to exceed 12 hours, at an hourly rate of $52.48 ($629.76).

Account # 11-000-221-104-00-22-022-001

Business Office

Supplemental Hours for OPRA Request Responses

- **Yohana, Julie**, not to exceed 20 hours, at an hourly rate of $42.24 ($844.80).

Account # 11-000-230-104-00-45-045-001

v. Revision of Account Numbers Approved at the November 1, 2021 Agenda

Radoncic, Azra
From: Account #11-212-100-106-00-01-024-001
To: Account #11-000-217-106-00-01-024-001

Wang, Jue
From: Account #11-212-100-106-00-01-024-001
To: Account #11-000-217-106-00-01-024-001

Wilson, Marguerite
From: Account #11-212-100-106-00-04-024-001
To: Account #11-000-217-106-00-04-024-001

vi. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Nurse: Eickmeyer-Tze, Denise

$170 Daily Rate

Ms. Brogan moved approval of D. Human Resources.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Approval: Disposal of Equipment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of furniture. These items are no longer needed.

George Washington Middle School
- ➢ One StarTrac walking treadmill machine
- ➢ One StarTrac 4500 series walking treadmill machine
- ➢ One PRECOR USA fitness/weightlifting machine

Ms. Brogan moved approval of E. Finance.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

A. None at this time.

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Nov 8	Columbia Bank On-Line	103784-103937	1,444,498.69	Ms. Kwak
Oct 7	Electronic Transfer	C37334	3,550.66	Ms. Kwak
Oct 7	Electronic Transfers	R37332-R37333	5,218.57	Ms. Kwak
Oct 12	Electronic Transfer	R37336	303.87	Ms. Kwak
Oct 31	Electronic Transfer	F37340	7,633.02	Ms. Kwak
Nov 1	Electronic Transfer	H37335	1,090,362.39	Ms. Kwak
Nov 15	Electronic Transfer	B37337	376,550.00	Ms. Kwak

Nov 8	Food Service	620361-620362	42,078.51	Ms. Kwak
Oct 7	Columbia Bank Void Check	R37332	(3,550.66)	Ms. Kwak
TOTAL			**2,966,645.05**	

Ms. Kwak moved approval of bills reviewed by her.
Mr. Kaufman seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan acknowledges the high school for their Veterans Day Breakfast and Assembly to honor local veterans and hear about their experiences. Dr. Bray and her students did an excellent job preparing a restaurant-level breakfast display.

Ms. Kwak reminded everyone that the Alternative Schedules Initiative Community presentation is scheduled on December 1. Also in December, a community survey regarding this initiative will be emailed to the entire mailing list and posted on the website.
She stated that the Village Council will be hosting a flood seminar on Wednesday, November 17.
Ms. Kwak thanked Ms. Poelstra and the administration for all of the work that went into ESSER III planning.

Mr. Lembo stated that the Veterans Day Celebration at Van Neste Square was very moving, and it was great to see the students involved with the ceremony. Clubs, sports teams, and HSAs are hosting many fundraisers for the holidays. Last weekend, a Diwali celebration was held in the Campus Center at the high school.

Mr. Dani added that another event was held for the broader Indian community at Benjamin Franklin Middle School. The custodial staff did an outstanding job at both events.

Board members acknowledged the recent election and congratulated Ms. Brogan, Ms. Kwak, and Mr. Mahmoud. Ms. Madison was also acknowledged and thanked for running, and Mr. Kaufman was recognized for his service.

XII. BOARD COMMITTEE REPORTS

The Curriculum Committee met to review course proposals presented by the department supervisors. Ms. Kwak discussed the possibility of a session on digital literacy for students.
At the January Curriculum Committee meeting, Ms. Poelstra will present an overview of where the digital citizenship standards are integrated into the curriculum.
The district also has an Acceptable Use Policy for technology given the one-to-one

Chromebook initiative.

XIII. DISCUSSION ITEMS

Mr. Kaufman brought up the topic of the possibility of exploring a question about whether the number of Board of Education seats should be increased. The Board discussed this topic further.

The Board discussed Mr. Kaufman's discussion item regarding the State of New Jersey Department of Environmental Protection Blue Acres Program.

Mr. Kaufman discussed the possibility of using remote instruction instead of snow days if the state regulations were to allow it. Dr. Gorman added that the State is still reviewing and we should receive updates in the near future.

To view this entire portion of the meeting scroll to 2:28.

XIV. ACCEPTANCE OF MINUTES

- October 4, 2021 Executive Session
- October 18, 2021 Regular Public Meeting
- November 1, 2021 Executive Session
- November 1, 2021 Regular Public Meeting

Mr. Lembo stated that there were questions from the Board on the proposed October 4 and November 1 Executive Session Minutes and the November 11 Regular Public meeting.
The Board discussed the process for making changes to the minutes and requested that the suggested changes be identified.

Mr. Lembo made a motion to accept the October 18, 2021 Meeting Minutes only, which was unanimously approved.

XV. OTHER BUSINESS

None at this time.

XVI. COMMENTS FROM THE PUBLIC

Laurie Weber 235 South Irving Street, members of the public don't get to ask questions during the presentation like the board members, during the back and forth between Mr. Dani and Ms. Poelstra, she gained an understanding of how Linkit works and its value as an educational tool. She found the conversation, although at some points strained, interesting and some points came out because of the discussion. She is glad there are Board members who are interested and ask a variety of questions. She looks forward to productive Board meetings that are not marred by repeated jabs from one Board member to another. They seem self serving and as a member of the public painful to watch. As far as expanding the size of the BOE is concerned, we don't have a great record of robust participation in the election. If increasing the size results in less or no competition for open seats, she does not think it is a positive move. Before we can talk about expanding the

board, we have to see if we can generate a broader field of candidates to go with the expanded board.

XVII. ADJOURNMENT

At 9:44 p.m., on a motion made by Mr. Lembo, seconded by Ms. Brogan and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

November 15, 2021 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Michelle Melucci	Intervention & Referral Services: The Next Generation New Jersey Principals and Supervisors Association, NJ Virtual 11/17/21	Professional Development	$0.00	0
Janel Nese	Special Education Directors Toolkit New Jersey Principals and Supervisors Association, NJ Virtual 11/19/21	Professional Development	$150.00	0
Scott Bisig	Academy - Purchasing Basics New Jersey Association of Business Administrators, NJ Robbinsville, NJ 11/30/21	Professional Development	$50.00	0
Jaime Rosado	Academy - Purchasing Basics New Jersey Association of Business Administrators, NJ Robbinsville, NJ 11/30/21	Professional Development	$50.00	0
Kenneth Bovasso	Academy - Purchasing Basics New Jersey Association of Business Administrators, NJ Robbinsville, NJ 11/30/21	Professional Development	$105.05	0

Anjali Shah	The Mathematics of Perspective in Art The Academy for Teachers Virtual 11/30/21, 12/2/21 and 12/7/21	Professional Development	$175.00	0
Gila Elbaum	Hot Issues in Special Education TMI Education, NJ Virtual 12/2/21	Professional Development	$0.00	0
Megan Galanti	Hot Issues in Special Education TMI Education, NJ Virtual 12/2/21	Professional Development	$0.00	0
Amy Nolan	The 40th Annual WP Bilingual / ESL Conference William Paterson University, NJ Virtual 12/3/21	Professional Development	$49.00	0
Zsuzsanna Nagy	The 40th Annual WP Bilingual / ESL Conference William Paterson University, NJ Virtual 12/3/21	Professional Development	$49.00	0
Melissa Miller	The Empathetic Educator: Cultivating Empathy in the Post-Pandemic Classroom TMI Education, NJ Mahwah, NJ 12/9/21	Professional Development	$0.00	0
Paul Cronk	Northern Region Marketing Association Advisor Meeting DECA, VA	Professional Development	$0.00	0

	East Rutherford, NJ 12/15/21			

POLICY

RIDGEWOOD
BOARD OF EDUCATION

5460.02 BRIDGE YEAR PILOT PROGRAM

The New Jersey Commissioner of Education has established a three-year "Bridge Year Pilot Program," under which each school district with a high school shall offer students in the graduating classes of 2021 and 2022 the opportunity to pursue a Bridge Year during the year immediately following their senior year of high school, in accordance with the provisions of P.L. 2020 c.41. The purpose of the Bridge Year Pilot Program shall be to provide participating students an additional year to address learning loss and missed opportunities in extracurricular activities, including spring sports programs, as a result of the public health state of emergency caused by the COVID-19 pandemic.

For the purpose of this Policy, "host high school" means the high school that a student, who pursues a Bridge Year pursuant to the provisions of P.L. 2020 c.41, attended as a junior in high school.

Under the Bridge Year Pilot Program, each high school in a school district shall designate a school staff member as a Bridge Year Liaison to serve as the school's central point of contact for students interested in pursuing a Bridge Year and for students participating in a Bridge Year. Nothing in P.L. 2020 c.41 shall be construed to require a school district to hire an individual to serve as a Bridge Year Liaison.

To be eligible to participate in the Bridge Year Pilot Program, a student shall be nineteen years of age or younger and shall not turn twenty years of age at any time during the Bridge Year, except that a classified student shall be eligible to participate if the student will turn twenty years of age during the Bridge Year due to services provided pursuant to the student's individualized education program. To participate in the Bridge Year Pilot Program, eligible students must notify their host high school’s Bridge Year Liaison by February 15 of their senior year.

The Bridge Year Liaison shall develop, in consultation with Bridge Year students, an Individual Learning Plan (ILP) for each student. To ensure ample time to plan for the implementation of services outlined in the ILP, each Bridge Year student’s ILP shall be completed by May 15, but no later than June 1 of the student’s senior year.

During the fall semester of the student's Bridge Year, the student shall take between nine and twelve credits at the host high school, the county college that serves the county of the host high school, or a combination thereof. During the spring semester of the student’s Bridge Year, the student shall take between nine and twelve credits at the county college that serves the county of the host high school. During either semester of the Bridge Year, a student may also take up to

three credits offered by a four-year institution of higher education at any high school in the State or at any other location to fulfill the student's credit requirement. At the conclusion of each semester of the Bridge Year, the host high school shall update the student's high school transcript to reflect any high school credits earned during the Bridge Year.

In the event that a student initially decides to pursue a Bridge Year in the fall semester, but does not continue the Bridge Year in the spring semester, the student's host high school shall release all final transcripts and other records as necessary and as may be requested. A student who decides not to continue the Bridge Year in the spring semester shall not be eligible to participate in a spring sports program or extracurricular activities pursuant to P.L. 2020 c.41.

The State Board of Education shall promulgate regulations pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B -1 et seq.), necessary to effectuate the provisions of P.L. 2020 c.41.

The Higher Education Student Assistance Authority shall promulgate regulations, pursuant to the "Administrative Procedure Act," P.L.1968, c.410 (C.52:14B -1 et seq.), necessary to effectuate the provisions of subsection d. of section 2 of this Act.

P.L. 2020 c.41

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

6115.01 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – ALLOWABILITY OF COSTS

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.302(b)(7) requires written procedures for determining the allowability of costs in accordance with 2 CFR §200 – Cost Principals. Determining the allowability of costs shall be in accordance with the requirements outlined in 2 CFR §200.403 – Factors Affecting Allowability of Costs. The School Business Administrator/Board Secretary or designee shall be responsible for determining the allowability of costs are in accordance with the provisions of 2 CFR §200.403.

The following procedures shall be used to determine the allowability of costs in accordance with 2 CFR §200.403:

Except where otherwise authorized by statute, the School Business Administrator/Board Secretary or designee will ensure costs meet the following general criteria in order to be allowable under Federal awards:

1. Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.

2. Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.

3. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the non-Federal entity.

4. Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.

5. Be determined in accordance with Generally Accepted Accounting Principles (GAAP), except for State and local governments, which includes school districts, as otherwise provided for in 2 CFR §200.403.

6. Not be included as a cost or used to meet cost sharing or matching requirements of any other Federally-financed program in either the current or a prior period. (See also 2 CFR §200.306 – Cost Sharing or matching 2. above).

7. Be adequately documented. (See also 2 CFR §200.300 – Statutory and National Policy Requirements through 2 CFR §200.309 – Period of Performance).

In the event the School Business Administrator/Board Secretary or designee is not sure if a cost is allowable under 2 CFR Subpart E - §200.403, the School Business Administrator/Board Secretary or designee will contact the New Jersey Department of Education or the United States Department of Education for assistance.

2 CFR §200.302(b)(7)
2 CFR §200.403

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

6115.02 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – MANDATORY DISCLOSURES

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.113 – Mandatory disclosures requires a non-Federal entity or applicant (a New Jersey Board of Education) for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or to the New Jersey Department of Education all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award.

If the Board of Education receives a Federal award including the terms and conditions outlined below as per 2 CFR §200 – Appendix XII – Award Term and Condition for Recipient Integrity and Performance Matters shall report certain civil, criminal, or administrative proceedings to the System for Award Management (SAM). Failure to make required disclosures can result in any of the remedies described in 2 CFR §200.338 - Remedies for noncompliance, including suspension or debarment. (See also 2 CFR §180, 31 USC 3321, and 41 USC 2313)

A. General Reporting Requirement

1. If the total value of all Board of Education currently active grants, cooperative agreements, and procurement contracts from all Federal awarding agencies exceeds $10,000,000 for any period of time during the period of performance of this Federal award, then the Superintendent or designee, on behalf of the Board of Education as the recipient during that period of time, must maintain the currency of information reported to the SAM that is made available in the designated integrity and performance system about civil, criminal, or administrative proceedings described in B. below.

2. This is a statutory requirement under section 872 of Public Law 110-417, as amended (41 USC 2313).

3. As required by section 3010 of Public Law 111-212, all information posted in designated integrity and performance system on or after April 15, 2011, except past performance reviews required for Federal procurement contracts, will be publicly available.

B. Proceedings About Which the Board of Education Must Report

1. The Superintendent or designee must disclose to the Federal awarding agency or to the New Jersey Department of Education information required about each proceeding that:

a. Is in connection with the award or performance of a grant, cooperative agreement, or procurement contract from the Federal Government;

b. Reached its final disposition during the most recent five-year period; and

c. Is one of the following:

(1) A criminal proceeding that resulted in a conviction, as defined in E. below;

(2) A civil proceeding that resulted in a finding of fault and liability and payment of a monetary fine, penalty, reimbursement, restitution, or damages of $5,000 or more;

(3) An administrative proceeding, as defined in E. below, that resulted in a finding of fault and liability and the payment of either a monetary fine or penalty of $5,000 or more or reimbursement, restitution, or damages in excess of $100,000; or

(4) Any other criminal, civil, or administrative proceeding if:

(a) It could have led to an outcome described in B.1.c.(1), (2), or (3) above of this award term and condition;

(b) It had a different disposition arrived at by consent or compromise with an acknowledgment of fault on the school district's part; and

(c) The requirement in this award term and condition to disclose information about the proceeding does not conflict with applicable laws and regulations.

C. Reporting Procedures

1. The Superintendent or designee shall enter in the SAM Entity Management area the information that the SAM requires about each proceeding described in B. above.

2. The Superintendent or designee does not need to submit the information a second time under assistance awards the Board of Education received if the Superintendent or designee already provided the information through the SAM because the Board of Education was required to do so under Federal procurement contracts the Board of Education was awarded.

D. Reporting Frequency

1. During any period of time when the Board of Education is subject to the requirement in A. above, the Superintendent or designee must report proceedings information through the SAM for the most recent five year period, either to report new information about any proceeding(s) the Board of Education has not reported previously or affirm that there is no new information to report.

2. If the Board of Education has Federal contract, grant, and cooperative agreement awards with a cumulative total value greater than $10,000,000, the Board of Education must disclose semiannually any information about the criminal, civil, and administrative proceedings.

E. Definitions

1. For purposes of this Policy:

a. "Administrative proceeding" for the purposes of 2 CFR §200 - Appendix XII and this Policy means a non-judicial process that is adjudicatory in nature in order to make a determination of fault or liability. This includes proceedings at the Federal and State level but only in connection with performance of a Federal contract or grant. It does not include audits, site visits, corrective plans, or inspection of deliverables.

b. "Conviction" for the purposes of 2 CFR §200 - Appendix XII and this Policy, means a judgment or conviction of a criminal offense by any court of competent jurisdiction, whether entered upon a verdict or a plea, and includes a conviction entered upon a plea of nolo contendere.

c. Total value of currently active grants, cooperative agreements, and procurement contracts includes:

(1) Only the Federal share of the funding under any Federal award with a Board of Education cost share or match; and

(2) The value of all expected funding increments under a Federal award and options, even if not yet exercised.

2 CFR §200.113

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

6115.03 FEDERAL AWARDS/FUNDS INTERNAL CONTROLS – CONFLICT OF INTEREST

The Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.318 – General Procurement Standards addresses standards of conduct covering conflict of interest and governs the actions of school district employees, officers, and agents in the selection, award, and administration of contracts supported by a Federal award.

The Board of Education must use its own documented procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to the applicable Federal law and the standards identified in 2 CFR §200.

The Board of Education must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

The Board of Education must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts supported by a Federal award.

1. No employee, officer, or agent of the Board of Education may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.

    a. Such a conflict of interest would arise when a Board of Education employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

2. The Board of Education officers, employees, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

3. However, a Board of Education may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.

4. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

The Board of Education's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach.

To foster greater economy and efficiency, and in accordance with efforts to promote cost-effective use of shared services across the Federal government, the Board of Education is encouraged to enter into State and local intergovernmental agreements or inter-entity agreements where appropriate for procurement of use of common or shared goods and services.

The Board of Education is encouraged to use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.

The Board of Education is encouraged to use value engineering clauses in contracts for construction projects of sufficient size to offer reasonable opportunities for cost reductions. Value engineering is a systematic and creative analysis of each contract item or task to ensure that its essential function is provided at the overall lower cost.

The Board of Education must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. (See also 2 CFR §200.213 – Suspension and Debarment).

The Board of Education must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price.

The Board of Education may use a time and materials type contract only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to a Board of Education is the sum of:

1. The actual cost of materials; and

2. Direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since the time and material formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the Board of Education awarding such a contract must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

The Board of Education alone must be responsible, in accordance with good administrative practice and sound business judgement, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the Board of Education of any contractual responsibilities under its contracts. The Federal awarding agency will not substitute its judgement for that of the Board of Education unless the matter is primarily a Federal concern. Violations of law will be referred to the local, State, or Federal authority having proper jurisdiction.

The Board of Education and its employees shall be required to comply with all New Jersey statutes and administrative codes regarding school ethics and internal controls.

2 CFR §200.318

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

0131 BYLAWS, POLICIES, AND REGULATIONS

The Board of Education shall exercise its rule-making power by adopting, revising, and abolishing bylaws, policies, and regulations for the organization and operation of the school district.

"Regulations" for the purpose of this Bylaw are only those regulations that are required to be adopted by the Board.

Adoption, Amendment, and Abolishment

Bylaws, policies, and regulations may be adopted and revised at any meeting of the Board, provided the proposed adoption or revision has been approved by the Board at a previous meeting of the Board.

Bylaws, policies, or regulations may be abolished at any meeting of the Board provided the proposed abolishing of the proposed bylaw, policy, or regulation has been approved by the Board at a previous meeting of the Board.

The Board shall at its organization meeting or annually at a meeting of the Board and by a majority vote of those present and voting, readopt existing bylaws,–policies, and regulations without prior notice.

The Board may, under emergency circumstances, suspend the operation of a bylaw, policy, or regulation and adopt, revise, or abolish a bylaw, policy, or regulation without prior notice. The emergency adoption, revision, or abolishment of a bylaw, policy, or regulation shall terminate at the next meeting of the Board or at such earlier date as may be specified by the Board unless further acted upon by the Board in accordance with this Bylaw.

The adoption, revision, abolishment, or suspension of a bylaw, policy, or regulation shall be recorded in the minutes of the Board. Any bylaw, policy, or regulation or part of a bylaw, policy, or regulation that is superseded by a term in a negotiated agreement or by a subsequently adopted bylaw, policy, or regulation shall no longer be in force and effect as a bylaw, policy, or regulation and shall be abolished by the Board in accordance with this Bylaw.

Promulgation and Distribution

The manual of bylaws, policies, and regulations shall be maintained. A copy of the manual of bylaws, policies, and regulations shall be available and accessible to each Board member, the Superintendent, the School Business Administrator/Board Secretary, the Board Attorney, each Building Principal, and other individuals designated by the Superintendent.

The Superintendent shall institute a plan for the orderly promulgation of policies to staff members who are affected by them and shall provide staff members with access to an up-to-date manual of Board bylaws, policies, and regulations.

The manual of bylaws, policies, and regulations shall be considered a public record open to inspection in the office of the _____. The manual retained by the _____ shall be considered the master copy of the manual.

Consideration of Bylaws, Policies, and Regulations

Bylaws, policies, and regulations will be considered for adoption by the Board in accordance with the following procedure:

1. A recommendation for a new or revised bylaw, policy, or regulation shall be recommended to the Board and/or Superintendent;

2. A recommendation for a new or revised bylaw, policy, or regulation may be referred, at the discretion of the Board President and as appropriate to the subject, to the Superintendent, a Board committee, or a public advisory committee for study and formulation of a recommendation to the Board. Any study of a new or revised recommended bylaw, policy, or regulation will consider whether the matter is adequately addressed in existing Board bylaw, policy, or regulation;

3. If a recommendation for a new or revised bylaw, policy, or regulation results from referral for study, a proposed draft will be referred to the Superintendent and at the discretion of the Board President and as appropriate to the subject, to a Board committee;

4. All proposed new and revised bylaws, policies, and regulations shall be submitted to the Superintendent. The Superintendent or designee will review all new and revised draft bylaws, policies, and regulations prior to the Board receiving a draft of new or revised bylaws, policies, or regulations for Board consideration;

5. The proposed draft bylaw, policy, or regulation approved by the Board on first reading will be submitted for adoption at a succeeding meeting of the Board. Revisions in the draft may be made at any meeting prior to adoption by a simple majority vote of the Board. A revision at any succeeding meeting that alters the substantive meaning of the draft will constitute a new first reading, and the draft must be presented for adoption at a succeeding Board meeting. A change that is merely editorial may be followed by a vote to adopt the new or revised bylaw, policy, or regulation on second reading.

N.J.S.A. 18A:11-1

Adopted:

POLICY

RIDGEWOOD BOARD OF EDUCATION

2560 LIVE ANIMALS IN SCHOOL

The Board of Education recognizes the appropriate use of live animals as instructional resources can enrich the educational program. The observation and nurture of live animals can help children learn specific biological and behavioral principles and gain respect for all living things.

A staff member who uses live animals shall observe proper precautions for the safety of students and the animals. The Principal or designee must approve a live animal being brought into the school building and the use of any animal in a course of instruction or the establishment of an animal habitat in a classroom.

Any animal used in school must have been lawfully acquired in accordance with applicable State law and local ordinance. An animal susceptible to rabies must have been vaccinated against rabies and proof of such vaccination must be included with the request to bring a live animal into the school submitted to the Principal or designee before a live animal is brought onto school grounds or into a school building. No animal shall be permitted in any area of the school where a student who is allergic to the animal might be exposed to the animal.

A teacher or other qualified adult must assume primary responsibility for the animal, its nourishment, and its sanitary living conditions. The staff member in charge must make proper arrangements for the animal's care and feeding over weekends, holidays, and school vacation periods.

No experiment that deprives a living animal of nourishment or exposes the animal to harm shall be conducted.

A student in Kindergarten through grade twelve may refuse to dissect, vivisect, incubate, capture, or otherwise harm or destroy animals or any parts thereof as part of a course of instruction. In the event the school program will require any such activities, the school will notify the student and parent(s) or legal guardian(s) at the beginning of each school year of the right to decline participation in such activities. Within two weeks of the receipt of the notice from the school, the parent(s) or legal guardian(s) shall notify the school if the right to decline participation in such activities will be exercised. Any student who chooses to refrain from participation in or observation of such activities shall be offered an alternative education project for the purpose of providing the student with the factual knowledge, information, or experience required by the course of study. A student may refuse to participate in an alternative education project which

involves or necessitates any harmful use of an animal or animal part(s). A student shall not be discriminated against, in grading or in any other manner, based upon a decision to exercise the rights afforded pursuant to this act.

Any staff member who requests to have a certified therapy dog present on school grounds during the school day and actively involved in instructional time with students shall make their request in writing to the Principal. The written request shall include: a description of the dog, including its breed, age, size, health issues/medications and any history of aggression; all required local and/or State registration licenses; proof of all required immunizations/vaccinations; the proposed dates/class periods the dog will be present; and a detailed explanation of the educational benefit the dog will provide students. The staff member shall submit the written request to the Principal who shall conduct an initial review with the staff member. The Principal shall submit the request and review the findings of the initial review with the Superintendent. The Superintendent shall make a final determination regarding the request after consulting with the Board Attorney.

If approved: the Superintendent shall provide the Principal with any and all terms of the dog's involvement in the educational program; the dog's owner shall submit a certificate of insurance naming the Board of Education as additional insured for any liability related to the dog being on school grounds; and the Principal shall send written notification to the parents of all students in the school building regarding the presence of a dog on school grounds. The staff member must submit the written request on an annual basis prior to the beginning of each school year.

N.J.S.A. 18A:35-4.2

Adopted: 7 December 2009
Revised: 22 February 2010
Revised

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3142 NONRENEWAL OF NONTENURED TEACHING STAFF MEMBER

The Board of Education recognizes its obligation to employ only those staff members best trained and equipped to meet the educational needs of the students of this district. The Board shall discharge that obligation by retaining in service only those nontenured teaching staff members who meet those standards. The Board will renew the employment contract of a nontenured teaching staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board shall not withhold its approval for arbitrary and capricious reasons. A nontenured teaching staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured teaching staff member's performance does not meet the standards of the school district, the Superintendent shall recommend not to renew the teaching staff member's contract. Prior to notifying the nontenured teaching staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the nontenured teaching staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board Meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the nontenured teaching staff member their employment will be discussed in executive session in order for the nontenured teaching staff member to exercise their statutory right to request a public discussion.

On or before May 15 of each year, each nontenured teaching staff member continuously employed by a Board of Education since the preceding September 30 shall receive a written notice from the Superintendent that such employment will not be offered if the Superintendent recommends the nontenured teaching staff member not be renewed. Any nontenured teaching staff member receiving notice that a teaching contract for the succeeding school year will not be offered may, within fifteen calendar days thereafter, request in writing a statement of the reasons for such non-employment which shall be given to the nontenured staff member in writing within thirty calendar days after the receipt of such request.

Whenever the nontenured teaching staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured teaching staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured teaching staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured teaching staff member's receipt of the Board's statement of reasons.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured teaching staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured teaching staff member reemployment after the informal appearance before the Board. Within three working days following the informal appearance, the Board shall notify the affected nontenured teaching staff member, in writing, of its final determination.

N.J.S.A. 18A:27-3.1; 18A:27-3.2; 18A:27-4.1; 18A:27-10 et seq.
N.J.A.C. 6A:10-9.1

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3221 EVALUATION OF TEACHERS

The Board of Education recognizes the importance of teacher effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3221 for the evaluation of teachers consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teacher evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3221, "teacher" means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all teachers which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teachers and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teachers. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teachers as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teacher rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5. A School Improvement Panel shall be established in accordance with N.J.A.C. 6A:10-3.1 and with the responsibilities outlined in N.J.A.C. 6A:10-3.2.

The components of the teacher evaluation rubric as described in N.J.A.C. 6A:10-4.1 shall apply to teachers. Measures of student achievement, as outlined in N.J.A.C. 6A:10-4.2, shall be used to determine impact on student learning. Teacher observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-4.4 and N.J.S.A. 18A:27-3.1. Observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b.(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

The teacher practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.2.

The Superintendent shall annually notify all teachers of the adopted evaluation policies and procedures/regulations no later than October 1. If a teacher is hired after October 1, the Superintendent shall notify the teacher of the policies and procedures/regulations at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures/regulations within ten teacher working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1.
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5
N.J.A.C. 6A:10-3.1 and 3.2; N.J.A.C. 6A:10-4.1 through 4.4
N.J.A.C. 6A:10-7.1 and 7.2

Adopted:

R 3221 EVALUATION OF TEACHERS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3221 unless the context clearly indicates otherwise:

"Announced observation" means an observation in which the person conducting an observation for the purpose of evaluation will notify the teacher of the date and the class period the observation will be conducted.

"Annual performance report" means a written appraisal of the teacher's performance prepared by the teacher's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a teacher's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Calibration" in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Co-observation" means two or more supervisors who are trained on the practice instrument who observe simultaneously, or at alternate times, the same lesson or portion of a lesson for the purpose of training.

"Corrective Action Plan" means a written plan developed by the designated supervisor in collaboration with the teacher to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teacher and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the teacher's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the teacher practice instrument are components of the teacher's evaluation rubric and the scores are included in the summative evaluation rating for the individual. The scores from educator practice instruments may be applied to the teacher's summative evaluation rating in a manner determined by the school district.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all teachers in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instrument, and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a teacher's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teacher for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Student growth percentile" means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12.

"Teacher" means a teaching staff member who holds the appropriate standard, provisional, or emergency instructional certificate issued by the Board of Examiners and is assigned a class roster of students for at least one particular course.

"Unannounced observation" means an observation in which the person conducting an observation for the purpose of evaluation will not notify the teacher of the date or time the observation will be conducted.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teachers – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for teachers. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. The evaluation rubrics for teachers shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).

3. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teachers, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to teachers who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to teachers who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all teachers of the adopted evaluation policies and procedures no later than October 1. If a teacher is hired after October 1, the Board/Superintendent shall notify the teacher of the policies and procedures at the beginning of his or her employment. All teachers shall be notified of amendments to the policy and procedures within ten teacher working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district’s evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teacher for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teachers and, when applicable, applying the Commissioner-approved educator practice instrument:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all teachers who are being evaluated in the school district and provide more thorough training for any teacher who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instrument;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teachers for the first time. Training shall be provided on each component of the evaluated teacher's evaluation rubric before the evaluation of a teacher;

c. Annually require each supervisor who will conduct observations for the purpose of evaluation of a teacher to complete at least two co-observations during the school year.

(1) Co-observers shall use the co-observation to promote accuracy and consistency in scoring.

(2) A co-observation may count as one required observation for the purpose of evaluation pursuant to N.J.A.C. 6A:10-4.4, as long as the observer meets the requirements set forth in N.J.A.C. 6A:10-4.3 and 4.4, but the co-observation shall not count as two or more required observations. If a co-observation counts as one required observation, the score shall be determined by the teacher's designated supervisor.

d. The Superintendent shall annually certify to the Department that all supervisors of teachers in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Teachers – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3221 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teachers.

2. Evaluation policies and procedures requiring the annual evaluation of all teachers shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

a. Roles and responsibilities for implementation of evaluation policies and procedures;

b. Job descriptions, evaluation rubrics for teachers, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;

d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

e. Process for developing and scoring student growth objectives;

f. The process for preparation of individual professional development plans; and

g. The process for preparation of an annual performance report by the teacher's designated supervisor and an annual summary conference between the teacher and his or her designated supervisor.

3. The annual summary conference between designated supervisors and teachers shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the teacher based upon the job description and the scores or evidence compiled using the teacher's evaluation rubric, including, when applicable:

(1) The educator's practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the teacher toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the teacher's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report shall be prepared by the teacher's designated supervisor and shall include, but not be limited to:

   a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-4;

   b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the teacher's evaluation rubric; and

   c. The teacher's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The teacher and the designated supervisor shall sign the report within five teacher working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teacher's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Teachers – N.J.A.C. 6A:10-2.5

1. For each teacher rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teacher and the teacher's designated supervisor. If the teacher does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teacher and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five teacher working days following the school district's receipt of the teacher's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the teacher evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

   d. Include timelines for meeting the goal(s).

4. The teacher's designated supervisor and the teacher on a corrective action plan shall discuss the teacher's progress toward the goals outlined in the corrective action plan during each required post-observation conference, pursuant to N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-4.4. The teacher and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teacher's progress, position, or role.

5. Progress toward the teacher's goals outlined in the corrective action plan:

   a. Shall be documented in the teacher's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teacher on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teacher's progress toward his or her corrective action plan goals; and

b. May be used as evidence in the teacher's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated teacher on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teacher's designated supervisor.

7. The School Improvement Panel shall ensure teachers with a corrective action plan receive a mid-year evaluation as required by N.J.S.A. 18A:6-120.c. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum, a conference to discuss progress toward the teacher's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

8. The School Improvement Panel shall ensure teachers with a corrective action plan receive one observation, including a post-observation conference, in addition to the observations required in N.J.A.C. 6A:10-4.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 4.4(a).

9. Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, tenured teachers with a corrective action plan shall be observed by multiple observers for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4(c)4.

10. The corrective action plan shall remain in effect until the teacher receives his or her next summative evaluation rating.

11. There shall be no minimum number of teacher working days a teacher's corrective action plan can be in place.

I. School Improvement Panel – N.J.A.C. 6A:10-3 et seq.

1. School Improvement Panel Membership – N.J.A.C. 6A:10-3.1

a. The School Improvement Panel shall include the Principal, a Vice Principal, and a teacher who is chosen in accordance with b. below by the Principal in consultation with the majority representative. If an Assistant Principal or Vice Principal is not available to serve on the panel, the Principal shall appoint an additional member who is employed in the district in a supervisory role and capacity, in accordance with N.J.S.A. 18A:6-120.a. The Principal may appoint additional members to the School Improvement Panel as long as all members meet the criteria outlined in this section and N.J.S.A. 18A:6-120.a**.** and the teacher(s) on the panel represents at least one-third of its total membership.

b. The Principal annually shall choose the teacher(s) on the School Improvement Panel through the following process:

(1) The teacher member shall be a person with a demonstrated record of success in the classroom. A demonstrated record of success in the classroom means the teacher member shall have been rated effective or highly effective in the most recent available annual summative rating.

(2) The majority representative, in accordance with a. above, may submit to the Principal, teacher member nominees for consideration.

(3) The Principal shall have final decision-making authority and is not bound by the majority representative's list of nominees.

c. The teacher member shall serve a full school year, except in case of illness or authorized leave, but may not be appointed more than three consecutive school years.

d. All members of the School Improvement Panel shall be chosen by August 31 of each year.

2. School Improvement Panel Responsibilities – N.J.A.C. 6A:10-3.2

a. The School Improvement Panel shall:

(1) Oversee the mentoring of teachers according to N.J.A.C. 6A:9C-5.3(a)2**.** and support the implementation of the school district mentoring plan;

(2) Conduct evaluations of teachers pursuant to N.J.A.C. 6A:10-2.4 and 4.4;

(3) Ensure corrective action plans for teachers are created in accordance to N.J.A.C. 6A:10-2.5; and ensure mid-year evaluations are conducted for teachers who are on a corrective action plan; and

(4) Identify professional development opportunities for all teachers based on the review of aggregate school-level data, including, but not limited to, teacher evaluation and student performance data to support school-level professional development plans described in N.J.A.C. 6A:9C-4.2.

b. To conduct observations for the purpose of evaluation, the teacher member shall have:

(1) Agreement of the majority representative;

(2) An appropriate supervisory certificate; and

(3) Approval of the Principal who supervises the teacher being observed.

c. The teacher member who participates in the evaluation process shall not serve concurrently as a mentor under N.J.A.C. 6A:9C-5.2(a)3.

J. Components of Teacher Evaluation Rubric – N.J.A.C. 6A:10-4.1

1. The components of the teacher evaluation rubric described in N.J.A.C. 6A:10-4.1 et seq. shall apply to teachers holding the position of teacher and holding a valid and effective standard, provisional, or emergency instructional certificate.

2. Evaluation rubrics for all teachers shall include the requirements described in N.J.S.A. 18A:6-123, including, but not limited to:

a. Measures of student achievement pursuant to N.J.A.C. 6A:10-4.2; and

b. Measures of teacher practice pursuant to N.J.A.C. 6A:10-4.3 and 4.4.

3. To earn a summative rating, a teacher shall have a student achievement score, including median student growth percentile and/or student growth objectives(s) scores, and a teacher practice score pursuant to N.J.A.C. 6A:10-4.4.

4. Each score shall be converted to a percentage weight so all components make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:

   a. If, according to N.J.A.C. 6A:10-4.2(b), a teacher receives a median student growth percentile, the student achievement component shall be at least thirty percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.

   b. If, according to N.J.A.C. 6A:10-4.2(b), a teacher does not receive a median student growth percentile, the student achievement component shall be at least fifteen percent and no more than fifty percent of a teacher's evaluation rubric rating as determined by the Department.

   c. Measures of teacher practice described in N.J.A.C. 6A:10-4.3 and 4.4 shall be at least fifty percent and no more than eighty-five percent of a teacher's evaluation rubric rating as determined by the Department.

5. Standardized tests, used as a measure of student progress, shall not be the predominant factor in determining a teacher's annual summative rating.

K. Student Achievement Components – N.J.A.C. 6A:10-4.2

1. Measures of student achievement shall be used to determine impact on student learning. The student achievement measure shall include the following components:

   a. If the teacher meets the requirements of 2. below, the median student growth percentile of all students assigned to a teacher, which shall be calculated as set forth in 4. below; and

b. Student growth objective(s), which shall be specific and measurable, based on available student learning data, aligned to the New Jersey Student Learning Standards (NJSLS), and based on growth and/or achievement.

(1) For teachers who teach subjects or grades not covered by the NJSLS, student growth objective(s) shall align to standards adopted or endorsed, as applicable, by the State Board.

2. The median student growth percentile shall be included in the annual summative rating of a teacher who:

a. Teaches at least one course or group within a course that falls within a standardized-tested grade or subject. The Department shall maintain on its website a course listing of all standardized-tested grades and subjects for which student growth percentile can be calculated pursuant to 4. below;

b. Teaches the course or group within the course for at least sixty percent of the time from the beginning of the course to the day of the standardized assessment; and

c. Has at least twenty individual student growth percentile scores attributed to his or her name during the school year of the evaluation. If a teacher does not have at least twenty individual student growth percentile scores in a given school year, the student growth percentile scores attributed to a teacher during the two school years prior to the evaluation year may be used in addition to the student growth percentile scores attributed to the teacher during the school year of the evaluation. Only student growth percentile scores from school year 2013-2014 or any school year after shall be used to determine median student growth percentiles.

3. The Department shall periodically collect data for all teachers that include, but are not limited to, student achievement and teacher practice scores.

4. The Department shall calculate the median student growth percentile for teachers using students assigned to the teacher by the school district. For teachers who have a student growth percentile score:

a. The Board of Education shall submit to the Department final ratings for all components, other than the student growth percentile, for the annual summative rating; and

b. The Department then shall report to the employing district Board of Education the annual summative rating, including the median student growth percentile for each teacher who receives a median student growth percentile.

5. Student growth objectives for teachers shall be developed and measured according to the following procedures:

a. The Superintendent shall determine the number of required student growth objectives for teachers, including teachers with a student growth percentile. A teacher with a student growth percentile shall have at least one and not more than four student growth objectives. A teacher without a student growth percentile shall have at least two and a maximum of four student growth objectives. By August 31 prior to the school year the evaluation rubric applies, the Department shall provide on its website the minimum and maximum number of required student growth objectives within this range.

b. A teacher with a student growth percentile shall not use the standardized assessment used in determining the student growth percentile to measure progress toward a student growth objective.

c. Each teacher shall develop, in consultation with his or her supervisor or a Principal's designee, each student growth objective. If the teacher does not agree with the student growth objectives, the Principal shall make the final determination.

d. Student growth objectives and the criteria for assessing teacher performance based on the objectives shall be determined, recorded, and retained by the teacher and his or her supervisor by October 31 of each school year, or within twenty-five teacher working days of the teacher's start date if the teacher begins work after October 1.

e. Adjustments to student growth objectives may be made by the teacher in consultation with his or her supervisor only when approved by the Superintendent or designee. Adjustments shall be recorded in the teacher's personnel file on or before February 15.

(1) If the Student Growth Objective (SGO) covers only the second semester of the school year, or if the teacher begins work after October 1, adjustments shall be recorded before the mid-point of the second semester.

f. The teacher's designated supervisor shall approve each teacher's student growth objective score. The teacher's student growth objective score, if available, shall be discussed at the teacher's annual summary conference and recorded in the teacher's personnel file.

L. Teacher Practice Components – N.J.A.C. 6A:10-4.3

1. The teacher practice component rating shall be based on the measurement of the teacher's performance according to the school district's Commissioner-approved teacher practice instrument. Observations pursuant to N.J.A.C. 6A:10-4.4 shall be used as one form of evidence for the measurement.

M. Teacher Observations – N.J.A.C. 6A:10-4.4

1. For the purpose of teacher evaluation, observers shall conduct the observations pursuant to N.J.S.A. 18A:6-123.b**.**(8) and N.J.A.C. 6A:10-2.5 and 3.2, and they shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. Observation conferences shall include the following procedures:

a. A supervisor who is present at the observation shall conduct a post-observation conference with the teacher being observed. A post-observation conference shall occur no more than fifteen teacher working days following each observation.

b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the teacher practice instrument and the teacher's individual professional development plan, collecting additional information needed for the evaluation of the teacher, and offering areas to improve effectiveness. Within a school year, the post observation conference shall be held prior to the occurrence of further observations for the purpose of evaluation.

c. If agreed to by the teacher, one required post-observation conference and any pre-observation conference(s) for observations of tenured teachers who are not on a corrective action plan may be conducted by written communication, including electronic.

d. One post-observation conference may be combined with a teacher's annual summary conference, as long as it occurs within the required fifteen teacher working days following the observation for the purpose of evaluation.

e. A pre-observation conference, when required, shall occur at least one but not more than seven teacher working days prior to the observation.

3. Each teacher shall be observed as described in N.J.A.C. 6A:10-4.4. For all teachers, at least one of the required observations shall be announced and preceded by a pre-observation conference, and at least one of the required observations shall be unannounced. The Superintendent shall decide whether additional required observations are announced or unannounced, if applicable. The following additional requirements shall apply:

a. Each observation required for the purpose of evaluation shall be conducted for at least twenty minutes.

b. Nontenured teachers shall be observed at least three times each school year, but not less than once each semester. The observations shall be conducted in accordance with the timeframe set forth in N.J.S.A. 18A:27-3.1.

(1) Except where a school district employs only one administrator whose position requires a supervisor, principal, or school administrator endorsement, nontenured teachers shall be observed during the course of the year by more than one appropriately certified supervisor.

c. Tenured teachers shall be observed at least two times during each school year. Observations for all tenured teachers shall occur prior to the annual summary conference, which shall occur prior to the end of the academic school year.

(2) If a tenured teacher was rated highly effective on his or her most recent summative evaluation and if both the teacher and the teacher's designated supervisor agree to use this option, one of the two required observations may be an observation of a Commissioner-approved activity other than a classroom lesson. The Department of Education shall post annually to its website a list of Commissioner-approved activities that may be observed in accordance with N.J.A.C. 6A:10-4.4.

d. Teachers on a corrective action plan shall receive, in accordance with N.J.A.C. 6A:10-2.5(h), one additional observation, including a post-observation conference.

e. Upon receiving a final summative evaluation that necessitates a corrective action plan, in accordance with N.J.A.C. 6A:10-2.5(a), any remaining required observation(s) shall not be conducted until the corrective action plan has been finalized.

f. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the teacher who was observed.

g. The teacher shall submit his or her written objection(s) of the evaluation within ten teacher working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

4. To earn a teacher practice score, a nontenured teacher shall receive at least three observations.

a. If a nontenured teacher is present for less than forty percent of the total student school days in a school year, he or she shall receive at least two observations to earn a teacher practice score.

N. Teacher Practice Instrument – N.J.A.C. 6A:10-7.2

1. The teacher practice instrument approved by the Department shall meet the following criteria:

a. Include domains of professional practice that align to the New Jersey Professional Standards for Teachers pursuant to N.J.A.C. 6A:9-3;

b. Include scoring guides for assessing teacher practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall:

(1) Clearly define the expectations for each rating category;

(2) Provide a conversion to four rating categories;

(3) Be applicable to all grades and subjects; or to specific grades and/or subjects if designed explicitly for the grades and/or subjects; and

(4) Use clear and precise language that facilitates common understanding among teachers and administrators.

c. Rely on, to the extent possible, specific, discrete, observable, and/or measurable behaviors of students and teachers in the classroom with direct evidence of student engagement and learning; and

d. Include descriptions of specific training and implementation details required for the instrument to be effective.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS

The Board of Education recognizes the importance of teaching staff member effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3222 for the evaluation of teaching staff members consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for teaching staff member evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3222, "teaching staff member" includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate. For the purposes of Policy and Regulation 3222, "teaching staff member" does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, directors and/or supervisors.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all teaching staff members which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of teaching staff members and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all teaching staff members. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for teaching staff members as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured teaching staff members shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1 and N.J.A.C. 6A:10-6.2. Evaluations for nontenured teaching staff members shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured teaching staff members shall be completed prior to June 30.

The Superintendent shall annually notify all teaching staff members of the adopted evaluation policies and procedures/regulations no later than October 1. If a teaching staff member is hired after October 1, the Superintendent shall notify the teaching staff member of the policies and procedures/regulations at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures/regulations within ten teaching staff member working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5; 6A:10-6.2

Adopted:

R 3222 EVALUATION OF TEACHING STAFF MEMBERS, EXCLUDING TEACHERS AND ADMINISTRATORS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3222 unless the context clearly indicates otherwise:

"Annual performance report" means a written appraisal of the teaching staff member's performance prepared by the teaching staff member's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, if applicable, and includes all measures captured in a teaching staff member's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the designated supervisor in collaboration with the teaching staff member to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual teaching staff member and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the teaching staff member's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for teaching staff members other than teachers, Principals, Vice Principals, and Assistant Principals may be applied to the teaching staff member's summative evaluation rating in a manner determined by the school district.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all teaching staff members in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a teaching staff member's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the teaching staff member for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teaching staff members and designated supervisors set for groups of students.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12.

"Teaching staff member" for the purposes of Policy 3222 and this Regulation, includes, but is not limited to, educational services staff members, guidance counselors, school nurses, library/media specialists, occupational therapists, and other teaching staff members working under an educational services certificate and does not include teachers, Principals, Vice Principals, Assistant Principals, and administrators, including, but not limited to, Directors and/or Supervisors.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Teaching Staff Members – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all teaching staff members. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of teaching staff members, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all teaching staff members of the adopted evaluation policies and procedures no later than October 1. If a teaching staff member is hired after October 1, the Board/Superintendent shall notify the teaching staff member of the policies and procedures at the beginning of his or her employment. All teaching staff members shall be notified of amendments to the policy and procedures within ten teaching staff member working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a teaching staff member for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4, and N.J.A.C. 6A:10-6.2, shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all teaching staff members and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all teaching staff members who are being evaluated in the school district and provide more thorough training for any teaching staff member who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate teaching staff members for the first time. Training shall be provided on each component of the evaluated teaching staff member's evaluation rubric before the evaluation of a teaching staff member; and

c. The Superintendent shall annually certify to the Department that all supervisors of teaching staff members in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Teaching Staff Members – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3222 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of teaching staff members.

2. Evaluation policies and procedures requiring the annual evaluation of all teaching staff members shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Roles and responsibilities for implementation of evaluation policies and procedures;

   b. Job descriptions, evaluation rubrics for all teaching staff members, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

   c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Assistant Principals, and Vice Principals for calculating the median and school-wide student growth percentile;

   d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

   e. Process for developing and scoring student growth objectives;

   f. The process for preparation of individual professional development plans; and

   g. The process for preparation of an annual performance report by the teaching staff member's designated supervisor, and an annual summary conference between the teaching staff member and his or her designated supervisor.

3. The annual summary conference between the designated supervisor and the teaching staff member shall be held before the annual performance report is filed.

   The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the teaching staff member based upon the job description and the scores or evidence compiled using the teaching staff member's evaluation rubric, including, when applicable:

(1) The educator's practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the teaching staff member toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the teaching staff member's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report shall be prepared by the teaching staff member's designated supervisor and shall include, but not be limited to:

a. A summative rating based on the evaluation rubric;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the teaching staff member's evaluation rubric; and

c. The teaching staff member's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The teaching staff member and the designated supervisor shall sign the report within five teaching staff member working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the teaching staff member's personnel file or in an alternative, confidential location. If reports and

data are stored in an alternative location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Teaching Staff Members – N.J.A.C. 6A:10-2.5

1. For each teaching staff member rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the teaching staff member and the teaching staff member's designated supervisor. If the teaching staff member does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation, except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the teaching staff member and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five teaching staff member working days following the school district's receipt of the teaching staff member's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the teaching staff member evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

   d. Include timelines for meeting the goal(s).

4. The teaching staff member's designated supervisor and the teaching staff member on a corrective action plan shall discuss the teaching staff member's progress toward the goals outlined in the corrective action plan during each required post-observation conference. The teaching staff member and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the teaching staff member's progress, position, or role.

5. Progress toward the teaching staff member's goals outlined in the corrective action plan:

   a. Shall be documented in the teaching staff member's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the teaching staff member on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the teaching staff member's progress toward his or her corrective action plan goals; and

   b. May be used as evidence in the teaching staff member's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated teaching staff member on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the teaching staff member's designated supervisor.

7. The corrective action plan shall remain in effect until the teaching staff member receives his or her next summative evaluation rating.

8. There shall be no minimum number of teaching staff member working days a teacher's corrective action plan can be in place.

I. Required Observations for Teaching Staff Members – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured teaching staff members, except teachers, Principals, Vice Principals, and Assistant Principals. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

a. Be at least twenty minutes in length;

b. Be followed within fifteen teaching staff member working days by a conference between the supervisor who made the observation and the nontenured teaching staff member;

c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and

d. Allow the nontenured teaching staff member to submit his or her written objection(s) of the evaluation within ten teaching staff member working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

2. All tenured teaching staff members shall receive at least one observation per school year.

3. All nontenured teaching staff members shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.

a. The required observations and evaluations for nontenured teaching staff members shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of–the succeeding year except in the case of the first year of employment where the three observations and evaluations must have been completed prior to April 30.

b. The number of required observations and evaluations for nontenured teaching staff members may be reduced proportionately when an individual teaching staff member's term of service is less than one academic year.

4. Evaluations for tenured teaching staff shall be completed prior to June 30.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

The Board of Education recognizes the importance of administrator effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3223 for the evaluation of administrators consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for administrator evaluations consistent with TEACHNJ and AchieveNJ.

For the purposes of Policy and Regulation 3223, "administrator" means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An "administrator" may be a director, supervisor, or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., "administrator" is not a Principal, Vice Principal, or Assistant Principal.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all administrators which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of administrators and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all administrators. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The minimum requirements for the evaluation procedures for administrators as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each administrator rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

Observations and evaluations for nontenured administrators shall be in accordance with the provisions of N.J.S.A. 18A:27-3.1. Evaluations for nontenured administrators shall take place before April 30 each year prior to the May 15 notice requirement date for continued employment. Evaluations for tenured administrators shall be completed prior to June 30.

The Superintendent annually shall notify all administrators of the adopted evaluation policies and procedures/regulations no later than October 1. If an administrator is hired after October 1, the Superintendent shall notify the administrator of the policies and procedures/regulations at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures/regulations within ten administrator working days of adoption.

N.J.S.A. 18A:6-117 et seq.; N.J.S.A. 18A:27-3.1
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5

Adopted:

R 3223 EVALUATION OF ADMINISTRATORS, EXCLUDING PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3223 unless the context clearly indicates otherwise:

"Administrator" means an appropriately certified staff member, as defined in N.J.S.A. 18A-1.1, employed in the school district in an administrative and/or supervisory role and capacity, and holding a valid and effective standard, provisional, or emergency administrative certificate. An "administrator" may be a director, supervisor or any other administrative or supervisory position in the district. For the purposes of Policy and Regulation 3223 and N.J.A.C. 6A:10-1.1 et seq., "administrator" is not a Principal, Vice Principal, or Assistant Principal.

"Annual performance report" means a written appraisal of the administrator's performance prepared by the administrator's designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in an administrator's evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the administrator's designated supervisor in collaboration with the administrator to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual administrator and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the administrator's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from educator practice instruments for administrators other than Principals, Vice Principals, and Assistant Principals may be applied to the administrator's summative evaluation rating in a manner determined by the school district.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all administrators in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of an administrator's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by an individual employed in the school district in a supervisory role and capacity and possessing a school administrator, principal, or supervisor endorsement as defined in N.J.A.C. 6A:9-2.1 and as designated by the Superintendent.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the administrator for the purpose of evaluation to discuss the data collected in the observation.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified staff member, as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the school district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement, as defined in N.J.A.C. 6A:9B-12.

B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Administrators – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all administrators. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of administrators, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise

made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all administrators of the adopted evaluation policies and procedures no later than October 1. If an administrator is hired after October 1, the Board/Superintendent shall notify the administrator of the policies and procedures at the beginning of his or her employment. All administrators shall be notified of amendments to the policy and procedures within ten administrator working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district's evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of an administrator for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and N.J.A.C. 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all administrators and, when applicable, applying the Commissioner-approved educator practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all administrators who are being evaluated in the school district and provide more thorough training for any administrator who is being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the educator practice instruments;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate administrators for the first time. Training shall be provided on each component of the evaluated administrator's evaluation rubric before the evaluation of an administrator;

c. The Superintendent shall annually certify to the Department that all supervisors of administrators in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Administrators – N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3223 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of administrators.

2. Evaluation policies and procedures requiring the annual evaluation of all administrators shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Roles and responsibilities for implementation of evaluation policies and procedures;

   b. Job descriptions, evaluation rubrics for administrators, the process for calculating the summative ratings and each component, and the evaluation regulations set forth in N.J.A.C. 6A:10 et seq.;

   c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, and Assistant Principals for calculating the median and school-wide student growth percentile;

   d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

   e. Process for developing and scoring student growth objectives;

   f. The process for preparation of individual professional development plans; and

   g. The process for preparation of an annual performance report by the Superintendent or designated supervisor and an annual summary conference between the administrator and his or her designated supervisor.

3. The annual summary conference between designated supervisors and the administrator shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the administrator based upon the job description and the scores or evidence compiled using the administrator's evaluation rubric, including, when applicable:

(1) The educator's practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the administrator toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the administrator's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report for the administrator shall be prepared by the designated supervisor and shall include, but not be limited to:

a. A summative rating based on the evaluation rubric;

b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the administrator's evaluation rubric; and

c. The administrator's individual professional development plan or corrective action plan from the evaluation year being reviewed in the report.

6. The administrator and the designated supervisor shall sign the report within five administrator working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of his or her personnel file, or in an alternative, confidential location. If reports and data are stored in an alternative, confidential location, the personnel file shall clearly indicate the report's location and how it can easily be accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Administrators – N.J.A.C. 6A:10-2.5

1. For each administrator rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by administrator and the Superintendent or the designated supervisor. If the administrator does not agree with the corrective action plan's content, the designated supervisor shall make a final determination.

2. The corrective action plan shall be developed and the administrator and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the administrator and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five administrator working days following the school district's receipt of the administrator's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the administrator evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

d. Include timelines for meeting the goal(s).

4. The administrator's designated supervisor and the administrator on a corrective action plan shall discuss the administrator's progress toward the goals outlined in the corrective action plan during each required post-observation conference. The administrator and his or her designated supervisor may update the goals outlined in the corrective action plan to reflect any change(s) in the administrator's progress, position, or role.

5. Progress toward the administrator's goals outlined in the corrective action plan**:**

   a. Shall be documented in the administrator's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the administrator on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the administrator's progress toward his or her corrective action plan goals; and

   b. May be used as evidence in the administrator's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated administrator on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the administrator's designated supervisor.

7. The corrective action plan shall remain in effect until the administrator receives his or her next summative evaluation rating.

8. There shall be no minimum number of administrator working days an administrator's corrective action plan can be in place.

I. Administrator Observations and Evaluations – N.J.A.C. 6A:10-6.2

1. The Superintendent shall determine the duration of observations required pursuant to N.J.S.A. 18A:27-3.1 for nontenured administrators. Observations include, but are not limited to, observations of meetings, student instruction, parent conferences, and case-study analysis of a significant student issue. The observation shall:

a. Be at least twenty minutes in length;

b. Be followed within fifteen administrator working days by a conference between the supervisor who made the observation and the nontenured administrator;

c. Be followed by both parties to such a conference signing the written or electronic observation report and each retaining a copy of his or her records; and

d. Allow the nontenured administrator to submit his or her written objection(s) of the evaluation within ten administrator working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

2. All tenured administrators shall receive at least one observation per school year.

3. All nontenured administrators shall receive at least three observations, as required pursuant to N.J.S.A. 18A:27-3.1.

a. The required observations and evaluations for nontenured administrators shall take place before April 30 each year. These observations and evaluations may cover that period between April 30 of one year and April 30 of the succeeding year except in the case of the first year of employment where the three evaluations and observations must have been completed prior to April 30.

b. The number of required observations and evaluations for nontenured administrators may be reduced proportionately when an individual administrator's term of service is less than one academic year.

4. Evaluations for tenured administrators shall be completed prior to June 30.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

The Board of Education recognizes the importance of Principal, Vice Principal, and Assistant Principal effectiveness to further the development of a professional corps of educators and to increase student achievement. The Board of Education adopts Policy and Regulation 3224 for the evaluation of Principals, Vice Principals, and Assistant Principals consistent with the Teacher Effectiveness and Accountability for the Children of New Jersey Act (TEACHNJ) and the AchieveNJ administrative codes. This Policy and Regulation provides the provisions and requirements for Principal, Vice Principal, and Assistant Principal evaluations consistent with TEACHNJ and AchieveNJ.

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives. All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees for the purpose of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

The Board shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals which shall be submitted to the Commissioner of Education by August 1 for approval by August 15 of each year. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective. The Board shall meet the requirements as outlined in N.J.A.C. 6A:10-2.2(a) for the annual evaluation of Principals, Vice Principals, and Assistant Principals and shall ensure the training procedures as outlined in N.J.A.C. 6A:10-2.2(b) are followed when implementing the evaluation rubrics for all Principals, Vice Principals, or Assistant Principals. A District Evaluation Advisory Committee may be established in accordance with the requirements of N.J.A.C. 6A:10-2.3.

The minimum requirements for the evaluation procedures for Principals, Vice Principals, and Assistant Principals as outlined in N.J.A.C. 6A:10-2.4 shall be followed. For each Principal, Vice Principal, or Assistant Principal rated ineffective or partially effective on the annual summative evaluation rating, as measured by the evaluation rubrics, a corrective action plan shall be developed in accordance with the provisions of N.J.A.C. 6A:10-2.5.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The components of the principal evaluation rubrics as described in N.J.A.C. 6A:10-5.1 shall apply to Principals, Vice Principals, and Assistant Principals. Measures of student achievement, as outlined in N.J.A.C. 6A:10-5.2, shall be used to determine impact on student learning. Principal, Vice Principal, and Assistant Principal observations shall be conducted in accordance with the provisions of N.J.A.C. 6A:10-5.4. The Superintendent or designated supervisor shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b). A Principal, or the Superintendent or designated supervisor, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

The principal practice instrument approved by the Department of Education shall meet the criteria as outlined in N.J.A.C. 6A:10-7.3.

The Superintendent annually shall notify all Principals, Vice Principals, or Assistant Principals of the adopted evaluation policies and procedures/regulations no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Superintendent shall notify the Principal, Vice Principal, or Assistant Principal of the policies and procedures/regulations at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures/regulations within ten Principal, Vice Principal, or Assistant Principal working days of adoption.

N.J.S.A. 18A:6-117 et seq.
N.J.A.C. 6A:10-1.1 through 1.4; 6A:10-2.1 through 2.5
N.J.A.C. 6A:10-5.1 through 5.4
N.J.A.C. 6A:10-7.1 and 7.3

Adopted:

R 3224 EVALUATION OF PRINCIPALS, VICE PRINCIPALS, AND ASSISTANT PRINCIPALS

A. Definitions – N.J.A.C. 6A:10-1.2

The following words and terms shall have the following meanings when used in Policy and Regulation 3224 unless the context clearly indicates otherwise:

"Annual performance report" means a written appraisal of the Principal's, Vice Principal's, or Assistant Principal's performance prepared by the designated supervisor based on the evaluation rubric for his or her position.

"Annual summative evaluation rating" means an annual evaluation rating that is based on appraisals of educator practice and student performance, and includes all measures captured in a Principal, Vice Principal, or Assistant Principal evaluation rubric. The four summative performance categories are ineffective, partially effective, effective, and highly effective.

"Calibration" in the context of educator evaluation means a process to monitor the competency of a trained evaluator to ensure the evaluator continues to apply an educator practice instrument accurately and consistently according to the standards and definitions of the specific instrument.

"Chief School Administrator" means the Superintendent of Schools or the Administrative Principal if there is no Superintendent.

"Commissioner" means Commissioner of the New Jersey Department of Education.

"Corrective Action Plan" means a written plan developed by the Superintendent or a designated supervisor in collaboration with the Principal, Vice Principal, and Assistant Principal to address deficiencies as outlined in an evaluation. The corrective action plan shall include timelines for corrective action, responsibilities of the individual Principal, Vice Principal, and Assistant Principal and the school district for implementing the plan, and specific support that the district shall provide as defined in N.J.S.A. 18A:6-119.

"Department" means the New Jersey Department of Education.

"Designated supervisor" means the supervisor designated by the Superintendent of Schools or designee as the administrator's supervisor.

"District Evaluation Advisory Committee" means a group created to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2.3.

"Educator practice instrument" means an assessment tool that provides: scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies.

"Evaluation" means an appraisal of an individual's professional performance in relation to his or her job description and professional standards and based on, when applicable, the individual's evaluation rubric.

"Evaluation rubric" means a set of criteria, measures, and processes used to evaluate all Principals, Vice Principals, and Assistant Principals in a specific school district or local education agency. Evaluation rubrics consist of measures of professional practice, based on educator practice instruments and student outcomes. Each Board of Education will have an evaluation rubric specifically for teachers, another specifically for Principals, Vice Principals, and Assistant Principals, and evaluation rubrics for other categories of teaching staff members.

"Indicators of student progress and growth" means the results of assessment(s) of students as defined in N.J.A.C. 6A:8, Standards and Assessment.

"Individual professional development plan" is as defined in N.J.S.A. 18A:6-119.

"Job description" means a written specification of the function of a position, duties and responsibilities, the extent and limits of authority, and work relationships within and outside the school and school district.

"Observation" means a method of collecting data on the performance of a Principal's, Vice Principal's, and Assistant Principal's assigned duties and responsibilities. An observation for the purpose of evaluation will be included in the determination of the annual summative evaluation rating and shall be conducted by the Superintendent or designee.

"Post-observation conference" means a meeting, either in-person or remotely, between the supervisor who conducted the observation and the Principal, Vice Principal, and Assistant Principal for the purpose of evaluation to discuss the data collected in the observation.

"Principal practice instrument" means an assessment tool that provides scales or dimensions that capture competencies of professional performance; and differentiation of a range of professional performance as described by the scales, which must be shown in practice and/or research studies. The scores from the principal practice instrument are components of the evaluation rubrics and the scores are included in the summative evaluation rating for the individual.

"Scoring guide" means a set of rules or criteria used to evaluate a performance, product, or project. The purpose of a scoring guide is to provide a transparent and reliable evaluation process. Educator practice instruments include a scoring guide that an evaluator uses to structure his or her assessments and ratings of professional practice.

"Semester" means half of the school year.

"Signed" means the name of one physically written by oneself or an electronic code, sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

"Student growth objective" means an academic goal that teachers and designated supervisors set for groups of students.

"Student growth percentile" means a specific metric for measuring individual student progress on Statewide assessments by tracking how much a student's test scores have changed relative to other students Statewide with similar scores in previous years.

"Superintendent" means Superintendent of Schools or Chief School Administrator.

"Supervisor" means an appropriately certified teaching staff member as defined in N.J.S.A. 18A:1-1, or Superintendent employed in the district in a supervisory role and capacity, and possessing a school administrator, Principal, or supervisor endorsement as defined in N.J.A.C. 6A:9B-12 and certified to evaluate a Principal, Vice Principal, or Assistant Principal.



B. Applicability of Rules on Collective Bargaining Agreements – N.J.A.C. 6A:10-1.3

No collective bargaining agreement entered into after July 1, 2013, shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to bargaining involve matters of educational policy or managerial prerogatives.

C. Educator Evaluation Data, Information, and Annual Performance Reports – N.J.A.C. 6A:10-1.4

All information contained in annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq., including, but not limited to, digital records, shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the Department or a school district from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e**.** or distributing aggregate statistics regarding evaluation data.

D. Evaluation of Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.1

1. The Board of Education shall annually adopt evaluation rubrics for all Principals, Vice Principals, and Assistant Principals. The evaluation rubrics shall have four defined annual ratings: ineffective, partially effective, effective, and highly effective.

2. The evaluation rubrics for Principals, Vice Principals, and Assistant Principals shall include all other relevant minimum standards set forth in N.J.S.A. 18A:6-123 (P.L. 2012, c. 26, § 17c).

3. Evaluation rubrics shall be submitted to the Commissioner by August 1 for approval by August 15 of each year.

E. Duties of the Board of Education – N.J.A.C. 6A:10-2.2

1. The Board of Education shall meet the following requirements for the annual evaluation of Principals, Vice Principals, and Assistant Principals, unless otherwise specified:

a. Establish a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the Board of Education's evaluation policies and procedures as set forth in N.J.A.C. 6A:10-2 et seq.;

b. Annually adopt policies and procedures developed by the Superintendent pursuant to N.J.A.C. 6A:10-2.4, including the evaluation rubrics approved by the Commissioner pursuant to N.J.A.C. 6A:10-2.1(c):

(1) The Superintendent shall develop policies and procedures that, at a minimum, ensure student performance data on the Statewide assessment is, upon receipt, promptly distributed or otherwise made available to staff members who were primarily responsible for instructing the applicable students in the school year in which the assessment was taken, as well as to staff members who are or will be primarily responsible for instructing the applicable students in the subsequent school year.

c. Ensure the Superintendent annually notifies all Principals, Vice Principals, and Assistant Principals of the adopted evaluation policies and procedures no later than October 1. If a Principal, Vice Principal, or Assistant Principal is hired after October 1, the Board/Superintendent shall notify all Principals, Vice Principals, and Assistant Principals of the policies and procedures at the beginning of his or her employment. All Principals, Vice Principals, and Assistant Principals shall be notified of amendments to the policy and procedures within ten Principal, Vice Principal, and Assistant Principal working days of adoption;

d. Annually adopt by June 1, any Commissioner-approved educator practice instruments and, as part of the process described at N.J.A.C. 6A:10-2.1(c), notify the Department which instruments will be used as part of the school district’s evaluation rubrics;

e. Ensure the Principal of each school within the school district has established a School Improvement Panel pursuant to N.J.A.C. 6A:10-3.1. The panel shall be established annually by August 31 and shall carry out the duties and functions described in N.J.A.C. 6A:10-3.2;

f. Ensure data elements are collected and stored in an accessible and usable format. Data elements shall include, but not be limited to, scores or evidence from observations for the purpose of evaluation and student growth objective data; and

g. Ensure the Superintendent or designee certifies to the Department that any observer who conducts an observation of a Principal, Vice Principal, or Assistant Principal for the purpose of evaluation as described in N.J.A.C. 6A:10-4.4; N.J.A.C. 6A:10-5.4; and 6A:10-6.2 shall meet the statutory observation requirements of N.J.S.A. 18A:6-119; 18A:6-123.b.(8); and N.J.S.A. 18A:27-3.1 and the teacher member of the School Improvement Panel requirements of N.J.A.C. 6A:10-3.2.

2. The Board of Education shall ensure the following training procedures are followed when implementing the evaluation rubric for all Principals, Vice Principals, and Assistant Principals and, when applicable, applying the Commissioner-approved principal practice instruments:

a. Annually provide training on and descriptions of each component of the evaluation rubric for all Principals, Vice Principals, and Assistant Principals who are being evaluated in the school district and provide more thorough training for any Principals, Vice Principals, and Assistant Principals who are being evaluated for the first time. Training shall include detailed descriptions of all evaluation rubric components including, when applicable, detailed descriptions of student achievement measures and all aspects of the principal practice instrument;

b. Annually provide updates and refresher training for supervisors who are conducting evaluations in the school district and more thorough training for any supervisor who will evaluate Principals, Vice Principals, or Assistant Principals for the first time. Training shall be provided on each component of the evaluated Principal's, Vice Principal's, or Assistant Principal's evaluation rubric before the evaluation of the Principal, Vice Principal, or Assistant Principal;

c. The Superintendent shall annually certify to the Department that all supervisors of Principals, Vice Principals, and Assistant Principals in the school district who are utilizing evaluation rubrics have completed training on and demonstrated competency in applying the evaluation rubrics.

F. District Evaluation Advisory Committee – N.J.A.C. 6A:10-2.3

1. Members of the District Evaluation Advisory Committee shall include representation from the following groups: teachers from each school level represented in the school district; central office administrators overseeing the teacher evaluation process; supervisors involved in teacher evaluation, when available or appropriate; and administrators conducting evaluations, including a minimum of one administrator conducting evaluations who participates on a School Improvement Panel. Members also shall include the Superintendent, a special education administrator, a parent, and a member of the Board of Education.

2. The Superintendent may extend membership on the District Evaluation Advisory Committee to representatives of other groups and to individuals.

3. A District Evaluation Advisory Committee is not required and the Board of Education shall have the discretion to establish a District Evaluation Advisory Committee.

G. Evaluation Procedures for Principals, Vice Principals, and Assistant Principals - N.J.A.C. 6A:10-2.4

1. The provisions outlined in Policy and Regulation 3224 and N.J.A.C. 6A:10-2.4 shall be the minimum requirements for the evaluation of Principals, Vice Principals, and Assistant Principals.

2. Evaluation policies and procedures requiring the annual evaluation of Principals, Vice Principals, and Assistant Principals shall be developed under the direction of the Superintendent, who may consult with the District Evaluation Advisory Committee or representatives from School Improvement Panels, and shall include, but not be limited to, a description of:

   a. Roles and responsibilities for implementation of evaluation policies and procedures;

   b. Job descriptions, evaluation rubrics for Principals, Vice Principals, and Assistant Principals, the process for calculating the summative ratings and each component and the evaluation regulations set forth in N.J.A.C. 6A:10-1 et seq.;

c. Methods of data collection and reporting appropriate to each job description, including, but not limited to, the process for student attribution to teachers, Principals, Vice Principals, Assistant Principals for calculating the median and school-wide student growth percentile;

d. Processes for observations for the purpose of evaluation and post-observation conference(s) by a supervisor;

e. Process for developing and scoring student growth objectives;

f. The process for preparation of individual professional development plans; and

g. The process for preparation of an annual performance report by the Superintendent or designated supervisor, and an annual summary conference between the Principal, Vice Principal, or Assistant Principal and the Superintendent or designated supervisor.

3. The annual summary conference between the designated supervisor and the Principal, Vice Principal, or Assistant Principal shall be held before the annual performance report is filed. The conference shall occur on or before June 30 of each school year and shall include, but not be limited to, a review of the following:

a. The performance of the Principal, Vice Principal, or Assistant Principal based upon the job description and the scores or evidence compiled using the evaluation rubric, including, when applicable:

(1) The educator's practice instrument; and

(2) Available indicators or student achievement measures such as student growth objective scores and student growth percentile scores.

b. The progress of the Principal, Vice Principal, or Assistant Principal toward meeting the goals of the individual professional development plan or, when applicable, the corrective action plan; and

c. The preliminary annual performance report.

4. If any scores for the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric are not available at the time of the annual summary conference due to pending assessment results, the annual summative evaluation rating shall be calculated once all component ratings are available.

5. The annual performance report for the Principal, Vice Principal, or Assistant Principal shall be prepared by the designated supervisor and shall include, but not be limited to:

   a. A summative rating based on the evaluation rubric, including, when applicable, a total score for each component as described in N.J.A.C. 6A:10-5;

   b. Performance area(s) of strength and area(s) needing improvement based upon the job description and components of the Principal's, Vice Principal's, or Assistant Principal's evaluation rubric; and

   c. The Principal's, Vice Principal's, or Assistant Principal's individual professional development plan or a corrective action plan from the evaluation year being reviewed in the report.

6. The Principal, Vice Principal, or Assistant Principal and the designated supervisor shall sign the report within five Principal, Vice Principal, and Assistant Principal working days of the review.

7. The Board of Education shall include all performance reports and supporting data, including, but not limited to, written observation reports and additional components of the summative evaluation rating as part of the Principal's, Vice Principal's, or Assistant Principal's personnel file, or in an alternative, confidential location. If reports and data are stored in an alternate location, the personnel file shall clearly indicate the report's location and how it can be easily accessed. The records shall be confidential and shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq.

H. Corrective Action Plans for Principals, Vice Principals, and Assistant Principals – N.J.A.C. 6A:10-2.5

1. For each Principal, Vice Principal, and Assistant Principal rated ineffective or partially effective on the annual summative evaluation, as measured by the evaluation rubrics, a corrective action plan shall be developed by the Principal, Vice Principal, or Assistant Principal and the designated supervisor. If the Principal, Vice Principal, or Assistant Principal does not agree with the corrective action plan's content, the designated supervisor shall make the final determination.

2. The corrective action plan shall be developed and the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor shall meet to discuss the corrective action plan by October 31 of the school year following the year of evaluation except:

   a. If the ineffective or partially effective summative evaluation rating is received after October 1 of the school year following the year of evaluation, a corrective action plan shall be developed, and the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor shall meet to discuss the corrective action plan within twenty-five Principal, Vice Principal, or Assistant Principal working days following the school district's receipt of the Principal's, Vice Principal's, or Assistant Principal's summative rating.

3. The content of the corrective action plan shall replace the content of the individual professional development plan required pursuant to N.J.A.C. 6A:9C-4.3(a) and 4.4(a) and shall:

   a. Address areas in need of improvement identified in the principal evaluation rubric;

   b. Include specific, demonstrable goals for improvement;

   c. Include responsibilities of the evaluated employee and the school district for the plan's implementation; and

   d. Include timelines for meeting the goal(s).

4. The designated supervisor and the Principal, Vice Principal, or Assistant Principal on a corrective action plan shall discuss the Principal's, Vice Principal's, or Assistant Principal's progress toward the goals outlined in the corrective action plan during each post-observation conference, when required by N.J.S.A. 18A:27-3.1 or N.J.A.C. 6A:10-5.4.

5. Progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan:

   a. Shall be documented in the Principal's, Vice Principal's, or Assistant Principal's personnel file and reviewed at the annual summary conference and the mid-year evaluation. Both the Principal, Vice Principal, or Assistant Principal on a corrective action plan and his or her designated supervisor may collect data and evidence to demonstrate the Principal's, Vice Principal's, or Assistant Principal's progress toward his or her corrective action plan goals; and

   b. May be used as evidence in the Principal's, Vice Principal's, or Assistant Principal's next annual summative evaluation; however, such progress shall not guarantee an effective rating on the next summative evaluation.

6. Responsibilities of the evaluated Principal, Vice Principal, or Assistant Principal on a corrective action plan shall not be exclusionary of other plans for improvement determined to be necessary by the designated supervisor.

7. The Superintendent or his or her designee, and the Principal, as appropriate, shall conduct a mid-year evaluation of any Principal, Vice Principal, or Assistant Principal pursuant to N.J.S.A. 18A:6-121.c. The mid-year evaluation shall occur approximately midway between the development of the corrective action plan and the expected receipt of the next annual summative rating. The mid-year evaluation shall include, at a minimum a conference to discuss progress toward the Principal's, Vice Principal's, or Assistant Principal's goals outlined in the corrective action plan. The mid-year evaluation conference may be combined with a post-observation conference.

8. The Superintendent shall ensure Principals, Vice Principals, and Assistant Principals with a corrective action plan receive one observation and a post-observation conference in addition to the observations required in N.J.A.C. 6A:10-5.4 for the purpose of evaluation as described in N.J.A.C. 6A:10-1.2 and 5.4.

9. The corrective action plan shall remain in effect until the Principal, Vice Principal, or Assistant Principal receives his or her next summative evaluation rating.

10. There shall be no minimum number of Principal, Vice Principal, or Assistant Principal working days a Principal's, Vice Principal's, or Assistant Principal's corrective action plan can be in place.

I. Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.1

1. Unless otherwise noted, the components of the principal evaluation rubrics shall apply to teaching staff members holding the position of Principal, Vice Principal, or Assistant Principal and holding a valid and effective standard, provisional, or emergency administrative certificate.

2. The principal evaluation rubric shall meet the standards provided in N.J.S.A. 18A:6-123, including, but not limited to:

   a. Measures of student achievement pursuant to N.J.A.C. 6A:10-5.2; and

   b. Measures of principal practice pursuant to N.J.A.C. 6A:10-5.3 and 5.4.

3. To earn a summative rating, the Principal, Vice Principal, or Assistant Principal shall have a student achievement score, pursuant to N.J.A.C. 6A:10-5.2 and a principal practice score pursuant to N.J.A.C. 6A:10-5.3 and 5.4.

4. Each score shall be converted to a percentage weight so all measures make up 100 percent of the evaluation rubric. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on its website the required percentage weight of each component and the required summative rating scale. All components shall be worth the following percentage weights or fall within the following ranges:

   a. If, according to N.J.A.C. 6A:10-5.2(b), the Principal, Vice Principal, or Assistant Principal receives a school-wide student growth percentile score as described in N.J.A.C. 6A:10-5.2(c), the score shall be at least ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.

b. Measure of average student growth objective for all teachers, as described in N.J.A.C. 6A:10-5.2(d), shall be at least ten percent and no greater than twenty percent of evaluation rubric rating as determined by the Department.

c. Measure of administrator goal, as described in N.J.A.C. 6A:10-5.2(e), shall be no less than ten percent and no greater than forty percent of evaluation rubric rating as determined by the Department.

d. Measure of principal practice, as described in N.J.A.C. 6A:10-5.3(b), shall be no less than fifty percent of evaluation rubric rating.

5. Standardized assessments, used as a measure of student progress, shall not be the predominant factor in determining a Principal's annual summative rating.

6. The Department shall periodically collect principal evaluation rubric data that shall include, but are not limited to, component-level scores and annual summative ratings.

J. Student Achievement Components of Principal Evaluation Rubrics – N.J.A.C. 6A:10-5.2

1. Measures of student achievement shall be used to determine impact on student learning and shall include the following components:

a. The school-wide student growth percentile of all students assigned to the Principal;

b. Average student growth objective scores of every teacher, as described in N.J.A.C. 6A:10-4.2(e), assigned to the Principal; and

c. Administrator goals set by Principals, Vice Principals, or Assistant Principals in consultation with their supervisor pursuant to N.J.A.C. 6A:10-5.2(e), which shall be specific and measurable, based on student growth and/or achievement data.

2. The school-wide student growth percentile score shall be included in the annual summative rating of Principals, Vice Principals, and Assistant Principals who are assigned to a school as of October 15 and who are employed in schools where student growth percentiles are available for students in one or more grades. If the Principal, Vice Principal, or Assistant Principal is employed in more than one

school, the Superintendent shall assign to the Principal, Vice Principal, or Assistant Principal, as appropriate, the school-wide student growth percentile from one school and shall notify the Principal, Vice Principal, or Assistant Principal at the beginning of the school year of the student growth percentile assignment.

3. The Department shall calculate the school-wide student growth percentile for Principals, Vice Principals, and Assistant Principals.

4. The average student growth objective scores of all teachers, as described in N.J.A.C. 6A:10-4.2(e), shall be a component of the Principal's annual summative rating. The average student growth objective scores for Vice Principals or Assistant Principals shall be determined according to the following procedures:

   a. The Principal, in consultation with the Vice Principal or Assistant Principal, shall determine prior to the start of the school year, which teachers, if not all teachers in the school, shall be linked to the Vice Principal's and Assistant Principal's average student growth objective score.

   b. If the Vice Principal or Assistant Principal does not agree with the list of teachers linked to his or her name for the purposes of this measurement, the Principal shall make the final determination.

5. Administrator goals for Principals, Vice Principals, or Assistant Principals shall be developed and measured according to the following procedures:

   a. The designated supervisor shall determine for all Principals, Vice Principals, or Assistant Principals, the number of required administrator goals which shall reflect the achievement of a significant number of students within the school. By August 31 prior to the school year in which the evaluation rubric applies, the Department shall provide on the Department's website the minimum and maximum number of required goals, which will be at least one goal and no more than four goals.

   b. Principals, Vice Principals, or Assistant Principals shall develop, in consultation with their designated supervisor, each administrator goal. Each Vice Principal and Assistant Principal shall set goals specific to his

or her job description or adopt the same goals as his or her Principal. If the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor do not agree upon the administrator goal the Principal's, Vice Principal's, or Assistant Principal's designated supervisor shall make the final determination.

c. Administrator goals and the criteria for assessing performance based on those objectives shall be determined, recorded, and retained by the Principal, Vice Principal, or Assistant Principal and his or her designated supervisor by October 31 of each school year, or within twenty-five Principal, Vice Principal, and Assistant Principal working days of the Principal's, Vice Principal's, or Assistant Principal's start date if he or she begins work after October 1.

d. The administrator goal score shall be approved by the designated supervisor of the Principal, Vice Principal, or Assistant Principal. The Principal's, Vice Principal's, or Assistant Principal's administrator goal score, if available, shall be discussed at his or her annual summary conference and recorded in his or her personnel file.

K. Principal Practice Component of Evaluation Rubric – N.J.A.C. 6A:10-5.3

1. Measures of principal practice shall include a measure determined through a Commissioner-approved principal practice instrument and may include a leadership measure determined through the Department-created leadership rubric.

2. Principal practice component rating shall be based on the measurement of the Principal's, Vice Principal's, or Assistant Principal's performance according to the school district's Commissioner-approved principal practice instrument. Observations pursuant to N.J.A.C. 6A:10-5.4 shall be used as one form of evidence for this measurement.

3. Leadership practice shall be determined by a score on a leadership rubric, which will assess the Principal's, Vice Principal's, or Assistant Principal's ability to improve student achievement and teaching staff member effectiveness through identified leader behaviors. The rubric will be posted on the Department's website and annually maintained.

L. Principal, Vice Principal, and Assistant Principal Observations – N.J.A.C. 6A:10-5.4

1. The Superintendent or his or her designee, shall conduct observations for the evaluation of Principals pursuant to N.J.S.A. 18A:6-121 and he or she shall be trained pursuant to N.J.A.C. 6A:10-2.2(b).

2. A Principal, or the Superintendent or his or her designee, shall conduct observations for the evaluation of Vice Principals and Assistant Principals pursuant to N.J.S.A. 18A:6-121.

3. For the purpose of collecting data for the evaluation of a Principal, Vice Principal, or Assistant Principal, an observation, as described in N.J.S.A. 18A:6-119 and N.J.A.C. 6A:10-1.2, may include, but is not limited to: building walk-through, staff meeting observation, parent conference observation, or case study analysis of a significant student issue.

4. Post-observation conferences shall include the following procedures:

   a. A supervisor who is present at the observation shall conduct a post-observation conference with the Principal, Vice Principal, or Assistant Principal being observed. A post-observation conference shall occur no more than fifteen Principal, Vice Principal, or Assistant Principal working days following each observation.

   b. The post-observation conference shall be for the purpose of reviewing the data collected at the observation, connecting the data to the principal practice instrument and the Principal's, Vice Principal's, or Assistant Principal's individual professional development plan, collecting additional information needed for the evaluation, and offering areas to improve effectiveness.

   c. With the consent of the observed Principal, Vice Principal, or Assistant Principal, post-observation conferences for individuals who are not on a corrective action plan may be conducted via written communication, including electronic communication.

   d. One post-observation conference may be combined with the Principal's, Vice Principal's, or Assistant Principal's annual summary conference as long as it occurs within the required fifteen Principal, Vice Principal, or Assistant Principal working days following the observation.

e. A written or electronic observation report shall be signed by the supervisor who conducted the observation and post-observation and the Principal, Vice Principal, or Assistant Principal who was observed.

f. The Principal, Vice Principal, or Assistant Principal shall submit his or her written objection(s) of the evaluation within ten Principal, Vice Principal, and Assistant Principal working days following the conference. The objection(s) shall be attached to each party's copy of the annual performance report.

5. Each tenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4, at least two times during each school year. Each nontenured Principal, Vice Principal, and Assistant Principal shall be observed as described in N.J.A.C. 6A:10-5.4 at least three times during each school year, as required by N.J.S.A. 18A:27-3.1. An additional observation shall be conducted pursuant to N.J.A.C. 6A:10-2.5(h) for Principals, Vice Principals, and Assistant Principals who are on a corrective action plan.

M. Principal Practice Instrument – N.J.A.C. 6A:10-7.3

1. The principal practice instrument approved by the Department shall meet the following criteria:

a. Incorporate domains of practice and/or performance criteria that align to the 2015 Professional Standards for Educational Leaders developed by the National Policy Board for Educational Administration (NPBEA) incorporated herein by reference;

b. Include scoring guides for assessing principal practice that differentiate among a minimum of four levels of performance, and the differentiation has been shown in practice and/or research studies. Each scoring guide shall clearly define the expectations for each category and provide a conversion to four rating categories;

c. Rely on, to the extent possible, multiple sources of evidence collected throughout the school year, including, but not limited to, evaluation of a Principal's leadership related to:

(1) Implementing high-quality and standards-aligned curriculum, assessments, and instruction; and

(2) Evaluating the effectiveness of teaching staff members and supporting their professional growth.

d. Include descriptions of specific training and implementation details required for the instrument to be effective.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

4146 NONRENEWAL OF NONTENURED SUPPORT STAFF MEMBER

The Board will renew the employment contract of a nontenured support staff member only upon the recommendation of the Superintendent and by a recorded roll call majority vote of the full membership of the Board. The Board will not withhold its approval for arbitrary and capricious reasons. A nontenured support staff member who is not recommended for renewal by the Superintendent is deemed nonrenewed.

When the nontenured support staff member's performance does not meet the standards of the school district, the Superintendent shall recommend not to renew the nontenured support staff member's contract. Prior to notifying the nontenured support staff member of the nonrenewal, the Superintendent will notify the Board of the recommendation not to renew the nontenured support staff member's contract and the reasons for the recommendation. The Superintendent may notify the Board in a written notice or in executive session at a full Board meeting. In the event the Board is notified in executive session, the Superintendent will comply with the requirements of the Open Public Meetings Act and provide reasonable notice to the nontenured support staff member their employment will be discussed in executive session in order for the nontenured support staff member to exercise their statutory right to request a public discussion.

The Superintendent shall provide written notification to each nontenured support staff member to whom reemployment will not be offered in accordance with the terms of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties. Paraprofessionals continuously employed since the preceding September 30 as a school aide or classroom aide in a school district that receives funding under Title I of the Federal Elementary and Secondary Education Act of 1965 shall be notified of renewal or nonrenewal on or before May 15 in each year in accordance with the provisions of N.J.S.A. 18A:27-10.2.

Any nontenured support staff member receiving notice that a contract for the succeeding year will not be offered, may within fifteen calendar days, request in writing a statement of the reasons for such nonemployment which shall be given to the nontenured support staff member in writing within thirty calendar days after the receipt of such request.

Whenever a nontenured support staff member has requested in writing and received a written statement of reasons for non-reemployment pursuant to N.J.S.A. 18A:27-3.2, the nontenured support staff member may request in writing an informal appearance before the Board. The written request shall be submitted to the Board within ten calendar days of the nontenured support staff member's receipt of the Board's statement of reasons. The informal appearance shall be scheduled within thirty calendar days from the nontenured support staff member's receipt of the Board's statement of reasons.

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RIDGEWOOD
BOARD OF EDUCATION

The Board is not required to offer reemployment or vote on reemployment after an informal appearance with a nontenured support staff member who was not recommended for reemployment by the Superintendent. The Board may, with a majority vote of its full membership in public session and without the recommendation of the Superintendent, offer the nontenured support staff member reemployment after the informal appearance before the Board. Within three working days following the informal appearance, the Board shall notify the affected nontenured support staff member, in writing, of its final determination.

The provisions as outlined in Policy and Regulation 4146 may be revised or adjusted by the Superintendent of Schools to be in accordance with the terms and timelines of any applicable collective bargaining agreement, individual contract, or any other agreement between the parties provided the terms are not contrary to any statute, administrative code, or any management rights of the Board.

This Policy does not apply to the contract renewal of the Treasurer of School Moneys, Board Auditor, Board Attorney or Board Secretary, except a Board Secretary who performs business administration functions.

N.J.S.A. 18A:27-3.2; 18A:27-4.1
N.J.A.C. 6A:10-9.1

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

2422 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the NJSLS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

The curriculum requirements listed below address the need for students to gain knowledge and skill in caring for themselves, interacting effectively with others, and analyzing the impact of choices and consequences. The primary focus of the curriculum listed below is to help students develop concepts and skills that promote and influence healthy behaviors.

The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.

2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.

3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.

4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.

5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.

6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.

7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.

8. Health, Safety, and Physical Education (N.J.S.A. 18A:35-5) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.

9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.

10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.

11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.

12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.

13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.

14. Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.

15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.

17. History of Disabled and LGBT Persons (N.J.S.A. 18A:35-4.35 and 4.36) requires instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people for middle and high school students.

18. Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.

19. Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a) requires age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through twelve.

20. Curriculum to Include Instruction on Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) requires instruction on diversity and inclusion in an appropriate place in the curriculum for students in grades Kindergarten through twelve.

21. Incorporation of Age-Appropriate Instruction Relative to Consent for Physical Contact and Sexual Activity (N.J.S.A. 18A:35-4.38) requires age-appropriate instruction in grades six through twelve on the law and meaning of consent for physical contact and sexual activity.

22. Health Curriculum to Include Instruction on Mental Health (N.J.S.A. 18A:35-4.39) requires health education programs to include instruction on mental health and the relation of physical and mental health for students in grades Kindergarten through twelve.

23. Information About "New Jersey Safe Haven Infant Protection Act" Included in Public School Curriculum (N.J.S.A. 18A:35-4.40) information on the provisions of the "New Jersey Safe Haven Infant Protection Act" shall be included in curriculum for public school students in grades nine through twelve.

24. Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.

25. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the NJSLS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

The Board of Education must provide two and one-half hours of health, safety, and physical education courses in each school week, or proportionately less when holidays fall within the week. Recess period(s) shall not be used to meet the requirements of N.J.S.A. 18A:35-5, 7, and 8.

In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early dismissal. The recess period shall be outdoors, if feasible. A student shall not be denied recess for any reason, except as a consequence of a violation of the school district's Code of Student Conduct, including a harassment, intimidation, or bullying (HIB) investigation pursuant to N.J.S.A. 18A:37-13 et seq. Students may not be denied recess more than twice per week for a violation of the Code of Student Conduct or HIB investigation and these students shall be provided restorative justice activities during the recess period.

Restorative justice activities are defined as activities designed to improve the socioemotional and behavioral responses of students through the use of more appropriate and less punitive interventions thereby establishing a more supportive and inclusive school culture. The student's recess period should be scheduled in a manner that does not interfere with the implementation of a student's Individualized Education Program (IEP). School staff may deny recess for a student on the advice of a medical professional, school nurse, or the provisions of a student's IEP and/or 504 Plan.

A copy of the NJSLS for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

2467 SURROGATE PARENTS AND RESOURCE FAMILY PARENTS

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under N.J.A.C. 6A:14 when:

1. The parent cannot be identified;

2. The parent cannot be located after reasonable efforts;

3. An agency of the State of New Jersey has guardianship of the student or the student is determined a ward of the State and, if the student is placed with a resource family parent, the resource family parent declines to serve as the student's parent; or

4. The student is an unaccompanied youth as that term is defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 USC §11434.(a)6) and N.J.A.C. 6A:17-1.2.

Qualifications and Selection

The district shall make reasonable efforts to appoint a surrogate parent within thirty days of the determination that a surrogate parent is needed for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such student.

The district shall establish a method for selecting and training surrogate parents.

The person serving as a surrogate parent shall:

1. Have no interest that conflicts with the interest of the student they represent;

2. Possess knowledge and skills that ensure adequate representation of the student;

3. Not be replaced without cause;

4. Be at least eighteen years of age; and

5. Complete a criminal history review pursuant to N.J.S.A. 18A:6-7.1 if the person serving as the surrogate parent is compensated.

The person(s) serving as a surrogate parent may not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

[Optional - A surrogate parent will be paid solely to act in this capacity.**]**

The _____ shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student who is or may be a student with a disability is in the care of a resource family parent, and the resource family parent is not the parent of the student, the district where the resource family parent resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) in the Department of Children and Families to determine whether the parent retains the right to make educational decisions and determine the whereabouts of the parent.

If the parent retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Superintendent or designee shall obtain all required consent from, and provide written notices to, the parent.

If the district cannot ascertain the whereabouts of the parent, the resource family parent shall serve as the parent unless that person is unwilling to do so. If there is no resource family parent, or if the resource family parent is unwilling to serve as the student's parent, the Surrogate Parent Coordinator shall consult with the student's case manager at DCP&P to assist in identifying an individual to serve as a surrogate parent, appointing a surrogate parent, and obtaining all required consent from, and providing written notices to, the surrogate parent.

Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Surrogate Parent Coordinator shall coordinate the training for surrogate parents. The training may include, but not be limited to:

1. Providing the surrogate parent a copy of:

    a. Parental Rights in Special Education booklet;

b. N.J.A.C. 6A:14;

c. The Special Education Process;

d. Administrative Code Training Materials from the Department of Education website; and

e. Other relevant materials.

2. Providing the surrogate parent an opportunity to meet with the Surrogate Parent Coordinator to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Surrogate Parent Coordinator shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;

3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;

4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and

5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

5116 EDUCATION OF HOMELESS CHILDREN

The Board of Education will admit and enroll homeless children in accordance with Federal and State laws and New Jersey Administrative Code. The Board of Education adopts this Policy to be in compliance with law and administrative code to ensure the enrollment of homeless children in school and to respond to appeals made by parents or other parties related to the enrollment of homeless children.

The Board of Education shall determine that a child is homeless when he or she resides in a publicly or privately operated shelter designed to provide temporary living accommodations, including: hotels or motels; congregate shelters, including domestic violence and runaway shelters; transitional housing; and homes for adolescent mothers. A child is also determined homeless when he or she resides in a public or private place not designated for or ordinarily used as a regular sleeping accommodation, including: cars or other vehicles including mobile homes; tents or other temporary shelters; parks; abandoned buildings; bus or train stations; temporary shelters provided to migrant workers and their children on farm sites; and the residence of relatives or friends where the homeless child resides out of necessity because his or her family lacks a regular or permanent residence of its own. A child is also determined homeless when he or she resides in substandard housing.

The school district of residence for a homeless child is responsible for the education of the child and shall assume all responsibilities as required in N.J.A.C. 6A:17-2.3. The school district of residence for a homeless child means the school district in which the parent of a homeless child resided prior to becoming homeless.

The school district liaison designated by the Superintendent of Schools for the education of homeless children is _____. The liaison will facilitate communication and cooperation between the school district of residence and the school district where the homeless child resides and shall assume all responsibilities as outlined in N.J.A.C. 6A:17-2.4(a).

When a homeless child resides in a school district, the school district liaison shall notify the liaison of the school district of residence within twenty-four hours of receiving notification from the parent, the Department of Human Services or the Department of Children and Families, a shelter director, an involved agency, or a case manager. Upon notification of the need for enrollment of a homeless child, the liaison in the school district of residence shall coordinate enrollment procedures immediately based upon the best interest of the child pursuant to N.J.A.C. 6A:17-2.5(b).

The Superintendent of the school district of residence or designee shall decide in which school district the homeless child shall be enrolled in accordance with the provisions of N.J.A.C. 6A:17-2.5.

Unless parental rights have been terminated by a court of competent jurisdiction, the parent retains all rights under N.J.A.C. 6A:17-2.1 et seq.

When a dispute occurs regarding the determination of homelessness or the determination of the school district of enrollment made by the school district of residence, the Superintendent(s) or the designee(s) of the involved district(s) or the child's parent(s) shall immediately notify the Executive County Superintendent of Schools, who, in consultation with the Department of Education's McKinney-Vento Homeless Education Coordinator or designee, shall immediately decide the child's status. If a dispute remains between the parent and the involved school district(s) following the Executive County Superintendent's determination, the parent or the involved district Board(s) of Education may appeal to the Commissioner of Education for determination pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

When a school district designated as the school district of residence disputes its designation as the school district of residence, or where no designation can be agreed upon by the involved school districts, the Superintendent(s) or designee(s) of the involved school districts shall immediately notify the Executive County Superintendent of Schools, who shall immediately make a determination, if possible, but no later than within forty-eight hours.

If the dispute regarding determination of district of residence does not involve the determination of homelessness and/or district enrollment, the school district disputing the Executive County Superintendent's determination may appeal to the Department of Education pursuant to N.J.A.C. 6A:23A-19.2(d), (e), and (f) and request a determination from the Division of Administration and Finance. If an appeal of a determination of district of residence also includes an appeal of the determination of homelessness and/or school district of enrollment, the appeal shall be submitted to the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.

Any dispute or appeal shall not delay the homeless child's immediate enrollment or continued enrollment in the school district. The homeless child shall be enrolled in the school district in which enrollment or continued enrollment is sought by the parent, pending resolution of the dispute or appeal. Disputes and appeals involving the services provided to a homeless child with a disability shall be made pursuant to N.J.A.C. 6A:14.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

Financial responsibility, including the payment of tuition for the homeless child, will be in accordance with N.J.A.C. 6A:17-2.8. The school district of residence shall list the child on its annual Application for State School Aid (ASSA) pursuant to N.J.S.A. 18A:7F-33 until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. At that time, the school district of residence shall no longer list the student on its ASSA. The State shall assume fiscal responsibility for the tuition of the child pursuant to N.J.S.A. 18A:7B-12.1 and shall pay the tuition to the school district in which the child is currently enrolled until the parent establishes a permanent residence or is deemed domiciled in another jurisdiction pursuant to N.J.S.A. 18A:38-1.d. under the circumstances outlined in N.J.A.C. 6A:17-2.8(c).

On or before December 31 of each year, the district shall report to the Office of Homelessness Prevention in the Department of Community Affairs an accounting of each instance in which the district is made aware that a student enrolled in the district because the student's parent moved to the district as a result of being homeless.

N.J.S.A. 18A:7B-12; 18A:7B-12.1; 18A:38-1
N.J.A.C. 6A:17-2.1 et seq.

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

7432 EYE PROTECTION

The Board of Education requires each student, staff member, and school visitor, including individuals present for evening adult-school programs, to wear appropriate eye protective devices while participating in educational activities and programs as defined in N.J.A.C. 6A:7-1.3. Appropriate eye protective devices must be worn by anyone engaged in a process or activity where exposure to which might have a tendency to cause damage to the eyes pursuant to N.J.A.C. 6A:26-12.5(a) and N.J.S.A. 18A:40-12.1.

The term "appropriate eye protective device" shall include plain or prescription lenses provided the lenses and other portions of the device meet or exceed the prescribed specifications for the device. Specifications for appropriate eye protection for various activities shall meet or exceed standards described in the American National Standard Practice for Occupational and Educational Eye and Face Protection, ANSI Z87.1-1989; American National Standard Practice for the Safe Use of Lasers, ANSI Z136.1-1986; and eye protective procedures recommended by the manufacturer of the laser device.

The Superintendent or designee shall be responsible for the continual monitoring of the school program, including, but not limited to, all vocational education, industrial arts education, science education, technology education and arts education, for conditions under which students, staff members, or visitors are exposed to a process or activity that might have a tendency to cause damage to the eyes.

The appropriate eye protective device shall be supplied by the Board, except that the student, staff member, or visitor, including individuals present for evening adult-school programs, may wear personal eye wear that is appropriate to the activity and certified, in writing, by a licensed optician or other qualified licensed eye professional to meet or exceed those standards. District-owned appropriate eye protective devices shall be inspected regularly by the appropriate staff member, and defective or poorly fitting devices shall be returned to the Principal for repair or discard. Any shared appropriate eye protective devices shall be disinfected between uses by the method prescribed by the school medical inspector.

Each classroom, shop, laboratory, and other area of the school in which students or staff members are exposed to caustic materials that can cause damage to the eyes shall be equipped with an emergency eye wash fountain in accordance with standards established by the New Jersey Department of Education.

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The Building Principal or designee shall ensure that each area in the school identified as housing an activity hazardous to the eyes shall be posted with conspicuous signs that warn participants that an appropriate eye protective device must be worn during the activity. Staff members of such activities are responsible for instructing students in appropriate eye safety practices and for serving as exemplary models in the implementation of such practices.

The Board authorizes each staff member responsible for an activity or process hazardous to the eyes to compile and maintain, for the duration of the course of study, a list of students in the course who wear contact lenses.

The school district shall provide annual training and appropriate supplies and equipment to all school personnel responsible for implementing the eye-safety policies and program. The training shall cover all aspects of eye protection in schools as described in N.J.A.C. 6A:26-12.5(a) through (f).

N.J.S.A. 18A:40-12.1; 18A:40-12.2
N.J.A.C. 6A:7-1.3
N.J.A.C. 6A:26-12.5

Adopted:

POLICY

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8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

"School security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district's plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district's school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district's safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district's plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

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Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year.

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1.

Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3
N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7
N.J.A.C. 6A:16-5.1; 6A:27-11.2

Adopted:

POLICY

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8540 SCHOOL NUTRITION PROGRAMS

The Board of Education recognizes the importance of a child receiving a nutritious, well-balanced meal to promote sound eating habits, to foster good health and academic achievement, and to reinforce the nutrition education taught in the classroom. Therefore, the Board of Education may participate in the school nutrition programs of the New Jersey Department of Agriculture in accordance with the eligibility criteria of the program. These programs may include the National School Lunch Program, the School Breakfast Program, the After-School Snack Program, and the Special Milk Program.

If seventy percent or more of the students enrolled in a school in the district on or before the last school day before October 16 of the preceding school year are eligible for free or reduced price meals under the National School Lunch Program or the Federal School Breakfast Program, the district shall establish a "Breakfast After the Bell" program for that school in accordance with N.J.S.A. 18A:33-11.1 et seq. The district may request a waiver of the requirements of the "Breakfast After the Bell" program pursuant to N.J.S.A. 18A:33-12.

The Board of Education shall sign an Agreement with the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture for every school nutrition program operated within the school district. Any child nutrition program operated within the school district shall be operated in accordance with the provisions of the Agreement and all the requirements of the program.

Students may be eligible for free or reduced pricing in accordance with the requirements of the program operating in the school district. Prices charged to paying children shall be established by the Board of Education, but must be within the maximum prices established by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Prices charged to adults shall be in accordance with the requirements of the program.

The Superintendent or designee shall annually notify parents of all children in the school district of the availability, eligibility requirements, and application procedures for free or reduced price meals or free milk in accordance with the notification requirements and procedures of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The Superintendent will designate in the annual notification to parents, the person who will determine, in accordance with standards issued by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture, a student's eligibility for free or reduced price meals or free milk depending on the programs operated in the school district.

A parent may request a household application and instructions from the Principal of their child's school. A household application must be completed before eligibility is determined. Where necessary, the Principal or designee shall assist the applicant in the preparation of the household application.

Applications shall be reviewed in a timely manner. An eligibility determination will be made, the family will be notified of its status, and the status will be implemented as soon as possible within ten operating days of the receipt of the completed application. Any student found eligible shall be offered free or reduced price meals or free milk immediately upon the establishment of his/her eligibility and shall continue to receive such meals during the pendency of any inquiry regarding his/her eligibility in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture. Carry-over of previous year's eligibility for students shall be in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

A denial of eligibility for free or reduced price meals or free milk shall be in writing and shall include the reasons for which eligibility was denied, notice of the parent's right to appeal the denial, the procedures for an appeal, and a statement reminding parents that they may reapply at any time during the school year. Appeal procedures shall include: a hearing, if requested by the parent, held with reasonable promptness and convenience of the parent before a hearing officer other than the school official who denied the application; the parent's opportunity to be represented by counsel; a decision rendered promptly and in writing; and an opportunity to appeal the decision of the hearing officer to the School Business Administrator/Board Secretary. The appeal hearing will be conducted in accordance with the provisions as outlined by the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

There shall be no overt identification of any child(ren) who may be eligible to receive free or reduced price school meals or free milk. The identity of students who receive free or reduced price meals will be protected. Eligible students shall not be required to work in consideration for receiving such meals or milk. Eligible children shall not be required to use a separate dining area, go through a separate serving line, enter the dining area through a separate entrance, or consume their meals or milk at a different time. A student's eligibility status will not be disclosed at any point in the process of providing free or reduced price meals or free milk in accordance with the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

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The School Business Administrator/Board Secretary or designee will verify applications of those eligible for free or reduced price meals in accordance with the requirements of the, Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture.

The Board of Education will comply with all the requirements of the Division of Food and Nutrition, School Nutrition Programs, New Jersey Department of Agriculture Local Education Agency (LEA) Agreement and all requirements outlined in the School Nutrition Electronic Application Reimbursement System (SNEARS).

7 C.F.R. 210.1 et seq.
N.J.S.A. 18A:33-5; 18A:33-11.1 et seq.; 18A:58-7.2
N.J.A.C. 2:36

Adopted:

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6311 CONTRACTS FOR GOODS OR SERVICES FUNDED BY FEDERAL GRANTS

Any vendor providing goods or services to the school district to be funded by a Federal grant must be cleared for contract in accordance with the provisions of the Uniform Administrative Requirements, Cost Principals, and Audit Requirements for Federal Awards (UGG), 2 CFR §200.213 – Suspension and Debarment.

The School Business Administrator/Board Secretary shall be responsible to check the web-based System for Award Management (SAM) maintained by the United States government – the General Services Administration (GSA). The purpose of the SAM is to provide a single comprehensive list of individuals and firms excluded by Federal government agencies from receiving Federal contracts or Federally approved contracts or Federally approved subcontracts and from certain types of Federal financial and nonfinancial assistance and benefits.

The School Business Administrator/Board Secretary, upon opening of bids or upon receipt of proposals for goods or services to be funded by a Federal grant shall access the SAM to determine if the vendor has been disbarred, suspended, or proposed for disbarment. The School Business Administrator/Board Secretary shall also access the SAM list immediately prior to the award of a bid or contract to ensure that no award is made to a vendor on the list.

In the event a vendor under consideration to be awarded a bid or contract for goods or services to be funded by a Federal grant is on the SAM list or proposed for disbarment, the School Business Administrator/Board Secretary shall comply with the contracting restrictions as outlined in 2 CFR §200.

Continuation of current contracts and restrictions on subcontracting with vendors who are on the SAM list or proposed for disbarment shall be in accordance with the limitations as outlined in 2 CFR §200.

Any rejection of a bid or disqualification of a vendor who has been disbarred, suspended, or proposed for disbarment shall be consistent with the requirements as outlined in N.J.S.A. 18A:18A – Public School Contracts Law and all applicable State laws.

2 CFR §200

Adopted:

REGULATION

RIDGEWOOD BOARD OF EDUCATION

R 8420.1 FIRE AND FIRE DRILLS

A. Fire Drills

1. The Principal of each school building will conduct at least one fire drill each month within school hours, including any summer months during which the school is open for instructional programs. The Principal shall require all teachers to keep all doors and exits of their respective rooms and buildings unlocked during school hours. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill.

   Attempts should be made to conduct drills in various weather conditions and at various times of the school day. Fire drills should be unannounced to school staff and students. The Principal shall inform local firefighting officials whenever a fire alarm is for drill purposes.

   An actual fire that occurs at a school building during the month and includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of this Regulation and N.J.S.A. 18A:41-1.

2. The fire alarm shall be by a building-wide audible signal. Alarm signals should be tested regularly.

3. When the fire alarm rings, each staff member supervising students will:

   a. Direct students to form into a single file line and proceed along the evacuation route to the nearest exit designated for evacuation;

   b. Close the windows of the room and turn off all lights and audio-visual equipment;

   c. Take the class register or roll book;

   d. Ascertain that all students have left the room and that any student who may have left the classroom prior to the fire drill is located and escorted from the building;

e. Close all doors to the room when the room is empty and keep all doors and exits of their respective rooms and buildings unlocked;

f. Ensure their assigned students have left the school along the route prescribed in the school evacuation plan. In the event a school building has been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill;

g. Direct students to a location not less than a distance twice the height of the building walls and keep the students in a single file line facing the building;

h. Take attendance to determine all students who reported to class have been evacuated from the building and report immediately to the Principal any student who is unaccounted for; and

i. When the recall signal is given, conduct students back to the classroom.

4. Evacuation of the school in a fire drill must be conducted quickly and quietly and in an orderly fashion. Students must be silent, refrain from talking and running, and remain in closed, single file lines. Any student or staff member whose behavior disrupts the conduct of the fire drill shall be reported to the Principal and will be subject to discipline.

5. All persons in the school must leave the building during a fire drill, including all aides, visitors, volunteer workers, and all office, cafeteria, custodial, and maintenance employees, except those employees who have been assigned specific duties to be performed in the school building during a fire drill.

6. Physical education classes in progress outside the building should stop the game activity and line up in place or in their regularly assigned drill position.

7. Students will be instructed not to gather belongings to take outside on the fire drill. In inclement or cold weather, students may pick up their coats and put them on as they exit the building, provided no time is lost in that activity.

8. The office employee responsible for keeping the central attendance register, or a designated substitute, must carry the register out of the building during the drill.



9. Each Principal shall report monthly to the Superintendent on the conduct of fire drills. Their report will include the date, weather conditions, and time to evacuate for each drill conducted, as well as any comments that could assist in improving the conduct of future drills.

10. Every fire drill will be conducted with seriousness and with the assumption that prompt evacuation is actually required for the safety and survival of persons in the school.

11. Principals are encouraged to change the circumstances of fire drills so that staff members and students are subjected to various conditions and learn to respond to them quickly, constructively, and safely. Any such variations should take into account the ages and abilities of children.

    a. One or more exits may be designated as "blocked" so that students are required to use alternative evacuation routes.

    b. A fire drill may be designated as a "smoke drill" so that students learn to avoid the hazards of smoke by walking in a low or crouching position (not a crawling position).

B. Fire

1. A school staff member or any building occupant who detects a fire in a school building or on school grounds shall immediately report the fire by calling 911 and/or by activating a fire alarm pull station in accordance with law.

2. The school staff member or building occupant shall also report the fire to the school Principal, if possible.

3. In the event of a fire in a school building, the school Principal shall immediately sound the fire alarm, in the event the fire alarm had not been previously activated, for the evacuation of all students, staff members, visitors, and volunteers.

4. Evacuation shall be conducted in accordance with the fire drill procedures established in A. above, except that no employee may remain in the building to perform specific duties.

5. As a precaution, the Principal or designee will maintain a record of disabled students who may require special attention in the event of fire or other evacuation. Fire fighters will be promptly informed of the location and special circumstances of each such student.

6. As soon as practicable after the incident, the Principal shall submit a report to the Superintendent on the appropriate form.

7. The school district shall immediately notify the appropriate local fire department of any fire which occurs in a school building or on school property in accordance with N.J.S.A. 18A:41-5.

C. Fire and Smoke Doors

Every Principal and custodian/janitor in each school building in the district which has a furnace room, hallway, or stair-tower fire or smoke doors shall keep them closed during the time the school building is occupied by teachers and students pursuant to N.J.S.A. 18A:41-2.

Adopted:

1649 FEDERAL FAMILIES FIRST CORONAVIRUS (COVID-19) RESPONSE ACT

The Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). The EFMLEA expands the Federal Family and Medical Leave Act (FMLA) and the EPSLA provides employees with paid sick leave for specified reasons related to COVID-19.

The provisions of the FFCRA shall apply from April 1, 2020 through December 31, 2020.

A. Emergency Family and Medical Leave Expansion Act (EFMLEA)

1. Definitions - For the purposes of the EFMLEA:

a. "Eligible employee" means an employee who has been employed for at least thirty calendar days by the employer with respect to whom leave is requested.

b. "Employer" means any employer with fewer than five hundred employees.

c. "Qualifying need related to a public health emergency" means with respect to leave, the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under eighteen years of age of such employee if the school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.

d. "Public Health Emergency" means an emergency with respect to COVID-19 declared by a Federal, State, or local authority.

e. "Child care provider" means a provider who receives compensation for providing child care services on a regular basis, including an 'eligible child care provider' (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n)).

f. "School" means an 'elementary school' or 'secondary school' as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

2. Relationship to Paid EFMLEA Leave

The FFCRA includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) that amended the Federal Family and Medical Leave Act of 1993 (29 U.S.C. 2611 et seq. to provide leave to an eligible employee because of a qualifying need related to a public health emergency with respect to COVID-19 - (U.S.C. 2612(a)(1)(F)).

a. Leave for Initial Ten Days

(1) The first ten days of this FMLA leave for an eligible employee shall be paid.

(2) If the first ten days of this FMLA leave are unpaid, an employee may elect to substitute any accrued vacation leave, personal leave, or emergency paid sick leave provided by the EPSLA for the initial ten days under the EFMLEA in accordance with 29 U.S.C. 2612(d)(2)(B).

(3) An employee may not use sick leave under N.J.S.A. 18A:30-1 for a qualifying need related to a public health emergency. However, an employee receiving sick leave under the provisions of N.J.S.A. 18A:30-1 may only use sick leave because of personal disability due to illness or injury, or because the employee has been excluded from school by the school district's medical authorities on account of contagious disease or of being quarantined for such a disease in his or her immediate household.

b. Paid Leave for Subsequent Days

(1) An employer shall provide paid leave for each day of leave under the EFMLEA that an employee takes after taking such leave for ten days.

(2) The paid leave for an employee shall be calculated based on:

(a) An amount that is not less than two-thirds of an employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)); and

(b) The number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under A.2.(b)(4) below).

(3) In no event shall such paid leave exceed $200.00 per day and $10,000.00 in the aggregate.

(4) Varying Schedule Hours Calculation – In the case of an employee whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the employee would have worked if such employee had not taken leave under the EFMLEA, the employer shall use the following in place of such number:

(a) Subject to A.2.b.(4)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

c. Employee Notice to Employer

(1) In any case where the necessity for leave under the EFMLEA for the purpose of a qualifying need related to a public health emergency is foreseeable, an employee shall provide the employer with such notice of leave as is practicable.

(a) A request for such leave that is foreseeable shall be submitted to the Human Resources Manager prior to commencing the leave.

(b) A need for such leave that is not foreseeable shall be submitted to the Human Resources Manager within one business day of the first day of the leave being taken by the employee.

(c) The employee shall provide to the Human Resources Manager the name of the employee's child, the name of the school, place of care, or child care provider that has closed or become unavailable, and a statement that no other suitable person is available to care for the child.

d. Restoration to Position

(1) The employee shall be restored to the same or equivalent position held by the employee when the leave commenced pursuant to 29 CFR 825.214. The requirement to restore the employee to the same or equivalent position held when the leave commenced does not apply to an employer who employs fewer than twenty-five employees if all four of the following conditions are met:

(a) The employee takes leave under the EFMLEA.

(b) The position held by the employee when the leave commenced does not exist due to economic conditions or other changes in operating conditions of the employer

i. That affect employment; and

ii. Are caused by a public health emergency during the period of leave.

(c) The employer makes reasonable efforts to restore the employee to a position equivalent to the position the employee held when the leave commenced with equivalent employment benefits, pay, and other terms and conditions of employment

(d) If the reasonable efforts of the employer under A.2.d.(1)(c) above fail, the employer makes reasonable efforts during the period described in A.2.d.(2) below to contact the employee if an equivalent position described in A.2.d.(1)(c) above becomes available.

(2) Contact Period

(a) The period described under A.2.d. above is the one-year period beginning on the earlier of:

i. The date on which the qualifying need related to a public health emergency concludes; or

ii. The date that is twelve weeks after the date on which the employee's leave under the EFMLEA commences.

B. Emergency Paid Sick Leave Act (EPSLA)

The FFCRA includes the EPSLA, which provides paid sick time to an employee to the extent the employee is unable to work or (telework) due to a need related to COVID-19. The paid sick time provided by the EPSLA and outlined in B.1. below cannot be taken with any other paid leave time provided by the employer.

1. Definitions

a. For purposes of the EPSLA and this Policy:

(1) "Employee" means an individual who is employed by a private employer with fewer than five hundred employees and public employers with at least one employee.

(2) "Employer" means a private person or entity that employs fewer than five hundred employees and public employers that employ at least one employee.

(a) "Covered employer" includes any person engaged in commerce or in any industry or activity affecting commerce that:

ii. In the case of a public agency or any other entity that is not a private entity or individual, employs one or more employees.

(b) "Covered employer" also includes:

i. Any person acting directly or indirectly in the interest of an employer in relation to an employee (within the meaning of such phrase in section 3(d) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(d)); and

ii. Any successor in interest of an employer; and any "public agency", as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(c) "Covered employer" also includes any "public agency "as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).

(3) "Employ" and "State" have the meanings given such terms in section 3 of the Fair Labor Standards Act of 1938 (29 U.S.C. 203).

(4) "Health care provider" and "son or daughter" have the meanings given such terms in section 101 of the Family and Medical Leave Act of 1993 (29 U.S.C. 2611).

(5) "Paid sick time" means an increment of compensated leave that:

(a) Is provided by an employer for use during an absence from employment for a reason described in any paragraph of B.2.a. below; and

(b) Is calculated based on the employee's required compensation under B.1.a.(6) below and the number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under (B.1.a.(7) below), except that in no event shall such paid sick time exceed:

i. $511.00 per day and $5,110.00 in the aggregate for a use described in B.2.a.(1), (2), or (3) below; and

ii. $200.00 per day and $2,000.00 in the aggregate for a use described in B.2.a.(4), (5), or (6) below.

(6) "Required Compensation" subject to B.1.a.(5)(b) above, the employee's "required compensation" shall be not less than the greater of the following:

(a) The employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)).

(b) The minimum wage rate in effect under section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)).

(c) The minimum wage rate in effect for such employee in the applicable State or locality, whichever is greater, in which the employee is employed.

Subject to B.1.a.(5)(b) above, with respect to any paid sick time provided for any use described in B.2.a.(4), (5), or (6) below, the employee's required compensation shall be two-thirds of the amount described in B.1.a.(6) above.

(7) "Varying Schedule Hours Calculation" means in the case of a part-to employee described in B.3.b.(2) below whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the

employee would have worked if such employee had not taken paid sick time under B.2.a. below, the employer shall use the following in place of such number:

(a) Subject to clause B.1.a.(7)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes the paid sick time, including hours for which the employee took leave of any type.

(b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

2. Paid Sick Leave Requirement

a. An employer shall provide to each employee employed by the employer paid sick time to the extent that the employee is unable to work (or telework) due to a need for leave because:

(1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.

(2) The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID-19.

(3) The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis.

(4) The employee is caring for an individual who is subject to an order as described in B.2.a.(1) above or has been advised as described in B.2.a.(2) above.

(5) The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID-19 precautions.

(6) The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

3. Duration of Paid Sick Time

a. An employee shall be entitled to paid sick time for an amount of hours determined under B.3.b. below.

b. The amount of hours of paid sick time to which an employee is entitled shall be as follows:

(1) For full-time employees, eighty hours.

(2) For part-time employees, a number of hours equal to the number of hours that such employee works, on average, over a two-week period.

c. Paid sick time under the EPSLA shall not carry over from one year to the next.

4. Employer's Termination of Paid Sick Time

a. Paid sick time provided to an employee under the EPSLA shall cease beginning with the employee's next scheduled work shift immediately following the termination of the need for paid sick time under B.2.a. above.

5. Prohibition

a. An employer may not require, as a condition of providing paid sick time under the EPSLA, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid sick time.

6. Use of Paid Sick Time

a. The paid sick time under B.2.a. above shall be available for immediate use by the employee for the purposes described in the EPSLA, regardless of how long the employee has been employed by an employer.

b. Sequencing Leave Time

(1) An employee may first use the paid sick time under B.2.a. above for the purposes described in the EPSLA.

(2) An employer may not require an employee to use other paid leave provided by the employer to the employee before the employee uses the paid sick time under B.2.a. above.

7. Notice

a. Each employer shall post and keep posted, in conspicuous places on the premises of the employer where notices to employees are customarily posted, a notice, to be prepared or approved by the Secretary of Labor, of the requirements described in the EPSLA.

b. Not later than seven days after the date of enactment of this Act, the Secretary of Labor shall make publicly available a model of a notice that meets the requirements of B.7.a. above.

8. Prohibited Acts

a. It shall be unlawful for any employer to discharge, discipline, or in any other manner discriminate against any employee who:

(1) Takes leave in accordance with the EPSLA; and

(2) Has filed any complaint or instituted or caused to be instituted any proceeding under or related to the EPSLA (including a proceeding that seeks enforcement of the EPSLA), or has testified or is about to testify in any such proceeding.

9. Enforcement

a. Unpaid Sick Leave - An employer who violates B.2. through B.6. of this Policy shall:

(1) Be considered to have failed to pay minimum wages in violation of section 6 of the Fair Labor Standards Act of 1938 (29 U.S.C. 206); and

(2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

b. Unlawful Termination - An employer who willfully violates B.8. above shall:

(1) Be considered to be in violation of section 15(a)(3) of the Fair Labor Standards Act of 1938 (29 U.S.C. 215(a)(3)); and

(2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.

10. Rules of Construction

a. Nothing in the EPSLA shall be construed:

(1) To in any way diminish the rights or benefits that an employee is entitled to under any:

(a) Other Federal, State, or local law;

(b) Collective bargaining agreement; or

(c) Existing employer policy; or

(2) To require financial or other reimbursement to an employee from an employer upon the employee's termination, resignation, retirement, or other separation from employment for paid sick time under the EPSLA that has not been used by such employee.

11. Guidelines

a. Not later than fifteen days after the date of the enactment of the EPSLA, the Secretary of Labor shall issue guidelines to assist employers in calculating the amount of paid sick time under the EPSLA.

12. Reasonable Notice

a. After the first workday (or portion thereof) an employee receives paid sick time under the EPSLA, an employer may require the employee to follow reasonable notice procedures in order to continue receiving such paid sick time.

b. The request for such leave shall be submitted to the Human Resources Manager, who may request documentation from the employee in support of the emergency paid sick leave.

c. The documentation shall include a signed statement containing the following information: the employee's name; the date(s) for which leave is requested; the COVID-19 qualifying reason for leave; and a statement representing that the employee is unable to work or telework because of the COVID-19 qualifying reason.

d. An employee requesting to take emergency paid sick leave under the EPSLA or the EFMLEA to care for his or her child must provide the following information: the name of the child being care for; the name of the school; place of care; or child care provider that closed or became unavailable due to COVID-19 reasons; and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

13. Regulatory Authorities

a. The Secretary of Labor shall have the authority to issue regulations for good cause under sections 553(b)(B) and 553(d)(A) of Title 5, United States Code:

(1) To exempt small businesses with fewer than fifty employees from the requirements of B.2.a.5. when the imposition of such requirements would jeopardize the viability of the business as a going concern; and

(2) As necessary, to carry out the purposes of the EPSLA, including to ensure consistency between the EPSLA and Division C and Division G of the FFCRA.

H.R. 6201: Families First Coronavirus (COVID-19) Response Act
N.J.S.A. 18A:30-1

Adopted: 31 August 2020

POLICY

RIDGEWOOD
BOARD OF EDUCATION

~~5114 CHILDREN DISPLACED BY DOMESTIC VIOLENCE~~

~~The Board of Education will cooperate with the County Office of Education, as appropriate and feasible, in the education of children temporarily displaced by domestic violence. Any pupil attending the schools of this district, whether regularly enrolled in this or another district, who has been admitted to a shelter for victims of domestic violence will be permitted and encouraged to continue an appropriate educational program with minimal disruption.~~

~~The Board will cooperate with other educational institutions in the sharing of pertinent pupil records and in the establishment of sending-receiving relationships on behalf of displaced children. The confidentiality of all matters concerning displaced children will be strictly observed, and no information regarding the present residence of the child will be released.~~

~~N.J.S.A. 18A:38-1 et seq.~~

Adopted: 7 December 2009

POLICY

RIDGEWOOD BOARD OF EDUCATION

~~8810 RELIGIOUS HOLIDAYS~~

~~The Board of Education recognizes the acknowledgment of religious holidays in the public school may be a source of community concern. It is a goal of the district educational program to teach mutual understanding and brotherhood and respect for group differences. In pursuing this goal, the educational program may recognize that various religious groups celebrate different holidays with different practices.~~

~~In the acknowledgment or observance of any religious holiday, the Superintendent shall ensure the school and/or school officials do not mandate, organize, participate in an official capacity, endorse, persuade, compel, prevent or deny participation in constitutionally protected prayer or religion in violation of the governing principles of the First Amendment of the United States Constitution. Consistent with these principles, the Superintendent shall ensure:~~

1. ~~No worship or religious service of any kind is sponsored by the school district and conducted during the school day, whether or not conducted by a clergyman;~~

2. ~~Religious exhibits or displays include only materials that are a necessary or integral part of the curriculum;~~

3. ~~Any religious music played is selected primarily for its artistic content; and~~

4. ~~Any acknowledgment of a religious holiday neither advances nor inhibits any particular religious sect or religion consistent with the governing principles of the First Amendment of the United States Constitution.~~

~~U.S. Consti., First Amendment~~
~~N.J. Consti., Art. 1, ¶4~~
~~United States Department of Education - Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools~~
~~N.J.S.A. 18A:36-16~~
~~N.J.A.C. 6:20-1.3(j)~~

~~Adopted: 7 December 2009~~

ATTACHMENT C

FIELD TRIPS FOR APPROVAL

November 15, 2021

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements		
11/17/21	BF	Paramus Park, Paramus, NJ	15 6-8th Grade Students	13	0	$97.14 - nurse 1/2 day	$60.26 (driver) and $97.14 (nurse)	No	Yes		Y
11/20/21	RHS	Robotics League Meet, Cliffside Park MS, Cliffside Park, NJ	15 Robotics Club Students	2	0	$0.00	$545.41 (bus)	No	Yes		Y
11/23/21	RHS	High Line, New York, New York	50 12th Grade Science Students	5	0	$0.00	$0.00	Yes	Yes		Y
11/29/21	BF	Paramus Park, Paramus, NJ	15 6-8th Grade Students	13	0	$97.14 - nurse 1/2 day	$60.26 (driver) and $97.14 (nurse)	No	Yes		Y
11/30/21	RHS	NBC Star Choir Competition Christmas, New York, NY	22 - RHS Students Ridgewood Carolers	2	0	$0.00	$345.09 (bus) and $40 tolls	No	Yes		Y
12/2/21	RHS	First Presbyterian Church, Ridgewood, NJ 07450	30 - RHS Students Ridgewood Carolers	1	0	$0.00	$0.00	No	No		Y
12/16/21	RHS	Warner Theater, Ridgewood, NJ	70 AHLISA Students	4	0	$0.00	$0.00	No	Yes		Y
1/8/22	BF	Windam Mountain, Windam, NY	50 Ski/Snowboard Club Members	4	0	$0.00	$0.00	Yes	Yes		Y
1/10/22	RHS	DECA District Competition, Hilton Meadowlands, Secaucus, NJ	200 DECA Members	8	0	$0.00	$4,000 (Registration) and $2,000 (Bus)	Yes	Yes		Y
1/14/21	Ridge	Buehler Challenger and Science Center, Paramus, NJ	35 5th Grade Students	4	1 sub - 1/2 day	$57.50	$57.50				Y
1/29/22	BF	Windam Mountain, Windam, NY	50 Ski/Snowboard Club Members	4	0	$0.00	$0.00	Yes	Yes		Y
2/9/22	Travell	Buehler Challenger and Science Center, Paramus, NJ	42 5th Grade Students	5	0	$0.00	$1,100 (Admission)	Yes	Yes		Y
2/10/22	Travell	Buehler Challenger and Science Center, Paramus, NJ	21 5th Grade Students	2	0	$0.00	$550 (Admission)	Yes	Yes		Y
2/11/22	RHS	Metropolitan Museum of Art, New York, NY	50 11th and 12th Grade AP Art Students	3	0	$0.00	$0.00	Yes	Yes		Y
2/12/22	BF	Windam Mountain, Windam, NY	50 Ski/Snowboard Club Members	4	0	$0.00	$0.00	Yes	Yes		Y
3/23/21	BF	Mrs. Doubtfire - Stephen Sondheim Theater, New York, NY	50 7th and 8th Grade Broadway Bound Members	4	0	$0.00	$0.00	Yes	No		Y
5/18/22	Orchard	New Jersey Sea Grant Consortium. Hancock, NJ	55 4th Grade Students	17	0	$0.00	$0.00	Yes	Yes		Y

5/26/22	RHS	Storm King Art Center, New Windsor, NY	50 12th Grade Science Students	5	0	$0.00	$0.00	Yes	Yes		Y

MINUTES OF THE
REGULAR MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

December 6, 2021

At 7:00 p.m., Mr. Lembo called the Regular Public Meeting to Order.

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary; Ms. Ojetta Townes, Manager of Human Resources.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Recognition of Retirees

Susan Blinn, George Washington Middle School
Dr. Kashmanian, Principal of George Washington Middle School, spoke about Ms. Blinn's career, recognizing her for twenty-eight years of distinguished service to the district. Ms. Blinn will be retiring as of July 1, 2022.

Kathleen Clarke-Anderson**,** Benjamin Franklin Middle School
Mr. Orsini, Principal of Benjamin Franklin Middle School, spoke about Ms. Clarke-Anderson's career, recognizing her for thirty-two years of distinguished service to the district. Ms. Blinn will be retiring as of January 1, 2022.

Erin Corocoran, Benjamin Franklin Middle School
Mr. Orsini, Principal of Benjamin Franklin Middle School, spoke about Ms. Corcoran's career, recognizing her for twenty-one years of distinguished service to the district. Ms. Corcoran retired as of December 1, 2021.

B. Student Representative Report

Dr. Oates-Santos introduced the new Somerville Guidance Counselor, Ms. Finnegan, and explained how she has started a new club called Leopard Leaders designed to foster a love of leadership and give students authentic opportunities to practice those skills.
Fifth-grade students Troy Fortunato, Olivia Gisonno, Henry Pace, and Aarushi Patel from Somerville Elementary School shared highlights of the school year and important lessons learned.

C. Student Representative Report

Norah Train, Ridgewood High School provided the following report:
A 9th grade parent meeting will be held later this week to welcome parents into the high school, introduce parents to programs, and check in on them.

Seniors have started getting their decisions back from their early decision schools.

The Girls Soccer Team had an Alumni game on the 26th where the varsity team played against former RHS students. Mostly freshmen in college showed up to play against the 6th placed team in the state, but there were two former players from the classes of 1984 and 1987 that attended the event as well.

The student athletes and coaches earned their third consecutive NJSIAA Sportsmanship Award (2020-2021) recently. As a group, RHS made it through all three seasons last year without a single disqualification or ejection.

Girls and Boys Basketball has started for the winter season and both groups have been practicing hard for their first games this week. All of the girls teams are working on team bonding and conditioning to prepare for their upcoming scrimmages this week. The girls varsity team has their first game on January 4th.

Wrestling practices have picked up and the team is preparing for a match on the 17th against Morristown.

The JV and Varsity Ice Hockey teams have been competing regularly against teams like Ramapo, Livingston, Indian Hills, and West Milford. This Sunday, the Varsity team competed against Livingston at the Ice House.

Swimming has been heating up, as the team is practicing for upcoming competitions. They have been doing laps in the pool and lifting on off-days, which is great for team bonding. On Thursday last week, the team competed against Pascack Valley at Bethany Community Center.

Boys and Girls Varsity Cross Country had the XC National Championship in Huntsville, Alabama on the 2nd to the 4th.

Girls Varsity cheerleading had a competition in Boonton on the 4th.

New Players are putting the final touches on their latest production, It's a Wonderful Life. The show is premiering on the 9th at 7.

Sharing the Arts put on a musical version of Shrek just in time to celebrate Christmas.

DECA was participating in a Cumac clothing and food drive from the 29th of November to the 4th of December. They collected lots of food and were impressed by RHS' support for the shelter and grateful that they could donate such a large amount of food and clothing in time for the holiday season.

The Mock Trial Team has begun preparing for the virtual competition in January. Right now the team is working on fact finding, giving people parts in the case, and finding the best course of questioning. In case you need a refresher, last year the team went all the way to the semi-finals.

The Oasis Club is hosting a winter/holiday drive for women and children of the non-profit organization Oasis in Paterson, NJ. They are collecting no-longer used winter clothes, food, and children's toys/presents to help brighten up a child's holiday spirit.

The Unified Sports club had an event during Thanksgiving weekend to spread the message about the importance of inclusion to all students at RHS. On the field, students played games, completed puzzles, and of course, made new friends.

Over the past couple of weeks, the vegan club raised over $200 for the Ramapo-Bergen animal refuge. They hosted a movie night where students watched Ratatouille and sold vegan treats at a bake sale by the entrance of RHS.

V. COMMENTS FROM THE PUBLIC

Dershna Patel 130 North Van Dien, pleaded with the school board to rethink our approach to specialized education in our district. Her wish is to practice inclusion at all levels of education. Children learn best with their peers. This has been a fact long before laws recognizing the civil rights of disabled students in America were created. Far too often in our district segregation to a contained classroom is the only option presented by child study teams to families in our district. She recognized her family's journey. The data collected by the child study team supported learning in a group setting with modifications to support her child. The district came back with recommendation of LLD classroom, while her test scores were average and above average when compared with peers. The tour of the classroom revealed that this classroom is contained with children of mixed ages, kindergarten to second grade, but a completely inappropriate setting for her child. They invoked the civil rights for placement in the least restrictive environment, in a mainstream classroom and the answer was no. They were given a purple pamphlet and told to continue with the process of mediation. The district then became their adversary. The mediation involved an enormous

expense, the advocate stated the same thing that she had stated. With mediation and with a representative from Newark present, they were given placement in a mainstream setting. It has been bumpy with some obstacles, but she was happy to report that her daughter is thriving in her current setting. This is why she is standing here before everyone. By placing children in a bubble for 6 years and then putting them out in a mainstream environment in the middle school, they are being set up for failure. Human interaction is an education that should not only be reserved for the abled and neurotypical population. Her child has thrived in a mainstream setting at Somerville. She stated that we should teach coexistence with inclusion at our schools.

Julie Mchedlishvili, applauds the administration for investing time in the alternative start presentation. It is refreshing to see that changes are being considered based on the mental and physical health of our children. Block scheduling, which is one of the changes presented last week, is an innovative way to support the development of critical thinking skills and help students sustain their knowledge. Sustained staff development is the key to successful block scheduling. Most teachers in block scheduling plan lessons with three different approaches or activities. She reviewed an example as presented last week during the presentation. Considering that our schools have already been utilizing 80 minute lessons for a few years, our teaching staff has to demonstrate a remarkable ability to sustain effective and efficient teaching practices especially with staff development and the consultants that our district employs for these purposes. Ms. Mchedlishvili asked several questions. Why do all students in advanced and honors classes in high school ask to do 30 minutes of homework out of those 80 minute sessions? Why do the 80 minute classes not employ the techniques where teachers can check for students' understanding in real time and provide actionable feedback during that lesson and not rely on the test only? What staff development was provided to teachers to build in their tasks, the purpose of informing and potentially transforming construction in the real time? What was done in terms of staff development to avoid the scenario where parents state that despite discrepancies in grades between homework and tests, no teacher has ever reached out to them or spoke to their child? She stated that means either teachers do not care, which she does not believe, or homework grades are artificially inflated or tests are completely out of balance with the material. She also asked what staff development has been provided to math teachers in middle school and high school because it is a very well known fact that if parents employ a tutor, the tutor will most likely be in math? At the last BOE meeting, one of the members asked how he can be sure that the consultants hired for staff development actually provide the results that the taxpayers expect and how to evaluate the effectiveness of their services. Mr. Dani asked to review the observation reports from the subject supervisors and how many times the strategists discussed and modeled by the consultants during the staff development days are actually demonstrated in the teachers' classrooms. She stated that all Ridgewood teachers are graded effective or highly effective which brings her comfort that she trusts her child's education with such a talented group of individuals. She still wonders if all of our students have at least a B average in every subject since there must be a direct correlation between teachers output and student achievement. She also wonders what our superintendent has based his statement on during last month's BOE meeting that 95% of parents trust the school system. She asked if there was a survey on parental trust that people missed?

Susan Madison stated that she listened to the alternative start presentation and has some concerns. There were 5 options outlined during the presentation. One was to remain the

same, 2 were to shift the day, that was self explanatory. She feels that the Administration was very glib about the challenges and doing 90 minute block periods. She stated that we have 80 minute block periods that are not fully utilized, and asked how it would work if we went to 90 minutes? She stated that Superintendent Gorman said that he needed to fast track. She asked if we were on a fast track, or if this was this just the beginning of a long discussion so massive as changing our children's schedule. She does not understand why the most obvious option, taking a few minutes away from every period, is not listed, or perhaps cutting lunch by 10 minutes and shifting the day - as Princeton and Verona have. She fears the reason the district is not doing that is because it would reduce the amount of hours the teachers are teaching and, without a contract negotiation, they would get paid less. She does not understand why we spend all this time on a very small issue when we still do not have regular conversations with families on the return to school and covid policies. She was just notified that the Ridge 5th grade was going remote for 14 days. She asked where the 14 days came from, and if it was pulled out of the air. She asked that with a goal to improve communication in the district, what are the measures, what are the metrics and when will the district start to listen to people? Ms. Brogan shared an article about the issues around block scheduling and Ms. Madison thinks that it should be discussed and thinks no survey should go out without people knowing what the different options entail. She hopes to see progress on the communication front.

Laura McKenna, 861 Bingham Road, wants to discuss special ed and late start. What is the impact and how does this late start benefit the special ed community and their families. Was this parent from the special needs community included in the brainstorming group. If we are going to celebrate diversity, a committee of parents would reflect the whole diversity of [parents in Ridgewood. 15% of students have special needs and you need to have at least one parent representing that community. She is concerned about how changing the schedule will impact the special ed community. Scheduling is a huge issue with special ed administrators. She thinks we need their input in all of this. She thanked everyone for thinking through the options. It is interesting to explore big ideas.

Karen Latimer, 53 Heights Road, stated that she watched the presentation and thanked everyone for their effort. A physician and health and wellness coach, she stated it is great to see we are doing something about mental health for our kids. She explained that we are at a pivotal moment in our culture with the AAP declaring a state of emergency with the declining help of our kids. She stated that change is hard, she wants to implement start strategies that will positively affect mental health upstream, she loves the conversations because we are looking more at prevention than putting a bandaid on the problem. She also stated that the instructional minutes are a hurdle. She explained that the initial request of the administration was to host a wellness fundraiser from Vicky Hoy, involving teachers taking 10 minutes out of their classroom one time to do a short wellness activity like meditation or listening to something funny. This request was denied which was very disappointing and she asked how this was different from the Acapella groups taking minutes away from instruction on Valentines Day. Ms. Latimer stated that Stacie made the 90 minute classes sound great, but not every class lends itself to this structure; not every teacher is skilled enough to make these 90 minutes fly by. She stated that while she imagines that Stacie was a captivating teacher, this is not happening with the 80 minute classes. She wonders if measuring our instruction time in such a quantitative way is failing to take into account that more minutes is just more - there are so many creative, smart people who are on board here and asks if there

a way that we can not let the instructional minutes stand in the way of real progress that can affect mental health.

VI. SUPERINTENDENT REPORT

Dr. Gorman stated that our COVID policy is on the website and it has been for the last two years. We follow the CDC and the NJDOH guidelines. We don't make anything up. In the last letter to the Ridge parents, we gave them the hyperlink where the guidance is coming from.

The district has seen an increase in students receiving the COVID vaccine, especially children ages 5-11. It is important to note that students are not considered fully vaccinated until two weeks after the second dose of the vaccine.

The Alternative Schedules Task Force presentation took place last week. The purpose of the presentation was to educate the community about all aspects of this important issue before gathering community feedback via a survey.

We are looking for feedback on how the day can shift and how it will also affect parent schedules and the town. The survey results will come in during the winter break and we will review the data in January. The task force is made up of a variety of people. We solicited people who wanted to be involved and then we went down the list and looked at different roles and ways they were involved in the community. The task force is made up of approximately 50 people including teachers, administrators and parents.

Ms. Poelstra is currently setting up the distribution lists for the survey together with the company who is administering the survey. It will also be on the District and the Village website for those who do not receive our emails. We have sent postcards to all people in Ridgewood.

The survey will also have three links to the section of the website that houses all of the information including the presentation slides and the presentation webcast. If a participant misses the links in the beginning it will also be available throughout the survey.

The survey is anonymous but they can track to ensure that people are only submitting answers one time and not taking the survey multiple times.

The purpose of the survey is to get feedback from the community about how a later start time would affect them. There are also questions regarding the parameters of the later start time. There are too many options to put out there for schedules, we need to identify the initial start and end time and then we can determine what the guts of the day will look like. The survey will gather data for community concerns regarding the schedule and how it will affect parents, students and the broader community.

Ms. Poelstra stated the survey is very open and it will inform our next steps, it is to gain preliminary information. The subcommittees have been meeting over several months and we are now at a point to gather some community feedback before we can move forward. We are trying to be as open as possible and gather feedback so we can act on input we are given.

A discussion regarding the presentation, schedule options and the survey ensued.

To view this portion of the meeting scroll to 48:45.

Ms. Poelstra and Dr. Gorman will speak with K-12 Insight for additional advice regarding the planning for the initiative and the survey, and will return to the board with next steps.

VII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. Approval: Receipt of Suspension and Harassments, Intimidation, and Bullying (HIB) Reports

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB that have occurred since the last Board meeting.

ii. Approval: Revised 2022-2023 School Calendar

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revised 2022-2023 School Calendar, as listed on **Attachment B.**

Ms. Brogan moved approval of B. Administration.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources, with the correction to Ms. Mahoney's base salary.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teachers

ALPAUGH, Kristen - Leave of Absence Replacement Guidance Counselor (non-tenure track), Ridgewood High School, effective December 1, 2021, or as soon after as possible, pending verification of employment as outlined by Chapter 5, through June 30, 2022. Ms. Alpaugh possesses a NJDOE Standard Certificate as a School Counselor.

Salary: $61,642 prorated
Cl. BA, St. 1

Account #11-000-218-104-00-10-019-000

DONOVAN, Jennifer - Leave of Absence Replacement Special Education Science Teacher (non-tenure track), Ridgewood High School, effective January 3, 2022, or as soon after as possible, pending verification of employment as outlined by Chapter 5, through June 30, 2022. Ms. Donovan possesses a NJDOE Standard Certificate as a Teacher of the Handicapped.

Salary: $61,642 prorated
Cl. BA, St. 1

Account #11-213-100-101-00-10-019-000

LEE, Kelly - English (Elective) Teacher (tenure track), Benjamin Franklin Middle School, effective February 4, 2022, or as soon after as possible, pending verification of employment as outlined by Chapter 5, through June 30, 2022. Ms. Lee possesses a NJDOE Standard Certificate as an Elementary School with Subject Matter Specialization: Language Arts/Literacy Specialization in Grades 5-8 and Elementary School Teacher in Grade K-6.

Salary: $70,742 prorated
Cl. MA, St. 4

Account #11-130-100-101-03-08-019-000

Support Staff

DIFARNECIO, Shani - Instructional Technology Specialist Technician, Hawes Elementary School, Somerville Elementary School, and Travell Elementary School, effective December 18, 2021, or as soon after as possible, through June 30, 2022.

Salary: $44,000 prorated

Account #11-000-252-104-08-31-019-000

Field Placements

BRUNO, Marcella - Montclair State University, Clinical I and II placement, to shadow Kathryn Droske, Kindergarten Teacher, Somerville Elementary School, effective January 24, 2022 through May 13, 2022, and August 28, 2022 through December 9, 2022.

CORNELL, Rebecca - William Paterson University, Practicum placement with Andrea Watson, Ridgewood High School, effective January 18, 2022 for 100 hours.

OLDZIEJ, Ewa - Northeastern University, Physical Therapy Clinical Intern, to shadow Jessica Vasquez, District, effective January 3, 2022 through February 18, 2022.

SAITTA, Danielle - Stony Brook University, Clinical Education IV placement, to shadow Marisa Martell, Physical Therapist, Ridgewood High School, effective February 28, 2022 through May 13, 2022.

SOLARI, Brielle - Montclair State University, Practicum placement with Christine Salerno, Ridgewood High School, effective January 18, 2022 for 100 hours.

Classroom Aides

BATAWALA, Yamuna - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective December 7, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-212-100-106-00-01-024-001

BOWLEY, Melissa - Lunchroom Aide, Somerville Elementary School, effective December 6, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-000-262-107-00-05-005-001

BRENNAN, Mary - Applied Behavior Analyst Aide (ABA), Orchard Elementary School, effective January 3, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-000-217-106-00-03-024-001

HERNANDEZ, Angie - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective January 3, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-212-100-106-00-08-024-001

KENNEY, Robin - Applied Behavior Analyst Aide (ABA), Ridge Elementary School, effective December 7, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2.88 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-212-100-106-00-04-024-001

QUAYUM, Rebecca - Resource Room Special Education Classroom Aide, Ridgewood High School, December 7, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-000-217-106-00-01-024-001

Infant/Toddler Development Center

GERSTEIN, Skye - High School/College Aide, effective December 7, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

Permanent Substitutes for the 2021-2022 School Year, to be funded by American Rescue Plan ESSER III funds

K-5 Elementary Schools

- **Biagi, Alexis**, effective November 1, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35, to an annual maximum amount of $20,581.83.

Account #20-487-100-101-00-05-005-001

Glen Elementary School

- **DeMallie, Angela**, effective November 1, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35, to an annual maximum amount of $20,581.83.

Account #20-487-100-101-00-01-001-001

Travell Elementary School

- **Dutta, Sneha**, effective October 20, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35, to an annual maximum amount of $21,981.96.

Account #20-487-100-101-00-06-006-001

Benjamin Franklin Middle School

- **Downs, Emily**, effective November 1, 2021, 4.75 hours per day, 5 days per week, at an hourly rate of $24.35, to an annual maximum amount of $20,581.83.

Account #20-487-100-101-00-08-008-001

George Washington Middle School

- **Kaukonen, Philip**, effective November 1, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35, to an annual maximum amount of $20,581.83.

Account #20-487-100-101-00-09-009-001

Additional: Home Instructors, on an as-needed basis, for the 2021-2022 School Year

Willard Elementary School

- **Valentine, Christa**, Elementary School Teacher, at an hourly rate of $60.32.

Account #11-150-100-101-00-24-024-001

Revisions: Winter 2021 Coaching Assignments, approved by the Board at its meeting on November 1, 2021

Head Indoor Track

Remove: **TBD**
Replace: **Saladino, Joshua**, Step IV, total stipend of $10, 295.

Account #11-402-100-101-00-10-034-001

Assistant Wrestling

Remove: **DeLucca, Shane**, Step IV, total stipend of $6,551.
Replace: **TBD**

Account #11-402-100-101-00-10-034-001

Ridgewood High School Volunteer Coach

Wrestling

- **DeLucca, Shane**

ii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

Revision: ADAY, Douglas - **from** 1.0 FTE Special Education (Social Studies) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Social Studies) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**, approved by the Board at its meeting on October 18, 2021, **from** 1.0 FTE Special Education (Social Studies) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Social Studies) Teacher, Ridgewood High School, effective October 12, 2021 through December 23, 2021.

From: $98,650 ($93,667 + $300 CP + $4,683 ratio)
Cl. MA+45, St. 13
To: $118,320 ($112,400 + $300 CP + $5,620 ratio)
Cl. MA+45, St. 13

Account #11-213-100-101-00-10-019-000

BARTOLI, Karen - **from** Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, **to** Permanent Special Education Substitute, Benjamin Franklin Middle School, effective December 7, 2021 through June 22, 2022, to be funded by ARP IDEA Grant.

From: $21.23 per hour
To: $24.35 per hour

Account #20-223-100-101-00-08-024-001

CAROLLO, Erik - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 English Teacher, Ridgewood High School, effective December 7, 2021 through January 20, 2022.

From: $74,542 ($74,242 + $300 CP)
Cl. MA, St. 6
To: $89,390 ($89,090 + $300 CP)
Cl. MA, St. 6

Account # 11-140-100-101-03-10-019-000

CIGOLINI, Lucille - **from** 1.0 FTE Sixth Grade English Teacher, Benjamin Franklin Middle School, **to** 1.20 FTE Sixth Grade English Teacher, Benjamin Franklin Middle School, effective December 6, 2021 through February 3, 2022.

From: $93,592
Cl. BA, St. 17
To: $112,310
Cl. BA, St. 17

Account #11-130-100-101-03-08-019-000

DOLBY, Luke - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective December 7, 2021 through January 20, 2022.

From: $81,842 ($81,542 + $300 CP)
Cl. MA+45, St. 6
To: $98,150 ($97,850 + $300 CP)
Cl. MA+45, St. 6

Account #11-140-100-101-03-10-019-000

DONNELLY, James - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective December 7, 2021 through January 20, 2022.

From: $96,837 ($96,537 + $300 CP)
Cl. MA+30, St. 15
To: $116,144 ($115,844 + $300 CP)
Cl. MA+30, St. 15

Account #11-140-100-101-03-10-019-000

Revision: DRISCOLL, Samantha - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**, approved by the Board at its meeting on October 18, 2021, **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, Ridgewood High School, effective October 12, 2021 through December 23, 2021.

From: $78,717 ($78,417 + $300 CP)
Cl. MA, St. 8
To: $94,400 ($94,100 + $300 CP)
Cl. MA, St. 8

Account #11-213-100-101-00-10-019-000

Revision: FEDER, Karen - **from** Resource Room Special Education Classroom Aide, Ridge Elementary School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, Fourth Grade Teacher, Ridge Elementary School, effective December 6, 2021 through April 19, 2022, approved by the Board at its meeting on November 15, 2021, **from** Resource Room Special Education Classroom Aide, Ridge Elementary School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, Fourth Grade Teacher, Ridge Elementary School, effective November 22, 2021 through April 20, 2022. Ms. Feder possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Feder will be registered into the NJDOE Provisional Teacher Program.

From: $17.50 per hour
To: $150 daily rate

Account #11-230-100-101-00-04-019-000

Revision: HOOGERHYDE, Michael - **from** 1.0 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**, approved by the Board at its meeting on October 18, 2021, **from** 1.0 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, effective October 12, 2021 through December 23, 2021.

From: $111,612 ($111,312 + $300 CP)
Cl. MA+30, St. 18
To: $133,874 ($133,574 + $300 CP)
Cl. MA+30, St. 18

Account #11-213-100-101-00-10-019-000

MAHONEY, Marisa - **from** 1.0 FTE Seventh Grade Guidance Counselor, Benjamin Franklin Middle School, **to** 1.0 FTE Seventh Grade Guidance Counselor and .20 FTE English Teacher, Benjamin Franklin Middle School, effective December 6, 2021 through February 3, 2022.

From: $97,474 ($90,817 + $300 CP + $6,357 ratio)
Cl. MA+45, St. 12
To: $115,637 ($108,980 + $300 CP + $6,357 ratio)
Cl. MA+45, St. 12

Account #11-000-218-104-00-08-019-000

MCCANN, Marisa - **from** 1.0 FTE Sixth Grade English Teacher, Benjamin Franklin Middle School, **to** 1.20 FTE Sixth Grade English Teacher, Benjamin Franklin Middle School, effective December 6, 2021 through February 3, 2022.

From: $73,492
Cl. MA+30, St. 3
To: $88,190
Cl. MA+30, St. 3

Account #11-130-100-101-03-08-019-000

MENZIES, Lauren - **from** 1.0 FTE Special Education English Teacher, Benjamin Franklin Middle School, **to** 1.20 FTE Special Education English Teacher, Benjamin Franklin Middle School, effective December 6, 2021 through February 3, 2022.

From: $104,982
Cl. MA, St. 18
To: $125,978
Cl. MA, St. 18

Account #11-213-100-101-00-08-019-000

Revision: MINICHINI, Gina - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**, approved by the Board at its meeting on October 18, 2021, **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, Ridgewood High School, effective October 12, 2021 through December 23, 2021.

From: $69,742
Cl. MA, St. 3
To: $83,690
Cl. MA, St. 3

Account #11-213-100-101-00-10-019-000

NIZZA, Amber - **from** 1.0 FTE Seventh Grade English Teacher, Benjamin Franklin Middle School, **to** 1.20 FTE Seventh Grade English Teacher, Benjamin Franklin Middle School, effective December 6, 2021 through February 3, 2022.

From: $114,932 ($114,632 + $300 CP)
Cl. MA+45, St. 18
To: $137,858 ($137,558 + $300 CP)
Cl. MA+45, St. 18

Account #11-130-100-101-03-08-019-000

PINCHES, Katharine - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective December 7, 2021 through January 20, 2022.

From: $104,982

Cl. MA, St. 18
To: $125,978
Cl. MA, St. 18

Account #11-140-100-101-03-10-019-000

Revision: REILLY, Nancy - **from** 1.0 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, effective October 12, 2021 through **TBD**, approved by the Board at its meeting on October 18, 2021, **from** 1.0 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Collaborative-Science) Teacher, Ridgewood High School, effective October 12, 2021 through December 23, 2021.

From: $106,482 ($104,982 + $1,500 Longevity)
Cl. MA, St. 18
To: $127,478 ($125,978 + $1,500 Longevity)
Cl. MA, St. 18

Account #11-213-100-101-00-10-019-000

WIATER, Lisa - **from** 1.0 FTE Special Education English Teacher, Ridgewood High School, **to** 1.20 FTE Special Education English Teacher, Ridgewood High School, effective December 7, 2021 through January 20, 2022.

From: $114,932 ($114,632 + $300 CP)
Cl. MA+45, St. 18
To: $137,858 ($137,558 + $300 CP)
Cl. MA+45, St. 18

Account # 11-213-100-101-00-10-019-000

WEARLEY, Meredith - **from** Eighth Grade English Teacher (non-tenure), Benjamin Franklin Middle School, **to** Eighth Grade English Teacher (tenure track), Benjamin Franklin Middle School, effective December 1, 2021 through June 30, 2022.

Salary will remain the same.

$104,982
Cl. MA, St. 18

Account #11-130-100-101-03-08-019-000

iii. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement, listed below.

Teachers

BLINN, Susan - Special Education Teacher, George Washington Middle School, effective July 1, 2022, with twenty-eight years of Ridgewood service.

Susan Blinn's career in Ridgewood:

- 1994-1996 - Classroom Aide, Benjamin Franklin Middle School
- 1996-1997 - Classroom Aide and Supplemental Instructor, Benjamin Franklin Middle School
- 1997-2000 - Basic Skills and Supplemental Instructor, George Washington Middle School
- 2000-2009 - Educational Specialist, George Washington Middle School
- 2009-2010 - Resource Room Teacher, Benjamin Franklin Middle School
- 2010-2016 - Resource Room Teacher, George Washington Middle School
- 2016-2022 - Special Education Teacher, George Washington Middle School

CLARKE-ANDERSON, Kathleen - English (Elective) Teacher, Benjamin Franklin Middle School, effective January 1, 2022, with thirty-two years of Ridgewood service.

Kathleen Clarke-Anderson's career in Ridgewood:

- 1989-2021 - English Teacher, Benjamin Franklin Middle School
- Speech/Debate Coach, Ridgewood High School

iv. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Teacher

DERASMO, Jacqueline - Special Education Science Teacher, Ridgewood High School, effective December 1, 2021.

Classroom Aides

Revision: BUDESA, Margaret - Lunch Aide, Somerville Elementary School, **from** effective November 22, 2021, approved by the Board at its meeting on November 15, 2021, **to** effective November 24, 2021.

DOMERSTAD, Dana - Self-Contained (RED) Special Education Classroom Aide, Glen Elementary School, effective November 29, 2021.

LOGAN, Jerina - Teacher Assistant (REACH), Glen Elementary School, effective November 29, 2021.

v. Rescind Appointment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rescinding of the appointment of the employee listed below.

Classroom Aide

VICARI, Jessica - Applied Behavior Analyst Aide (ABA), Glen Elementary School,

effective November 16, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

vi. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

Revision: GIDICH, Casey – Fourth Grade Teacher, Ridge Elementary School, **from** effective December 6, 2021 through April 19, 2022, with a reinstatement date of April 20, 2022, approved by the Board on November 1, 2022, **to** effective November 22, 2021 through April 19, 2022, with a reinstatement date of April 20, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: GOLDBERG, Sarah – Learning Disabilities Teacher-Consultant, Hawes Elementary School, **from** effective November 29, 2021 through May 13, 2022, with a reinstatement date of May 16, 2022, approved by the Board on September 20, 2021, **to** effective November 10, 2021 through May 13, 2022, with a reinstatement date of May 16, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: HACKETT, Loren – Eighth Grade Teacher, Benjamin Franklin Middle School, **from** effective August 31, 2021 through November 30, 2021, with a reinstatement date of December 1, 2021, approved by the Board on May 24, 2021, **to** effective August 31, 2021 through May 24, 2022 with a reinstatement date of May 25, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: MARZOCCHI, Jaime – Physical Education Teacher, Benjamin Franklin Middle School, **from** effective January 18, 2022 through April 15, 2022 with a reinstatement date of April 18, 2022, approved by the Board on October 4, 2021, **to** effective January 10, 2022 through April 1, 2022 with a reinstatement date of April 4, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Lunch Time Supervision - effective November 1, 2021, to be funded by American Rescue Plan ESSER III Grant

Hawes Elementary School

- **Caruso, Debra**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Harney, Thomas**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Higgins, Patricia**, not to exceed 5 days per week, at an hourly rate of $17.50.

- **Monnerat, Maria**, not to exceed 5 days per week, at an hourly rate of $17.50.
- **Raupp, Ellen**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Trubac, Thomas**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account #20-487-262-107-00-02-002-001

Orchard Elementary School

- **Jones, Michelle,** not to exceed 5 days per week, at an hourly rate of $25.90.
- **Moran, Kathleen,** not to exceed 5 days per week, at an hourly rate of $17.50.
- **Stahl, David,** not to exceed 5 days per week, at an hourly rate of $25.90.

Account #20-487-262-107-00-03-003-001

Ridge Elementary School

- **Main, Laurie,** not to exceed 5 days per week, at an hourly rate of $25.90.
- **Martell, Marisa,** not to exceed 5 days per week, at an hourly rate of $25.90.
- **Scire-Banchitta, Victoria,** not to exceed 5 days per week, at an hourly rate of $25.90.

Account #20-487-262-107-00-04-004-001

Somerville Elementary School

- **Chakonis, Ashley,** not to exceed 5 days per week, at an hourly rate of $17.50.
- **Levanti, Stamantina,** not to exceed 5 days per week, at an hourly rate of $17.50.
- **Oh, Justin,** not to exceed 5 days per week, at an hourly rate of $25.90.
- **Pierro, Melissa,** not to exceed 5 days per week, at an hourly rate of $17.50.

Account #20-487-262-107-00-05-005-001

Travell Elementary School

- **Connelly, Matthew,** not to exceed 5 days per week, at an hourly rate of $25.90.
- **James, Kimberly,** not to exceed 5 days per week, at an hourly rate of $17.50.
- **Maneri, Jessica,** not to exceed 5 days per week, at an hourly rate of $25.90.
- **Mead, Rosanne,** not to exceed 5 days per week, at an hourly rate of $17.50.
- **Walsh, Paige,** not to exceed 5 days per week, at an hourly rate of $25.90.

Account #20-487-262-107-00-06-006-001

Willard Elementary School

- **Brunner, Dina,** not to exceed 5 days per week, at an hourly rate of $25.90.
- **Devaney, Eileen,** not to exceed 5 days per week, at an hourly rate of $25.90.
- **Galvin, Jennifer,** not to exceed 5 days per week, at an hourly rate of $17.50.

Account #20-487-262-107-00-07-007-001

Curriculum, Instruction & Assessment

Extended-day Program to work with Identified Students - Funded by ESSER III Grant

Hawes Elementary School, total not to exceed $15,555

- **Acosta, Silvia**, at an hourly rate of $77.69.
- **Barnard, Elizabet**h, at an hourly rate of $46.16.
- **Berry, Julieanna**, at an hourly rate of $66.88.
- **Caruso, Debra**, at an hourly rate of $74.41.
- **Enright, Susan**, at an hourly rate of $69.99.
- **Gorman, Brandi**, at an hourly rate of $55.68.
- **Hamilton, Elizabeth**, at an hourly rate of $41.09.
- **Nebbia, Charles**, at an hourly rate of $77.62.

Account #20-490-100-101-00-22-022-001

Orchard Elementary School, total not to exceed $15,555

- **Bonfanti, Jill**, at an hourly rate of $68.77.
- **Dino, Deanna**, at an hourly rate of $41.43.
- **Fischer, Katherine**, at an hourly rate of $52.28.
- **Hoff, Erica**, at an hourly rate of $45.83.
- **Jones, Michelle**, at an hourly rate of $77.62.
- **Porod, Leigh**, at an hourly rate of $75.41.
- **Madison, Marissa**, at an hourly rate of $48.33.
- **Price, Megan**, at an hourly rate of $77.62.
- **Saglimbeni, Mary**, at an hourly rate of $52.48.
- **Schaffer, Amy**, at an hourly rate of $70.99.
- **Tan, Xue**, at an hourly rate of $52.48.
- **Wolff, Ellen**, at an hourly rate of $68.77.

Account #20-490-100-101-00-22-022-001

Ridge Elementary School, total not to exceed $15,555

- **Betstadt, Molly**, at an hourly rate of $76.62.
- **Higgins, Dana**, at an hourly rate of $77.69.
- **Macri, Elizabeth**, at an hourly rate of $77.69.
- **Main, Laurie**, at an hourly rate of $67.94.

Account #20-490-100-101-00-22-022-001

Somerville Elementary School, total not to exceed $15,555

- **Bielicky, Kathryn**, at an hourly rate of $53.91.
- **Calaman, Kerry**, at an hourly rate of $77.69.
- **Carr, Lauren**, at an hourly rate of $67.98.
- **Dembin, Ross**, at an hourly rate of $46.49.

- **Kaplan, Nancy**, at an hourly rate of $57.58.
- **Kiernan, Meredith**, at an hourly rate of $63.02.
- **Kowalski, Alexandra**, at an hourly rate of $41.09.
- **Pilkington, Jaclyn**, at an hourly rate of $63.02.
- **Wine, Rae**, at an hourly rate of $45.83.
- **Witham, Lynne**, at an hourly rate of $70.99.

Account #20-490-100-101-00-22-022-001

Travell Elementary School, total not to exceed $15,555

- **Finucane, Melissa**, at an hourly rate of $74.41.
- **Casey, Kim**, at an hourly rate of $70.99.
- **Nagy, Zsuzsanna**, at an hourly rate of $71.89.
- **Schick, Casey**, at an hourly rate of $47.54.

Account #20-490-100-101-00-22-022-001

Willard Elementary School, total not to exceed $15,555

- **Blois, Kevin**, at an hourly rate of $66.88.
- **Brunner, Dina**, at an hourly rate of $76.62.
- **Dolfi, Dawn-Lyn**, at an hourly rate of $75.41.
- **Ebenhack, Kayley**, at an hourly rate of $41.09.
- **Halter, Wesley**, at an hourly rate of $57.34.
- **Lyons, Kelly**, at an hourly rate of $52.48.
- **McCoy, Lydia**, at an hourly rate of $68.84.
- **Ong, Jerome**, at an hourly rate of $68.58.
- **Sullivan, Doloris**, at an hourly rate of $75.41.

Account #20-490-100-101-00-22-022-001

Benjamin Franklin Middle School, total not to exceed $15,555

- **Bartoli, Karen**, at an hourly rate of $21.23.
- **Gilbert, Kristen**, at an hourly rate of $57.34.
- **Litvak, Roman**, at an hourly rate of $68.77.
- **Papapietro, Meagan**, at an hourly rate of $49.39.
- **Pfeiffer, Courtney**, at an hourly rate of $77.69.

Account #20-490-100-101-00-22-022-001

George Washington Middle School, total not to exceed $15,555

- **Kabash, Vanessa**, at an hourly rate of $76.62.
- **McKinnon, Evelyn**, at an hourly rate of $61.81.
- **Petitt, Carol**, at an hourly rate of $67.77.
- **Walker, Christine**, at an hourly rate of $74.41.

Account #20-490-100-101-00-22-022-001

Ridgewood High School, total not to exceed $15,555

- **Contreras, Colleen**, at an hourly rate of $62.39.
- **Doris, Michelle**, at an hourly rate of $71.89.
- **Driscoll, Samantha**, at an hourly rate of $52.48.
- **Gattoni, Jessica**, at an hourly rate of $41.76.
- **Gyulay, Joseph**, at an hourly rate of $69.99.
- **John, Carlin**, at an hourly rate of $43.49.
- **Mele, Lauren**, at an hourly rate of $60.74.
- **Minichini, Gina**, at an hourly rate of $46.49.
- **Pollitt, Ashley**, at an hourly rate of $55.86.
- **Richards, Caroline**, at an hourly rate of $66.70.
- **Scevola, Adam**, at an hourly rate of $58.98.
- **Tolve, Laura**, at an hourly rate of $58.98.

Account #20-490-100-101-00-22-022-001

Ridge Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Play Club

- **Tobin, Deirdre;** and **Dodd, Stephanie**, each to receive a total stipend of $623.14.

Account #11-401-100-101-00-04-004-001

Willard Elementary School

Lunch Time Supervision

- **Chanod, Margaret**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account #11-000-262-107-00-07-007-001

Revision: Clubs and Activities for the 2021-2022 School Year, approved by the Board at its meeting on September 20, 2021

TREP$ Club

Remove: **Blois, Kevin**
Replace: **Diorio, Linda**, not to exceed 5 hours, at an hourly rate of $40.17 ($200.85); **Luongo, Elizabeth**, not to exceed 3 hours, at an hourly rate of $17.50 ($52.50); **Sweeney, Marcella**, not to exceed 3 hours, at an hourly rate of $17.50 ($52.50).

Account #11-401-100-101-00-07-007-001

Benjamin Franklin Middle School

Professional Development Day

- **Downs, Emily**, not to exceed 6 hours, at an hourly rate of $44.02 ($264.12).

Account #11-401-100-101-00-08-008-001

George Washington Middle School

7th & 8th Grade Band/Jazz Band Concert - December 2, 2021

- **Six Chaperones: Barba, Allison; DiModugno, Grace; King, Janelle; Petitt, Carol; Walker, Christine;** and **Weiss-Chromek, Courtney**, each not to exceed 2 hours, each at an hourly rate of $40.17 ($482.04).

Account #11-401-100-101-00-09-009-001

7th & 8th Grade Orchestra/Chamber Orchestra Concert - December 7, 2021

- **Six Chaperones: Barba, Allison; Feit, Deborah; Funtsch, Kaitlyn, Kaukonen, Phillip; Mauer, Lisa;** and **McKinnon, Evelyn**, each not to exceed 2 hours, each at an hourly rate of $40.17 ($482.04).

Account #11-401-100-101-00-09-009-001

7th & 8th Grade Vocal/Jazz Concert - December 9, 2021

- **Six Chaperones: Abbatiello, Diane; DiModugno, Grace; King, Janelle; McKinnon, Evelyn; Sharar, Connie;** and **Weiss-Chromek, Courtney**, each not to exceed 2 hours, each at an hourly rate of $40.17 ($482.04).

Account #11-401-100-101-00-09-009-001

Ridgewood High School

Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year

Drama Musical Assistant

Remove: **TBD**
Replace: **Fink, Gary**, total stipend of $1,638.
Account #11-401-100-101-00-10-010-001

Drama Musical Assistant

Remove: **TBD**
Replace: **Fink, Gary**, total stipend of $1,638.

Account #11-401-100-101-00-10-010-001

Drama Musical Assistant

Remove: **TBD**
Replace: **Luckenbill, John**, total stipend of $1,638.

Account #11-401-100-101-00-10-010-001

Drama Musical Assistant

Remove: **TBD**
Replace: **Cardillo, Natalie**, total stipend of $1,638.

Account #11-401-100-101-00-10-010-001

Drama Musical Assistant

Remove: **TBD**
Replace: **Cardillo, Natalie**, total stipend of $874.

Account #11-401-100-101-00-10-010-001

Drama Musical Assistant

Remove: **TBD**
Replace: **Frey, Troy**, total stipend of $874.

Account #11-401-100-101-00-10-010-001

Drama Musical Assistant

Remove: **TBD**
Replace: **DiBrita, Christine**, total stipend of $874.

Account #11-401-100-101-00-10-010-001

Drama Playwriting, Play 4

Remove: **Vilardi, Louisa**
Replace: **Knight, Morgan**, total stipend of $655.

Account #11-401-100-101-00-10-010-001

Athletics

Fitness Center Supervision

- **McDermott, Michael**, not to exceed 100 hours, at an hourly rate of $40.17 ($4,017).

Account #11-402-100-101-00-10-036-001

Winter Site Managers and Clock Operators

Site Managers, each not to exceed 30 hours, each at the REA Contracted hourly rate of $40.17

- **Bunzey, Craig**
- **Currier, Robert**
- **Kay, Peter**
- **Knott, Ronald**
- **Lug, Raymond**
- **Mandel, Aaron**
- **McNamee, Richard**
- **Quirk, Brian**
- **Watson, Andrea**

Account #11-402-100-104-00-10-034-001

Clock Operators, Ticket Trackers, Ticket Sellers at $50 a game for up to 40 games

- **Currier, Rober**
- **Fabish, Christopher**
- **Kay, Peter**
- **Mandel, Aaron**
- **McNamee, Richard**
- **Moscarello, Kenneth**
- **Quirk, Brian**
- **Reilly, Christopher***
- **Watson, Andrea**

Account #11-402-100-104-00-10-034-001

Special Programs

- **Sand, Grace**, Self-Contained (LLD) Special Education Classroom Aide, George Washington Middle School, to provide support for special education students for extracurricular activities after school, not to exceed 30 hours, at an hourly rate of $15.01 ($450.30).

Account #11-204-100-106-00-09-024-001

ABA Training Completed and Certified – hourly rates from $20.17 to $21.23, effective November 10, 2021

- **Minardi, Jacqueline**

Account #11-000-217-106-00-24-024-001

Handle with Care Training - November 3, 2021

- **Hong, Yong-ah**, not to exceed 5 hours, at an hourly rate of $20.17 ($100.85).
- **Maluenda, Mellany**, not to exceed 5 hours, at an hourly rate of $20.17

($100.85).

Account #11-000-217-106-00-24-024-001

Multi Sensory Reading Instructions for the 2021-2022 School Year

- **Caruso, Debra**, at an hourly rate $74.41.

Account #11-000-217-106-00-24-024-001

Additional: 2021-2022 Bus Supervision on as-needed basis

- **Goodman, Nancy**, at an hourly rate of $17.50.
- **Pilson, Mine**, at an hourly rate of $17.50.
- **Sand, Grace**, at an hourly rate of $15.01.
- **Tucker, Annette**, at an hourly rate of $15.01.

Account #11-000-217-106-00-24-024-001

***Related to staff member**

viii. Revision of Account Numbers Approved at the November 15, 2021 Agenda

Sargenti, Ava
From: Account #11-000-217-106-00-04-024-001
To: Account #11-213-100-106-00-04-024-001

ix. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Bowley, Melissa; Burslem, Robert; Burton, William; Geraghty, Lara; Kinnealy, Jennifer; Lowy, Meredith; Myones, Libby; and **Panariti, Nina**

$115 Daily Rate.

Mr. Lembo moved approval of D. Human Resources.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent

of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
RHS Student Congress	$671.27 (gift in kind)	A gift in kind of two water boilers, two hot drink containers and whisk to be used by the Ridgewood High School student body.	N/A
Learning Services Home and School Association	$645.57	To be used to enhance the Special Education Program.	20-039-100-890-00-24-024-001
Ridgewood High School ALPS Club	$1,300.35	To be used to pay for overnight chaperones for the ALPS Harriman Hiking Trip.	20-030-100-101-00-10-010-031 ($1,200 Stipend) 20-030-200-220-00-10-010-026 ($100.35 FICA)
Schwab Charitable: Stephen and Georgina Jones	$2,500	To be used to enhance the Carole G. Jones Science Education Center at Ridgewood High School.	20-007-100-610-00-10-010-004
Bergen County Utilities Authority	$993.30	To be used to purchase two composters and a rain barrel for the RHS Green Club's garden.	20-017-100-610-00-10-010-002

ii. <u>Approval: Budgeted Out-of-DIstrict Placement for the 2021-2022 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 school year out-of-district budgeted tuition placement as listed below.

<u>2021-2022 Out of District Placement for Regular School Year Tuition</u>	
The Craig School, Mountain Lakes, NJ	1

iii. <u>Approval: Disposal of Equipment</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of furniture. This item is no longer needed.

➢ Ridgewood High School: gymnastics vault

Ms. Brogan moved approval of E. Finance.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Kaufman, Ms. Kwak, Mr. Lembo, Mr. Dani (except item ii)
NAYS: none
ABSTAIN: Mr. Dani for item E. ii. Budgeted Out-of-District Placement for the 2021-2022 School Year

Mr. Lembo read the donations into record and thanked the responsible parties.

VIII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented A: Approval: Resolution to Continue Membership in the NorthEast Bergen County School Board Insurance Group for consideration.

A. APPROVAL: RESOLUTION TO CONTINUE MEMBERSHIP IN THE NORTHEAST BERGEN COUNTY SCHOOL BOARD INSURANCE GROUP

WHEREAS, a number of Boards of Education in Bergen County have joined together to form a Joint Insurance GROUP as permitted by N.J. Title 18A-.18B and;

WHEREAS, said GROUP was approved effective July 1, 1985 by the New Jersey Commissioner of Insurance and has been in operation since that date and;

WHEREAS, the Bylaws and regulations governing the creation and operation of this Insurance GROUP contain elaborate restrictions and safeguards concerning the safe and efficient administration of the public interest entrusted to such a GROUP, and;

WHEREAS, the Board of Education of Ridgewood has determined that membership in the NORTHEAST BERGEN COUNTY SCHOOL BOARD INSURANCE GROUP is in the best interest of the District;

NOW THEREFORE, be it resolved that the Board of Education of Ridgewood does hereby agree to renew membership in the NORTHEAST BERGEN COUNTY SCHOOL BOARD INSURANCE GROUP and hereby accept the Bylaws as approved and adopted. The renewal term is from July 1, 2022 to June 30, 2025.

BE IT FURTHER RESOLVED that the Board Secretary/Business Administrator is authorized to execute the application for membership and the accompanying certification on behalf of the District and;

BE IT FURTHER RESOLVED that the Board Secretary/Business Administrator is authorized and directed to execute the Indemnity and Trust Agreement and such other documents signifying membership in the GROUP as are required by the Group's Bylaws and to deliver the same to the Executive Director.

Mr. Lembo moved approval of Resolution to Continue Membership in the NorthEast

Bergen County School Board Insurance Group for consideration.

Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

IX. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Nov 9	Columbia Bank On-Line	103938	23,175.00	Mr. Lembo
Nov 19	Columbia Bank On-Line	103938-104121	1,422,711.56	Mr. Lembo
Nov 29	Columbia Bank On-Line	104122-104185	812,470.02	Mr. Lembo
Oct 30	Payroll Transfer	P37497	3,349,073.15	Mr. Lembo
Nov 15	Payroll Transfer	P37690	3,459,804.75	Mr. Lembo
Nov 30	Payroll Transfer	P37694	3,282,598.87	Mr. Lembo
Oct 5	Electronic Transfers	C37495	795.60	Mr. Lembo
Oct 27	Electronic Transfer	R37498	109,528.75	Mr. Lembo
Nov 4	Electronic Transfer	R37692	600.33	Mr. Lembo
Nov 8	Electronic Transfer	R37691	4,383.30	Mr. Lembo
Nov 8	Electronic Transfer	C37693	6,281.34	Mr. Lembo
Dec 1	Electronic Transfer	H37695	1,092,911.36	Mr. Lembo
Nov 29	Food Service	620363-620364	191,974.68	Mr. Lembo
Nov 9	Columbia Bank Void Check	103557	(23,175.00)	Mr. Lembo
TOTAL			**13,733,133.71**	

Mr. Lembo moved approval of all bills reviewed by him.
Mr. Kaufman seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

X. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan announced that it was nice that the Board received an invitation to the RHS Bands concert to be held tomorrow evening and that the events are taking place again.

Mr. Lembo stated that a lot of schools and student clubs have been holding various charity drives. Downtown for the Holidays was a fantastic event. The RHS Marching Band performed and other school clubs were involved in the event as well. The Kelly Creegan coat drive was also held last weekend.

XI. BOARD COMMITTEE REPORTS

Mr. Lembo stated the finance committee will meet before the next BOE meeting.

Ms. Brogan is the liaison on the Village Safety Committee. They have been working on sidewalk improvements, and sidewalks are being installed on Glen Avenue. An actuated signal will also be installed. She thanked the Village for these improvements.

Ms. Brogan stated that she and Mr. Dani met with the rest of the Facilities Committee. The installation of digital controllers for the heating system at Somerville has been a successful upgrade, and similar projects may be done in a section of Travell and Hawes.

XII. DISCUSSION ITEMS

A. Revisions to Policy as listed below and in **Attachment D:**

- ➢ Policy 5111 Eligibility of Resident/Nonresident Students

Mr. Dani stated there is a correction on page 9, where it mentions January 1 2022, it should be July 1, 2022.

Ms. Brogan voiced concerns on the policy as it is written. She stated that enrollment is down as of December 1, we are down about 100 students from 18 months ago. We have 50 resident staff children enrolled in the district. We are asking our new staff to go from 800 and something dollars tuition to, depending upon the non resident tuition rates, anywhere from $4900 to $5600, depending on the grade. She asked if for this policy, as we do any policy, we notified impacted people? Although this is for new staff, it does impact the union. This has been a perq and there is a positive to have our staff members experience the schools and give feedback.

Mr. Dani responded to Ms. Brogan's additional question regarding an explanation of the language for out-of-district transportation costs. He stated that in both places it explains that transportation is the parents' responsibility, it is not 35% of transportation. Even if a student is in our district there could be transportation required and he is going based on

the attorney's review. We can go back and ask them to clarify.

Ms. Brogan asked if the student is here and there is a field trip would that apply?

Mr. Dani stated that the day-to-day transportation is the parents' responsibility. The intent of this policy, there is a lot of positive for the existing staff. It may impact a small number that we hire after, but everyone is grandfathered. All 700 - 800 employees who are currently here, this policy allows them to send their special education students to the district. The current policy prohibits that. That is the driver for this.

Ms. Brogan stated they can do this, but they have to pay.

Mr. Dani added there is no fee increase for the existing staff or anybody who will be hired in this school year. They will continue to pay $895 per year, the new employees will pay $4,500 while the expense to the district is in the $14,000 - $15,000 range. It is still 35 percent, we are not charging the entire fee. This 35% is coming from professional advice and not from the policy committee. This is not going to impact anybody anytime soon, it will be over time.

The Board continued to discuss Revisions to Policy 5111 Eligibility of Resident/Nonresident Students.

Dr. Gorman will clarify, with the District Attorney, the transportation fees and also, if a child has been accepted as a tuition student, who is responsible for the tuition if the child needs to be sent out of district.

XIII. ACCEPTANCE OF MINUTES

- October 4, 2021 Executive Session
- November 1, 2021 Executive Session
- November 1, 2021 Regular Public Meeting

Dr. Gorman stated there were different things requested to be added and deleted from the October 4 and November 1 Executive Session Minutes. He shared them with everyone so they could talk it through.

The Board agreed with the attorney who said that we should keep the original sentences and not delete them.

Mr. Lembo moved Acceptance of Minutes.
Mr. Kaufman seconded the motion, which was unanimously approved.

XIV. OTHER BUSINESS

None at this time.

XV. COMMENTS FROM THE PUBLIC

Ms. Walls, stated that she left a message this morning and was disappointed not to get a call back. She represents frustrated parents at Ridge, they have kids home who are

quarantining. She stated that these times are tough and everyone is doing their best, but 14 days right before the holidays is quite a hardship on families and the mental wellbeing of the children is at stake. She would like an explanation of how we got to this point - four cases in a two week period has put us at a higher level, but more of an effort could be done for contact tracing to bring the number of 70 kids down to 20 and spare a few families in the process. She would like to know what is being done.
Dr. Gorman replied that based on the NJ Department of Health Guidelines, including the CDC, that once you get to a certain number of three plus in a certain cohort, we have to shut down for 14 days. It is not done out of insensitivity or because we are ignoring the mental health of the kids, it is what we are required to do.

Ms. Walls added that if she took her child for a covid test today, and she tested positive, in 10 days she could go back to school. She explained that in the current scenario, we do not know who was in contact with the positive cases, and it is a 14 day quarantine for a kid who may or may not have been a close contact. Ms. Walls also stated that a quarantine of 10 days for a confirmed positive case versus an unconfirmed contact case with a quarantine for 14 days is a confusing discrepancy. She stated that at Ridge, they took 3 classes and mixed them together for subjects and asked why, during a pandemic, would they do that. She asked why Ridge hadn't been more proactive so we could have avoided this and why can't more effort be made to figure out who the close contacts were?

Dr. Gorman stated when elementary students continue to be vaccinated we will see fewer classes being shut down.

Mr. Train stated that he was on the Verizon call and it kept pausing and crashing; it was impossible to watch so he switched to the zoom call. As a member of the later start time committee, the first question he asked was what was the purpose of the committee - was it to study the issue or to justify the preconceived notion of changing? He was assured that it was to study the issue and not to figure out how to sell it. He stated that, from what he has heard tonight, it seems we may have lost our way in that regard. He finds himself agreeing with Mr. Kaufman and he thinks we should slow down. He thinks the committee or another group of people needs to see and make sure that the survey is not biased in one way or another. There are plenty of people on both sides of this and it is not fair to craft a survey that guides you in one path. He is not saying that the survey does that because he has not seen it, but that is his concern. He stated that putting out a survey in the middle of a vacation has terrible optics and we should not do it; that the example survey was clearly not in favor of starting later; it was the school administration and the activists that wanted it. He mentioned that Mr. Lembo said a few minutes ago that there are new articles that don't support the findings of the old ones. He explained that the idea that the science is settled is not right and that when he went to school he was taught that science is never settled and we should keep asking questions. He noted that the survey should not have an open ended section, there should be a clear option six which is simply no.

XVI. ADJOURNMENT

At 9:18 p.m., on a motion made by Mr. Lembo, seconded by Mr. Kaufman and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

December 6, 2021 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Timothy Murtha	Northern Region Marketing Association Advisor Meeting DECA, VA East Rutherford, NJ 12/15/21	Professional Development	$0.00	0
Kathleen Finnegan	Defusing Anger, Anxiety and Aggression: Improving Student Behavior Bureau of Education & Research, WA Virtual 12/16/21	Professional Development	$259.00	0
Sabrina Koropchak	Defusing Anger, Anxiety and Aggression: Improving Student Behavior Bureau of Education & Research, WA Virtual 12/16/21	Professional Development	$259.00	1/2
Ross Dembin	Defusing Anger, Anxiety and Aggression: Improving Student Behavior Bureau of Education & Research, WA Virtual 12/16/21	Professional Development	$259.00	1/2
Mark Syvret	College Board AP Seminar Training College Board, NY	Professional Development	$0.00	0

	Virtual 12/20/21			
Julie Yohana	Open Public Records Act and Records Management - North Jersey New Jersey Association of School Business Officials (NJASBO), NJ Whippany, NJ 12/21/21	Professional Development	$150.00	0
Sandra Kunzle	AP Research Scoring Training College Board, NY Virtual 1/7/22	Professional Development	$0.00	0
Tom Gorman	Techspo '22 NJ Association of School Administrators Atlantic City, NJ 1/26 - 1/28/22	Professional Development	$1,008.10	0
Rebecca Turano	Realize Richmond--University of Richmond Counselor Fly-In University of Richmond, VA Richmond, VA 1/30/22 - 2/1/22	Professional Development	$0.00	0
Michelle Melucci	Putting Theory into Practice for School Staff and Administrators International Institute for Restorative Practices, PA Virtual 2/16/22, 2/23/22, 3/2/22, 3/9/22	Professional Development	$595.00	0
Nicole Giordano	NGSS: Argumentation, CER, and Phenomena PRISM - Montclair State University, NJ	Professional Development	$182.14	1

	Bloomfield, NJ 3/18/21			
Cindy Lora	ABAI Annual Convention 2022 Association for Behavior Analysis International, MI Boston, MA 5/27 - 5/30/22	Professional Development	$1,783.00	0

RIDGEWOOD PUBLIC SCHOOLS 2022-2023

Revised

12/6/21

	Prof. Development Day – No School for Students
	Opening & Closing Day for Students
	Schools Closed
	Minimum Day
	Schools may be closed per emergency days used

School Hours:	Full Day	Minimum Day
K-5	8:45-3:00	8:45-12:45
Gr 6-8	8:00-2:53	8:00-12:15
Gr 9-12	7:45-3:15	7:45-12:10

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Convocation: Professional Development
5 Labor Day: Schools Closed
6 Opening Day for students: minimum
26 Rosh Hashanah: Schools closed

October

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5 Yom Kippur: Schools Closed
10 Columbus Day: Professional Dev. Day
24 Diwali: schools closed

November

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10-11 NJEA convention: School closed
23 Minimum Day
24-25 Thanksgiving Recess

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

23 Minimum Day
25 Christmas
26-30 December Recess

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

16 MLK Day: School Closed
22 Lunar New Year

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 Presidents day
20-21 February Recess

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 Professional Development Day: No school for students

April

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3-7 Spring Recess
7 Good Friday
9 Easter
22 Eid-Al-Fitr

May

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

24-27 Schools may be closed per emergency day note below
29 Memorial Day: Schools Closed

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

19 Juneteenth: schools closed
22 Last day of instruction (minimum day)
22 RHS graduation
23 Closing Day for Teachers

DAYS IN SESSION

Students	Teachers
0 August	0 August
18 September	20 September
18 October	19 October
18 November	18 November
17 December	17 December
21 January	21 January
18 February	18 February
22 March	23 March
15 April	15 April
22 May	22 May
15 June	16 June
184 total days	189 total days

**** May 24, 25, 26 may be closed based upon the number of emergency days used.**
0 emergency days used: 3 days school closed
1 emergency day used: 2 days school closed (Thursday and Friday closed)
2 emergency days used: 1 day school closed (Friday closed)
3 or more emergency days used: 0 days closed *Spring recess may be subject to cancellation if more than 4 days used. 1st day to be used will be Monday March 29, 2021 and working forward.

ATTACHMENT C

FIELD TRIPS FOR APPROVAL

November 15, 2021

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
12/15/21	RHS	Paramus Park Mall, Paramus, NJ	4 RISe Students	4	0	0	0	No	Yes
12/16/21	RHS	Tenement Museum, New York, NY	30 American Studies II Students	2	0	0	$500 - bus	Yes	Yes
1/11/22	BF	High Exposure, Norhvale, NJ	120 8th Grade Students	8	0	$0	$0	Yes	Yes
1/12/22	BF	High Exposure, Norhvale, NJ	120 8th Grade Students	8	0	$0	$0	Yes	Yes
1/29/22	BF	Camelback Mountain, Tannersville, PA	50 Ski Club Memebers	4	0	$0	$0	No	Yes
2/12/22	BF	Camelback Mountain, Tannersville, PA	50 Ski Club Memebers	4	0	$0	$0	No	Yes
4/28/22	Orchard	Liberty Science Center, Jersey City, NJ	61 Students - Grade 2	23	Updated - 1 nurse	$170	$170 - Sub Nurse	Yes	Yes
5/18/22	Orchard	New Jersey Sea Grant Consortium. Hancock, NJ	55 4th Grade Students	17	Updated - 1 nurse	$170	$170 - Sub Nurse	Yes	Yes
6/10/22	Ridge	Graydon Pool, Ridgewood, NJ	70 5th Grade Students	5	0	$0	$0	Yes	Yes

5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

The Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older students as is otherwise entitled by law to a free public education.

Eligibility to Attend School

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1.

A child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in a time of war or national emergency shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.A.C. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

The Board shall also admit any student that is kept in the home of a person other than the student's parent or guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child in accordance with N.J.A.C. 6A:22-3.2. A student is only eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 if the student's parent or guardian files, together with documentation to support its validity, a sworn statement that he or she is not capable of supporting or providing care for the student due to family or economic hardship and the student is not residing with the other person solely for the purpose of receiving a free public education. In addition, the person keeping the student must file, if so required by the Board of Education, a sworn statement that he or she: is domiciled within the school district; is supporting the child without remuneration and intends to do so for a time longer than the school term; will assume all personal obligations for the student relative to school requirements; and provides a copy of his or her lease if a tenant, a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner. Pursuant to N.J.S.A. 18A:38-1, any person who fraudulently allows a child of another person to use his or her residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of his or her child to a person in another district commits a disorderly person's offense.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38- 1 if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian and the parent or guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency. Eligibility under this provision shall cease at the end of the current school year during which the parent or guardian returns from active military duty.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38- 1 if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of a student attending the school district of temporary residence. When one of a student's parents or guardians temporarily resides in the school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with the criteria of N.J.A.C. 6A:22-3.1(a)1.i.

A student is eligible to attend this school district free of charge:

1. If the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2 - Education of Homeless Children;

2. If the student is placed by court order or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2;

3. If the student previously resided in the school district and if the parent(s) or legal guardian(s) is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the school district, pursuant to N.J.S.A. 18A:38-3. The school district shall not be obligated for transportation costs; and

4. If the student resides on federal property within the State pursuant to N.J.S.A.18A:38-7.7 et seq.

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year in pursuant to N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h). If the student remains enrolled in the school district for the remainder of the school year, the school district shall provide transportation services to the student, provided the student lives remote from school, and the State shall reimburse the school district for the cost of the transportation services. Nothing in N.J.S.A. 18A:38-1.1 shall be construed to affect the rights of homeless students pursuant to N.J.S.A 18A:7B-12, N.J.S.A. 18A:7B-12.1, or any other applicable State or Federal law.

If the district of residence cannot be determined according to the criteria contained in N.J.SA.A 18A:7B-12; if the criteria contained in N.J.S.A. 18A: 7B-12 identify a district of residence out of the State; or if the child has resided in a domestic violence shelter, homeless helter, or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child in accordance with N.J.S.A. 18A:7B-12.d.

A student's eligibility to attend this school shall not be affected by the physical condition of an applicant's housing or his or her compliance with local housing ordinances or terms of lease.

Except as set forth in N.J.A.C. 6A:2-3.3(b)1, immigration/visa status shall not affect eligibility to attend school and the school district shall not condition enrollment in the school district on immigration status. A student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111.

Proof of Eligibility

The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4. The Board of Education shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form or a subset of documents, without regard to other evidence presented.

The Board of Education shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school as outlined in N.J.A.C. 6A:22-3.4(d). The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in N.J.A.C. 6A:22-3.4(d) or pertinent parts thereof if voluntarily disclosed by the applicant. The Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment. In the case of a dispute between the school district and the parent or guardian of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the

Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.S.A. 18A:38-1-3. The NJMVC shall disclose to a school district the information requested in accordance with procedures established by the NJMVC. However, the school district shall not condition enrollment in the district on immigration status or on the fact that the NJMVC does not have the name or address of the parent on file.

Registration Forms and Procedures for Initial Assessment

Registration and initial determinations of eligibility will be in accordance with N.J.A.C. 6A:22-4.1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that are consistent with the forms provided by the Commissioner. A district-level administrator designated by the Superintendent shall be clearly identified to applicants and available to assist persons who experience difficulties with the enrollment process.

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the district's determination and an intent to appeal to the Commissioner of Education. An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed, without a hearing before the Board, if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and sixteen, applicants also shall be asked to complete a written statement indicating the student will be attending school in another school district or a nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement, designated staff shall report to the school district of actual domicile or residence, or the Department of Children and Families, a potential instance of "neglect" for the purposes of ensuring compliance with compulsory education law, N.J.S.A. 9:6-1. Staff shall provide the school district or the Department of Children and Families with the student's name, the name(s) of the parent/guardian/resident, and the student's address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere

Enrollment or attendance at the school district shall not be conditioned on advance payment of tuition when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information. The Board of Education shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2, Education of Homeless Children. Enrollment or attendance in the school district shall not be denied based upon the absence of the certified copy of the student's birth certificate or other proof of a student's identity as required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.

Enrollment in the school district shall not be denied based upon absence of student medical information. However, actual attendance at school may be deferred until the student complies with student immunization rules set forth in N.J.A.C. 8:57-4.

When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student's prior educational record. However, the applicant shall be advised the student's initial educational placement may be subject to revision upon the school district's receipt of records or further assessment of the student.

Notice of Ineligibility

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student's initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4 et. seq. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside. Notices of ineligibility shall include information as outlined in N.J.A.C. 6A:22-4.2.

Removal of Currently Enrolled Students

Nothing in N.J.A.C. 6A:22 et seq. and this Policy shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.

When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board of Education for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student" (as defined in N.J.A.C. 6A:22-1.2) has been informed of his or her entitlement to a hearing before the Board of Education. Once the hearing is held, or if the parent, guardian, adult student or

resident keeping an "affidavit student", does not respond within the designated time frame to the Superintendent's notice or appear for the hearing, the Board of Education shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board or a Board Committee, at the discretion of the full Board. If the hearing(s) is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. No student may be removed except by vote of the Board taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

Appeal to the Commissioner

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition which shall be filed in accordance with N.J.S.A. 18A:3.-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3. Pursuant to N.J.S.A. 18A:38-1., appeals of "affidavit student" eligibility determinations shall be filed by the resident keeping the student.

Assessment and Calculation of Tuition

If no appeal to the Commissioner is filed following notice of an ineligibility determination, the Board may assess tuition for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 et seq. If the responsible party does not pay the tuition assessment, the Board of Education may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10 through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.

If an appeal to the Commissioner is filed and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a). Upon the Commissioner's finding that an appeal has been abandoned, the Board of Education may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2.

Nonresident Students

The admission of a nonresident student to school free of charge must be approved by the Board, upon the recommendation of the Superintendent and subject to the needs of the district. No student otherwise eligible shall be denied admission on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or sex, social or economic status, or disability. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty days prior

to admittance. Transportation will be provided by the staff member. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship, academic standing and discipline, as well as family behavior toward school personnel and/or the needs of the district.

Change in Residence

Seniors who have completed their junior year in Ridgewood High School and whose parent(s) or legal guardian(s) change their residence out of the district after that time may finish their studies at Ridgewood High School on a tuition basis. Other students may finish the year on a tuition basis if parent(s) or legal guardian(s) change residence out of district February 1 or later. Students whose parent(s) or legal guardian(s) change residence after May 1 may continue schooling on a non-tuition basis for the remainder of the school year.

Other Nonresident Children

Other nonresident children, otherwise eligible for attendance, may be admitted to school in this district with payment of tuition if their admission is warranted by the inaccessibility of school in their home district, the singular availability of an appropriate educational program in this district, the avoidance of transfer and readmission of a child whose legal custody is shared by a parent(s) or legal guardian(s) residing in this district, or other good cause. The parent(s) or legal guardian(s) must submit an application to the Superintendent for review and consideration. ~~*Special Education students may not be enrolled in the district under this provision*~~. ~~Students in this provision are not eligible for any formal educational intervention services.~~

a. An application for permission to enroll a child of a nonresident must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance.

b. Annually, the nonresident must submit a letter to the Superintendent requesting their child to be approved for admittance in the district in the subsequent school year. All such letters must be received by the Superintendent by May 15 of the current school year in order for the child to be considered for admittance in the following school year. The Superintendent will notify the nonresident of the decision, in writing, no later than June 15 of the current school year. A written request for permission to enroll a child of a nonresident, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance.

c. Approval of enrollment shall be based on availability of space in the schools; the Superintendent shall review the availability of space on an annual basis.

d. A contract for educational services must be signed.

e. **Enrollment can begin anytime during the school year. Tuition will be billed on a prorated basis.**

f. By August 1 preceding the new school year, all nonresident will be billed by the Business Office at the rates established prior to the end of the school year. Payment is due to the Business Office no later than the last Friday prior to the opening of school for students. If this payment is not received in a timely fashion, interest will be charged at a rate of 1% per month until payment is received. If payment is not received by the last Friday in January, the nonresident will be required to meet with the Superintendent to explain the reason for nonpayment. Within three days of that meeting, the Superintendent will issue, in writing, the decision concerning the continued enrollment of the non-resident student(s).

g. Tuition will cover only the typical costs associated with an education in the Ridgewood School District. Any extraordinary costs will be borne by the parent(s)/guardian(s). Examples of extraordinary costs include, but are not limited to, fees for OT/PT, aides, out-of-district transportation, etc. Non-resident parent(s)/guardian(s) shall be assessed the Board approved out-of-district tuition rate.

h. Responsibility for pupil transportation shall be assumed by the parent(s)/guardian(s).

i. All discipline and other pupil records from a student's prior school shall be reviewed; the Superintendent and/or Board of Education may deny enrollment based on the discipline record of a non-resident student.

j. The continued enrollment of any nonresident student, shall be contingent upon the student's maintenance of good standards of citizenship and discipline. Infractions of the student code of conduct may result in immediate disenrollment from the school district.

Children of District Employees

Children of nonresident permanent, salaried staff members of the Board of Education may be admitted to the schools of the district at a tuition rate, set annually by the Board of Education ~~at its Reorganization Meeting~~ **prior to the end of the school year,** upon the recommendation of the Superintendent and the approval of the Board. ~~*Special Education students may not be enrolled in the district under this provision.* Students in this provision are not eligible for any formal educational intervention services.~~

a. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance. ~~Transportation will be provided by the staff member.~~

b. Annually, the nonresident staff member must submit a letter to the Superintendent requesting their child to be approved for admittance in the district in the subsequent school year. All such letters must be received by the Superintendent by May 15 of the current school year in order for the child to be considered for admittance in the following school year. The Superintendent will

notify the nonresident staff member of the decision, in writing, no later than June 15 of the current school year. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance. ~~Transportation will be provided by the staff member.~~

c. Approval of enrollment shall be based on availability of space in the schools; the Superintendent shall review the availability of space on an annual basis.

d. A contract for educational services must be signed.

e. **Enrollment can begin anytime during the school year. Tuition will be billed on a prorated basis.**

f. By August 1 preceding the new school year, all nonresident staff members will be billed by the Business Office at the rates established ~~at the annual reorganization meeting~~, **prior to the end of the school year**. Payment is due to the Business Office no later than the last Friday prior to the opening of school for students. If this payment is not received in a timely fashion, interest will be charged at a rate of 1% per month until payment is received. If payment is not received by the last Friday in January, the nonresident staff member will be required to meet with the Superintendent to explain the reason for nonpayment. Within three days of that meeting, the Superintendent will issue, in writing, his decision concerning the continued enrollment of the staff member's child(ren).

g. Tuition will cover only the typical costs associated with an education in the Ridgewood School District. Any extraordinary costs will be borne by the parent(s)/guardian(s). Examples of extraordinary costs include, but are not limited to, fees for OT/PT, aides, out-of-district transportation, etc. Children of any district employee hired after January 1, 2022 shall be assessed a tuition rate of 35% of the Board approved out-of-district tuition rate.

h. Responsibility for pupil transportation shall be assumed by the employee.

i. All discipline and other pupil records from a student's prior school shall be reviewed; the Superintendent and/or Board of Education may deny enrollment based on the discipline record of a non-resident student.

j. This benefit shall not interfere with the before or after school responsibilities of the employee.

k. The continued enrollment of any nonresident pupil, including that of the child of a staff member, shall be contingent upon the pupil's maintenance of good standards of citizenship and discipline. Infractions of the student code of conduct may result in immediate disenrollment from the school district.

Home Construction

Families domiciled in the school district for a minimum of 12 months and attending the Ridgewood Public Schools prior to major home renovations where the family must vacate the premises, must obtain Board of Education approval to continue attending the district schools free of charge for a period of 18 months with proof of building permits/documentation. After 18 months, a one-time extension for a period of 6 months can be obtained and will necessitate additional proof of building status and progress. The Board of Education will assess tuition for students after the initial 24-month period. The Board of Education will require proof of occupancy when residence is reoccupied.

F-1 and J-1 Visa Students

The school district is not required to, but may permit the attendance of F-1 and J-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract. The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. An F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with an F-1 or J-1 Visa must be approved by the Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

N.J.S.A. 18A:38-1 et seq; 18A:38-3; 18A:38-3.1
N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22-2.1 et seq. 8 CFR 214.3

Adopted: 7 December 2009
Revised: 19 July 2010
Revised: 18 March 2013
Revised: 26 August 2013
Revised: 27 January 2014
Revised: 18 July 2016
Revised: 6 March 2017
Revised: 01 April 2019
Revised: 05 October 2020
Revised:

MINUTES OF THE
REGULAR MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

December 20, 2021

At 7:00 p.m., Mr. Lembo called the Regular Public Meeting to Order.

I. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, President; Ms. Hyunju Kwak, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Cristopher Kaufman

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Lembo led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Mr. Lembo announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Recognition of Retirees

Donna Pedersen, Ridge Elementary School
Mr. Michael Piacenza, Principal of Ridge Elementary School, spoke about Ms. Pedersen's career, recognizing her for thirty-nine years of distinguished service to the district. Ms. Pedersen will be retiring as of July 1, 2022.

B. Musical Performance

The RHS Maroon Men a capella group performed a selection of songs.

The Ridgewood High School Maroon Men
Members: Zack Boesch, Ben Harris, Aidan Holt, Rowan Mastrangelo, Connor McGorty, Quinn Montague, Praket Nigam, Raymond Ocasio, Akshath Puli, George Stevens

C. Student Representative Report

Norah Train, Ridgewood High School provided the following report:

- On Fridays, the student government has been hosting a student friendly version of the popular game show, Family Feud. Students that eat in the campus center watch their peers participate in the show and enjoy the live entertainment before the weekend.

- A senior assembly will take place on Thursday the 23rd in the Campus Center. An RHS alumni college panel will come in and answer about their transition from RHS to college. This meeting is at the perfect time because ED decisions came out last week and EA will be released next month.
- The RHS Leadership Project is holding a discussion about student leadership tomorrow. Mr. Jim Stroker will be leading the discussion and leaders from Project Interact, DCA, and Student Government, and other groups are invited to attend.
- The Boy's JV and Varsity Hockey teams played Passaic Co Technical Institute last week.
- The Varsity Cheerleading team competed against Pennsbury on Saturday.
- All Boys and Girls basketball teams kicked off Old Tappan last week. The Wrestling team played Old Morristown last week.
- New Players in Concert auditions were on the 14th in the Little Theater. Over 100 people tried out for parts in the productions of *Hairspray*, *School of Rock*, *The Little Mermaid*, *Shrek*, and *The Wedding Singer*. The various casts have started practicing for their shows on MLK weekend.
- The Asian Fest group is preparing for their performance in February. Groups are meeting at least once a week to compose their dances and work on team bonding.
- Orchestra had a concert for the first time since quarantine on the 8th. There were two senior solos one was Ashley Kim on Viola and Ethan Shiu who plays the cello. The event was well attended and everyone enjoyed showing off what they worked on for the past year.
- The Band's Winter Concert was on the 7th. The symphonic band, concert band, and wind ensemble performed in front of 450 people.
- The Unicef Club is raising money for students' mental health post-pandemic. They are selling Krispy Kreme donuts and donating 50% of the profit to UNICEF USA.
- Debate competed at the Summit Hilltopper Holiday Classic and the team did very well. Katie Gelshenen placed 6th and Katerina Eilender placed 3rd in Extemporaneous Speaking. Impressively, Julia Rojkov and Michelle Hashem placed first in the varsity public forum.

V. COMMENTS FROM THE PUBLIC

Ann Loving, 342 South Irving Street, calling to tell the Board how much she appreciates the strict adherence to covid precautions that the BOE recognizes at the meetings. You all always wear masks, all visitors wear masks, even the fantastic a capella singers wore masks while singing. She is grateful that you continue to have hybrid meetings so that those of us who cannot come into meetings can watch, listen and comment. Thank you for all that you're doing.

VI. PRESENTATIONS

A. **Resolution Honoring Cristopher Kaufman**

WHEREAS, Cristopher Kaufman has served as a trustee of the Ridgewood Board of Education for three years of service to the community, the staff, the administration, and most importantly, the students of the Ridgewood Public Schools; and

WHEREAS, during his tenure on the Board, Cristopher Kaufman was a member of the Communications, Policy, Fields, Facilities, Finance and Alternative Schedules Committees; and

WHEREAS, Cristopher Kaufman served as a Liaison to Federated Home and School Association; and

WHEREAS, as Cristopher Kaufman completes his tenure and leaves his formal services to our schools, we express the hope that he will continue to remember us, visit us, and share with us, whenever possible, his experience and knowledge; and

WHEREAS, the Board and District are proud of the accomplishments the District has made during his tenure, Cristopher Kaufman has earned a heartfelt thank you and goodbye, and the Board and District wish him well in his future endeavors; now, therefore be it

RESOLVED, that this resolution be entered into the official minutes of the Board of Education meeting held on the 20th day of December 2021.

Mr. Kaufman read a prepared statement and thanked everyone he worked with in the past and present.

VII. SUPERINTENDENT REPORT

Last week, over 300 students of all ages received the COVID-19 vaccine at the Village of Ridgewood clinic, and more clinics will be held in the new year. At the end of January, the district will be sending out a survey to gather information about the vaccination status of students. The district has seen an increase in the number of COVID cases; however, the daily attendance rate is still very high (over 95%), which is average or even higher than in years past.

Last Thursday, the NJDOH updated the quarantine guidelines. As per the new recommendations, close contacts who are not fully vaccinated should be excluded for 10 days (in absence of testing) from the date of the last contact. Close contacts who test negative during the 5th through 7th days following the date of the last contact may return on the 8th day or thereafter.

In light of the generic nationwide social media threat against schools, the Ridgewood Police Department maintained a presence in and around the schools all day, and there were no incidents. The schools conducted a normal school day and activities.

Start Strong Individual Student Reports are available and have been shared with parents. The state has provided a template to be used for presenting the testing data. The Start Strong presentation will take place in January.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. Approval: Receipt of Harassments, Intimidation, and Bullying (HIB) Reports

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding HIB reports that have occurred since the last Board meeting.

ii. Approval: Special Board Counsel

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, authorizes the professional services as needed:

Approve the appointment of Sciarrillo, Cornell, Merlino, McKeever & Osborne, Westfield, NJ, as counsel effective January 1, 2022 through December 31, 2022 at the rate of $170 per hour to handle previous pending litigation matters.

Ms. Brogan moved approval of B. Administration.
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction, with the updated Attachment B.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment B.**

ii. Approval: Agreement with Amy E. Herman, The Art of Perception, Inc.

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the speaker proposal in the amount of $7,500 from The Art of Perception Inc./Amy E. Herman, for two ninety minute presentations on Monday, February 7, 2022.

The presentations are part of the Community Outreach Program Wellbeing Speaker

Series.

iii. **Approval: Ridgewood High School New Courses and the Program of Study for the 2022-2023 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Ridgewood High School new courses as listed below, and the Program of Study for the 2022-23 school year which can be found at https://sites.google.com/ridgewood.k12.nj.us/2022-2023programofstudieswebpa/home

ENGLISH/SOCIAL STUDIES
Addition of New Course:
- American Humanities

FINE AND APPLIED ART
Addition of New Courses/Major Amendment to Existing Course:
- AP Studio Art I

MATHEMATICS
Addition of New Course:
- Advanced Algebra with Trigonometry
- Statistics with Finance

PHYSICAL EDUCATION
Addition of New Course:
- Unified PE

SOCIAL STUDIES
Addition of New Course:
- Ridgewood Leaders

SPECIAL PROGRAMS - ESL
Addition of New Course:
- English as a Second Language Integration Program (ESLIP)

Mr. Lembo moved approval of C. Curriculum & Instruction.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Brogan pointed out the new Unified PE class at the High School.

Ms. Kwak pointed out that The Art of Perception Presentation *(item C. ii)* will be available online for people who cannot attend.

Dr. Gorman pointed out that a lot of our electives are voted on by the students based on what they want to see, and that they come and go depending upon their popularity. We try to meet the needs of the students as they go through their school careers.

Dr. Gorman presented for consideration D. Human Resources, with the removal of item viii. Leave of Absence.

D. HUMAN RESOURCES

i. Creation of a Position for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the creation of a position for the 2021-2022 school Year, as listed below.

- **Preschool Disabilities (RED) Teacher**

ii. Revision: Ridgewood Public Schools Salary List for the 2021-2022 School Year, approved by the Board at its meeting on May 10, 2021

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Ridgewood Public Schools Salary List for all known positions and staffing as of May 10, 2021 for the 2021-2022 school year.

RAIANI, Amy - Science Teacher, Ridgewood High School, effective August 31, 2021 through June 30, 2022.

From: $86,017 ($85,717 + $300 CP)
Cl. MA+45, St. 9
To: $88,467 ($88,167 + $300 CP)
Cl. MA+45, St. 10

Account # 11-140-100-101-02-10-019-000

iii. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teachers

LINTNER, Jessica - Leave of Absence Replacement Library Media Specialist (non-tenure track), Orchard Elementary School, effective January 3, 2022, or as soon after as possible, pending verification of employment as outlined by Chapter 5, through June 30, 2022. Ms. Lintner possesses a NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6.

Salary: $61,642 prorated
Cl. BA, St. 1

Account # 11-000-222-104-00-03-019-000

ZAMPINO, Erica - Physical Education Teacher (tenure track), Hawes Elementary School, effective January 25, 2022, or sooner, pending verification of employment as outlined by Chapter 5, through June 30, 2022. Ms. Zampino is pending issuance of an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Health and Physical Education. Ms. Zampino will be registered into the NJDOE Provisional Teacher Program.

Salary: $61,642 prorated
Cl. BA, St. 1

Account # 11-120-100-101-06-02-019-000

Support Staff

Revision: DIFARNECIO, Shani - Instructional Technology Specialist Technician, Hawes Elementary School, Somerville Elementary School, and Travell Elementary School, **from** effective December 18, 2021, or as soon after as possible, through June 30, 2022, approved by the Board at its meeting December 6, 2021, **to** effective January 3, 2022, or as soon after as possible, through June 30, 2022 .

Salary: $44,000 prorated
Fout
Account #11-000-252-104-08-31-019-000

Long-term Substitutes

GERAGHTY, Laura - Special Education Teacher, Benjamin Franklin Middle School, effective January 10, 2022 through March 28, 2022, at a daily rate of $150, until the assignment ends. Ms. Geraghty possesses a Standard Certificate as a Teacher of the Handicapped.

Account # 11-204-100-101-00-08-019-000

NORCROSS, Garrett - Physical Education, Benjamin Franklin Middle School, effective January 10, 2022 through April 4, 2022, at a daily rate of $150, until the assignment ends. Mr. Norcross possesses a NJDOE Provisional Certificate as a Teacher of Health and Physical Education.

Account # 11-130-100-101-06-08-019-000

ORTENSE, Teagan - Eighth Grade English Teacher, Benjamin Franklin Middle School, effective January 3, 2022, or as soon after as possible, pending verification of employment as outlined by Chapter 5, through May 25, 2022. Ms. Ortense possesses a NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of English. Ms. Teagan will be registered into the NJDOE Provisional Teacher Program.

Account # 11-130-100-101-03-08-019-000

Field Placements

AKDEMIR, Melisa - Montclair State University, Clinical I and II placement, to shadow Laura Calandra, First Grade Teacher, Somerville Elementary School, effective January 24, 2022 through May 13, 2022, and August 28, 2022 through December 9, 2022.

GALLUCCI, John - William Paterson University, Clinical II placement, to shadow Peter Kay, Ridgewood High School, Physical Education/Health Teacher, effective January 24, 2022 through May 13, 2022.

RAN, Salliann - Montclair State University, Internship in School Leadership (300 hours), to shadow Caroline Hoffman, Principal, Willard Elementary School, effective January 17, 2022.

RODRIGUEZ, Kassandra - Montclair State University, Practicum, to shadow Allison Barba, School Psychologist, George Washington Middle School, effective January 3, 2022 through May 27, 2022.

Classroom Aides

FOGARTY, Jeanette - Teacher Assistant (REACH), Glen Elementary School, effective December 21, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-216-100-106-00-01-024-001

ROTTINGER, Elizabeth - Resource Room Special Education Classroom Aide, Ridge Elementary School, effective January 11, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-217-106-00-04-024-001

ZANFORDINO, Amber - Applied Behavior Analyst Aide (ABA),RISE Glen Elementary School, effective December 21, 2021, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-01-024-001

Infant/Toddler Development Center

MENDOLIA, Sophie - High School/College Aide, effective December 21, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

MULLAHEY, Brianna - High School/College Aide, effective December 21, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

STRELECKI, Marie - Teacher Assistant - Step I, effective December 21, 2021, or as soon after as possible, through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

TAGLIABUE, Alana - High School/College Aide, effective December 21, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

WILMOT, Lily - High School/College Aide, effective December 21, 2021, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $12.00.

Account # 62-990-100-106-00-62-060-001

iv. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

BREITER, Lauren - **from** Resource Room Special Education Classroom Aide, Somerville Elementary School, 5.75 hours per day, 5 days per week, **to** Applied Behavior Analyst Aide (ABA), RISE Glen Elementary School, effective January 3, 2022 through June 22, 2022, 5.75 hours per day, 5 days per week.

From: $17.50 per hour
To: $20.17 per hour

Account # 11-212-100-106-00-01-024-001

DARAKJY, Christa - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, effective December 13, 2021 through April 15, 2022.

From: $69,242
Cl. MA, St. 2
To: $83,090
Cl. MA, St. 2

Account # 11-140-100-101-02-10-019-000

FEENEY, Lynne - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, effective December 13, 2021 through April 15, 2022.

From: $96,192
Cl. MA, St. 16
To: $115,430
Cl. MA, St. 16

Account # 11-140-100-101-02-10-019-000

LUO, Miles - **from** 1.0 FTE Biology Teacher, Ridgewood High School, **to** 1.20 FTE Biology Teacher, Ridgewood High School, effective December 13, 2021 through April 15, 2022.

From: $70,742
Cl. MA, St. 4
To: $84,890
Cl. MA, St. 4

Account # 11-140-100-101-02-10-019-000

ORIONDO, Jennifer - **from** Leave of Absence Replacement RED RISe Teacher (non-tenure track), Glen Elementary School, **to** PreSchool Disabilities (RED) Teacher (tenure track), Glen Elementary School, effective January 3, 2022 through June 30, 2022. Ms. Oriondo possesses a NJDOE Standard Certificate as a Teacher of Preschool through Grade 3, Elementary School Teacher in Grades K-6, and Teacher of Students with Disabilities.

From: $61,642
Cl. BA, St. 1
To: $70,742
Cl. MA, St. 4

Account # 11-216-100-101-00-01-019-000

RAIANI, Amy - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, effective December 13, 2021 through April 15, 2022.

From: $88,467 ($88,167 + $300 CP)
Cl. MA+45, St. 10
To: $106,100 ($105,800 + $300 CP)
Cl. MA+45, St. 10

Account # 11-140-100-101-02-10-019-000

WALTERS, Karen - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, effective December 13, 2021 through April 15, 2022.

From: $107,142 ($106,842 + $300 CP)
Cl. DR, St. 16
To: $128,510 ($128,210 + $300 CP)
Cl. DR, St. 16

Account # 11-140-100-101-02-10-019-000

v. Resignation for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation for the purpose of retirement, listed below.

Teacher

PEDERSEN, Donna - First Grade Teacher, Ridge Elementary School, effective July 1, 2022, with thirty-nine years of Ridgewood service.

Donna Pedersen's career in Ridgewood:
- 1983-2022 - Elementary School Teacher, Ridge Elementary School

vi. Resignation

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation, as listed below.

Classroom Aide

ALESSI, Taylor - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective December 23, 2021.

vii. Rescind Appointment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rescinding of the appointment of the employees listed below.

Classroom Aides

HERNANDEZ, Angie - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective January 3, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

KING, Chloe - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective January 3, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5

days per week, at an hourly rate of $20.17.

viii. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

Item removed

ix. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Glen Elementary School

Back to School Night - September 28, 2021

- **Doyle, Christine**, not to exceed 1 hour, at an hourly rate of $21.43 ($21.23).

Account # 11-216-100-101-00-01-024-001

Monthly Teacher Training - September 13, 2021, October 4, 2021, and November 16, 2021

- **Doyle, Christine**, not to exceed 3 hours, each at an hourly of $21.43 ($64.29).

Account # 11-216-100-101-00-01-024-001

Orchard Elementary School

Additional/Revisions: Clubs and Activities for the 2021-2022 School Year, approved by the Board at its meeting December 20, 2021

Delicious Apple Book Club

Remove: **LaBarr, Maureen**
Replace: **Porod, Leigh**, not to exceed 14 hours, at an hourly rate of $40.17 ($562.38).

Account # 11-401-100-101-00-03-003-001

Safety Patrol Club

Remove: **LaBarr, Maureen**
Replace: **Galanti, Megan;** and **Rubin, Lindsay**, each not to exceed 4 hours, each at an hourly rate of $40.17 ($321.36).

Account # 11-401-100-101-00-03-003-001

Talent Show

- **Chicas, Christina**, not to exceed 16 hours, at an hourly rate of $40.17 ($642.72).
- **Mansbach, Molly**, not to exceed 4 hours, at an hourly rate of $40.17 ($160.68).

Account # 11-401-100-101-00-03-003-001

Travell Elementary School

Nurse - Contact Tracing

- **Thurlow, Laura**, not to exceed 2 hours, at an hourly rate of $53.33 ($106.66).

Account # 11-000-213-104-00-06-006-001

Lunch Time Supervision - to be funded by American Rescue Plan ESSER III Grant

- **Tormey, Melanie**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 20-487-262-107-00-06-006-001

Benjamin Franklin Middle School

Additional: 2021-2022 Student Club Activity Advisors

TREP$ Club

- **McCann, Marisa**, not to exceed 40 hours, at an hourly rate of $40.17 (1,606.80).
- **McCann, Meredith**, not to exceed 20 hours, at an hourly rate of $40.17 ($803.40).

Account # 11-401-100-101-00-08-008-001

George Washington Middle School

Ski/Snowboard Club - January 7, 2022, January 21, 2022, January 28, 2022, February 4, 2022, and February 11, 2022 (rain dates February 18, 2022 and February 25, 2022)

- **Four Chaperones: Barba, Allison; Bray, Ariana; Pilson, Mine; Porod, Jason**, each not to exceed 30 hours, each at an hourly rate of $40.17 ($4,820.40).

Account # 11-401-100-101-00-09-009-001

Ridgewood High School

Revision: Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year, approved by the Board at its meeting on September 20, 2021

Drama Musical Assistant

Remove: **Frey, Troy**
Replace: **Cardillo, Natalie**, for a total stipend of $874.

Account # 11-401-100-101-00-10-010-001

Special Programs

- **Klion, Emily**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for Unified Club, not to exceed 40 hours, at an hourly rate of $20.17 ($806.80).

Account # 11-000-217-106-00-08-024-001

Compensatory Services

- **Raupp, Ellen**, not to exceed 18 hours, at an hourly rate of $66.70 ($1,200.60).

Account # 11-213-100-101-00-24-024-001

ABA Training Completed and Certified – hourly rates from $20.17 to $21.23, effective December 20, 2021

- **Eliah, Nada**
- **Hong, Yong-ah**

Account # 11-000-217-106-00-24-024-001

Curriculum, Instruction & Assessment

Community Outreach Program - Wellbeing Speaker Series - February 7, 2022

- **DeRoche, Andrew**, not to exceed 3 hours, at an hourly rate of $27.78 ($41.67 time and a half not to exceed $125.01).

Account # 11-000-221-104-00-22-022-001

x. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Doyle, Christine; Durant, Jacqueline; Krettecos, Alyssa; Maksoud, Emily; McCarthy, Martina; McLaughlin, Amy; Pounds, Catherine*; and **Zampino, Erica**

$115 Daily Rate

***Related to staff member**

Mr. Lembo moved approval of D. Human Resources.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Brogan stated that it is great that we are establishing another class at Glen School. The program grows every year.

Mr. Dani requested to receive how many students in each classroom with the percentage of special education versus general education students, along with the optimum number of students in each class.

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
RHS Student Congress	$499.00	To be used to purchase an owl camera for Ridgewood High School.	20-030-100-610-00-10-010-032
RHS Home and School Association	$3,000	To be used to fund two student activity funds during the 21-22 and 22-23 school years at Ridgewood High School.	20-025-100-890-00-10-010-016
RHS Home and School Association	$5,700	To be used to pay for the Michael Fowlin Presentation at the Ridgewood High School.	20-025-100-890-00-10-010-017
BF Middle School HSA	$1,000	To be used to pay for the Jerry Cratt, author visit at Benjamin Franklin Middle School.	20-025-100-890-00-08-008-002
Special Olympics Of	$28,214	A gift in kind of equipment and school supplies for the Middle	N/A

New Jersey		School and High School Special Programs and Unified Sports.	
New Jersey Audubon Society	$2,500	To be used to enhance the STEAM Education RHS InvenTeam.	20-001-100-731-00-10-010-004

Approval: Secretary's Line Item Certification
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **October 2021**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

ii. **Approval: Acceptance of the Board Secretary and Treasurer Report**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **October 2021;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting.

iii. **Approval: Budget Appropriation Transfers**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **October 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

iv. Approval: Additional Contracted Therapists to Provide Special Education Services for the 201-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves additional contracted therapists to provide special education services for the 2021-2022 school year, as listed on **Attachment C.**

viii. Approval: Parent Transportation Contract for 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following parental transportation contract for 2021-2022.

Route #	Contractor	Rate per Day	Annual Cost
9057	Parent	$30	Based on # of days actually attended

ix. Approval: 2021-2022 Regular School Year and Extended School Year (ESY) Out-of-District Placements

The Ridgewood Board of Education, upon the Recommendation of the Superintendent of Schools, approves the 2021-2022 Out-Of-District placements as listed below.

2021-2022 Non-Budgeted Out-Of-District Placement for Regular School Year Tuition	
School	**# of students**
Sage Day, Mahwah NJ	1
2021-2022 Budgeted Out-of-District Placements for Extended School Year	
School	**# of students**
Sage Day, Mahwah NJ	1

Mr. Lembo read the donations into record and thanked the responsible parties.

Ms. Brogan moved approval of E. Finance.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak *(with the exception of item viii)*, Mr. Lembo
NAYS: none
ABSTAIN: Ms. Kwak; item viii

There are no items for v., vi, and vii.

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented A: Agreement with Interstate Waste Services for Refuse and Commingling Recycling Removal Services

A. <u>Approval: Agreement with Interstate Waste Services for Refuse and Commingling Recycling Removal Services</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Interstate Waste Services of New Jersey, Inc. for Refuse and Commingling Recycling Removal Services, as per the open bidding process (bid contract #21-22-101) in the amount of $49,936.16 for the periods January 1, 2022 through June 30, 2022 and $99,872.32 for the period July 1, 2022 through June 30, 2023, at total cost of $149,808.48.

The Board has received background information.

Ms. Kwak requested to discuss this item and provide a new resolution. We have been month to month and the rate of increase is very high. She asked for the possibility to go out to another bid to see if we can get a better contract.

Mr. Bisig stated the board has the option but the prices continue to increase based upon what is going on.

The Board discussed the options to go out to bid, remain on a month-to-month contract or sign a contract for a limited time period.

Scroll to 54:28.

Mr. Bisig will speak with the attorney and the State Purchasing Office to find out if we can reach out to vendors of nearby districts. He will also advertise the bid in several newspapers. He will also ask the attorney if the bid can be for one year with a one year option.

Ms. Kwak made a motion to reject IX. A.: Agreement with Interstate Waste Services for Refuse and Commingling Recycling Removal Services
Mr. Dani seconded the motion which was carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: Mr. Kaufman

Dr. Gorman presented B: Change Order Agreement with AME Inc., for Digital Controllers at Somerville Elementary School Originally Approved on September 20, 2021

B. <u>Approval: Change Order Agreement with AME Inc., for Digital Controllers at Somerville Elementary School Originally Approved on September 20, 2021</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change order agreement with AME Inc. is under the ESCNJ Cooperative Contract number 20-21-50 (RFP) for the purchase and installation of one additional digital controller in the Kindergarten wing hallway at Somerville Elementary

School, in the amount of $3,750.00.

The Board has received background information.

Ms. Brogan moved approval of B: Change Order Agreement with AME Inc., for Digital Controllers at Somerville Elementary School Originally Approved on September 20, 2021

Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented: C: Agreement with AME Inc., for Digital Controllers at Travell and Orchard Elementary Schools

C. <u>Approval: Agreement with AME Inc., for Digital Controllers at Travell and Orchard Elementary Schools</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with AME Inc. under the ESCNJ Cooperative contract number 20-21-50 (RFP) for the purchase and installation of digital controllers at Travell Elementary School at a cost of $32,500.00 and Orchard Elementary School $32,500.00, with a combined total amount of $65,000.00.

The Board has received background information.

Ms. Brogan moved approval of C: Agreement with AME Inc., for Digital Controllers at Travell and Orchard Elementary Schools

Mr.Kaufman seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

X. APPROVAL OF BILLS — Mr. Lembo

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Dec 1	Columbia Bank On-Line	104186-104188	102,289.56	Mr. Dani
Dec 7	Columbia Bank On-Line	104189	192,008.37	Mr. Dani
Dec 13	Columbia Bank On-Line	104190-104370	1,077,665.32	Mr. Dani

Dec 7	Electronic Transfers	L37766-L37769	20,089.95	Mr. Dani
Dec 13	Food Service	620365	111,244.29	Mr. Dani
Dec 13	Columbia Bank Void Check	103311	(1,940.70)	Mr. Dani
Dec 13	Columbia Bank Void Check	103422	(243.32)	Mr. Dani
TOTAL			**1,501,113.47**	Mr. Dani

Mr. Dani moved approval of all bills reviewed by him.
Mr. Kaufman seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan congratulated the music department on the winter concerts. The RHS Alumni Association hosted the Career Speaker Series with Andy Daly and did a great interview. It was well attended through zoom. She congratulated the students and staff at Ridgewood High School for their donations towards the Honor Flight. They funded two veterans to visit the WWII memorial. They donated money to the gold star monument that will be placed in Van Ness Park. Jamboree has sent a request to the Board for their journal. Ms. Brogan will let the Board members know the amount for the contribution if they wish to participate.

The Board thanked Mr. Kaufman for his service to the Ridgewood community.

Mr. Lembo announced that Ridgewood hockey is holding a meet and greet at the Ice House in Hackensack.

XII. BOARD COMMITTEE REPORTS

Ms. Brogan announced that she and Ms. Kwak attended a very positive Joint Review Committee (JRC) meeting. The custodial staff has been doing a great job, particularly with the fall clean-up. They are already planning for snow removal and have purchased some new equipment.

Ms. Brogan asked if Mr. Lembo did the action plan for Board goals and had the Board finished their self-evaluations from last year.

Mr. Lembo replied that they will have Matt come in because they want to start with the fresh board and then the members will finish theirs and then will jump-start.

Ms. Kwak added that the district is going to look into applying for the New Jersey Clean Energy Program, which pays up to 5 million dollars per entity per school Board. This involves the improvement of air quality.

XIII. DISCUSSION ITEMS

A. Revisions to Policy as listed below and in **Attachment D:**
- ➢ Policy 5111 Eligibility of Resident/Nonresident Students

Ms. Brogan commented on repeated sentences on pages 7 and 8, items a and b. She requested the last sentence on paragraph b to be deleted since it is covered in item a, and repetitive.

Dr. Gorman stated that if we delete the sentence and correct the sentence structure, the version can be clean and moved to first reading for the next agenda.

Ms. Brogan referred to the ethics code regarding policy updates and she believes that the staff should be made aware of the policy change since they will be affected.

Ms. Brogan stated that she is confused with how the special education part with this policy will work. She reviewed the special education tuition rates and asked if a child of one of the staff members requires services in one of the identified classes, would they pay 35% of the tuition?

Dr. Gorman replied that if a teacher does not live in the town and brings the child in, they would pay 35%. If the child's needs can be accommodated because the services are already provided, they would not be charged anything additional. If they require, for example, speech therapy and we did not already provide that as a service, they would pay 100% of the speech therapy or any other services that the child would need. If the child study team decides that the child has to go out-of-district, then the teacher has to pay 100% of the out-of-district costs.

The Board discussed the intent of the policy and the changes. To view this portion of the meeting scroll to 1:41.

XIV. ACCEPTANCE OF MINUTES

- ➢ November 15, 2021 Regular Public Meeting

Mr. Lembo moved Acceptance of Minutes.
Ms. Brogan seconded the motion, which was unanimously approved.

XV. OTHER BUSINESS

None at this time.

XVI. COMMENTS FROM THE PUBLIC

Avnita Gupta, called to reiterate an email she sent to everyone earlier today, so it should not be new information but wants to put it out there for the public to also understand. She emailed as a concerned parent, for months parents and health experts in the community have advised the Board to install hepa filter purifiers in every classroom. We saw that the request was delayed and denied which was largely declined for many reasons, but the more recent data does support the use of the hepa filters in the classrooms or shows the

filters do clean the covid virus from the air and catch small particles. While we put the filters in cafeterias, gyms and small spaces where masks come off and kids gather, those areas make sense but it does not erase or minimize the need for these filters in every classroom. We have heard that we need multiple layers of protective measures, no single layer is a silver bullet. We have four layers of protection that we should be using: masks, social distancing, ventilation and testing. From the past few months we know that while masks are worn in the classrooms we all have heard many instances at various schools within RPS where masks come off for lunch, indoor snack or any given activity or celebration. Classrooms don't have filtration levels and, while we open windows, it is helpful but not adequate. There is zero social distancing happening especially with the younger children. Students congregate in small groups and tables and while they are playing with one another. That's a measure that is not happening most of the time in schools. We have testing set up by the district, but it is not surveillance testing so we are not catching asymptomatic cases that could be causing some sort of spread. We have the omicron variant but more variants will occur in the future. We are still relying on masks. We are in a position to give our best and offer every layer of protection but we are not - we're still waiting and seeing how bad things can get. Shouldn't we be more prepared to face the worst rather than hoping for the best? Hepa filters should be in every classroom.

Mr. Dani provided some context from the facilities meeting. The filters are air purifiers that can clean the air but if it's a closed room with no outside air coming in, it can clean the room's air once per hour, assuming the room is closed. Our rooms are not closed and we have univents in every classroom. We are not ignoring any emails and have put the emails through professionals. The univents recycle air 4-5 times per hour. We are doing 4 times what a hepa filter would do. We are bringing in fresh air and not recycling the classroom air.

XVII. ADJOURNMENT

At 8:53 p.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak, and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

December 20, 2021 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Laura Polk	Innovative Strategies for Hard-to-Learn Concepts in the World Language Classroom Institute for Educational Development West Orange, NJ 2/3/22	Professional Development	$298.00	0
Isabelle Fisher	NASP 2022 Annual Convention National Association of School Psychologists Boston, MA 2/15/22 - 2/17/22	Professional Development	$716.00	0
Allison Barba	NASP 2022 Annual Convention National Association of School Psychologists Boston, MA 2/15/22 - 2/17/22	Professional Development	$1,011.00	0

ATTACHMENT B

FIELD TRIPS FOR APPROVAL

December 20, 2021

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
12/15/21	Hawes	Ben Franlin Middle School, Ridgewood, NJ	2 Elementary SAIL Students	3	1 sub nurse	$170	$170 (sub nurse)	No	Yes
1/12/22	Hawes	Ben Franlin Middle School, Ridgewood, NJ	2 Elementary SAIL Students	3	1 sub nurse	$170	$170 (sub nurse)	No	Yes
2/25/22	Hawes	Buehler Challenger Center, Paramus, NJ	70 5th Grade Students	8	1 sub nurse	$170	$170 (sub nurse)	Yes	Yes
3/9/22	Hawes	Ben Franlin Middle School, Ridgewood, NJ	2 Elementary SAIL Students	3	1 sub nurse	$170	$170 (sub nurse)	No	Yes
5/11/22	Hawes	Ben Franlin Middle School, Ridgewood, NJ	2 Elementary SAIL Students	3	1 sub nurse	$170	$170 (sub nurse)	No	Yes
6/8/22	Willard	Constitution Center, Philadelphia, PA	86 5th Grade Students	27	1 sub nurse	$170	$170 (sub nurse)	Yes	Yes
6/8/22	Somerville	TreEscape Aerial Adventure Park, Vernon, NJ	75 5th Grade Students	10	1 sub nurse	$170	$170 (sub nurse)	Yes	Yes
6/15/22	Hawes	Ben Franlin Middle School, Ridgewood, NJ	2 Elementary SAIL Students	3	1 sub nurse	$170	$170 (sub nurse)	No	Yes

Contracted Therapists/ Providers for Special Education Student Services for the 2021- 2022 School Year			
Contractor	**Service**	**Schedule**	**Rates**
Esther Fridman	Psychiatric Evaluations	as needed	$600 per eval
D.C. Fagan Psychological Services	Neuropsychological, Psychoeducational Assessments	as needed	$1,500 - $4,500
Learning Tree BiLingual Evals	Bilingual Evaluations	as needed	$750 per eval
Dr. Mercedes Paine	Psychiatric Evaluations	as needed	$700 - $1,100

5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

The Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older students as is otherwise entitled by law to a free public education.

Eligibility to Attend School

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1.

A child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in a time of war or national emergency shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.A.C. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

The Board shall also admit any student that is kept in the home of a person other than the student's parent or guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child in accordance with N.J.A.C. 6A:22-3.2. A student is only eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 if the student's parent or guardian files, together with documentation to support its validity, a sworn statement that he or she is not capable of supporting or providing care for the student due to family or economic hardship and the student is not residing with the other person solely for the purpose of receiving a free public education. In addition, the person keeping the student must file, if so required by the Board of Education, a sworn statement that he or she: is domiciled within the school district; is supporting the child without remuneration and intends to do so for a time longer than the school term; will assume all personal obligations for the student relative to school requirements; and provides a copy of his or her lease if a tenant, a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner. Pursuant to N.J.S.A. 18A:38-1, any person who fraudulently allows a child of another person to use his or her residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of his or her child to a person in another district commits a disorderly person's offense.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38- 1 if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian and the parent or guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency. Eligibility under this provision shall cease at the end of the current school year during which the parent or guardian returns from active military duty.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38- 1 if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of a student attending the school district of temporary residence. When one of a student's parents or guardians temporarily resides in the school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with the criteria of N.J.A.C. 6A:22-3.1(a)1.i.

A student is eligible to attend this school district free of charge:

1. If the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2 - Education of Homeless Children;

2. If the student is placed by court order or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2;

3. If the student previously resided in the school district and if the parent(s) or legal guardian(s) is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the school district, pursuant to N.J.S.A. 18A:38-3. The school district shall not be obligated for transportation costs; and

4. If the student resides on federal property within the State pursuant to N.J.S.A.18A:38-7.7 et seq.

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year in pursuant to N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h). If the student remains enrolled in the school district for the remainder of the school year, the school district shall provide transportation services to the student, provided the student lives remote from school, and the State shall reimburse the school district for the cost of the transportation services. Nothing in N.J.S.A. 18A:38-1.1 shall be construed to affect the rights of homeless students pursuant to N.J.S.A 18A:7B-12, N.J.S.A. 18A:7B-12.1, or any other applicable State or Federal law.

If the district of residence cannot be determined according to the criteria contained in N.J.SA.A 18A:7B-12; if the criteria contained in N.J.S.A. 18A: 7B-12 identify a district of residence out of the State; or if the child has resided in a domestic violence shelter, homeless helter, or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child in accordance with N.J.S.A. 18A:7B-12.d.

A student's eligibility to attend this school shall not be affected by the physical condition of an applicant's housing or his or her compliance with local housing ordinances or terms of lease.

Except as set forth in N.J.A.C. 6A:2-3.3(b)1, immigration/visa status shall not affect eligibility to attend school and the school district shall not condition enrollment in the school district on immigration status. A student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111.

Proof of Eligibility

The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4. The Board of Education shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form or a subset of documents, without regard to other evidence presented.

The Board of Education shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school as outlined in N.J.A.C. 6A:22-3.4(d). The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in N.J.A.C. 6A:22-3.4(d) or pertinent parts thereof if voluntarily disclosed by the applicant. The Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment. In the case of a dispute between the school district and the parent or guardian of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the

Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.S.A. 18A:38-1-3. The NJMVC shall disclose to a school district the information requested in accordance with procedures established by the NJMVC. However, the school district shall not condition enrollment in the district on immigration status or on the fact that the NJMVC does not have the name or address of the parent on file.

Registration Forms and Procedures for Initial Assessment

Registration and initial determinations of eligibility will be in accordance with N.J.A.C. 6A:22-4.1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that are consistent with the forms provided by the Commissioner. A district-level administrator designated by the Superintendent shall be clearly identified to applicants and available to assist persons who experience difficulties with the enrollment process.

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the district's determination and an intent to appeal to the Commissioner of Education. An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed, without a hearing before the Board, if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and sixteen, applicants also shall be asked to complete a written statement indicating the student will be attending school in another school district or a nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement, designated staff shall report to the school district of actual domicile or residence, or the Department of Children and Families, a potential instance of "neglect" for the purposes of ensuring compliance with compulsory education law, N.J.S.A. 9:6-1. Staff shall provide the school district or the Department of Children and Families with the student's name, the name(s) of the parent/guardian/resident, and the student's address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere

Enrollment or attendance at the school district shall not be conditioned on advance payment of tuition when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information. The Board of Education shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2, Education of Homeless Children. Enrollment or attendance in the school district shall not be denied based upon the absence of the certified copy of the student's birth certificate or other proof of a student's identity a**s** required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.

Enrollment in the school district shall not be denied based upon absence of student medical information. However, actual attendance at school may be deferred until the student complies with student immunization rules set forth in N.J.A.C. 8:57-4.

When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student's prior educational record. However, the applicant shall be advised the student's initial educational placement may be subject to revision upon the school district's receipt of records or further assessment of the student.

Notice of Ineligibility

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student's initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4 et. seq. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside. Notice**s** of ineligibility shall include information as outlined in N.J.A.C. 6A:22-4.2.

Removal of Currently Enrolled Students

Nothing in N.J.A.C. 6A:22 et seq. and this Policy shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.

When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board of Education for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student" (as defined in N.J.A.C. 6A:22-1.2) has been informed of his or her entitlement to a hearing before the Board of Education. Once the hearing is held, or if the parent, guardian, adult student or

resident keeping an "affidavit student", does not respond within the designated time frame to the Superintendent's notice or appear for the hearing, the Board of Education shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board or a Board Committee, at the discretion of the full Board. If the hearing(s) is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. No student may be removed except by vote of the Board taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

Appeal to the Commissioner

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition which shall be filed in accordance with N.J.S.A. 18A:3.-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3. Pursuant to N.J.S.A. 18A:38-1., appeals of "affidavit student" eligibility determinations shall be filed by the resident keeping the student.

Assessment and Calculation of Tuition

If no appeal to the Commissioner is filed following notice of an ineligibility determination, the Board may assess tuition for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 et seq. If the responsible party does not pay the tuition assessment, the Board of Education may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10 through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.

If an appeal to the Commissioner is filed and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a). Upon the Commissioner's finding that an appeal has been abandoned, the Board of Education may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2.

Nonresident Students

The admission of a nonresident student to school free of charge must be approved by the Board, upon the recommendation of the Superintendent and subject to the needs of the district. No student otherwise eligible shall be denied admission on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or sex, social or economic status, or disability. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty days prior

to admittance. Transportation will be provided by the staff member. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship, academic standing and discipline, as well as family behavior toward school personnel and/or the needs of the district.

Change in Residence

Seniors who have completed their junior year in Ridgewood High School and whose parent(s) or legal guardian(s) change their residence out of the district after that time may finish their studies at Ridgewood High School on a tuition basis. Other students may finish the year on a tuition basis if parent(s) or legal guardian(s) change residence out of district February 1 or later. Students whose parent(s) or legal guardian(s) change residence after May 1 may continue schooling on a non-tuition basis for the remainder of the school year.

Other Nonresident Children

Other nonresident children, otherwise eligible for attendance, may be admitted to school in this district with payment of tuition if their admission is warranted by the inaccessibility of school in their home district, the singular availability of an appropriate educational program in this district, the avoidance of transfer and readmission of a child whose legal custody is shared by a parent(s) or legal guardian(s) residing in this district, or other good cause. The parent(s) or legal guardian(s) must submit an application to the Superintendent for review and consideration. ~~*Special Education students may not be enrolled in the district under this provision*~~. ~~Students in this provision are not eligible for any formal educational intervention services.~~

a. An application for permission to enroll a child of a nonresident must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance.

b. Annually, the nonresident must submit a letter to the Superintendent requesting their child to be approved for admittance in the district in the subsequent school year. All such letters must be received by the Superintendent by May 15 of the current school year in order for the child to be considered for admittance in the following school year. The Superintendent will notify the nonresident of the decision, in writing, no later than June 15 of the current school year. A written request for permission to enroll a child of a nonresident, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance.

c. Approval of enrollment shall be based on availability of space in the schools; the Superintendent shall review the availability of space on an annual basis.

d. A contract for educational services must be signed.

e. **Enrollment can begin anytime during the school year. Tuition will be billed on a prorated basis.**

f. By August 1 preceding the new school year, all nonresident will be billed by the Business Office at the rates established prior to the end of the school year. Payment is due to the Business Office no later than the last Friday prior to the opening of school for students. If this payment is not received in a timely fashion, interest will be charged at a rate of 1% per month until payment is received. If payment is not received by the last Friday in January, the nonresident will be required to meet with the Superintendent to explain the reason for nonpayment. Within three days of that meeting, the Superintendent will issue, in writing, the decision concerning the continued enrollment of the non-resident student(s).

g. Tuition will cover only the typical costs associated with an education in the Ridgewood School District. Any extraordinary costs will be borne 100% by the parent(s)/guardian(s). Examples of extraordinary costs include, but are not limited to, fees for OT/PT, aides, out-of-district tuition and transportation, etc. If a child's IEP can be reasonably accommodated, it will be provided by the District, however, if the IEP requires the hiring of additional staff or services not already offered by the District, the costs will be borne 100% by the parent/guardian.

h. Tuition for non-resident parent(s)/guardian(s) shall be assessed at the Board approved out-of-district tuition rate.

i. Responsibility for pupil transportation shall be assumed by the parent(s)/guardian(s).

j. All discipline and other pupil records from a student's prior school shall be reviewed; the Superintendent and/or Board of Education may deny enrollment based on the discipline record of a non-resident student.

k. The continued enrollment of any nonresident student, shall be contingent upon the student's maintenance of good standards of citizenship and discipline. Infractions of the student code of conduct may result in immediate disenrollment from the school district.

Children of District Employees

Children of nonresident permanent, salaried staff members of the Board of Education may be admitted to the schools of the district at a tuition rate, set annually by the Board of Education ~~at its Reorganization Meeting~~ **prior to the end of the school year,** upon the recommendation of the Superintendent and the approval of the Board. ~~*Special Education students may not be enrolled in the district under this provision.* Students in this provision are not eligible for any formal educational intervention services.~~

a. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance. ~~Transportation will be provided by the staff member.~~

b. Annually, the nonresident staff member must submit a letter to the Superintendent requesting

their child to be approved for admittance in the district in the subsequent school year. All such letters must be received by the Superintendent by May 15 of the current school year in order for the child to be considered for admittance in the following school year. The Superintendent will

notify the nonresident staff member of the decision, in writing, no later than June 15 of the current school year. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance. ~~Transportation will be provided by the staff member.~~

c. Approval of enrollment shall be based on availability of space in the schools; the Superintendent shall review the availability of space on an annual basis.

d. A contract for educational services must be signed.

e. **Enrollment can begin anytime during the school year. Tuition will be billed on a prorated basis.**

f. By August 1 preceding the new school year, all nonresident staff members will be billed by the Business Office at the rates established ~~at the annual reorganization meeting~~, **prior to the end of the school year**. Payment is due to the Business Office no later than the last Friday prior to the opening of school for students. If this payment is not received in a timely fashion, interest will be charged at a rate of 1% per month until payment is received. If payment is not received by the last Friday in January, the nonresident staff member will be required to meet with the Superintendent to explain the reason for nonpayment. Within three days of that meeting, the Superintendent will issue, in writing, his decision concerning the continued enrollment of the staff member's child(ren).

g. Tuition will cover only the typical costs associated with an education in the Ridgewood School District. Any extraordinary costs will be borne 100% by the employee. All district employees, even those district employees hired prior to June 30, 2022, shall pay 100% for any extraordinary costs including, but are not limited to, fees for OT/PT, aides, out-of-district tuition and transportation, etc. If a child's IEP can be reasonably accommodated, it will be provided by the District, however, if the IEP requires the hiring of additional staff or services not already offered by the District, the costs will be borne 100% by the employee.

h. Tuition for children of any district employee hired after ~~July 1~~ June 30, 2022 shall be assessed at 35% of the Board approved out-of-district tuition rate.

i. Responsibility for pupil transportation shall be assumed by the employee.

j. All discipline and other pupil records from a student's prior school shall be reviewed; the

Superintendent and/or Board of Education may deny enrollment based on the discipline record of a non-resident student.

k. This benefit shall not interfere with the before or after school responsibilities of the employee.

l. The continued enrollment of any nonresident pupil, including that of the child of a staff member, shall be contingent upon the pupil's maintenance of good standards of citizenship and discipline. Infractions of the student code of conduct may result in immediate disenrollment from the school district.

Home Construction

Families domiciled in the school district for a minimum of 12 months and attending the Ridgewood Public Schools prior to major home renovations where the family must vacate the premises, must obtain Board of Education approval to continue attending the district schools free of charge for a period of 18 months with proof of building permits/documentation. After 18 months, a one-time extension for a period of 6 months can be obtained and will necessitate additional proof of building status and progress. The Board of Education will assess tuition for students after the initial 24-month period. The Board of Education will require proof of occupancy when residence is reoccupied.

F-1 and J-1 Visa Students

The school district is not required to, but may permit the attendance of F-1 and J-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract. The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. An F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with an F-1 or J-1 Visa must be approved by the Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

N.J.S.A. 18A:38-1 et seq; 18A:38-3; 18A:38-3.1
N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22-2.1 et seq. 8 CFR 214.3

Adopted: 7 December 2009
Revised: 19 July 2010
Revised: 18 March 2013

RIDGEWOOD

POLICY BOARD OF EDUCATION

Revised: 26 August 2013
Revised: 27 January 2014
Revised: 18 July 2016
Revised: 6 March 2017
Revised: 01 April 2019
Revised: 05 October 2020
Revised:

MINUTES OF THE REORGANIZATION/REGULAR MEETING OF THE RIDGEWOOD BOARD OF EDUCATION

January 10, 2022

At 7:04 p.m. the meeting was called to order by Mr. Scott Bisig, Business Administrator.

I. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Mr. Bisig led those present in the Pledge of Allegiance.

OPENING STATEMENT BY PRESIDING OFFICER

Mr. Bisig announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

II. CALL TO ORDER AND ROLL CALL

Present:
Mr. Michael Lembo, Ms. Hyunju Kwak, Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

Visitors: There were approximately 30 visitors.

II. SWEARING IN OF ELECTED BOARD MEMBERS

- Sheila Brogan
- Hyunju Kwak
- Muhammad Mahmoud

Mr. Bisig administered the Oath of Office to newly elected Board members.

IV. NOMINATIONS FOR BOARD PRESIDENT

Mr. Lembo nominated Ms. Kwak for President

Mr. Mahmoud nominated Ms. Brogan for Board President.

V. ELECTION OF BOARD PRESIDENT

Mr. Lembo's President nomination for Ms. Kwak was seconded by Mr. Dani which carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo,
NAYS: Ms. Brogan, Mr. Mahmoud

VI. NOMINATIONS FOR VICE PRESIDENT

Mr. Dani nominated Mr. Lembo for Vice President.

Mr. Mahmoud nominated Ms. Brogan for Vice President.

VII. ELECTION OF VICE PRESIDENT

Mr. Dani's Vice President nomination for Mr. Lembo was seconded by Ms. Kwak which carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo,
NAYS: Ms. Brogan, Mr. Mahmoud

VIII. READING OF NJSBA CODE OF ETHICS

Broad Trustees read the NJSBA code of Ethics.

IX. PRESENTATIONS

A. Student Representative Report

Carys McGrath, Bruno Penava, Dana Giammarella, Connor Fluet, Hanna Younan; Hawes Elementary School

Five fifth-graders on the Student Council at Hawes Elementary School shared information about their school experience this year, highlighting safety patrol, the outdoor music program in December, the instrumental program, environmental practices, and fundraisers.

B. Student Representative Report

Norah Train, Ridgewood High School provided the following student representative report:

In light of the number of students online recently, teachers have been adapting their teaching methods and have been making use of online resources. People in some of my classes said that they didn't miss out on any lessons from being online.
On the 23rd, eight college-aged alumni presented to the senior class about their transition to college and answered questions about their experience thus far.
At the Coach Glynn Holiday Carnival the RHS XCTF team showcased their talents and drive. The girls team dominated in the 55m, 200m run, and pole vault. They placed top three in the girls shot put and long jump. They also placed top three in the boys 4 x 200, 400m, and pole vault.
Boys Varsity and Junior Varsity Wrestling against Indian Hills on the 5th. Boys and Girls Varsity Bowling against Passaic Co Technical Institute on the 6th.
Girls Varsity Cheerleading on the 8th against Wayne Valley High School.

Boys Varsity Basketball competed in the SJR Holiday Tournament Classic against Glen Rock on the 28th and St. Joes on the 30th. They won both games and are practicing for upcoming games next week.
Faculty and Alumni Art Show on the 6th.
The annual Band Association Blitz Day sale was on the 9th. Students ventured all over the town and sold various citrus fruits to raise money for their organization.
The Homework Helpers club is tutoring every Monday and Thursday at George Washington and Benjamin Franklin Middle Schools to make sure that middle school students are not falling behind.
National Honor Society members collected over $400 from the student body and purchased gifts that will be donated to the children at Valley Hospital. At the most recent meeting, the club wrapped all the presents. As a part of being inducted into the prestigious organization, members have to complete 10 hours of tutoring in the Learning Commons after school.

X. COMMENTS FROM THE PUBLIC

Julie Mehedlishvili 146 N Van Dien Avenue, When parents express concerns on November 2021, regarding the survey that there were very few responses, the Superintendent stated that the low response rate demonstrated that 95% of the parents in the district were confident in the administration. The parents of Ridgewood United were surprised based on the feedback they have heard from the community, they decided to conduct a survey to get feedback on parental satisfaction/dissatisfaction regarding how the students faired during the prolonged period of remote education. The survey was a google form that could be filled out anonymously, circulated through their personal network and social media. The survey was open for eight days and collected 209 unique responses, Which is larger than the survey administered from the district. This represents more than 10% of families enrolled in Ridgewood Public Schools. They emailed the comprehensive survey results to the RPS administration and every member of the board on Dec 15. The key takeaway was that 41% of the parents at the High School felt that the academic and social emotional learning was supported by the High School. In contrast, 80% of elementary parents felt that those needs were met, this represents a dramatic drop in satisfaction. 39% of parents and 49% of parents in middle school said that their child experiences trouble and struggles presently. 51% of high school students struggle currently. 22% of high school parents felt that they had enough contact with their child's teacher and most did not think that they received timely feedback on their assignments. As the next steps, they ask RPS to form a balanced task force of parents, educators and students in higher grades to engage in the cycle of inquiry with subsequent action items and response plans to ensure that the district maintains a strong satisfaction level and improved outcomes in the middle and high school.

Susan Madison, 428 Linwood Ave, also is here to speak about the survey, while Julie designed the survey Ms. Madison helped to distribute it, collate and analyze the results. Our first question was whether or not a parent felt that their child's academic and social-emotional well-being were supported by the school. On this metric 59% felt they were supported, she thinks this is important to say since she knows they come a lot. People respect and want to work with you. They think there are a lot of issues that need to be addressed but they think there is a base where we can work together. The next question was did your child struggle during the pandemic. Many parents felt that children in

Ridgewood struggled. 39% of parents reported issues during the pandemic and now, 49% of middle school parents were respondents and 51% of the high school. She doesn't know if it is because older children have different needs. It is harder to teach your sophomore chemistry than it is to teach a second-grader. She is joining with Julie to ask that the district form a balanced task force comprised of parents and students in the older grades, and their resources that are spent on alternative start should be spent on this issue. Covid policy, the impact of covid policy, and how we recover and rebuild. HOpes Dr. Gorman can put a plan together and the board can support it financially and with other support.

Alex Smith, 375 Fairmount Road, worked together with Julia and Susan on the survey and helped to promote it on social media. She is here to highlight the qualitative data which gives voice to the parents. It is sectioned into elementary, middle, and high school voices of parents. Some people are scared to speak up and to come. She is picking up on items that are echoed by more than one parent. She read, my child is more emotionally and socially distant in school and activities, there are hardly any interactions with other students in her/his class. My child had to relearn how to learn and make up critical foundations, believe they are being rushed and not enough focus on the impact of the last two years. My child is finally making some progress and advancing inconsistency in learning tools, and lack of substitute and staffing leads to inconsistency since the school year began. Students having social issues, other children are having behavioral issues, other children are expected to know all the habits that may not have been taught. They are overwhelmed and missing the new material. From a behavioral standpoint, there are more disruptions in the classrooms. Teachers have admitted that this cohort is behind on social and emotional learning. This parent stated that she is part of the old Ridgewood where people have to work for a living, the Ridgewood school system does not seem to care about parents who live paycheck to paycheck or lost jobs during covid and could not afford to hire a tutor. What is the school doing to address inequality? The middle school caters more to the administration and the teachers and inequality between the two schools. Aspects of this are critically undermet. There is so much more emotional drama at the middle school. Kids lost social-emotional development when having transitioned to middle school remotely. At the high school, it was primarily that kids are not getting timely feedback.

Laurence Fine, 365 Woodbine Court, was watching the presentation for the later start time initiative, he commended the district for looking into this. Echoing some sentiments of people regarding the length of instruction time, from his experience with the 50 and 80-minute classes, it was not how long the class was but how time was allocated. For example, at an 80 minute period, the teacher taught for 50 minutes, and then the teacher would allow time to start their homework. Sometimes he had a 50 minute period where the teacher would say, work on your essay or read the entire period. He doesn't feel that the amount of instructional time translates to the amount of learning. He thinks that should be taken into consideration, what would contribute to the amount of learning is that the teachers feel that they can't teach for an 80 minute period because students lose focus since they get 4-5 hours of sleep each night. Also, he congratulated the board members who have been sworn in. This was his first election where he was able to vote.

John Hoag 314 Wastena Terrace, Initially he was here for two reasons but wants to add a third thing, after listening to the Hawes presentation. Not sure if anyone noticed, but what the one girl said is that she really wants her concert, but none of you reacted or said a thing

about that. It is something the kids are missing out on. He is here to support the members of the community who advocated tirelessly for our children. Thanked them for their survey and work. It is apparent that there is a lack of strategy and how to adjust and evolve in light of new information and guidance as it relates to the pandemic. The past board lacked the ability to think strategically, pivot quickly, or consider the long-term impact of your apathy towards our kids has caused long-term suffering and long-term damage emotionally. A recent example of this occurred in the last 24 hours, last night NJDOH reversed their stance on quarantine, yet we are still waiting while other school districts have changed their policies. At 3:15 pm we received an email letting us know that the mask mandate is still in place as the governor said in his press conference, which unfortunately did not actually happen. Those issues were pulled from the legislative packet and the governor does not have the power to enforce them. You sent out something that was a falsehood that creates uncertainty and confusion. In a 24 hour period, you have willfully ignored updated quarantine guidance that would help kids stay in school but instead chose to communicate to parents something that was untrue. These are isolated events that are part of a larger pattern of misinformation and miscommunication that needs to be fixed in a hurry. It is clear that your cumulative experience and often cited levels of higher education and work experience have not served you well in your roles at the BOE. If the damage that you all brought were limited to the budget, that would be one thing but unfortunately, it isn't. the manner that you have failed our children is egregious. They hopefully will have time to recover. I do not believe that the members of this board will ever recover from what occurred on your watch.

Laura McKenna, 861 Bingham Road, Congratulated the incredible report done by parents. It is an amazing survey that provided us with data that can help guide policy to help the school district move forward. Their findings coincide with national research on what is happening to students as a result of remote education and research that is being pulled together by the state. Ms. Poelstra will be talking about smart strong results in Ridgewood. It was in NJ.com this week, the article used words like a staggering loss. They interviewed state representatives who used words like crisis, included figures like 1 out of every 3 high school freshmen are chronically behind in English. Huge numbers are struggling with algebra 1, what is happening to our kids is tragic. There will be a loss in Ridgewood happening. Wants to know about social skills and social-emotional learning, has there been an effort to compile results about what is happening in Ridgewood to kids who spent almost two years locked in their bedrooms. She is hearing stories from teachers in Ridgewood who are saying their third graders are acting like first graders, this is creepy to her. One of the things we were supposed to do was to use the 2.1 million from the government on tutoring to help the kids who are suffering the most. She asked around informally and what she is hearing from parents is confusion, lack of transparency. Some tutoring happens after school, some is happening before school. We are all about starting late and we are doing this at that hour. At the high school, they are doing this during lunch period which is a crazy time at the high school. She does not know how this is helping. She wants to know what the impact is on the special ed community. Is any of the learning lag looking at the special ed community? She has been talking to the special ed parents about the tutoring. She thinks that every special ed parent that needed tutoring for their kid would get it. That is not happening. She is asking the questions because she does not have a forum to ask the special ed administrators. Going forward please help the kids that need it the most and would love to see some feedback on this powerful report that the parents put together.

Deidre Scali 599 Heights Road, wants to thank Dr. Gorman for having students come back to school after the holiday. She agrees that everyone feels differently but her family is desperate to stay in school from a social-emotional standpoint. Her 10-year-old is showing signs of PTSD, at 9 years old was diagnosed with depression. Her 15-year-old is a shell of himself, they need to be in school. She thanked Dr. Gorman. On the flip side, she is upset that they are not in a normal school. Normal school is not about being petrified that you will get the phone call. Explained about kids not wanting to go to school so they don't get the phone call. Someone within the district said that this is getting out of control. We have another family who received a contact trace letter today stating that her child was exposed on January 3. Today is January 10 and her child has been in school, how can that be possible? It is out of control. Please put the children first. Governor Murphy is a corrupt dictator, put the children first.

Marguerite Carmody 566 Knickerbocker Road, President of LSHSA, called to share her personal views on the topic of learning loss. She commends the district for staying open and encourages it to continue. Has concerns with staffing shortages, she would like to see the district be more transparent about the issue including the number of open roles for positions like aides which has an impact on Special Education students, and challenges on substitutes coverage for all staff roles. The staffing shortages are contributing to further learning loss with our children. Wants to address the recently extended day program, it was communicated in December only to families of eligible students and launched this week with 45 minute weekly sessions one for math and one for English/language arts that runs through mid-April. She feels strongly that this program should have been communicated to all parents. She has heard from parents who thought their child would be eligible and they are not and are equally disappointed that they did not receive communication of the program. In absence of the district communicating the information, parents are asking one another and not always getting complete information. Specific to special ed students, she is hearing feedback that the program is not provided by special education teachers and does not provide IEP support. For students who are not able to learn in a general education classroom, there is a question that this is helpful to them at all.

Janet Reilly, 487 Dorchester Road, has been listening to the comments and wants to reflect. She appreciates parents who attend the meeting and are showing up to speak on behalf of the children. She also attended many meetings and came to the first BOE meeting with a petition for 200 families asking for air filters and does not feel heard by the Board regarding parents' concerns. She does not agree with a lot of the comments and wants to offer a different perspective. She had a group of 200 families interested in outdoor lunch and air filters, they feel measures have been inadequate. The survey that she is hearing tonight, is the first time that she is hearing about it. She did not see it on social media, including Ridgewood Moms which is the largest group of Facebook users in social media. She questions where it was put out. She would have liked to see it and respond. She appreciates the advocacy but also thinks there are a lot of opinions out there and hopes that the BOE is considering science and acting as a trustee of democracy and making decisions based on the health of the children. She supports the idea that children have more attention paid to their needs and learning loss, but from her perspective, there are many of us who kept our kids home out of concern. She has been pulling her kids out during lunch since she feels it is important to keep kids safe. Be aware that there are other voices in the community and take those into consideration as well.

Ann Loving, 342 South Irving Street, thanked Mr. Lembo for his leadership as President and Ms. Kwak as Vice President of the BOE. She is pleased that they will be leading the BOE, albeit in switched positions for the coming year. She is confident that the meetings will run smoothly in the year ahead and that challenges will be met and managed well. She appreciates all 5 members for the time and effort that they expend on behalf of our students. She continues to thank them for allowing comments from home and adhering to the mask mandates at the meeting. Lastly, there is a member of the audience this evening who is repeatedly pulling her mask down, and wonders why this individual chooses to ignore the safety mandate that everyone else is respecting.

Avnita Gupta, Old Stone Road, the crux of the issue is about communication and responsiveness and strategy around covid. Hearing from a lot of parents about being grateful that schools remained open in Ridgewood. While she understands that sentiment, she feels that we could have gone about it in a different manner. If we want the schools open we should barrel through and send your kids to school. She thinks there is a middle ground that can help families feel more comfortable sending their kids to school. She has continually emailed the administration and Board, giving examples of how other schools have done it in New Jersey and around the country. We could have posted a testing event before school opened last week, to have enough information about where we were instead of having the information trickle in on Monday after everyone had sent their kids to school. We could have had proper planning, testing kits sent home to all of the families to collect data on how our community is doing, without blindly sending our kids back. Agrees with the sentiment that we should not operate on fear, but on data and information. We should do proper planning before in these situations. She has talked about Hepa filters, would have been one more item in her head to know the school is doing all they can. We are wearing masks, other than that she does not see what else we are doing that is considered adequate in terms of comprehensive covid precautions. She wants more planning to set ourselves up for success. We should be nimble and open-minded to react to these things. We want information that will help us make decisions.

Peter Molten 294 West End Ave., congratulated the new structure of the Board. It seems that there is talk about certain types of loss and we need more aides and support in the schools. One of the challenges is money. He understands there are certain grants. He is a financial planner, but there may be an ask at a certain point to our community that says through no fault of our own, we need resources for our children. It is not something that we budgeted for. The cost of living has gone up. If he paid his employees what he paid them years ago it will be a problem because we will lose talent and not acquire new. People will want to get paid more, we will need more people. To ask the community, other than tax increase which may be what needs to occur, that we need to do this for our community and our kids. To keep property value and we don't lose our talent to other towns and we are supporting the kids the best that we can. Didn't think he would be calling to say that you ask for money, but maybe that is what needs to be done. The board has done a great job but this is a different environment, and if we use the old play book in the future in terms of financial planning in this, there is a lot of room for loss. If we continue in the old path, it may lead to a challenge. As you are building things as a new board and dividing resources, please think about that.

Cara Murray, 703 Belmont Rd., congratulated the new board. She stood here exactly 11 months ago, having told the Board that we would not know the effects on children would be and we still don't, what you can hear and from the thousands of emails you have gotten, the effects are profound. She asks for a task force, just like you did for late start, why is this not an equal initiative. As an educator, parent and human being it pains her to see that the HSA emails tell us about late start. How about tell us how your kid is doing, tell us about their challenges? Ask your teachers, principals. How hard is it to staff when you have a 10 day quarantine? Create a committee, this community, our kids, parents and staff deserve it. You deserve to have the information at your fingertips so you can answer these questions.

XI. PRESENTATIONS

A. Start Strong Assessment Report

➢ Stacie Poelstra

Ms. Poelstra provided an overview of the Start Strong Fall 2021 assessments which included a review of the test design, grade and content alignment, test result interpretation considerations, results, notable achievements, and intervention strategies. The assessments were designed based on a subset of prioritized prior-year academic standards to provide a data point on the level of support a student may need to engage in grade-level content. It is important to note that this data should not be used to compare any individual student/school/district to any state-level data for Start Strong, nor should comparisons be made to any NJSLA data.

Elementary schools will be doing linkit mid-year assessments during the end of this month, which will be one way for teachers to inform instruction and identify student growth between September benchmark and the January benchmark. This is one datapoint.

At the fall conferences, parents received a linkit overview for their children. At the secondary level, as far as Strong Strong when we invited kids to extended day it was the teacher looking at the start strong assessment and how the child was doing in class.

Ms. Poelstra reviewed student confidentiality regarding identifying extended day support. The same identifying criteria applies to all students.

Ms. Poelstra stated there were many caveats from the State regarding items being used as predictive measures. Considering the conditions our kids were learning and our students were teaching, she cannot say if there is a specific number that we should have been looking at. Given the confidence in our teacher, she feels that these numbers are workable for the teachers to give the support to get our students to grade level standards.

This is one data point and we will look at it in conjunction with our internal assessments. We recognize that this has been a difficult time for students and we are looking at layers of data to best serve our students.

The Board continued with a question and answer session with Ms. Poelstra regarding Start Strong, Linkit and various student data points.

Scroll to 1:23 to view the presentation and question/answer portion of the meeting.

XII. SUPERINTENDENT REPORT

At recent vaccine clinics offered by the Village of Ridgewood Health Department, over 600 people received the COVID-19 vaccine, including students of all ages. The Health Department will be offering additional vaccine clinics soon.

The district will be sending out an anonymous survey at the end of January to gather information on the vaccination status of students. We have seen an increase in the number of COVID cases amongst students and staff this past month; however, the numbers have been declining since we returned. The daily student attendance rate is still high averaging around 90%, which is similar to years past.

The NJDOH has updated the guidelines for isolation and quarantine, and the district will be sending more information about these changes to the RPS community. The district will continue to explore the feasibility of the Test to Stay protocols.

Dr. Gorman thanked the staff, teachers, and administrators in all 11 buildings who kept the schools open and running. This tremendous effort shows the staff's dedication to the education of our students.

The Board discussed the challenges of filling open teacher positions and substitutes. To view this portion of the meeting scroll to 2:37.

CONSENT ITEMS: REGULAR AND ROUTINE ISSUES
Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. APPROVAL: ADOPTION OF THE NJSBA CODE OF ETHICS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the adoption of the NJSBA Code of Ethics, as listed on **Attachment B.**

ii. Approval: Receipt of Suspension and Harassments, Intimidation, and Bullying (HIB) Reports

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB that have occurred since the last Board meeting.

iv. Approval: NJSBA School Board Recognition Month

WHEREAS, The New Jersey School Boards Association has declared January 2022 to be School Board Recognition Month, a time when all residents can acknowledge the contributions made by our local school board members; and

WHEREAS, The Ridgewood Board of Education is one of 580 local school boards in New Jersey, which sets policies and oversees operations for public school districts; and

WHEREAS, The Ridgewood Board of Education embraces the goal of high-quality education for all New Jersey public school students; and

WHEREAS, New Jersey's local school boards help determine the educational goals for approximately 1.4 million children in pre-kindergarten through 12th grade; and

WHEREAS, New Jersey's 5,000 local school board members, who receive no remuneration for their services, act as advocates for public school students as they work with administrators, teachers and parents for the betterment of public education; and

WHEREAS, School boards strive to provide the resources necessary to meet the needs of all students, including those with special needs; and

WHEREAS, Boards of education provide accountability to the public; they communicate the needs of the school district to the public; and they convey to school administrators the public's expectations for the schools; and

WHEREAS, New Jersey can take pride in its schools, which rank among the nation's best in key achievement indicators; now, therefore, be it

RESOLVED, That the Ridgewood Board of Education, does hereby recognize the services of local school board members throughout New Jersey as we join communities statewide in observing January 2022 as SCHOOL BOARD RECOGNITION MONTH; and be it further

RESOLVED, That the Ridgewood Board of Education, urges all New Jersey citizens to work with their local boards of education and public school staff toward the advancement of our children's education.

v. Approval: Settlement Agreement SE#9/2021-2022

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#9/2021-2022 between the parents of Student #907020 and the Ridgewood Board of Education.

Ms. Kwak read the NJ School Board Recognition Month Resolution.

Ms. Brogan moved approval of B. Administration, except for B. iii.
Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Brogan requested to table item B. iii. Since we have not had an opportunity to review with the district attorney.

Ms. Kwak stated that item iii. Can be discussed after all other consent items.

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment D.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration D. Human Resources, with the correction of item iv.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Long-term Substitutes

AHMED, Jared - Supplemental Mental Health Substitute, Ridgewood High School, effective January 3, 2022 through June 30, 2022, at a daily rate of $150 per day, until the assignment ends, to be funded by ARP ESSER III NJTSS Mental Health Support Staffing grant funds to a maximum amount of $17,186. Mr. Ahmed possesses a NJDOE Standard Certificate as a School Social Worker.

Account # 20-491-100-101-00-22-022-001

Revision: CARR, Deborah - Special Education Teacher, George Washington Middle School, **from** effective November 8, 2021 through April 4, 2022, at a daily rate of $150, until the assignment ends, approved by the Board at its meeting on November 1, 2021, **to** effective November 8, 2021 through May 31, 2022. Ms. Carr possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6 and Certificate of Eligibility with Advanced Standing as a Teacher of Students with Disabilities. Ms. Carr will be registered into the NJDOE Provisional Teacher Program.

Account # 11-213-100-101-00-09-019-000

Revision: GERAGHTY, Laura - Special Education Teacher, Benjamin Franklin Middle School, **from** effective January 10, 2022 through March 28, 2022, approved by the Board at its meeting on December 20, 2021, **to** effective January 17, 2022 through March 28, 2022, at a daily rate of $150, until the assignment ends. Ms. Geraghty possesses a Standard Certificate as a Teacher of the Handicapped.

Account #11-213-100-101-00-08-019-000

LAVENDER, Raymond - Supplemental Mental Health Substitute, Orchard and Ridge Elementary Schools, effective January 3, 2022 through June 30, 2022, at a daily rate of $150 per day, until the assignment ends, to be funded by ARP ESSER III NJTSS Mental Health Support Staffing grant funds to a maximum amount of $17,186. Mr. Lavender possesses a NJDOE Standard Certificate as a School Social Worker.

Account # 20-491-100-101-00-22-022-001

Field Placements

ROGERS, Shannon - Caldwell University, Clinical I and Clinical II, to shadow Becky Catanzaro, First Grade Teacher, Hawes Elementary School, effective January 18, 2022 through May 6, 2022 and September 6, 2022 through December 23, 2022.

STEINBERG, Adina - Rutgers State University of New Jersey, Psychology Intern, to shadow Gila Elbaum, School Psychologist, Orchard Elementary School, Ridge Elementary School, and Ridgewood High School, effective January 3, 2022 through June 23, 2023.

Classroom Aide/Lunchroom Aide

de LUCCAS, Maria - STEPSS Job Coach, Ridgewood High School, effective January 31, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-12-024-001

LEE, Angela - Lunchroom Aide, Hawes Elementary School, effective January 11,

2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-02-002-001

Revision: Winter 2021 Coaching Assignments, approved by the Board at its meeting on November 1, 2021

Assistant Wrestling Coach

Remove: **TBD**
Replace: **Hayes, Kenneth**, Step II, total stipend $5,616.

Account # 11-402-100-101-00-10-034-001

RHS Volunteers

Ski Bus Chaperones

- **Domanska, Katazyna**
- **Ewell, Jason**
- **Fonseca, Wellington**
- **Holden, Josh**
- **Jung, Yoon**
- **Jung, Wookjin**
- **Koos, Jessica**
- **Marcovici, Gil**
- **McGinley, Ann**
- **Morbelli, Christina**

ii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

ABBATIELLO, Diane - **from** 1.0 FTE Seventh Grade Science Teacher, George Washington Middle School, **to** 1.40 FTE Seventh Grade Science Teacher, George Washington Middle School, effective January 3, 2022 through **TBD**.

From: $116,532 ($114,632 + $300 CP + $1,600 longevity)
Cl. MA+45, St. 18
To: $164,285 ($162,385 + $300 CP + $1,600 longevity)
Cl. MA+45, St. 18

Account # 11-130-100-101-02-09-019-000

DISTEFANO, Alissa - **from** 1.0 FTE Special Education (Collaborative) Teacher, George Washington Middle School, **to** 1.20 FTE Special Education (Collaborative) Teacher, George Washington Middle School, effective January 3, 2022 through **TBD**.

From: $97,117 ($90,817 + $300 CP)
Cl. MA+45, St. 12
To: $109,280 ($108,980 + $300 CP)
Cl. MA+45, St. 12

Account # 11-213-100-101-00-09-019-000

FEIT, Deborah Ann - **from** 1.0 FTE Sixth Grade Science Teacher, George Washington Middle School, **to** 1.20 Sixth Grade Science Teacher, George Washington Middle School, effective January 3, 2022 through **TBD**.

From: $116,532 ($114,632 +300 CP + $1,600 longevity)
Cl. MA+45, St. 18
To: $139,458 ($137,558 + $300 + $1,600 longevity)
Cl. MA+45, St. 18

Account # 11-130-100-101-02-09-019-000

MURPHY, Maria - **from** Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, 5.75 hours per day, 5 days per week, **to** Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective January 3, 2022 through June 22, 2022, 5.75 hours per day, 5 days per week.

Hourly rate will remain the same.
$20.17

Account # 11-000-217-106-00-10-024-001

WEISS-CHROMECK, Courtney - **from** 1.0 FTE Learning Disabilities Teacher-Consultant, George Washington Middle School, **to** 1.0 FTE Learning Disabilities Teacher-Consultant and .20 FTE Science Teacher, George Washington Middle School, effective January 3, 2022 through **TBD**.

From: $79,897 ($76,092 + 3,805 ratio)
Cl. MA+30, St. 5
To: $95,115 ($91,310 + $3,805 ratio)
Cl. MA+30, St. 5

Account # 11-000-219-104-00-09-019-000
Account # 11-130-100-101-02-09-019-000

iii. Resignation for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation for the purpose of retirement, listed below.

Administrative Assistant

QUINLAN, Margret - Administrative Assistant to Principal, Ridge Elementary School, effective May 1, 2022, with twenty-five years of Ridgewood Service.

Margret Quinlan's career in Ridgewood:

- 1996-2022 - Administrative Assistant to Principal, Ridge Elementary School

iv. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools,

Long-term Substitute

ORTENSE, Teagan - Eighth Grade English Teacher, Benjamin Franklin Middle School, effective January 4, 2022.

Classroom Aide

KENNEY, Robin - Applied Behavior Analyst Aide (ABA), Ridge Elementary School, effective January 3, 2022.

Permanent Substitute

Dutta, Sneha - Permanent Substitute, Travell Elementary School, effective January 3, 2022.

v. Termination

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the termination of Employee #8887, effective December 23, 2021.

vi. Personal Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the personal leave of absences, as listed below.

Revision: BODIWALA, Tulsi – Science Teacher, Ridgewood High School, **from** effective January 3, 2022 through May 17, 2022 with a reinstatement date of May 18, 2022, approved by the Board on October 4, 2021, **to** effective December 13, 2021 through April 29, 2022 with a reinstatement date of May 3, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

1st Leave: KAPLYSH, Ingrid – Spanish Teacher, George Washington Middle School, effective April 1, 2022 through June 23, 2022, with a reinstatement date of September 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

2nd Leave: KAPLYSH, Ingrid – Spanish Teacher, George Washington Middle School, effective December 19, 2022 through January 6, 2023, with a reinstatement date of January 9, 2023, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: SHINE, Kristen – Special Education Teacher, George Washington Middle School, **from** effective November 11, 2021 through March 31, 2022, with a reinstatement date of April 1, 2022, approved by the Board on August 30, 2021, **to** effective November 10, 2021 through May 27, 2022 with a reinstatement date of May 31, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

CPR Certification Class

- **Mende, Allison**, not to exceed 1 hour, at an hourly rate of $48.23.

Account #11-000-213-104-00-36-036-001

Glen Elementary School

Nurse - Contact Tracing - January 2022 through June 2022

- **Algor, Monica**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-01-001-001

Hawes Elementary School

Nurse - Contact Tracing - January 2022 through June 2022

- **Gao, Jeanne**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-02-002-001

Orchard Elementary School

Nurse - Contact Tracing - January 2022 through June 2022

- **Horton, Christina**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-03-003-001

Ridge Elementary School

Nurse - Contact Tracing - January 2022 through June 2022

- **Manke, Colleen**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-04-004-001

Additional: Clubs and Activities for the 2021-2022 School Year

After School Play Club

- **Dodd, Stephanie** and **Tobin, Deirdre**, each to receive a total stipend of $1,777.80.

Account # 20-030-100-101-00-04-004-006

Somerville Elementary School

Nurse - Contact Tracing - January 2022 through June 2022

- **Correll, Moira**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-05-005-001

Travell Elementary School

Nurse - Contact Tracing - January 2022 through June 2022

- **TBD**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-06-006-001

Willard Elementary School

Nurse - Contact Tracing - January 2022 through June 2022

- **Lowicki, Bonnie**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-07-007-001

Benjamin Franklin Middle School

Nurse - Contact Tracing - January 2022 through June 2022

- **Reilly, Kerriann**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-08-008-001

George Washington Middle School

Nurse - Contact Tracing - January 2022 through June 2022

- **Stadulis, Julie**, not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40).

Account # 11-000-213-104-00-09-009-001

Ridgewood High School

Haas, Jeffrey – to chaperone the following activities, each activity at an hourly rate of $40.17 ($1,446.12).

- Bergen County Band Auditions - November 30, 2021, not to exceed 6 hours ($241.02).
- Senior Region Band Auditions - January 8, 2022, not to exceed 8 hours ($321.36).
- All State Band Auditions – January 22, 2022, not to exceed 6 hours ($241.02).
- Junior Region Band Auditions – February 11, 2022, not to exceed 8 hours ($321.36).
- Region Jazz Auditions - March 14, 2022, not to exceed 4 hours (160.68).
- All-State Jazz Auditions – May 2, 2022, not to exceed 4 hours ($160.68).

Account # 11-401-100-101-00-10-010-001

Luckenbill, John – to chaperone the following activity, at an hourly rate of $40.17 ($160.68).

- Region Jazz Auditions - March 14, 2022, not to exceed 4 hours ($160.68).

Account # 11-401-100-101-00-10-010-001

Geronimo, Kristi – to chaperone the following activities, each activity at an hourly rate of $40.17 ($803.40).

- Senior Region Orchestra Auditions - January 8, 2022, not to exceed 8 hours ($321.36).
- Senior Region Orchestra Rehearsal – date **TBD**, not to exceed 4 hours ($160.68).
- All State Orchestra Auditions – March 19, 2022, not to exceed 8 hours ($321.36).

Account # 11-401-100-101-00-10-010-001

Cardillo, Natalie - to chaperone the following activities, each activity at an hourly rate of $40.17 ($482.04).

- Senior Region Choir Auditions - January 8, 2022, not to exceed 8 hours

($321.36).
- Senior Region Choir Rehearsal - Date **TBA**, not to exceed 4 hours ($160.68).

Account # 11-401-100-101-00-10-010-001

Region Jazz Auditions - March 14, 2022

Fink, Gary - to chaperone the following activity, at an hourly rate of $40.17 ($160.68).

- Region Jazz Auditions - March 14, 2022, not to exceed 4 hours ($160.68).

Account # 11-401-100-101-00-10-010-001

Winter Band Concert - December 7, 2021

- **Three Chaperones: Cardillo, Natalie; Ebbels, William;** and **Heyzer, Henry**, each not to exceed 3 hours, each at an hourly rate of $40.17 ($361.53).

Account #11-401-100-101-00-10-010-001

Winter Orchestra Concert - December 8, 2021

- **Two Chaperones: Heyzer, Henry;** and **Zlotkin, Amanda**, each not to exceed 3 hours, each at an hourly rate of $40.17 ($241.02).

Account # 11-401-100-101-00-10-010-001

Winter Choir Concert - December 15, 2021

- **Three Chaperones: Geronimo, Kristi; Haas, Jeffrey;** and **Luckenbill, John**, each not to exceed 3 hours, each at an hourly rate of $40.17 ($361.53).

Account # 11-401-100-101-00-10-010-001

Nurse - Contact Tracing - January 2022 through June 2022

- **Donovan, Suzanne; and Morgan, Maureen**, each not to exceed 180 hours, each at an hourly rate of $53.33 ($19,198.80).

Account #11-000-213-104-00-10-010-001

Additional: Lunch Time Supervision

- **Mende, Allison**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-140-100-101-00-10-010-001

Special Olympics NJ Play Unified School Partnership

Unified Club

- **Crawford, Ryan**, Clinic Coach, to receive $500.
- **Martell, Marisa**, Clinic Coach, to receive $500.
- **Vasquez, Jessica**, Clinic Coach, to receive $500.

Account # 11-000-219-104-00-24-024-001
Account # Grant TBD

Hosting Student Activity Games (Paid for by Student Fundraising)

- **Kase, Sean**, not to exceed 20 hours, at an hourly rate of $40.17 ($803.40).

Account # TBD

Special Programs

- **Cardew, Charlie**, Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, to provide support for special education students for extracurricular activities, at Benjamin Franklin Middle School, not to exceed 40 hours, at an hourly rate of $20.17 ($806.80).

Account # 11-000-217-106-00-24-024-001

ABA Training Completed and Certified – hourly rates from $20.17 to $21.23, effective January 3, 2022

- **Breiter, Lauren**
- **Radoncic, Azra**

Account #11-000-217-106-00-24-024-001

Curriculum, Instruction & Assessment

Community Outreach Program - Wellbeing Speaker Series - February 7, 2022

- **Enmore, Jaeson**, not to exceed 3 hours, at an hourly rate of $53.07 ($79.60 time and a half not to exceed $238.80).

Account # 11-000-221-104-00-22-022-001

viii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Ashford, Kelly; Bartoli, Karen; Giancarlo, Sandra; and **Pace, Adam**

$115 Daily Rate

Mr. Lembo moved approval of D. Human Resources.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Ridgewood High School Student Activities Account	$209.79	To be used to purchase supplies for the building and design classes at Ridgewood High School.	20-030-100-610-00-10-010-033
George Washington Home and School Association	$3,130	To be used to supplement funding for the Jerry Craft author visit on March 23, 2022 at George Washington Middle School.	20-025-100-890-00-09-009-010
Ridge School Activity Student Account	$3,880	To be used for the after-school play club at Ridge Elementary School.	20-030-100-101-00-04-004-006 ($3,555.64 -Stipend) 20-030-200-220-00-04-004-006 ($324.36-FICA)

ii. Approval: 2021-2022 Regular School Year and Extended School Year Out-of-District Placements
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 Out-of-District placements as listed below:

2021-2022 Out-of-District Placement for Regular School Year Tuition	
School	**# of students**
Chapel Hill Academy, Lincoln Park, NJ	1

2021-2022 Out-of-District Placements for Extended School Year	
Cornerstone Day School, Cranford, NJ	1

iii. Approval: Submission of the (American Rescue Plan ESSER Funds (ARP) Safe Return Plan Required Six Month Update

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the submission of the ARP Safe Return Plan required six-month update to the Department of Education. There were no changes made to the original plan approved on June 22, 2021.

The Board has received background information.

iv. Approval: Disposal of Equipment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of the equipment as listed below. This item is no longer needed.

Ridgewood High School
- ➢ WaterBoy Hydration Station
- ➢ Quantity 1 Cres-Cor mid-sized heated transport cabinet H-339-SS-128C
- ➢ Quantity 1 GROEN Gas steam-jacketed kettle

Benjamin Franklin Middle School
- ➢ Quantity 1 Cres-Cor full-sized heated transport cabinet H-135-SUA-11-R

Ms. Kwak read the donations into record and thanked the responsible parties.

Ms. Brogan moved approval of E. Finance.
Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XIII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented A: Agreement with SD GameDay Athletic Training Services

A. Approval: Agreement with SD GameDay Athletic Training Services

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with SD GameDay Athletic Training Services for substitute athletic training services for the period of December 20, 2021 through June 30, 2022, as per the rate 2021-2022 fee schedule listed in **Attachment E**. There is no increase from the 2020-2021 school year.

Ms. Brogan moved approval of A. Agreement with SD GameDay Athletic Training Services

Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

B. Approval: Mask Mandate Resolution

Mr. Dani made a motion for a resolution that regardless of NJ legislation, we will continue the mask mandate status quo for the next two weeks and reassess based on the Administration recommendation at the next meeting.
Mr. Mahmoud seconded the motion which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XIV. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Dec 22	Columbia Bank On-Line	104371-104463	605,505.86	Ms. Brogan
Jan 3	Columbia Bank On-Line	104464-104497	157,189.99	Ms. Brogan
Nov 1	Electronic Transfers	H38073	1,092,362.39	Ms. Brogan
Dec 14	Electronic Transfers	R37952	29,250.00	Ms. Brogan
Dec 14	Electronic Transfers	L37975-L37976	11,841.60	Ms. Brogan
Dec 17	Electronic Transfers	L37977	2,000.00	Ms. Brogan
Dec 20	Electronic Transfers	L37978	4,786.54	Ms. Brogan
Dec 22	Food Service	620366	51,676.93	Ms. Brogan
Nov 1	Electronic Transfer Void	H37335	(1,090,362.39)	Ms. Brogan
TOTAL			**864,250.92**	

Ms. Brogan moved approval of all bills reviewed by her.
Ms. Kwak seconded the emotion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XV. BOARD MEMBER ANNOUNCEMENTS

Ms. Kwak thanked Mr. Lembo and the board who have entrusted her to serve in this capacity.

Ms. Brogan announced that the events in honor of Dr. Martin Luther King Jr. are scheduled for January 14 - January 17. She encouraged the community to check out the programming and try to attend.

XVI. BOARD COMMITTEE REPORTS

None at this time.

XVII. DISCUSSION ITEMS

The Board discussed policy 1648.14, which is not on the agenda for approval. The question was on payment to contractors and being committed to pay contractors and staff if we were to go remote. In addition, the question is if the vendors being paid would be part of the regulation since COVID started.

The Board discussed payments to vendors during remote periods.

To view this portion of the meeting scroll to 2:59.

A. New Policies and Revisions to Policy/Regulation as listed below and in **Attachment F**:

New:

- ➢ Policy 2425 Emergency Virtual or Remote Instruction Program

Revised:

- ➢ Policy and Regulation 5751 Sexual Harassment of Students

B. iii. **<u>Approval: First Reading of Revised Policy</u>**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of the revised policy as listed below and in **Attachment C**.

- ➢ Policy 5111 Eligibility of Resident/Nonresident Students

Ms. Brogan stated that she had given examples and some wording choices. She is not in favor of the policy, they have heard from staff members who make a good point in terms of messaging. She wants to understand the attorney's recommendations a little bit more.

Dr. Groman reviewed the changes, there are two components. The first one is that the tuition will be increased 35% for new staff members hired after July 1, 2022. The second part is that special education students of staff members will be allowed to come

into the district. If services are required and we do not need to hire additional staff for services, there will be no cost to the person. If we have to hire they would pay 100%.

The Board discussed Policy 5111 as it relates to the tuition increase rate, impacts to staff retention, inclusion of special education students as tuition students, recruitment rates.

To view this portion of the meeting scroll to 3:05.

Ms. Brogan made a motion to table item B.iii. Since some of her questions regarding the policy changes have not been answered fully by the attorney.

Mr. Mahmoud seconded the motion, followed by a roll-call vote:

AYES: Ms. Brogan, Mr. Mahmoud
NAYS: Mr. Dani, Ms. Kwak, Mr. Lembo

Mr. Dani moved B. iii. Approval: First Reading of Revised Policy
Ms. Kwak seconded the motion which carried by the following roll-call vote:

AYES: Ms. Kwak, Mr. Lembo, Mr. Dani
NAYS: Ms. Brogan, Mr. Mahmoud

B. Board of Education Committee Format

Dr. Gorman asked the Board to discuss the committee format. During the past few years the finance and facility committees have been Committees of the Whole, the past year, we separated those committees out.
Since the Board is reorganizing he is asking the Board to discuss how they would like to move forward.

Ms. Kwak stated that they were just sworn in and seated today, she thinks it makes sense to discuss it in further detail later.

Mr. Dani asked to do a session with Matt Lee from NJSBA to discuss how committees should work. The agendas, cadence and minutes should be shared with the public. We can be providing more information to our residents.

A discussion regarding committee meeting minutes and responsibilities ensued.
To listen to this portion of the meeting scroll to 3:31.

XVIII. ACCEPTANCE OF MINUTES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Acceptance of the Minutes listed below.

- December 6, 2021 Regular Public Meeting

Mr. Dani requested an amendment to the minutes, one caller did not mention her name

but did sign in her name in the book. He questioned if we were able to add the name.

Mr. Bisig replied that we can add it.

Mr. Dani moved Acceptance of Minutes, with the addition of the speaker's name.
Ms. Kwak seconded the motion, which was unanimously approved.

XIX. OTHER BUSINESS

Ms. Kwak circled back on the format and the dialogues with the public. She stated that they are all actively listening, processing, and hearing. The public comment is not meant to be a debate or a Q&A session, or a conversation. If someone needs to get back to the speaker the superintendent or appropriate personnel will follow up. If that is not happening, please reach out to the Board to let them know you didn't get your answer.

She added why we needed to move along to the Board business is because it is the responsibility of the Board to get the business of the Board accomplished at the meeting. She hopes that through the course of the meeting, people's questions or points that are raised are addressed.

Mr. Mahmoud stated that he was not going to engage in a dialogue. He was going to comment and ask Tom a question. He requested to check Robin's rules and the bylaws that he has the right to make comments and ask a question.

Ms. Kwak stated it is not a dialogue or question/answer. In some cases it reinforces that we are listening as Board since there are only 5 of them.

Mr. Mahmoud stated that it is something to think about, how we are answering questions and getting back to people.

XX. COMMENTS FROM THE PUBLIC

Laura McKenna, 618 Bingham Road, appreciates that the board is interested in what they have to say, they come here in a place of passion. For her, she loves schools, believes in public education. She wants to thank administrators, teachers for keeping schools open. It has not been easy. The logistics alone are mind blowing, but it is so important to the kids that the schools stay open. The pandemic has taught us a lesson of how important schools are to the kids and the community. Without schools everything is at stake. If there is anything community members can do to help out, they will serve lunches until we get over this. Put out the alert and she will be there. One of the things that we're acknowledging, that learning loss happened. Remote education despite the best efforts did not work out. She appreciates that Mr. Dani recognizes that parents showed up to raise the alarm a year ago. They were here every meeting pointing this out. Sometimes we got sand in their face, learning loss happened., She is glad we are acknowledging it. She would like to see a breakdown of where kids with IEPs are fairing with this last test. We don't have to go into the weeds looking at geometry in 9th, 8th grade. We can look at the national data. Ridgewood is not a magic town, Our kids are the same as across the country. The biggest loss was in math and science. The data is accurate. What will we do about it. She has talked about the extended school day before. What provisions are you

doing for Science, a little time afterschool. The issue with parents and extended school day is not just learning about the criteria. She is talking to parents and they want their kids to get extra help. How do they get it?

Kate Freeborn, 456 Beverly Road, thanked everyone for their job as a school board member. She has an 8th grade student at BF, loves the vaccination and testing clinics. Thank you for the substitute information as well. She saw a NY times article entitled No Way to Grow Up. She will send it to each of the members. “A lot of the joint camaraderie of a school community has disappeared” Has joining camaraderie disappeared in our schools? She sent a survey to 100 people that she knows from the different schools and asked 1. What do you miss most about school before the pandemic? 2. Aside from taking away the masks, what is one, two or three things that would make school better for you? 3. What are you looking forward to most this year that was canceled? She did this to let her kids know she cared, and let her friends know she cared. She was so surprised this week when 40 answers from a number of kids and parents. Nothing was earth shattering, but made her happy. Things like an elementary girl said, she likes to pick who she can sit with at lunch time. When the child walks down the hallway to chat with her friends. A little boy said he would love to have a drink at the water fountain. tHese are not hard asks. Her intent is to send the board the results of her survey and will go to the HSA meeting to let them know the feedback. Her kids said they received surveys last year when they were doing remote schooling. Some questions were and some were not relevant. She thinks we can do some more of these surveys. She got an email from a friend's daughter who was happy to send her thoughts.

Susan Madison, 428 Linwood Ave., She is almost at a loss for words. You said just now, that there is no time for discussion at the board meetings but people will get back to the constituents at other times. But, we sent you that survey on December 15, there have been two board meetings since that time. The only recognition they have gotten was a response from Dr. Gorman. She thanked Dr. Gorman. They got a polite response from Mr. Lembo, but no other follow up or outreach. Several of you on the platform of bringing parents into the decision making process, or at least listening to parents You had your second board meeting without even referencing in discussion. We all came and poured our hearts out. You spent more time talking about how you will triple the tuition for teachers’ kids. Is that what we should be doing in the middle of the pandemic? There is no marginal cost for having a teacher’s kid sit in the classroom. Where, when, how will you start talking about the things that are impacting kids, families in our district. Mr. Mahmoud could not talk about it after public comments the first time and then there is no discussion now. Let me know when and how this can take place. You are failing us. It is time for you to focus on that. It is not time to get $40,000 from the teachers right now, it is time to figure out how you will integrate the concerns of all the people in this district. Since I have 1 minute and 20 seconds left I’m going to say whoever decided to put the stop watch up to measure the comments, has failed the board goal of engaging with the citizens. She thinks that needs to come down.

Marguerite Carmody, 566 Knickerbocker Road, She appreciates the updates provided on the staffing issues facing the district. Echoed the acknowledgement that Dr. Gorman made for the herculean effort of the existing staff to do their best to cover staffing gaps. It is suboptimal, including having aides filling in for certified teachers, it is not sustainable and

has an impact on learning loss. She thinks we need to think creatively about ideas to solve staffing challenges. One idea she has heard from staff is to hire a central recruiter to hire for the district rather than having each building recruit for positions including aides. The current approach for recruiting by building leads to ridgewood schools in competition with each other, a central recruiter would prioritize placement for staff across buildings. A second point is if our Administration and Board feel that our compensation package is comparable. For example, when you look at aides they are part time, purposely so that they don't receive benefits. Our district works hard to maintain that part time status including having them take breaks during the day, not getting paid when they are not working, so when they are sick they do not get paid. She asks that the compensation packages are competitive or we are fighting a battle we will never win.

Peter Molten 294 West End Ave., He felt compelled after the conversation about the staff bringing their children to call back and thinks it is important to think differently. It was mentioned to look at historical data in regards to how Chattam worked, historical data is historical. That was before the pandemic, before inflation. if you use the same information that has occurred over the last handful of years, it will likely lead to failure in terms of fixing some of these issues. Things like staffing and competitiveness is an issue around the world right now. We have certain things in our district that we can use to make sure we are bringing in the staff to plug in the gaps of learning loss, we have to think differently. Thinking about the past and looking at certain data, is not necessarily evolving. If you don't evolve we will not be able to fix this. Dr. Gorman referred to a task force in terms of staffing, this is super important. We need to try new methods and we should not be taking things away. He does not know one employer who right now is taking anything away, if anything they are adding more things and more benefits and more flexibility. We can't take things away and we have to be flexible on how we are using our resources. It can't be the past and the data, we can't just talk about it, we need to do something about it. This is the hand we are dealt, it is not just us but we need to do the best we can. We need to get talent, we need to go get people. He implores the board to consider that, use all of the resources you have.

Janet Reilly 487 Dorchester Road, she wanted to come back in reference to someone making a comment that Dr. Gorman said at a previous meeting that 95% of the families are happy with what is happening, and she does not agree with every person who calls in, but if you thing that generally people are happy that is a problem. Alot of the silence during board meetings is because of frustration. She has advocated a lot about something that she felt strongly with regards to outdoor lunch and air filters. We were dismissed over and over. There were many offers of donations that were dismissed by the district, in terms of filters and time to be outdoor lunch aides. Her experience of speaking at meetings or emailing the board has been very frustrating. That is why there is alot of silence, people don't think that speaking up will get them anywhere and it gets very tiring. Even though we have different asks, she thinks we all want our children to be safe in school. There are different ways that can make that happen, it feels that there is no plan. Over the break there was no communication to parents who filled out that form that their children were positive, there was no communication about coming back to school on Monday. Other districts hosted testing events .Ridgewood could have put that in place. Other districts had minimum days, not everyone agrees on that. If you had agreed to put air filters in or just agreed to accept the donation of air filters, more people would feel more comfortable

bringing their kids to school. On all ends of the spectrum there is frustration. The response at the beginning of the year was that the numbers are low and we have good vaccination rates. Now that numbers have gone up, the narrative has changed, Dr. Gorman is saying that numbers have gone up, but we have good attendance. Those things don't have a correlation. It could mean that numbers are going up but people are still sending their kids to school and are not testing. Does not see why we are declaring that we have won, We don't feel as parents that there is a plan. The idea that Mr. Dani said to agree that masks be placed to wear masks for the next two weeks, why are we waiting to hear from the state to make a decision based on politico. You need to show some leadership and create a plan that will give people confidence to send their children to school.

Susan Madison, seconded Ms. Reilly's comments. She thinks there is a misperception that any parents have a set position. The thing that they are united on is that you are not listening to us, you are not giving us an opportunity to participate, you don't hear our voices. You are making bad decisions because you don't listen to us. It is time for you to listen to Ms. Reilly, to listen to Ms. McKenna, to me, it is time for changes to be made to the district. She is hopeful, although discouraged, that maybe with a new Board something will change. She does not know. What you are doing is short sighted, it is wrong and you are hurting kids.

Avnika Gupta, She is calling back on the same points that Ms. Madison and Ms. Reilly made. She thinks that you as a board really need to acknowledge when people bring up topics at these meetings. There was a perfect opportunity at this meeting during a parent discussion section of the meeting, where you spent more time discussing when it was a good time to discuss these things than actually discussing what was brought up. While we all have different views, there is no closure on any of these items. You don't even get to those points when you don't even acknowledge when someone has said something, and what is the position on it as a district. How did we get there? The idea that we somehow are a magical district that has gotten covid right and we are doing great according to our numbers, is not true. That is putting blinders on our eyes and business as usual, moving forward. On some level, we need to move forward but there is a smart, diligent way to put preventative measures in place to move forward in a safe environment. Long term this is not sustainable, it puts our teachers and kids at risks by not planning. She would like to see a covid task force that talks about how to keep our schools safe, learning loss and all of those topics addressed and reported back to the community to see what the task force is doing and what they are finding. There needs to be better communication from the district. The information from the district is so minimal. That is not human centered communication, it should have a tone of empathy to show we are in this together as a community. It should not be a one liner that has zero emotion about the environment. We want to know that you hear us.

XXI. ADJOURNMENT

At 11:02 p.m., on a motion made by Ms. Kwak, seconded by Mr. Lembo and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T. Bisig, M.Ed.

ATTACHMENT A

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Deidre Roberts	Benchmark Assessment Training Special Programs Ridgewood, NJ 1/11/22	Professional Development	$0.00	0
Lisa Scrudato	HIB Law Update Legal One Mahwah, NJ 3/10/22	Professional Development	$150.00	0
Ariana Bray	ABAI Annual Convention 2022 Association for Behavior Analysis International, MI Boston, MA 5/27/22 - 5/30/22	Professional Development	$840.50	0

New Jersey School Boards Association

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Code of Ethics for School Board Members

N.J.S.A 18A:12-24.1

a. I will uphold and enforce all laws, rules and regulations of the State Board of Education, and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.

b. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.

c. I will confine my board action to policy making, planning, and appraisal, and I will help to frame policies and plans only after the board has consulted those who will be affected by them.

d. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.

e. I will recognize that authority rests with the board of education and will make no personal promises nor take any private action that may compromise the board.

f. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.

g. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. In all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its school.

h. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.

i. I will support and protect school personnel in proper performance of their duties.

j. I will refer all complaints to the chief administrative officer and will act on the complaints at public meetings only after failure of an administrative solution.

5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

The Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older students as is otherwise entitled by law to a free public education.

Eligibility to Attend School

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1.

A child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in a time of war or national emergency shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.A.C. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

The Board shall also admit any student that is kept in the home of a person other than the student's parent or guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child in accordance with N.J.A.C. 6A:22-3.2. A student is only eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 if the student's parent or guardian files, together with documentation to support its validity, a sworn statement that he or she is not capable of supporting or providing care for the student due to family or economic hardship and the student is not residing with the other person solely for the purpose of receiving a free public education. In addition, the person keeping the student must file, if so required by the Board of Education, a sworn statement that he or she: is domiciled within the school district; is supporting the child without remuneration and intends to do so for a time longer than the school term; will assume all personal obligations for the student relative to school requirements; and provides a copy of his or her lease if a tenant, a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner. Pursuant to N.J.S.A. 18A:38-1, any person who fraudulently allows a child of another person to use his or her residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of his or her child to a person in another district commits a disorderly person's offense.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38- 1 if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian and the parent or guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency. Eligibility under this provision shall cease at the end of the current school year during which the parent or guardian returns from active military duty.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38- 1 if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of a student attending the school district of temporary residence. When one of a student's parents or guardians temporarily resides in the school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with the criteria of N.J.A.C. 6A:22-3.1(a)1.i.

A student is eligible to attend this school district free of charge:

1. If the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2 - Education of Homeless Children;

2. If the student is placed by court order or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2;

3. If the student previously resided in the school district and if the parent(s) or legal guardian(s) is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the school district, pursuant to N.J.S.A. 18A:38-3. The school district shall not be obligated for transportation costs; and

4. If the student resides on federal property within the State pursuant to N.J.S.A.18A:38-7.7 et seq.

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year in pursuant to N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h). If the student remains enrolled in the school district for the remainder of the school year, the school district shall provide transportation services to the student, provided the student lives remote from school, and the State shall reimburse the school district for the cost of the transportation services. Nothing in N.J.S.A. 18A:38-1.1 shall be construed to affect the rights of homeless students pursuant to N.J.S.A 18A:7B-12, N.J.S.A. 18A:7B-12.1, or any other applicable State or Federal law.

If the district of residence cannot be determined according to the criteria contained in N.J.SA.A 18A:7B-12; if the criteria contained in N.J.S.A. 18A: 7B-12 identify a district of residence out of the State; or if the child has resided in a domestic violence shelter, homeless helter, or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child in accordance with N.J.S.A. 18A:7B-12.d.

A student's eligibility to attend this school shall not be affected by the physical condition of an applicant's housing or his or her compliance with local housing ordinances or terms of lease.

Except as set forth in N.J.A.C. 6A:2-3.3(b)1, immigration/visa status shall not affect eligibility to attend school and the school district shall not condition enrollment in the school district on immigration status. A student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111.

Proof of Eligibility

The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4. The Board of Education shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form or a subset of documents, without regard to other evidence presented.

The Board of Education shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school as outlined in N.J.A.C. 6A:22-3.4(d). The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in N.J.A.C. 6A:22-3.4(d) or pertinent parts thereof if voluntarily disclosed by the applicant. The Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment. In the case of a dispute between the school district and the parent or guardian of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the

Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.S.A. 18A:38-1-3. The NJMVC shall disclose to a school district the information requested in accordance with procedures established by the NJMVC. However, the school district shall not condition enrollment in the district on immigration status or on the fact that the NJMVC does not have the name or address of the parent on file.

Registration Forms and Procedures for Initial Assessment

Registration and initial determinations of eligibility will be in accordance with N.J.A.C. 6A:22-4.1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that are consistent with the forms provided by the Commissioner. A district-level administrator designated by the Superintendent shall be clearly identified to applicants and available to assist persons who experience difficulties with the enrollment process.

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the district's determination and an intent to appeal to the Commissioner of Education. An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed, without a hearing before the Board, if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and sixteen, applicants also shall be asked to complete a written statement indicating the student will be attending school in another school district or a nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement, designated staff shall report to the school district of actual domicile or residence, or the Department of Children and Families, a potential instance of "neglect" for the purposes of ensuring compliance with compulsory education law, N.J.S.A. 9:6-1. Staff shall provide the school district or the Department of Children and Families with the student's name, the name(s) of the parent/guardian/resident, and the student's address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere

Enrollment or attendance at the school district shall not be conditioned on advance payment of tuition when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information. The Board of Education shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2, Education of Homeless Children. Enrollment or attendance in the school district shall not be denied based upon the absence of the certified copy of the student's birth certificate or other proof of a student's identity as required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.

Enrollment in the school district shall not be denied based upon absence of student medical information. However, actual attendance at school may be deferred until the student complies with student immunization rules set forth in N.J.A.C. 8:57-4.

When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student's prior educational record. However, the applicant shall be advised the student's initial educational placement may be subject to revision upon the school district's receipt of records or further assessment of the student.

Notice of Ineligibility

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student's initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4 et. seq. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside. Notices of ineligibility shall include information as outlined in N.J.A.C. 6A:22-4.2.

Removal of Currently Enrolled Students

Nothing in N.J.A.C. 6A:22 et seq. and this Policy shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.

When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board of Education for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student" (as defined in N.J.A.C. 6A:22-1.2) has been informed of his or her entitlement to a hearing before the Board of Education. Once the hearing is held, or if the parent, guardian, adult student or

resident keeping an "affidavit student", does not respond within the designated time frame to the Superintendent's notice or appear for the hearing, the Board of Education shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board or a Board Committee, at the discretion of the full Board. If the hearing(s) is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. No student may be removed except by vote of the Board taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

Appeal to the Commissioner

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition which shall be filed in accordance with N.J.S.A. 18A:3.-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3. Pursuant to N.J.S.A. 18A:38-1., appeals of "affidavit student" eligibility determinations shall be filed by the resident keeping the student.

Assessment and Calculation of Tuition

If no appeal to the Commissioner is filed following notice of an ineligibility determination, the Board may assess tuition for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 et seq. If the responsible party does not pay the tuition assessment, the Board of Education may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10 through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.

If an appeal to the Commissioner is filed and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a). Upon the Commissioner's finding that an appeal has been abandoned, the Board of Education may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2.

Nonresident Students

The admission of a nonresident student to school free of charge must be approved by the Board, upon the recommendation of the Superintendent and subject to the needs of the district. No student otherwise eligible shall be denied admission on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or sex, social or economic status, or disability. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty days prior

to admittance. Transportation will be provided by the staff member. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship, academic standing and discipline, as well as family behavior toward school personnel and/or the needs of the district.

Change in Residence

Seniors who have completed their junior year in Ridgewood High School and whose parent(s) or legal guardian(s) change their residence out of the district after that time may finish their studies at Ridgewood High School on a tuition basis. Other students may finish the year on a tuition basis if parent(s) or legal guardian(s) change residence out of district February 1 or later. Students whose parent(s) or legal guardian(s) change residence after May 1 may continue schooling on a non-tuition basis for the remainder of the school year.

Other Nonresident Children

Other nonresident children, otherwise eligible for attendance, may be admitted to school in this district with payment of tuition if their admission is warranted by the inaccessibility of school in their home district, the singular availability of an appropriate educational program in this district, the avoidance of transfer and readmission of a child whose legal custody is shared by a parent(s) or legal guardian(s) residing in this district, or other good cause. The parent(s) or legal guardian(s) must submit an application to the Superintendent for review and consideration.

a. An application for permission to enroll a child of a nonresident must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance.

b. Annually, the nonresident must submit a letter to the Superintendent requesting their child to be approved for admittance in the district in the subsequent school year. All such letters must be received by the Superintendent by May 15 of the current school year in order for the child to be considered for admittance in the following school year. The Superintendent will notify the nonresident of the decision, in writing, no later than June 15 of the current school year.

c. Approval of enrollment shall be based on availability of space in the schools; the Superintendent shall review the availability of space on an annual basis.

d. A contract for educational services must be signed.

e. Enrollment can begin anytime during the school year. Tuition will be billed on a prorated basis.

f. By August 1 preceding the new school year, all nonresident will be billed by the Business Office at the rates established prior to the end of the school year. Payment is due to the Business Office no later than the last Friday prior to the opening of school for students. If this payment is not received in a timely fashion, interest will be charged at a rate of 1% per month until payment is received. If payment is not received by the last Friday in January, the nonresident will be required to meet with the Superintendent to explain the reason for nonpayment. Within three days of that meeting, the Superintendent will issue, in writing, the decision concerning the continued enrollment of the non-resident student(s).

g. Tuition will cover only the typical costs associated with an education in the Ridgewood School District. Any extraordinary costs will be borne 100% by the parent(s)/guardian(s). Examples of extraordinary costs include, but are not limited to, fees for OT/PT, aides, out-of-district tuition and transportation, etc. If a child's IEP can be reasonably accommodated, it will be provided by the District, however, if the IEP requires the hiring of additional staff or services not already offered by the District, the costs will be borne 100% by the parent/guardian.

h. Tuition for non-resident parent(s)/guardian(s) shall be assessed at the Board approved out-of-district tuition rate.

i. Responsibility for pupil transportation shall be assumed by the parent(s)/guardian(s).

j. All discipline and other pupil records from a student's prior school shall be reviewed; the Superintendent and/or Board of Education may deny enrollment based on the discipline record of a non-resident student.

k. The continued enrollment of any nonresident student, shall be contingent upon the student's maintenance of good standards of citizenship and discipline. Infractions of the student code of conduct may result in immediate disenrollment from the school district.

Children of District Employees

Children of nonresident permanent, salaried staff members of the Board of Education may be admitted to the schools of the district at a tuition rate, set annually by the Board of Education prior to the end of the school year, upon the recommendation of the Superintendent and the approval of the Board.

a. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance.

b. Annually, the nonresident staff member must submit a letter to the Superintendent requesting their child to be approved for admittance in the district in the subsequent school year. All such letters must be received by the Superintendent by May 15 of the current school year in order for the child to be considered for admittance in the following school year. The Superintendent will notify the nonresident staff member of the decision, in writing, no later than June 15 of the

current school year.

c. Approval of enrollment shall be based on availability of space in the schools; the Superintendent shall review the availability of space on an annual basis.

d. A contract for educational services must be signed.

e. Enrollment can begin anytime during the school year. Tuition will be billed on a prorated basis.

f. By August 1 preceding the new school year, all nonresident staff members will be billed by the Business Office at the rates established , prior to the end of the school year. Payment is due to the Business Office no later than the last Friday prior to the opening of school for students. If this payment is not received in a timely fashion, interest will be charged at a rate of 1% per month until payment is received. If payment is not received by the last Friday in January, the nonresident staff member will be required to meet with the Superintendent to explain the reason for nonpayment. Within three days of that meeting, the Superintendent will issue, in writing, his decision concerning the continued enrollment of the staff member's child(ren).

g. Tuition will cover only the typical costs associated with an education in the Ridgewood School district. Any extraordinary costs will be borne 100% by the employee. All district employees, even those district employees hired prior to June 30, 2022, shall pay 100% for any extraordinary costs including, but are not limited to, fees for OT/PT, aides, out-of- district tuition and transportation, etc. If a child's IEP can be reasonably accommodated, it will be provided by the district, however, if the IEP requires the hiring of additional staff or services not already offered by the district, the costs will be borne 100% by the employee.

h. Tuition for children of any district employee hired after June 30, 2022 shall be assessed at 35% of the Board approved out-of-district tuition rate.

i. Responsibility for pupil transportation shall be assumed by the employee.

j. All discipline and other pupil records from a student's prior school shall be reviewed; the Superintendent and/or Board of Education may deny enrollment based on the discipline record of a non-resident student.

k. This benefit shall not interfere with the before or after school responsibilities of the employee.

l. The continued enrollment of any nonresident pupil, including that of the child of a staff member, shall be contingent upon the pupil's maintenance of good standards of citizenship and discipline. Infractions of the student code of conduct may result in immediate disenrollment from the school district.

Home Construction
Families domiciled in the school district for a minimum of 12 months and attending the Ridgewood Public Schools prior to major home renovations where the family must vacate the premises, must obtain Board of Education approval to continue attending the district schools free of charge for a period of 18 months with proof of building permits/documentation. After 18 months, a one-time extension for a period of 6 months can be obtained and will necessitate additional proof of building status and progress. The Board of Education will assess tuition for students after the initial 24-month period. The Board of Education will require proof of occupancy when residence is reoccupied.

F-1 and J-1 Visa Students

The school district is not required to, but may permit the attendance of F-1 and J-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract. The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. An F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with an F-1 or J-1 Visa must be approved by the Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

N.J.S.A. 18A:38-1 et seq; 18A:38-3; 18A:38-3.1
N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22-2.1 et seq. 8 CFR 214.3

Adopted: 7 December 2009
Revised: 19 July 2010
Revised: 18 March 2013
Revised: 26 August 2013
Revised: 27 January 2014
Revised: 18 July 2016
Revised: 6 March 2017
Revised: 01 April 2019
Revised: 05 October 2020
Revised:

ATTACHMENT D

FIELD TRIPS FOR APPROVAL

January 10, 2022

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
1/15/22	RHS	First Tech Challenge, Dwight Morrow/ Academies, Englewood, NJ	15 FTC Robotics Club Memebers	2	0	$0	$349.05 (driver)	Yes	Yes
1/16/22	RHS	Greenway Market, Ridgewood, NJ	20 DECA Members	3	0	$0	$0	No	Yes
2/3/22	RHS	Metropolitan Musesum of Art, New York, NY	56 AHLISA Students	4	0	$0	$0	Yes	Yes
2/3/22	RHS	Bergen Academies, Hackensack, NJ	Up to 15 Model UN Members	0	0	$0	$80.34 (driver)	Yes	Yes
2/4/22	RHS	Bergen Academies, Hackensack, NJ	Up to 15 Model UN Members	0	0	$0	$80.34 (driver)	Yes	Yes
2/5/22	RHS	International Championship of High School A Capella Mid-Atlantic Quarterfinal, Neptune City, NJ	38 Members of AcaBellas, Maroon Men and Rhapsodies A Capella Groups	4	0	$0	$1,095 (bus)	Yes	Yes
2/25/22	Hawes	Buehler Challenger Center, Paramus, NJ	70 5th Grade Students	8	1 sub nurse	$170	$170 (sub nurse)	Yes	Yes
2/27/22 - 3/2/22	RHS	DECA States, Harrah's Resort, Atlantic City, NJ	2 DECA Members	2	0	$0	$97.50 (mileage)	Yes	Yes
2/28/22 - 3/2/22	RHS	DECA States, Harrah's Resort, Atlantic City, NJ	130 DECA Members	12	0	$0	$0	Yes	Yes
3/4/22	Ridge	New Jersey Performing Arts Center, Newark, NJ	65 3rd Grade Students	5	1/2 day sub teacher	$58	$57.50 (sub teacher)	No	Yes
4/6/22	Willard	Fort Lee Historic Park, Fort Lee, NJ	21 5th Grade Students	4	1 sub nurse	$170	$170 (sub nurse)	Yes	Yes

HS Sport	Level	Fee
Baseball	ALL	$ 120.00
Basketball	ALL	$ 120.00
Basketball (JV/Varisty)		$ 220.00
Basketball (9th/JV/Varisty)		$ 315.00
Field Hockey	ALL	$ 120.00
Football (game only)	Varisty	$ 225.00
Football (game only)	Sub varsity	$ 175.00
Football (w/ prep - early arrival and pregame taping)	Varisty	$ 375.00
Gymnastics-Duel Meet	ALL	$ 150.00
Gymnastics-Invitational	ALL	$ 55.00/HR/AT
Ice Hockey	ALL	$ 120.00
Indoor Track	ALL	$ 275.00
Lacrosse	ALL	$ 120.00
Outdoor Track	ALL	$ 275.00
Soccer	ALL	$ 120.00
Softball	ALL	$ 120.00
Swimming	ALL	$ 160.00
Tennis (match)	ALL	$ 160.00
Tennis (Tounament)	ALL	$ 55.00/HR/AT
Volleyball (Single Match)		$ 120.00
Volleyball (JV/V)		$ 220.00
Volleyball (9th/JV/V)		$ 315.00
Wrestling (Single)		$ 120.00
Wrestling (Single JV/Varsity)		$ 185.00
Wrestling (Tri)		$ 335.00
Wrestling (Quad)		$ 375.00
XC	ALL	$ 170.00
Athletic Training-Practices only	HIGH SCHOOL	$55/HR (3 hr Minimum)

Middle School Sports	ALL	$100

4/22/22	Willard	Fort Lee Historic Park, Fort Lee, NJ	22 5th Grade Students	4	0	$0	$0	Yes	Yes
4/22/22	Somerville	Liberty Science Center, Jersey City, NJ	75 5th Grade Students	15	1 sub nurse	$170	$170 (sub nurse)	Yes	Yes
4/28/22	Willard	Fort Lee Historic Park, Fort Lee, NJ	20 5th Grade Students	3	0	$0	$0	Yes	Yes
4/29/22	Willard	Fort Lee Historic Park, Fort Lee, NJ	22 5th Grade Students	4	0	$0	$0	Yes	Yes
6/15/22	Willard	Graydon Pool, Ridgewood	85 5th Grade Students	14	1 sub nurse	$170	$170.00	Yes	Yes

POLICY

RIDGEWOOD
BOARD OF EDUCATION

2425 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event a school or the schools of the district are required to close for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9.

In the event the school district is required to close a school or the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.

The Superintendent of Schools shall submit, with Board approval, the school district's program of virtual or remote instruction to the Commissioner of Education by no later than October 29, 2021 and annually thereafter.

A day of virtual or remote instruction, if instituted under the district's Commissioner of Education's approved program of virtual or remote instruction, shall be considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, the awarding of course credit, and other such matters as determined by the Commissioner of Education.

Any district program of virtual or remote instruction implemented for the general education students shall provide the same educational opportunities to students with disabilities. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

In the event the State or local health department determines it is advisable to close or mandates closure of the schools of the district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction. The Superintendent shall consult with the Board prior to such decision, if practicable. The Superintendent shall ensure that students, parents, staff, and the Board are informed promptly of the Superintendent's decision.

Nothing in N.J.S.A. 18A:7F-9 and this Policy shall be construed to limit, supersede or preempt rights, privileges, compensation, remedies, and procedures afforded to public employees or a collective bargaining unit under Federal or State law or any provision of a collective bargaining agreement entered into by the school district.

In the event of the closure of a school or the schools of the district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for a period longer than three consecutive school days:

1. District employees shall be entitled to compensation, benefits, and emoluments pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(1) and (2).

2. The district shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(3).

3. The district shall be obligated to make payments for benefits, compensation, and emoluments and all payments required pursuant to N.J.S.A. 18A:6-51 et seq., to an educational services commission, county special services school district, and a jointure commission, and under any shared services agreement and cooperative contract entered into with any other public entity pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).

4. An educational services commission, county special services school district, and a jointure commission shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider or a shared services agreement in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).

The provisions of N.J.S.A. 18A:7F-9.e.(1) through (4) shall not apply to any employee whose weekly hours of work are reduced, and to whom unemployment benefits are provided, pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq. A contracted service provider, educational services commission, county special services school district, or jointure commission shall notify the district with which it has entered into a contract to provide services of its intent to reduce the hours of work of its employees pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq.

1. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(3), if a contracted service provider reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the contracted service provider shall be reduced by the same amount.

2. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(4), if an educational services commission, county special services school district, or jointure commission reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the educational services commission, county special services school district, or jointure commission shall be reduced by the same amount.

This Policy may be revised as necessary by the Superintendent in accordance with N.J.S.A. 18A:7F-9. The school district's emergency virtual or remote instruction program shall be available on the school district's website.

N.J.S.A. 18A:7F-9

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

5751 SEXUAL HARASSMENT **OF STUDENTS**

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. Sexual harassment of students is a form of prohibited sex discrimination. In accordance with Title IX of the Education Amendments of 1972 and the Code of Federal Regulations (CFR), 34 CFR §106, the school district adopts this Policy and implement practices to investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties pursuant to 34 CFR §106.3(c). In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

For the purposes of Policy 5751 and in accordance with 34 CFR §106:

1. "Sexual harassment" (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:

    a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct;

    b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district's education program or activity; or

    c. "Sexual assault" as defined in 20 U.S.C. §1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. §12291(a)(10), "domestic violence" as defined in 34 U.S.C. §12291(a)(8), or "stalking" as defined in 34 U.S.C. §12291(a)(30).

Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.

In accordance with 34 CFR §106.8(a), any person may report sex discrimination, including sexual harassment using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

A school district with "actual knowledge" of sexual harassment in the educational program or activity of the school district against a student, must respond promptly in a manner that is not "deliberately indifferent".

Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute sexual harassment is required to report that information to the Title IX Coordinator in accordance with the provisions of 34 CFR §106.8(a) and B.1. of Regulation 5751. The district must report any potential child abuse in accordance with N.J.S.A. 18A:36-24; N.J.S.A. 18A:36-25; N.J.A.C. 6A:16-11.1; and Policy and Regulation 8462.

The Title IX Coordinator shall notify persons entitled to a notification pursuant to 34 CFR §106.8(a)(1) that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and Policy and Regulation 5751 not to discriminate in such a manner in accordance with 34 CFR §106.8(b)(1).

The Title IX Coordinator shall prominently display the contact information required to be listed for the Title IX Coordinator pursuant to 34 CFR §106.8(b)(2)(i) on the school district's website and in each handbook or catalog the school district makes available to persons entitled to a notification in accordance with 34 CFR §106.8(a). Policy and Regulation 5751 shall be prominently displayed on the district's website and accessible to anyone.

Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals.

The school district shall use the grievance process outlined in 34 CFR §106.45 and Regulation 5751 to address formal complaints of sexual harassment. The school district shall offer both parties an appeal process as outlined in 34 CFR §106.45 and Regulation 5751 from a determination regarding responsibility for sexual harassment and from the Title IX Coordinator's dismissal of a formal complaint or any allegations of sexual harassment.

The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv). The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine sanctions imposed and remedies provided, if any.

Consistent with the laws of New Jersey a student's parent must be permitted to exercise the rights granted to their child under this Policy, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officer, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR §106.45(b)(1)(iii).

The school district or any employee of the school district shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or Policy 5751, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy, in accordance with 34 CFR §106.71(a).

The school district shall maintain for a period of seven years records in accordance with the requirements of 34 CFR §106.45(b)(10). For each school district response to sexual harassment required under 34 CFR §106.44, the school district shall create and maintain for a period of seven years, records in accordance with 34 CFR §106.45(b)(10).

The Superintendent or designee shall consult with the Board Attorney to ensure the school district's response to allegations of sexual harassment and the school district's grievance process are in accordance with 34 CFR §106.44 and 34 CFR §106.45.

Any time a report is made to the Title IX Coordinator or formal complaint is filed pursuant to this Policy and in accordance with 34 CFR §106, the Title IX Coordinator shall forward the report or complaint to the Principal of the school building attended by the alleged victim for the Principal to follow the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

34 CFR §106
United States Department of Education, Office for Civil Rights – Questions and Answers on the Title IX Regulations on Sexual Harassment (July 20, 2021)

Adopted:

R 5751 SEXUAL HARASSMENT OF STUDENTS

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. The school district shall investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties pursuant to 34 CFR §106.3(c) and Policy and Regulation 5751. In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

A. **Definitions**

1. **For the purpose of Policy and Regulation 5751 and in accordance with 34 CFR §106:**

a. **"Sexual harassment" (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:**

(1) **An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct;**

(2) **Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district's education program or activity; or**

(3) **"Sexual assault" as defined in 20 U.S.C. §1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. §12291(a)(10), "domestic violence" as defined in 34 U.S.C. §12291(a)(8), or "stalking" as defined in 34 U.S.C. §12291(a)(30).**

b. **"Complainant" (34 CFR §106.30(a)) means a student currently enrolled who is alleged to be the Complainant of conduct that could constitute sexual harassment.**

(1) **A parent may act on behalf of the Complainant in accordance with State law, court orders, child custody arrangements, or other sources granting legal rights to parents.**

(2) **A parent has a legal right to act on a Complainant's behalf, this right applies throughout all aspects of the Title IX matter, including throughout the grievance process.**

c. **"Decision-maker" (34 CFR §106.45(b)(7)) means a staff member(s) who is not the Title IX Coordinator or the school staff member who conducted the investigation, designated by the Superintendent of Schools, to objectively evaluate the relative evidence and reach conclusions about whether the Respondent is responsible for the alleged sexual harassment in accordance with the provisions of 34 C.F.R. 106.**

d. **"Education program or activity" (34 CFR §106.44(a)) includes locations, events, or circumstances over which the school district exercises substantial control over both the Respondent and the context in which the sexual harassment occurs.**

e. **"Formal complaint" (34 CFR §106.30(a)) means a document filed by a Complainant or signed by the Title IX Coordinator alleging sexual harassment against a Respondent and requesting that the school district investigate the allegation of sexual harassment. As used in this definition paragraph, the phrase "document filed by a Complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the school district) that contains the Complainant's physical or digital signature, or otherwise indicates that the Complainant is the person filing the formal complaint.**

f. **"Investigator" (34 CFR §106.45(b)(5)) means a staff member or staff members who may be the Title IX Coordinator and who is not a decision- maker, designated by the Superintendent of Schools, to investigate alleged sexual harassment in accordance with 34 CFR §106. The investigator may be the school district's Affirmative Action Officer only if the Affirmative Action Officer is not the decision-maker.**

g. **"Program or activity" and "program" (34 CFR §106.2(h)(2)(ii)) means all of the operations of a local educational agency (as defined in 20 U.S.C.**
§8801), system of vocational education, or other school system.

h. **"Respondent" (34 CFR §106.30(a)) means an individual who has** ~~**been reported to be the perpetrator of conduct that could constitute**~~ **sexual harassment.**

(1) **A parent may act on behalf of the Respondent in accordance with State law, court orders, child custody arrangements, or other sources granting legal rights to parents.**

(2) **If a parent has a legal right to act on a Respondent's behalf, this right applies throughout all aspects of the Title IX matter, including throughout the grievance process.**

i. **"Title IX Coordinator" (34 CFR §106.8(a)) means an individual designated and approved by the Board to coordinate its efforts to comply with its responsibilities under 34 C.F.R. 106 and this Policy. The individual must be referred to as the "Title IX Coordinator" and may also be the investigator but cannot be the decision-maker.**

B. **Reporting and Notification Requirements**

1. **Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.**

2. **In accordance with 34 CFR §106.8(a), any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.**

a. **Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.**

3. **A school district with "actual knowledge" of sexual harassment in the educational program or activity of the school district against a student, must respond promptly in a manner that is not "deliberately indifferent".**

a. **The school district has "actual knowledge" when an employee receives a complaint of sexual harassment or an employee is aware of behavior that could constitute sexual harassment.**

(1) **Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute sexual harassment is required to report that information to the Title IX Coordinator in accordance with the provisions of B.1. above.**

(2) **In addition to the district's response in accordance with this Regulation, the district must report any potential child abuse to appropriate law enforcement and child welfare authorities in accordance with N.J.S.A. 18A:36-24; N.J.S.A. 18A:36-25; N.J.A.C. 6A:16-11.1; and Policy and Regulation 8462.**

b. **A school district is "deliberately indifferent" only if the response to sexual harassment is clearly unreasonable in light of the known circumstances, pursuant to 34 CFR §106.44(a).**

4. **The district is required to offer supportive measures to the Complainant even if the Respondent ceased being enrolled or employed by the district prior to the filing of a formal complaint.**

a. **If the Respondent ceases to be enrolled in or employed by the district after a formal complaint is filed, the district may dismiss the complaint, but must still offer supportive measures to the Complainant pursuant to 34 CFR §106.45(b)(3)(ii).**

5. **The Title IX Coordinator shall notify persons entitled to a notification pursuant to 34 CFR §106.8(a) that the school district does not discriminate on the basis of sex in the education program or activity it operates and it is required by Title IX and Policy and Regulation 5751 not to discriminate in such a manner in accordance with 34 CFR §106.8(b)(1).**

6. **The Title IX Coordinator shall prominently display the contact information required to be listed for the Title IX Coordinator pursuant to 34 CFR §106.8(b)(2)(i) on the school district's website and in each handbook or catalog the school district makes available to persons entitled to a notification in accordance with 34 CFR §106.8(a).**

a. **Policy 5751 and this Regulation shall be prominently displayed on the district's website and accessible to anyone.**

C. **Supportive Measures**

1. **"Supportive measures" mean non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to the Complainant or the Respondent before or after the filing of a formal complaint or where no formal complaint has been filed pursuant to 34 CFR §106.30(a).**

2. **Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals.**

3. **The Title IX Coordinator shall maintain consistent contact with the parties to ensure that safety, emotional and physical well-being are being addressed.**

4. **Generally, supportive measures are meant to be short-term in nature and will be re-evaluated on a periodic basis.**

   a. **To the extent there is a continuing need for supportive measures after the conclusion of the resolution process, the Title IX Coordinator will work with appropriate school district resources to provide continued assistance to the parties.**

D. **Grievance Process**

1. **The school district will use the grievance process outlined in 34 CFR §106.45 and this Regulation to address formal complaints of sexual harassment.**

2. **Parents, students, unions and associations, and staff members shall receive notice of the grievance procedures and the Title IX Coordinator's name or title, office, address, email address, and telephone number in accordance with 34 CFR §106.8(a).**

3. **The school district's grievance process may, but need not, provide for a hearing pursuant to 34 CFR §106.45(b)(6)(ii).**

4. **The school district may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with 34 CFR §106.45(b)(9).**

5. **The school district may not require the parties to participate in an informal resolution process regarding a Title IX claim and may not offer an informal resolution process unless a formal complaint is filed pursuant to 34 CFR §106.45(b)(9).**

6. **The Title IX Coordinator must promptly contact the Complainant in accordance with 34 CFR §106.44(a).**

7. **In response to a formal complaint, the school district will follow a grievance process that complies with 34 CFR §106.45.**

    a. **Upon receipt of a formal complaint, the Title IX Coordinator shall provide written notice to the parties who are known in accordance with 34 CFR §106.45(b)(2)(i).**

    b. **The Title IX Coordinator shall provide the investigator with a copy of the formal complaint if the Title IX Coordinator is not the investigator.**

    c. **The investigator shall investigate the allegations contained in a formal complaint pursuant to 34 CFR §106.45(b).**

8. **The investigator shall create an investigative report in accordance with the provisions of 34 CFR §106.45(b)(5)(vii).**

    a. **The investigator will attempt to collect all relevant information and evidence.**

    b. **While the investigator will have the burden of gathering evidence, it is crucial that the parties present evidence and identify witnesses to the investigator so that they may be considered during the investigation.**

    c. **While all evidence gathered during the investigative process and obtained through the exchange of written questions will be considered, the decision-maker may in their discretion grant lesser weight to last minute information or evidence introduced through the exchange of written questions that was not previously presented for investigation by the investigator.**

d. **To the greatest extent possible, and subject to Title IX, the school will make reasonable accommodations in an investigation to avoid potential re-traumatization of a student.**

e. **The investigative report shall be provided to the decision-maker in accordance with the provisions of 34 CFR §106.45(b)(6)(ii).**

9. **The decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility pursuant to 34 CFR §106.45(b)(7).**

a. **To reach this determination, the decision-maker will apply the preponderance of the evidence standard, which shall be the same standard of evidence for formal complaints against students as for formal complaints against employees, including faculty, and apply the same standard of evidence to all formal complaints of sexual harassment pursuant to 34 CFR §106.45(b)(1)(vii).**

b. **The decision-maker will facilitate a written question and answer period between the parties.**

(1) **Each party may submit their written questions for the other party and witnesses to the decision-maker for review.**

(2) **The questions must be relevant to the case and the decision-maker will determine if the questions submitted are relevant and will then forward the relevant questions to the other party or witnesses for a response.**

(3) **The decision-maker shall then review all the responses, determine what is relevant or not relevant, and issue a decision as to whether the Respondent is responsible for the alleged sexual harassment.**

(4) **The decision-maker will issue a written determination following the review of evidence. The written determination will include:**

(a) **Identification of allegations potentially constituting sexual harassment as defined in Policy and Regulation 5751 and 34 CFR §106.30;**

(b) **A description of the procedural steps taken from the receipt of the complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather evidence;**

(c) **Findings of fact supporting the determination, conclusions regarding the application of this formal grievance process to the facts; and**

(d) **A statement of and rationale for the result as to each allegation, including any determination regarding responsibility, any disciplinary sanctions the decision-maker imposed on the Respondent that directly relate to the Complainant, and whether remedies designed to restore or preserve equal access to the school's education program or activity will be provided to the Complainant; and procedures and permissible bases for the parties to appeal the determination.**

(5) **The written determination will be provided to the parties simultaneously.**

(6) **Notwithstanding a temporary delay of the grievance procedure or the limited extension of the grievance procedure time frames with good cause, the written determination shall be provided within sixty calendar days from receipt of the Complaint.**

(a) **The sixty calendar day time frame does not include the appeal process.**

(7) **Remedies and supportive measures that do not impact the Respondent should not be disclosed in the written determination; rather the determination should simply state that remedies will be provided to the Complainant.**

E. **Appeals**

1. **The school district will offer both parties an appeal from a determination regarding responsibility, and from the Title IX Coordinator's dismissal of a formal complaint or any allegations therein in accordance with 34 CFR §106.45(b)(8)(i).**

2. **As to all appeals, the school district will comply with the requirements of 34 CFR §106.45(b)(8).**

3. **The Superintendent shall designate an appeal officer for each appeal filed.**

   a. **The appeal officer shall not be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator in accordance with 34 CFR §106.45(b)(8)(iii)(B).**

4. **The Complainant and Respondent shall have an equal opportunity to appeal the policy violation determination and any sanctions.**

5. **The school district shall administer the appeal process, but is not a party and will not advocate for or against any appeal.**

6. **A party may appeal only on the following grounds and the appeal shall identify the reason(s) why the party is appealing:**

   a. **There was a procedural error in the hearing process that materially affected the outcome;**

      (1) **Procedural error refers to alleged deviations from school district policy, and not challenges to policies or procedures themselves;**

   b. **There is new evidence that was not reasonably available at the time of the hearing and that could have affected the outcome;**

c. **The decision-maker had a conflict of interest or bias that affected the outcome;**

d. **The determination regarding the policy violation was unreasonable based on the evidence before the decision-maker;**

(1) **Appealing on this basis is available only to a party who participated in the hearing; and**

e. **The sanctions were disproportionate to the hearing officer's findings.**

7. **The appeal must be submitted in writing to the Title IX Coordinator within ten calendar days following the issuance of the notice of determination.**

8. **The appeal must identify the ground(s) for appeal and contain specific arguments supporting each ground for appeal.**

9. **The Title IX Coordinator shall notify the other party of the appeal, and that other party shall have an opportunity to submit a written statement in response to the appeal, within ten calendar days.**

10. **The Title IX Coordinator shall inform the parties that they have an opportunity to meet with the appeal officer separately to discuss the proportionality of the sanction.**

11. **The appeal officer shall decide the appeal considering the evidence presented at the hearing, the investigation file, and the appeal statements of both parties.**

12. **In disproportionate sanction appeals, input the parties provided during the meeting may also be considered.**

13. **The appeal officer shall summarize their decision in a written report that will be sent to the Complainant and Respondent within twenty calendar days of receiving the appeal.**

F. **Remedies**

1. **The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv).**

2. **Following receipt of the written determination from the decision-maker, the Title IX Coordinator will facilitate the imposition of sanctions, if any, the provision of remedies, if any, and to otherwise complete the formal resolution process.**

3. **The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine the sanctions imposed and remedies provided, if any.**

   a. **The imposition of sanctions or provisions of remedies will be revisited by the Title IX Coordinator following the appeal officer's decision, as appropriate.**

4. **The Title IX Coordinator must provide written notice to the parties simultaneously.**

5. **The school district must disclose to the Complainant the sanctions imposed on the Respondent that directly relate to the Complainant when such disclosure is necessary to ensure equal access to the school district's education program or activity.**

6. **It is important to note that conduct that does not meet the criteria under Title IX may violate other Federal or State laws or school district policies regarding student misconduct or may be inappropriate and require an immediate response in the form of supportive measures and remedies to prevent its recurrence and address its effects.**

G. **Parent Rights**

1. **Consistent with the laws of New Jersey, a student's parent must be permitted to exercise the rights granted to their child under Policy and Regulation 5751, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process.**

2. **A student's parent must also be permitted to accompany the student to meetings, interviews, and hearings, if applicable, during a grievance process in order to exercise rights on behalf of the student.**

3. **The student may have an advisor in addition to the parent.**

H. **Training**

The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officers, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR §106.45(b)(1)(iii).

I. **Compliance**

The Superintendent or designee shall consult with the Board Attorney to ensure the school district's response to any allegations of sexual harassment and the school district's grievance process are in accordance with 34 CFR §106.44 and 34 CFR §106.45.

J. **Requirements of New Jersey's Anti-Bullying Bill of Rights Act**

Any time a report is made to the Title IX Coordinator or formal complaint is filed pursuant to Policy and Regulation 5751 and in accordance with 34 CFR §106, the Title IX Coordinator shall forward the report or complaint to the Principal of the school building attended by the alleged victim for the Principal to follow the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

January 31, 2022

At 7:00 p.m. Ms. Kwak called the Regular Public Meeting to order.

I. CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani

Absent:
Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

A. MOTION TO MOVE INTO EXECUTIVE SESSION

Ms. Kwak moved the following resolution. Ms. Brogan seconded the motion, which was unanimously approved.

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session; now therefore,

Be it resolved, by the Ridgewood Board of Education, that it does hereby determine that it is necessary to meet in Executive Session to discuss a personnel and/or litigation matter and/or negotiations and/or contract matter.

Ms. Kwak announced the Board has been meeting in Executive Session pursuant to NJSA:10:4-12. The minutes from this meeting will be released when the need for confidentiality no longer exists. The Board was meeting to discuss issues of Personnel.

B. MOTION TO OPEN REGULAR SESSION

At 7:00 p.m., Ms. Kwak called the Regular Public Meeting to Order.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani

Absent:
Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

Visitors:
There were approximately 20 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Recognition of Retirees

Anna Lynn Esposito, Benjamin Franklin Middle School
Mr. McDonald, Supervisor of Mathematics and Computer Science, spoke about Ms. Esposito's career, recognizing her for thirty-four year years and nine months of distinguished service to the district. Ms. Esposito will be retiring as of July 1, 2022.

Courtney Pfeiffer, Benjamin Franklin Middle School
Mr. McDonald, Supervisor of Mathematics and Computer Science, spoke about Ms. Pfeiffer's career, recognizing her for thirty-six years of distinguished service to the district. Ms. Pfeiffer will be retiring as of July 1, 2022.

Linda Rothschild, Benjamin Franklin Middle School
Shauna Stovell, Assistant Principal of Benjamin Franklin Middle School, spoke about Ms. Rothschild's career, recognizing her for twenty years of distinguished service to the district. Ms. Rothschild will be retiring as of July 1, 2022.

Margaret Quinlan, Ridge Elementary School
Michael Piacenza, Principal of Ridge School, spoke about Ms. Quinlan's career, recognizing her for twenty-five years of distinguished service to the district. Ms. Quinlan will be retiring as of May 1, 2022.

Gregory McDonald, Ridgewood High School
Stacie Poelstra, Assistant Superintendent of Curriculum, Instruction, and Assessment, spoke about Mr. McDonald's career, recognizing him for twenty years of distinguished service to the district. Mr. McDonald will be retiring as of July 1, 2022.

Margaret Schaefer, Ridgewood High School
Basil Pizzuto, Assistant Principal of Ridgewood High School, spoke about Ms. Schaefer's career, recognizing her for thirty-four years of distinguished service to the district. Ms. Schaefer will be retiring as of July 1, 2022.

Silvia Acosta, Hawes Elementary School
Paul Semendinger, Principal of Hawes Elementary School, spoke about Ms. Acosta's career, recognizing her for twenty-seven years of distinguished service to the district. Ms. Acosta will be retiring as of July 1, 2022.

B. Student Representative Report

Norah Train, Ridgewood High School student representative presented the following report:
Girls/Boys indoor track at the Ocean Breeze Invitational on the 29th and 30th.
The Swim Team had senior night on the 26th against Fair Lawn High School. (waiting for results)
The High School has started a Girls Flag Football team, sponsored by the New York Jets. The season will run from March to June during the spring sports season. In May and June there will even be playoff brackets and the championship game will be held at MetLife Stadium.
Region band concert 1/29.
The Architecture class flew to Florida on Thursday this week.
1/26 the New Players held auditions for their spring musical, *9 to 5*
The DECA team is finishing their papers and getting ready to take their tests for those who qualified for a roleplay. Their state competition is February 28th-March 2nd in Atlantic City and they cannot wait.
The Children's Aid and Family Service Club held a meeting last Monday devoted to planning a diaper drive. They are starting to design flyers and advertise for the event to make sure the first drive in a while is a success.
Unified Sports is having a game night since the Special Olympics gave the club permission to resume after January 20th. They plan to delve into many board games and get ready for their next clinic towards the end of February.
The Ridgewood Debate Team is preparing for the ridge invitational tournament on January 29th. They are researching Nato and Turkey to make sure that they can answer anything that is asked. If they win, they gain more qualifying spots for the state tournament.
This week all four grades are attended Dr. Mykee Fowlin’s presentation ‘You Don’t Know Me Until You Know Me’ where he urged us to reexamine core precepts that were taught to us from as early on as 1st grade.
The RHS Dress Closet is collecting White Graduation Dresses, Prom Dress, and Black Uniform Choir Gowns. The donations give students an alternative to purchasing expensive gowns for prom, graduation, and choir concerts.

V. COMMENTS FROM THE PUBLIC

Sean McCooe 66 Walthery Ave., Jamboree 2021 was not impossible, it was mission possible. This year he was getting ready to do a show tomorrow night, Saturday night, and making $600,000 in scholarship money, this year they pushed it back because of the covid variant. They will now be 3rd, 4th 5th with the senior citizen night being Wednesday. They are excited to have people come out. Hopefully, people have not forgotten that Jamboree is the largest scholarship for Ridgewood High School graduates, predominantly a needs based scholarship. 36 kids shared in 206,000 this year. We are still doing raffle tickets that were booked before covid happened, $13,600 was the winning ticket last year for the 50/50. A great opportunity, hopefully, we will see you in the seats and we will be beyond the mask presence we are in now. Thank you to the Board of Ed and Benjamin Franklin MS and all the staff that help make this show happen.

Katie Cobb, 255 Burnside Place, speaking about concerns as a mother, what she has to state does not negate the fact that she appreciates everyone's efforts both on the board of ed and as a superintendent. She can only imagine how tough your jobs are and what you have done does not go unnoticed. Her family appreciates it and especially during the last two months when you have kept the doors open during the omicron surge and your willingness to forge through despite many student and teacher absences. As we know, in march 2020 Governor Murphy shut down all schools and preschools in the state of NJ to slow the spread of Covid 19. At the time he stated that our paramount priority is to flatten the curve of new cases so we do not overwhelm our healthcare system. At the time she was home with her 12-month-old, almost 3.5 year old and 4.5 year old, juggling zoom, preschool circle times, and zoom court appearances for her job, while her husband continued to work day and night as a police officer. We all understood that some harm to our children was unfortunately an unavoidable side effect of this pandemic, we all realized and accepted this when our children were sent home from school without any warning to them. In July 2020, she returned to the office full time, and as such her children returned to full-time preschool. Almost 400 school days later, her children continue to remain in a cloth mask for 7 hours a day. The approaches and mitigations measures we took in 2020 were reasonable due to the circumstances at the time, two years later these measures and disruptions to our children's normal school routine has questionable value in controlling the spread of the virus. Somewhere along the way we've effectively decided that we are comfortable accepting more harm to children in exchange for less harm to adults. Our children are suffering and she as a parent are suffering, since the beginning of time parents have been able to weigh the risks against their own personal situations and make decisions for their children. She is sure at some point tonight you will hear the counterarguments that are akin to wearing a seat belt or not smoking in a public place. She says from personal experience that is not true, forcing a 3-year-old to wear a mask for 7 hours a day is not akin to wearing a seatbelt for a car ride. The argument completely ignores the side effects that her children will suffer because they were forced to cover their faces during the most formative years of their academic and social lives. She fully appreciates and understands that the board and superintendent of schools are not the ones mandating the masks, that you are enforcing a mandate put into place by our governor. She is here to implore you to reaffirm your commitment to end the mask mandate as soon as it is legal to do so. She wants to know that if the governor does not extend his mask mandate on feb 10, her children can go to school on February 11 and show their teachers their smiling faces. Understanding the Board's position on this issue and knowing what we can expect can

bring light at the end of the long, dark tunnel. That the choice of whether our children should wear a mask will return to each individual parent. Last summer you did exactly what she is asking of you now, you informed parents that masks would be optional. We need a plan, we need accountability, we need the freedom to choose what is best for our children. In response to counterarguments, she implores you to speak to her 3-year-old and tell her that the speech impediment is not due to the cloth mask she is forced to wear all day. Speak to her 4.5 year old and tell her why her face has a rash all over it because she can't stop sucking on the inside of the four masks she gives her. Please have the conversation with her inquisitive 6 year old who asks her why if he is fully vaccinated he does not have to wear a mask anywhere else but in the school. Tell her that these children are not impacted by the masks, our children deserve more from us than what we are settling for. Please ensure that the Ridgewood Public Schools will immediately implement a mask optional policy upon the expiration of executive order 251.

Ashley Laub, thanked everyone for this evening and everything they are doing for our schools and the community every day, she congratulated the retirees. She would l conversation, not a fight, not a data debate, not an I'm right, you're wrong, a conversation. Ridgewood was starting the school year with a mask optional policy as of August 8. The next day, Governor Murphy mandated masks in schools which brings us to where we are today. We are 1 of 11 States in the country with a school mask mandate enforced by the government. We are the outlier. Most recently the New Jersey Department of Health has recommended that children ages 12-17 need a booster to avoid quarantine which the school district does not need to follow but is choosing to. All of this is the continuation of no choice with the belief that our children are doing something responsible for the greater good by wearing a mask and getting vaccinated. Meanwhile, we are no better off and if you follow the data, we are in fact dealing with higher numbers of cases than most other states with less restrictions. Shouldn't that raise serious questions about our policies while the physical and mental health of our children is the collateral damage? 400 Ridgewood residents and counting, signed a petition within the last few days in support of mask choice. She hopes that this is a wake-up call for the parents, a choice with masks as well as an end to the quarantines. These decisions being made by state officials and bowed down to by local leaders are politically motivated, power-grabbing assaults on our children and parental rights. What data is there proving that wearing masks in school and getting more kids vaccinated results in less children being infected with covid? She is not here to argue about the safety of the vaccine or the efficacy of masks, she is here to focus on choice. Wear a mask if you want to, vaccinate your kids if you want to and don't if you don't want to. An unmasked, vaccinated child is the same as a masked vaccinated child, because we know that the injection does not stop transmission or infection. Can we stop using the unvaccinated and mass voice proponents as the scapegoat and a threat to public health? It is sad we have become a society always looking for someone to blame versus looking for the facts. People like to say our children are resilient, what is really happening is that we are breeding generations of obedience being taught to fall in line and not question anything. Is that what we want? Obedience over critical thinking, disregarding our personal beliefs and decisions we would normally make due to fear of not being able to live a normal life. This is the pandemic, the learning and social experiences that are missed, the mental health and developmental concerns, and suicides., we are all parents here. Is any of this what we want for our kids and the longer we perpetuate these mandates and hysteria, the harder it will be to get back to pre-pandemic normalcy. It is time for critical thinking and common sense to

prevail. No one really wants their child in a mask seven hours per day sitting on the edge of their seat wondering if they will miss school tomorrow and having the main topic of conversations between their friends being about a virus and personal medical decisions. We all have personal stories and when we humanize what is actually happening, it helps. Her daughter is three. She's in speech therapy, wears glasses, and has very curly hair which her glasses get tangled in with her mask constantly. She wants to enjoy a dance class yet gets frustrated with a wet mask that she needs to replace every five seconds. She wants to enjoy circle time at school, yet fidgets with her mask as it impacts her breathing has given her a chapped face and makes her glasses fall off so she can't see. She has come so far, yet she needs to slap a mask on her face which prevents her from practicing all she has learned. Her son had a heart murmur when he was born. Should she be expected to ignore the thousands of cases of myocarditis in young boys and inject him with a vaccine that she is not comfortable with just so that he doesn't have to quarantine? Who is willing to accept the liability of he ends up with a heart condition as a result of getting vaccinated. These vaccines were never meant to prevent transmission, but rather impact the severity of symptoms in the recipient. Let's stop segregating our kids based on their medical status and causing rifts between friends, families, and parents in our community. Governor Murphy's state of emergency ends on February 11, and I am wrapping up and you work for me so please listen to me. I am pleading to you to return to the original plan that was in place in August - mask optional and it is time to end the quarantines. Please give parents the right to decide when their child is healthy to return to school, just like we used to do. Put your power to work for the kids rather than using them as pawns in this political power-hungry union-driven fight that they've been caught in for 689 days.

Carolina Greenholtz, 750 Parsons, I think that we all can agree that parents will always know what's right for your child and have their best interest in mind. Parents, it is our job to advocate for what we feel is right for our kids. That's why she's here today to speak up, not only for her kids but for all the kids that continue to live through uncertainty and fear about school. What kids have had to endure the last two years can be summed up in one word, trauma. The NJDOE school guidance regarding student exclusion has changed yet again. In practice, their recommendations put even more restrictions on our kids. Simply put these documents are exactly what the NJDOH has said they are recommendations just like school is not one-size-fits-all approach health is also not one-size-fits-all. Isn't omicron what we've all been waiting for albeit a more easily transmissible virus most cases are thankfully mild. We now have a population that is predominantly vaccinated and/or has natural immunity. This immunity and mild version is what we've been hoping for yet we are not pivoting to a more normal school setting. Why not? Why do we continue to move the goal post further and further? Show me the evidence that proves continued masking and extreme exclusion protocols are safe and healthy for kids. This is not sustainable for our kids, our teachers, or us as parents. An emergency does not last two years but the decline in children's mental health development and well-being can have a lifelong impact These kids are having their childhood stripped from them. Even though we know that most kids are low to negligible risk or covid complications. Parents want a normal school environment, just as a majority of this country has already done. The medical and scientific communities, the CDC and the vaccine manufacturers have reiterated that the covid 19 injection does not stop transmission of infection. The injection lowers severe outcomes for the recipient only. Given the overwhelming scientific evidence that both vaccinated and vaccine-free individuals can both contract and transmit this virus, masked or unmasked these recommendations or policies are

neither evidence-based or common sense. So what exactly are the NJDOH recommendations based on? We are grateful that Ridgewood Public Schools stayed open and provided a full day of learning this school year. However, it has not come without a cost as the extreme and ineffective pandemic policies continue to take a heavy toll on our kids. I'm sure you are aware of not one but two elephants in the room. The marked learning loss students have endured and the growing number of cases. Not covid cases, the cases of kids who are suffering from mental health disorders, eating disorders, learning delays, suicide attempts, and abuse. The warnings from experts around the country are clear. These policies hurt our kids. We have a choice here in Ridgewood to pioneer and move forward. We don't have to follow the suggestions by the NJDOE. There are a number of growing districts who are adopting their own common sense policies collaborating with parents and putting the decisions for their kids back into their hands. The latest email from RPS reflecting more extreme exclusion protocols is worrying. Remember the NJDOH recommendations are recommendations only. The District is promoting that it is ok to segregate our students in the medical sense. Even the student is healthy they are being stripped of their right to learn in school. I urge you to reconsider your policies for Ridgewood schools and show our students, staff, parents, and community that our schools are safe and we can move forward. Any additional learning loss this year is unacceptable. Children of all ages are suffering and that is unfortunately indisputable. Two things are true, we all want what is best for our kids and we all have the right to make choices for them as distinct individuals with distinct needs. We make these decisions every day in life that's what it comes down to, the right to make a personal choice about what's best for your own child. When Governor Murphy's order expires on February 10th, we respectfully and strongly request and expect parental choice on masks. We made this choice as a community on August 8, 2021, before Murphy's order was released on August 9th. While we are a smaller group here today, if you were to ask this community of parents how they want this school year to continue, we would all agree that no one wants to miss school or sports or take time off work because their healthy child was exposed and now must stay home. We want parental choice on masks, we want common-sense policies, we want to return to normalcy.

Collet Tretolo, 429 Fairway Road, She has three children. She is here to express her disappointment with the administration and Board of Ed regarding their policies and communication with COVID. As we have seen over the last two weeks, the cases of COVID have decreased dramatically. Last week there was a total of 57 cases of COVID in all of Ridgewood or just one percent of the student population. Yet in the same week, parents were notified that the district was tightening the screws on the COVID policies. The District adopted stricter measures for contact tracing by subjecting all students over 12 that did not receive a booster shot to be quarantined if they were found to be a close contact in the schools. Not only are these measures draconian, but they are not mandates from the New Jersey department of health, they are simply recommendations. Instead of moving in a positive direction, this district has taken two steps backward. Even the Who's chief Scientist on January 18th said, there is no evidence that healthy children or healthy adolescents need boosters, no evidence at all. Please help me understand why we would enact this policy, why continue to punish our children when things are looking better? Other Districts in New York, Connecticut, and most importantly here in New Jersey are dropping contact tracing and quarantine rules altogether. So, why can't we? Instead, we continue to make the strictest measures possible. On another note, last August the district told the schools would be mask optional. At the 11th hour, Governor Murphy mandated masks for all schools and now our

children have been abiding by these rules for over a year and a half. In the coming weeks, this mandate may be lifted. When this happens, she implores the district to immediately shift to mask optional for our students as you promised us in August. It doesn't make sense that our kids can go to the grocery store, shop at a mall, eat at a restaurant or play sports and not have to wear a mask, but as soon as they step into a school building they need to wear one. It's as if covid only exists in school. With the decreasing number of covid cases, coupled with the fact that now five to eleven-year-olds can be vaccinated and the overwhelming scientific data that the latest variant of the virus is not harmful to the great majority of the population, it is time for us to get back to normal please give these children back their childhood. Stop making them carry the burden of this virus any longer.

Melissa Tripiccio 808 Newcomb Road, she is here to beg you to please give our children back to normal school. Her 5-year-old and her peers have endured and sacrificed so much to protect us and after two years it is time to give them back their childhood and unmask our babies and make quarantine optional after close contact. She only has one child and they can't relive all of her lost milestones from her childhood years. A five-year-old should not be crying and stressing about her missed Christmas show for Jesus' birthday. She practiced so hard for that the last two years in a row, but because out of an abundance of caution it would be too risky for us to go to her concert. She thinks she is not alone when she says how sick and tired they are of hearing that line. The damage we are doing to our kids is not a better option than possibly testing positive with COVID, being asymptomatic, and/or suffering cold-like symptoms. Masking children for two years is disruptive to their learning, communicating with peers, and as well as a psychological stressor. Masks are a medical device and parents should be allowed to make a choice whether or not to mask their children. She is hopeful that New Jersey will lift the mask mandate on February 10th and if it does the Ridgewood Board of Education will follow and lift the mask mandate as well. Dr. Gorman, please remember the decision you made on August 9, 2021, stating that masks will be optional in school.

Dan Kenny, Echoed some of the sentiments heard earlier in the night, appreciate everyone volunteering for this position, and thanked the Board for stepping into the arena at this difficult time. There have been some great on-the-ground stories of impacts on families and kids. He will focus on two simple points which he thinks thankfully have become a fairly straightforward issue with masking kids at this stage of the game there was a good Washington Post opinion piece last week from two doctors and tufts and Harvard that they pointed out the updated mask recommendations from the CDC highlighted the study that n95 and canon Kn95 masks offer great protection and surgical masks statistically less so and cloth masks no statistical protection. He quoted, respirators and high-quality masks are highly effective at protecting their wearers regardless of what people around them are doing that makes the old mantra, my mask protects you and your mask protects me obsolete as a results schools can finally safely make masks optional for students and staff. He thinks this offers a great compromise for parents who have a higher risk tolerance or want their kids to experience school without masks and parents who still have lingering fears are welcome to avail themselves of 90 and 95 masks which offer great protection. Number 2 may be common knowledge or obvious but he thinks it's in the interest of simplicity just worth pointing out that the US is an outlier, European CDC recommends against masking for primary school and most countries throughout even at the height of the pandemic have not masked kids in school with statistically no difference in outcomes in both areas. He thanked the Board for

their time and things this is a good appropriate time to leave the decision with parents given the options that we have at our disposal and the information that we have.

John Hoag 314 Wastina Terrace, It has been well documented there's not much time before the Governor's mask mandate expires. He is not here to ask that you subvert the mandate ahead of schedule but rather he's here to echo the concerns of other parents who have spoken this evening and certainly parents who are not here mostly to say that it is time for the elected officials on this board to stand up for our kids, It's time for you to be proactive, it's time for you to commit to focusing your efforts on working with Dr. Gorman on behalf of our kids and doing what other districts have already done and put simply districts have established plans and conveyed those plans to the parents that they serve. It's really not a herculean task as we've heard already because last year it was already determined we would be maks optional. It is simply making yourselves look like heroes by going back to what you'd already planned to do given the declining numbers. He does not see a reason why this can't be the same path that we took last year and this on February 10th. Most importantly the vast majority of our students willingly give up so much for nearly two years, not so much for their own health but for the benefit of others. People now have the option to protect themselves with vaccines or not, therapeutics and masks or not, either way, it's their choice. No longer should the burden of protecting family and friends fall on the shoulders of our children; it's up to us at this point. The sacrifices that they have made should not be in vain which is why he urges you to consider a plan now for when governor Murphy possibly lifts the mask mandate in February. He feels that he must conclude his time by noting his frustration at the lack of conversation centered around kids during these board meetings over the last year. He urges his Board to make a return to a normal central focus of conversations moving forward. It is essential that we get kids back to doing what they're supposed to be doing, learning, smiling, and enjoying each other's company. He urges the Board to stop being feckless.

Jade York, 18 Somerville Road, would like to know when the schools will be mask optional as communicated in August 2021. She has a daughter in 5th grade and a son in 6th grade, she applauds the district keeping the schools open this year, she firmly believes in light of omicron being very mild and the extremely low risk of death for children from covid, it is time that we all accept the fact that Covid is not going away. As Governor Murphy stated yesterday on NBC's meet the press, we are not going to manage this to zero, we have to learn how to live with this. Living with covid means our first priority is to return schools to normal for the health and well-being of our children. It is morally wrong to continue to expect them to bear the burden of the pandemic indefinitely. Even though they willingly and bravely accepted every burden that has been placed on them such as wearing masks over seven hours a day, social distancing, a lack of social interaction, never seeing each other's smiles or the lower half of anyone's face, having to decipher muffled voices, lack of oxygen and mask-related illnesses. Ongoing canceling of enrichment and events, restricted movement, etc., etc. Their mental and physical health is being affected as well as their ability to learn. Our children are suffering from being masked all day. There is a 350% increase in delayed speech due to masking. Her son has been having headaches in school since he started attending in person last year. Her daughter is having to run laps and do aerobic exercise during PE class with her mask on even though the windows are open and we have HEPA filters installed. This is insane and clearly unhealthy. Masking should be optional as a protection for the wearer not mandated for all school children. Now that many people have contracted covid and we have vaccines and boosters, the world is opening up and other

countries, states, states, towns, and school districts have done away with masking and other unnecessary covid protocols and they are ok. We need to follow suit and follow the science and get back to normal life. She read from an opinion piece from the Washington Post written by two infectious disease physicians and the director of emergency medicine and infectious disease management entitled schools can now safely make masks optional with the CDC's new guidelines, we urge public health and school officials to educate communities on one-way masking emphasizing personal choice regarding self-protection and supporting those who choose to remain masked. It is time we stopped worrying about what others are doing and start focusing on protecting ourselves. We have many more tools in 2022 and our policies should shift and reflect these advances. Our children have sacrificed a lot to protect us, now it is time for us to give them their childhood back. She has a final question for every parent and grandparent here, today, and in our community would you unhesitantly give your life to save your child? Would you do whatever you could for the best interest of your children? She will answer that question with a heartfelt yes. It's time that we the adults bear the burden of covid and like the article stated, our children have sacrificed a lot to protect us, now it's time for us to give them back their childhood.

Jason Held, was born and raised in Ridgewood, which is a source of pride for him, he lived in Ridgewood off and on for approximately 43 years. For the first time, he and his better half thought of taking their son out of Ridgewood for first grade which would be a disheartening painstaking event since Willard is his alma mater too. It's not two years ago, and god knows what this board and the Superintendent, Dr. Gorman have gone through for the safety and learning environment of our children. I don't know why you would want to put yourself through that multi-million dollar salaries you got here, worldwide fame and recognition, but its not two years ago. He echos the sentiment of the fellow parents and neighbors that there is empirical evidence we're going into an endemic and mask-wearing does more harm than good. He truly believes that. The onus two years ago was on us to prove why we should keep schools open and why not wear masks. He thinks the onus is now why should we wear masks because the long-term effects are much more detrimental. The fact that his six-year-old wears a mask while running in the gym is unacceptable. He is here to convey his support for Dr. Gorman's previous decision to make masks optional and seriously consider withdrawing our children from the Ridgewood Public School system should that not occur. He thanked everyone again for seeing things through and god bless.

Anastasia Bamberg, 142 Melrose Place, commenting on the issue of masks and the anticipation of the governor's health mandate expiring. She feels that the comments that were made recently about you were going to take away the mask mandate in August and then as soon as Murphy put it back in, it was happening again. That was really based on the reason the governor put a mandate in was based on the level of community spread because of delta. She thinks what we need is not a mask optional policy, what we need is some kind of guidance around whether masks are required or not. THat should be based on what the Ridgewood health department says and other professionals and not on individual news articles. Some of the things that could be considered is, what's the community spread, what's the vaccination status of the students and teachers, what's going on in the hospitals, how many students are in the classroom or the building, what is the density. What are the age of the students? She thinks that it is more detrimental for younger students to be wearing a mask than an older student and during certain activities like PE, maybe they should come off. Maybe we need different rules for high school students than preschool. COVID is not going

away, we can't assume that we won't have another variant next winter, where the level is high and masks do work. Children are very influenced by collective and social behavior. She doesn't think that kids whose parents want them to wear masks are going to actually be wearing the masks all day. She thinks they will just take them off. She does not think we should have our staff responsible for making sure that they stay on. She feels like we have to look in the future and look at what we would do in certain decisions, and make a thoughtful decision that affects the staff, students, and especially the most vulnerable students that we have.

Name not available in the video, She asks that the Board be prepared in 10 days with the plan when Governor Murphy hopefully lifts the mask mandate. As a parent, she's not concerned about her boosted kids getting COVID but she is terribly concerned about the lifetime of damage that they've endured the last three years in school. Who doesn't remember every year of high school, the things that happen your freshman, junior, senior year, etc. Right now what we really need to do is to go back to normal as much as possible. It is weird to her that COVID seems to exist in Ridgewood Public Schools yet when we had a Ridgewood alumni event the bars were packed, the pictures were on Facebook and everyone was unmasked. We had a senior event in the town hall, seniors even if they are vaccinated are at higher risk than kids, she doesn't mean they were wearing masks on their chin or their wrists, there were no masks and singing at Christmas, but she had to go to her kid's choir concert and she was masked. Her parents flew up from Florida and they were like is she singing, is she not, which one is she, I can't tell. It seemed sort of ridiculous. When you look at the school facebook sites or whatever and the guidance department is unmasked in a picture but then they run over to the freshman focus and if they're with kids they're masked. Right now you told someone to put his mask on, but the assistant Principal said amazing things about Dr. Schaefer who's amazing and he didn't have a mask on the whole time and nobody told him to put a mask on. She is just saying there are a lot of weird and inconsistent things going on here that she's trying to call out. Make up your mind, does the department of health let the seniors sing with or without masks on for Christmas, but the kids do. She gets that some of it is a governor's mandate, but she said that there's a lot of stuff that doesn't make sense. COVID doesn't just exist in school and it doesn't exist at bars, alumni events, and senior events and here for some people who speak and not for others. We need to address some of that. She is asking that you be proactive and have a plan in 10 days, tell us what it's going to be, and move forward with lessening the damage that we've done to kids by not providing them with the ability to see everybody's face. She went to a concert at Madison Square Garden on Saturday night and even the employees couldn't believe it, it wasn't that they had a mask on their wrist, they were unmasked. Everybody's there so it seems COVID exists in white picket fence privileged Ridgewood and not other places. She goes to NYC to her job every day and Ridgewood seems to have stricter, more excessive interpretations of masking than any other place. She thinks everybody has been hanging out in their pajamas at home too long and haven't left this town. Let's get it together, have a good plan, let's stop postponing kids' events and let them move forward.

Avni Gupta, Old Stone Road, she would like to echo the sentiment of the earlier caller. She thinks we need to have a plan in place in the next two weeks, what we're going to do about masks. She believes that the decision should be driven by objective data around community spread, vaccination rates. She wants consideration to be made that not everyone in our community has had a chance to be vaccinated. Many families have children that are under 5

years old and are sitting in limbo, sitting and waiting about what to do next and have children that are older than 5 that can be vaccinated, so there's a hybrid mix in the family of people that can and can't be vaccinated. She wants it to be considered that it's not an equal playing field, it will be a different story months from now when everyone has had a chance to get vaccinated can be, and then we look at the situation and say everyone can and should be using the tools that are in front of them, but that's not the case right now. She wants that to be a consideration since kids can bring things home to other people at home that don't have the protection. She thinks it is more prudent to assume that not everyone has all the same tools at their disposal just yet. She wants to point out the American Academy of Pediatrics just a couple of days ago continues to require masking for children. That is based on their science and understanding of the situation. She does not want us to jump the gun and let our guard down, since another variant may come since not everyone has the same protection. She wants to think about vulnerable people in the community that don't have the same tools at their disposal just yet and what the decision to go mask optional will mean for them.

Dr. Gorman stated that we follow the local department of health guidelines here in the Village and we then follow the New Jersey Department of Health with the guidelines that they put out and then we see what happens with the Department of Education and also with the Governor's mandates. Some people have said that we don't have to follow things, we have been very consistent following all of the guidelines that have been put out and if the governor does allow for the masks to be optional like he did last August, then that is something we would follow along with whatever guidelines he put out there.

Ms. Kwak responded to somebody who mentioned the seeming inconsistency in this meeting itself where during the retirement recognition part, some people did not have their mask completely on, and that they were still continuing to speak. The onus is on her, she chose to respect and not mar what is a beautiful recognition moment with something that is a flashpoint issue and geopolitical issue. That was her choice to continue with the presentation and not interrupt the speeches that were given to recognize the retirees.

VI. PRESENTATIONS

A. ELA Initiative: Tell Me Your Story

Susan Nold, English Supervisor shared an overview of the ELA Initiative, Tell Me Your Story, which aligns with the RPS Strategic Plan culture goal - promote a learning culture that embraces passion and perseverance while fostering a spirit of empathy that develops socially and emotionally resilient learners. Through various professional development opportunities, teachers and administrators explored topics of culture, race, and identity. This initiative was designed to prioritize equity and inclusion in our instruction, which establishes a tone for our commitment to diversity. Plans to extend this initiative to the elementary schools through library units are currently being explored.

Ms. Poelstra added that by using other people's memoirs it created a really positive and inclusive community of classrooms across the District.

Ms. Poelstra stated that this past summer the District made an investment in looking at the libraries and adding in more titles to reflect more of what our classrooms look like. There

were also teachers who did a deeper dive into their own specific grade levels. This is something that we will continue to do over time.

A conversation about the ELA initiative between Ms. Nold and the Board ensued. To view this portion of the meeting scroll to 1:34.

VII. SUPERINTENDENT REPORT

Student and teacher attendance rates have returned to a typical percentage following the recent surge in COVID case rates. Dr. Gorman thanked the parents, faculty, and staff for their patience and cooperation during the first two weeks of January when students returned from December recess. The district was fortunate to be able to remain open during this time. With the mask mandate deadline approaching, the district will review any new State guidance pertaining to masking and other pandemic-related protocols and will adjust policies accordingly.

Dr. Gorman congratulated the retirees and recognized their decades of commitment to the students of the Ridgewood Public Schools. Last week, the district lost a beloved George Washington Middle School teacher, Mr. Anthony Albergate. An informal gathering was held at the Stable this past Sunday, where community members shared stories about Mr. Albergate.

Dr. Gorman led a moment of silence in his honor.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Kwak moved approval of A. Attendance of Conferences
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspension and Harassment, Intimidation, and Bullying (HIB) Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and investigations of HIB reports that have occurred since the last Board meeting.

ii. Approval: Second Reading and Adoption of Revised Policy

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the second reading and adoption of the revised policy as listed below and in **Attachment B**.

➢ Policy 5111 Eligibility of Resident/Nonresident Students

iii. Approval: First Reading of New and Revised Policies/Regulations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of the new/revised policies and regulation as listed below and in **Attachment C**.

New

➢ Policy 2425 Emergency Virtual or Remote Instruction Program

Revised:

➢ Policy 5751 Sexual Harassment of Students

Ms. Brogan asked for item B.ii. be moved out for a separate vote.

Ms. Kwak moved approval of B. Administration, items i. and iii only.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Mr. Dani moved approval of B. Administration, items ii.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: Ms. Brogan

Ms. Brogan stated she is voting no because she thinks its an unwise policy that is not workable and does not agree with the new staff tuition rate increase.

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment D.**

ii. Approval: New Community School Courses for Spring 2022

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the New Community School Courses for Spring 2022, as listed on **Attachment E.**

iii. Approval: Contract for Instructional and Tech Support with TechVision, LLC

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a contract for instructional and technical support services with TechVision, LLC for a visually impaired student, at the rate of $120 per hour as specified in the contract for the period December 2021 through June 22, 2022.

The Board has received background information.

Ms. Brogan moved approval of C. Curriculum & Instruction
Ms. Kwak seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources.

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teachers

Revision: LEE, Kelly - English (Elective) Teacher (tenure track), Benjamin Franklin Middle School, **from** effective February 4, 2022, or as soon after as possible, through June 30, 2022, pending verification of employment as outlined by Chapter 5, approved by the Board at its meeting on December 6, 2021, **to** effective January 31, 2022, or as soon after as possible, through June 30, 2022. Ms. Lee possesses a NJDOE Standard Certificate as an Elementary School with Subject Matter Specialization: Language Arts/Literacy Specialization in Grades 5-8 and Elementary School Teacher in Grade K-6.

Salary: $70,742 prorated
Cl. MA, St. 4

Account # 11-130-100-101-03-08-019-000

Revision: LINTNER, Jessica - Leave of Absence Replacement Library Media Specialist (non-tenure track), Orchard Elementary School, **from** effective January 3, 2022, or as soon after as possible, through June 30, 2022, pending verification of employment as outlined by Chapter 5, approved by the Board at its meeting on December 20, 2021, **to** effective January 18, 2022, or as soon after as possible, through June 30, 2022. Ms. Lintner possesses a NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6.

Salary: $61,642 prorated
Cl. BA, St. 1

Account # 11-000-222-104-00-03-019-000

Revision: ZAMPINO, Erica - Physical Education Teacher (tenure track), Hawes Elementary School, **from** effective January 25, 2022, or sooner, through June 30, 2022, pending verification of employment as outlined by Chapter 5, approved by the Board at its meeting on December 20, 2021, **to** effective March 7, 2022, or sooner, June 30, 2022. Ms. Zampino is pending issuance of an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Health and Physical Education. Ms. Zampino will be registered into the NJDOE Provisional Teacher Program.

Salary: $61,642 prorated
Cl. BA, St. 1

Account # 11-120-100-101-06–02-019-000

Long-term Substitutes

CARR, Deborah - Special Education Teacher, George Washington Middle School, effective June 1, 2022 through June 30, 2022, at a daily rate of $150, until the assignment ends. Ms. Carr possesses a NJDOE Provisional Certificate as an Elementary School Teacher in Grades K-6 and Provisional Certificate as a Teacher of Students with Disabilities.

Account # 11-213-100-101-00-09-019-000

Revision: SIERRA, Krysta - Kindergarten Teacher, Orchard Elementary School, **from** effective November 10, 2021 through April 6, 2022, approved by the Board at its meeting on November 1, 2021, **to** effective November 10, 2021 through March 31, 2022, at a daily rate of $150, until the assignment ends. Ms. Sierra possesses a NJDOE Provisional Certificate as a Teacher of Preschool through Grade 3.

Account # 11-110-100-101-11-03-019-000

Field Placements

CHAIKEN, Kamber - William Paterson University, student teaching placement, to shadow Kristen Bodart, Kindergarten Teacher, Hawes Elementary School, effective January 18, 2022 through May 13, 2022.

PETROSKY, Kara - Dominican College, Level II Occupational Therapy, to shadow Laura Murphy, Hawes and Somerville Elementary Schools, effective April 4, 2022 through June 30, 2022.

Classroom Aides

FINN, Kasey - Resource Room Special Education Classroom Aide, Ridge Elementary School, effective February 2, 2022, or as soon after as possible, through

June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-213-100-106-00-04-024-001

GAMALATH, Nirosha - Applied Behavior Analyst Aide (ABA), RISe, Glen Elementary School, effective March 1, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-01-024-001

MILLER, Blythe - Applied Behavior Analyst Aide (ABA), Ridge Elementary School, effective February 2, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-04-024-001

PALAMATTOM, Jacobkutty - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective February 2, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account # 11-212-100-106-00-08-024-001

Infant/Toddler Development Center

KONTOS, Emily* - Teacher Assistant - Step I, effective February 1, 2022, or as soon after as possible, through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account #62-990-100-106-0062-060-001

VANSCIVER, Kyle - High School/College Aide, effective February 1, 2022, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $13.00.

Account #62-990-100-106-00-62-062-001

Spring 2022 Coaching Assignments

As listed on **Attachment F**.

Season Site Manager(s)

Spring Season

- **Currier, Robert:** $5,000 stipend
- **Lucchesi, Michael:** $5,000 stipend

RHS Volunteers

Baseball

- **Cardew, Charles**
- **Favieri, Mark**
- **Lowy, Brett**
- **Schnieder, Phil**

Boys Lacrosse

- **Appel, Charles**
- **Jarvis, Ryan**
- **Keating, Colin**
- **Pucci, Zach**
- **Riley, Jack**
- **Thurston, Tom**

Golf

- **Besser, Lauren**
- **Zaino, Gregory**

Ski Bus Chaperones

- **Corcoran, Mark**
- **Langheim, Caren**
- **Langheim, Eric**

Softball

- **Mitola, Candance**
- **Skettini, Kelly**
- **Tucker, Erica**

Track & Field

- **Cirillo, Tara**
- **DeVita, Tom**
- **Ross, Jenn**

Ridgewood Community School Employees - Spring Semester 2022

Resolved that the list of individuals listed on **Attachment G**, be approved to work for the Ridgewood Community School for the Spring 2022 Semester. Salary range is $25-$75 per hour and/or $12-$125 per participant and/or $65-$475 per course.

***Related to staff member**

iv. **Change of Assignments for the 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

BELISLE, Joel - **from** Self-Contained (LLD) Special Education Classroom Aide, Benjamin Franklin Middle School, 5.75 hours per day, 5 days per week, **to** Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, 3 hours per day, 5 days per week and Self Contained (LLD) Special Education Classroom Aide, Benjamin Franklin Middle School, 2.75 hours per day, 5 days per week, effective February 14, 2022 through June 22, 2022.

From: $17.50 per hour
To: $21.23 per hour and $17.50 per hour

Account # 11-204-100-106-00-08-024-001
Account # 11-000-217-106-00-08-024-001

Revision: CIGOLINI, Lucille - **from** 1.0 FTE Sixth Grade English Teacher, Benjamin Franklin Middle School, **to** 1.20 FTE Sixth Grade English Teacher, Benjamin Franklin Middle School, **from** effective December 6, 2021 through February 3, 2022, approved by the Board at its meeting on December 6, 2021, **to** effective December 6, 2021 through February 2, 2022.

From: $93,592
Cl. BA, St. 17
To: $112,310
Cl. BA, St. 17

Account #11-130-100-101-03-08-019-000
Account# 11-130-100-101-08-08-019-000

Revision: DARAKJY, Christa - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, **from** effective December 13, 2021 through April 15, 2022, approved by the Board at its meeting on December 20, 2021, **to** effective December 13, 2021 through May 3, 2022.

From: $69,242
Cl. MA, St. 2
To: $83,090
Cl. MA, St. 2

Account # 11-140-100-101-02-10-019-000

Revision: FEENEY, Lynne - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, **from** effective December 13, 2021 through April 15, 2022, approved by the Board at its meeting on December 20, 2021, **to** effective December 13, 2021 through May 3, 2022.

From: $96,192

Cl. MA, St. 16
To: $115,430
Cl. MA, St. 16

Account #11-140-100-101-02-10-019-000

FUNTSCH, Kaitlyn - **from** 1.0 FTE Special Education Teacher, George Washington Middle School, **to** 1.0 FTE Special Education Teacher and .20 FTE Mathematics Teacher, George Washington Middle School, effective January 25, 2022 through May 2, 2022.

From: $86,017 ($85,717 + $300 CP)
Cl. MA+45, St. 8
To: $103,160 ($102,860 + $300 CP)
Cl. MA+45, St. 8

Account #11-204-100-101-00-09-019-000
Account# 11-130-100-101-01-09-019-000

GARVIN, Natalie - **from** 1.0 FTE Special Education Teacher, George Washington Middle School, **to** 1.0 FTE Special Education Teacher and .20 FTE English Teacher, George Washington Middle School, effective January 25, 2022 through May 2, 2022.

From: $76,492 ($76,192 + $300 CP)
Cl. MA, St. 7
To: $91,730 ($91,430 + $300 CP)
Cl. MA, St. 7

Account #11-204-100-101-00-09-019-000
Account# 11-130-100-101-03-09-019-000

KEPPEL, Katherine - **from** 1.0 Special Education (LLD) Teacher, George Washington Middle School, **to** 1.0 FTE Special Education (LLD) Teacher and .20 FTE English Teacher, George Washington Middle School, effective January 25, 2022 through May 2, 2022.

From: $86,017 ($85,717 + $300 CP)
Cl. MA+45, St. 9
To: $103,160 ($102,860 + $300 CP)
Cl. MA+45, St. 9

Account #11-204-100-101-00-09-019-000
Account# 11-130-100-101-03-09-019-000

Revision: LUO, Miles - **from** 1.0 FTE Biology Teacher, Ridgewood High School, **to** 1.20 FTE Biology Teacher, Ridgewood High School, **from** effective December 13, 2021 through April 15, 2022, approved by the Board at its meeting on December 20, 2021, **to** effective December 13, 2021 through May 3, 2022.

From: $70,742
Cl. MA, St. 4
To: $84,890
Cl. MA, St. 4

Account # 11-140-100-101-02-10-019-000

Revision: MAHONEY, Marisa - **from** 1.0 FTE Seventh Grade Guidance Counselor, Benjamin Franklin Middle School, **to** 1.0 FTE Seventh Grade Guidance Counselor and .20 FTE English Teacher, Benjamin Franklin Middle School, **from** effective December 6, 2021 through February 3, 2022, approved by the Board at its meeting on December 6, 2021, **to** effective December 6, 2021 through February 2, 2022.

From: $97,474 ($90,817 + $300 CP + $6,357 ratio)
Cl. MA+45, St. 12
To: $115,637 ($108,980 + $300 CP + $6,357 ratio)
Cl. MA+45, St. 12

Account # 11-000-218-104-00-08-019-000
Account # 11-130-100-101-03-08-019-000

Revision: MCCANN, Marisa - **from** 1.0 FTE Sixth Grade English Teacher, Benjamin Franklin Middle School, **to** 1.20 FTE Sixth Grade English Teacher, Benjamin Franklin Middle School, **from** effective December 6, 2021 through February 3, 2022, approved by the Board at its meeting on December 6, 2021, **to** effective December 6, 2021 through February 2, 2022.

From: $73,492
Cl. MA+30, St. 3
To: $88,190
Cl. MA+30, St. 3

Account # 11-130-100-101-03-08-019-000

McCARTHY, Martina - **from** Resource Room Special Education Classroom Aide, Ridgewood High School, **to** Permanent Substitute, Glen Elementary School, to be funded by American Rescue Plan ESSER III funds, effective February 2, 2022.

From: $17.50 per hour
To: $24.35 per hour

Account # 20-487-100-101-00-01-001-001

Revision: MENZIES, Lauren - **from** 1.0 FTE Special Education English Teacher, Benjamin Franklin Middle School, **to** 1.20 FTE Special Education English Teacher, Benjamin Franklin Middle School, **from** effective December 6, 2021 through February 3, 2022, approved by the Board at its meeting on December 6, 2021, **to** effective December 6, 2021 through February 2, 2022.

From: $104,982
Cl. MA, St. 18
To: $125,978
Cl. MA, St. 18

Account # 11-130-100-101-03-08-019-000

MIXON, Karla - **from** 1.0 FTE Seventh Grade Science Teacher, Benjamin Franklin Middle School, **to** 1.0 FTE Seventh Grade Science Teacher and .20 FTE Environmental Science Teacher, Benjamin Franklin Middle School, effective January 24, 2022 through April 8, 2022.

From: $106,482 ($104,982 + $1,500 longevity)
Cl. MA, St. 18
To: $127,478 ($125,978 + $1,500 longevity)
Cl. MA, St. 18

Account # 11-130-100-101-02-08-019-000
Account # 11-130-100-101-03-08-019-000

PFEIFFER, Courtney - **from** 1.0 FTE Sixth Grade Mathematics Teacher, Benjamin Franklin Middle School, **to** 1.0 FTE Sixth Grade Mathematics Teacher and .20 FTE Mathematics Activities Teacher, Benjamin Franklin Middle School, effective January 24, 2022 through April 8, 2022.

From: $116,532 ($114,632 + $300 CP + $1,600 longevity)
Cl. MA+45, St. 18
To: $139,458 ($137,558 + $300 CP + $1,600 longevity)
Cl. MA+45, St. 18

Account # 11-130-100-101-01-08-019-000
Account # 11-130-100-101-03-08-019-000

Revision: NIZZA, Amber - **from** 1.0 FTE Seventh Grade English Teacher, Benjamin Franklin Middle School, **to** 1.20 FTE Seventh Grade English Teacher, Benjamin Franklin Middle School, **from** effective December 6, 2021 through February 3, 2022, approved by the Board at its meeting on December 6, 2021, **to** effective December 6, 2021 through February 2, 2022.

From: $114,932 ($114,632 + $300 CP)
Cl. MA+45, St. 18
To: $137,858 ($137,558 + $300 CP)
Cl. MA+45, St. 18

Account # 11-130-100-101-03-08-019-000

Revision: RAIANI, Amy - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, **from** effective December 13, 2021 through April 15, 2022, approved by the Board at its meeting on December 20,

2021, **to** effective December 13, 2021 through May 3, 2022.

From: $88,467 ($88,167 + $300 CP)
Cl. MA+45, St. 10
To: $106,100 ($105,800 + $300 CP)
Cl. MA+45, St. 10

Account # 11-140-100-101-02-10-019-000

RAN, Benjamin - **from** 1.0 FTE Seventh Grade Science Teacher, Benjamin Franklin Middle School, **to** 1.0 FTE Seventh Grade Science Teacher and .20 FTE Environmental Science Teacher, Benjamin Franklin Middle School, effective January 24, 2022 through April 8, 2022.

From: $114,932 ($114,632 + $300 CP)
Cl. MA+45, St. 18
To: $137,858 ($137, 558 + $300 CP)
Cl. MA+45, St. 18

Account # 11-130-100-101-02-08-019-000
Account # 11-130-100-101-03-08-019-000

Revision: WALTERS, Karen - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, **from** effective December 13, 2021 through April 15, 2022, approved by the Board at its meeting on December 20, 2021, **to** effective December 13, 2021 through May 3, 2022.

From: $107,142 ($106,842 + $300 CP)
Cl. DR, St. 16
To: $128,510 ($128,210 + $300 CP)
Cl. DR, St. 16

Account # 11-140-100-101-02-10-019-000

ZIELINSKI, Lauren - **from** 1.0 FTE Sixth Grade Social Studies Teacher, Benjamin Franklin Middle School, **to** 1.0 FTE Sixth Grade Social Studies Teacher and .20 FTE Research Teacher, Benjamin Franklin Middle School, effective January 24, 2022 through April 8, 2022.

From: $82,467 ($82,167 + $300 CP)
Cl. MA+30, St. 8
To: $98,900 ($98,600 + $300 CP)
Cl. MA+30, St. 8

Account # 11-130-100-101-05-08-019-000
Account # 11-130-100-101-03-08-019-000

v. Resignation for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation for the purpose of retirement, listed below.

Administrator

McDONALD, Gregory - Supervisor of Mathematics and Technology, Ridgewood High School, effective July 1, 2022, with twenty years of Ridgewood service.

Gregory McDonald's career in Ridgewood:

- 2002-2003 - Mathematics Teacher, Ridgewood High School
- 2003-2006 - Supervisor of Mathematics, Ridgewood High School
- 2006-2011 - Athletics Director, Ridgewood High School
- 2011-2014 - Supervisor of Mathematics, Science, and Technology, Ridgewood High School
- 2014-2022 - Supervisor of Mathematics and Technology, Ridgewood High School

Teachers

ACOSTA, Silvia - Educational Specialist, Hawes Elementary School, effective July 1, 2022, with twenty-seven years of Ridgewood service.

Silvia Acosta's career in Ridgewood:

- 1995-2005 - Elementary School Teacher, Hawes Elementary School
- 2005-2008 - Elementary Lead Teacher, Hawes Elementary School
- 2008-2010 - Reading Recovery Teacher/Staff Developer, Hawes Elementary School
- 2010-2013 - Elementary School Teacher, Hawes Elementary School
- 2013-2022 - Educational Specialist, Hawes Elementary School

ESPOSITO, Anna Lynn - Sixth Grade Mathematics Teacher, Benjamin Franklin Middle School, effective July 1, 2022, with thirty-four years and 9 months of Ridgewood service.

Anna Lynn Esposito's career in Ridgewood:

- 1987-2022 - Mathematics Teacher, Benjamin Franklin Middle School

PFEIFFER, Courtney - Sixth Grade Mathematics Teacher, Benjamin Franklin Middle School, effective July 1, 2022, with thirty-six years of Ridgewood service.

Courtney Pfeiffer's career in Ridgewood:

- 1986-2022 - Mathematics Teacher, Benjamin Franklin Middle School

ROTHSCHILD, Linda - Librarian/Media Specialist, Benjamin Franklin Middle School, effective July 1, 2022, with twenty years of Ridgewood service.

Linda Rothschild's career in Ridgewood:

- 2002-2022 - Librarian/Media Specialist, Benjamin Franklin Middle School

SCHAEFER, Margaret - Grade Advisor/English Teacher, Ridgewood High School,

effective July 1, 2022, with thirty-four years of Ridgewood service.

Margaret Schaefer's career in Ridgewood:

- 1988-2006 - English Teacher, Ridgewood High School
- 2006-2022 - Grade Advisor/English Teacher, Ridgewood High School
- 2005-2022 - Artistic Director of New Players

vi. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Classroom Aides/Lunchroom Aides

BEYER, James - STEPSS Job Coach, Ridgewood High School, effective January 3, 2022.

KASPEROWICZ, Brianna - Resource Room Special Education Classroom Aide, Willard Elementary School, effective January 24, 2022.

LAM, Antenette - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective January 31, 2022.

LEE, Sunghoon - Lunchroom Aide, Ridge Elementary School, effective January 14, 2022.

MURPHY, Maria - Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective January 31, 2022.

SCHIERLOH, Lauren - Resource Room Special Education Classroom Aide, Ridge Elementary School, effective February 3, 2022.

TRONGONE, Deborah - Lunchroom Aide, Ridge Elementary School, effective December 23, 2021.

Infant/Toddler Development Center

STEVENS, Mackenzie - Teacher Assistant - Step I, effective January 18, 2022.

STRELAKI, Marie - Teacher Assistant - Step I, effective January 18, 2022.

vii. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

DAIDONE, Brittany – Special Education Teacher, George Washington Middle School, effective May 23, 2022 through June 23, 2022 and September 1, 2022 through April 28, 2023, with a reinstatement date of May 1, 2023, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: GRIBBEN, Hailey – Kindergarten Teacher, Orchard Elementary School, **from** effective November 15, 2021 through April 6, 2022, with a reinstatement date of April, 7, 2022, approved by the Board on August 30, 2021, **to** effective November 15, 2021 through March 30, 2022, with a reinstatement date of March 31, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

SIMONE, Suzanne - Special Education Teachder, George Washington Middle School, effective January 25, 2022 thought April 28, 2022, with a reinstatement date of May 2, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

THORNTON, Jennifer – Librarian/Media Specialist, Hawes Elementary School, effective April 19, 2022 through June 23, 2022 and September 1, 2022 through June 23, 2023, with a reinstatement date of September 1, 2023, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

viii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Revision: Nurse - Contact Tracing - January 2022 through June 2022, approved by the Board at its meeting on January 10, 2022, to be funded by CRRSA ESSER II, total not to exceed $25,479.88

Glen Elementary School

- **Algor, Monica**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-01-001-001

Hawes Elementary School

- **Gao, Jeanne**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-02-002-001

Orchard Elementary School

- **Horton, Christina**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account #11-000-213-104-00-03-003-001

Ridge Elementary School

- **Manke, Colleen**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-04-004-001

Somerville Elementary School

- **Moira, Correll**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-05-005-001

Travel Elementary School

- **TBD**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-06-006-001

Willard Elementary School

- **Lowicki, Bonnie**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-07-007-001

Benjamin Franklin Middle School

- **Reilly, Kerriann**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-08-008-001

George Washington Middle School

- **Stadulis, Julie**, **from** not to exceed 180 hours, at an hourly rate of $53.33 ($9,599.40), **to** not to exceed 180 hours, at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-09-009-001

Ridgewood High School

- **Donovan, Suzanne;** and **Morgan, Maureen**, **from** each not to exceed 180 hours, each at an hourly rate of $53.33 ($9,599.40), **to** each not to exceed 180 hours, each at an hourly rate of $53.33, to be partially funded by CRRSA ESSER II grant funds.

Account # 20-483-213-104-00-22-022-001
Account # 11-000-213-104-00-10-010-001

Somerville Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Girls Running Club

- **Carr, Lauren**, for a total stipend of $1,200.

Account #11-401-100-101-00-05-005-001

Travel Elementary School

Lunch Time Supervision

- **Kelly, Joan**, not to exceed 5 days per week, at an hourly rate of $25.90.
- **Mahler, Allison**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-120-100-101-00-06-006-001

Willard Elementary School

Lunch Time Supervision

- **Chanod, Margaret**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account # 11-120-100-101-00-07-007-001

Benjamin Franklin Middle School

6th and 7th Grade Strings and 7th Grade Band - January 26, 2022

- **Three Chaperones: Gilbert, Kristen; Montelbano, Dean;** and **Ran, Benjamin**, each not to exceed 2.5 hours, each at an hourly rate of $40.17 ($361.53).

Account # 11-401-100-101-00-08-008-001

7th Grade Chorus - February 10, 2022

- **Two Chaperones: Bonazzi, Rachel;** and **Crawford, Ryan**, each not to exceed 2.5 hours, each at an hourly rate of $40.17 ($200.85).

Account # 11-401-100-101-00-08-008-001

8th Grade Band, Strings & Chorus - February 15, 2022

- **Two Chaperones: Gilbert, Kristen** and **Valere, Neil**, each not to exceed 2.5 hours, each at an hourly rate of $40.17 ($200.85).

Account # 11-401-100-101-00-08-008-001

Revision: 2021-2022 Student Club Activity Advisors, approved by the Board at its meeting on September 20, 2021

Region One Auditions

Remove: **Curcio, Jason**, not to exceed 7 hours, at an hourly rate of $40.17 ($281.19).
Replace: **Dabby, Maxwell**, not to exceed 7 hours, at an hourly rate of $40.17 ($281.19).

Account # 11-401-100-101-00-08-008-001

Curriculum, Instruction & Assessment

Extended-day Program to work with Identified Students - Funded by ESSER III

Ridge Elementary School, total not to exceed $15,555

- **Coppola, Michele**, at an hourly rate of $79.91.
- **Wolman, Andie**, at an hourly rate of $41.09.

Account # 20-487-100-101-02-022-001

Willard Elementary School, total not to exceed $15,555

- **Chanod, Margaret**, at an hourly rate of $77.69.

Account # 20-487-100-101-02-022-001

Benjamin Franklin Middle School, total not to exceed $15,555

- **McCann, Marisa**, at an hourly rate of $48.99.
- **Morris, Lori**, at an hourly rate of $49.18.
- **Wearley, Meredith**, at an hourly rate of $69.99.

Account # 20-487-100-101-02-022-001

George Washington Middle School, total not to exceed $15,555

- **DiModugno, Grace**, at an hourly rate of $41.09.

Account # 20-487-100-101-02-022-001

Special Programs

Revision: Special Olympics NJ Play Unified School Partnership, approved by the Board at its meeting on October 4, 2021

Remove: **Vasquez, Jessica**, District Coordinator
Replace: **Aday, Douglas** and **Crabbe, Joseph**, District Coordinators, each to receive a Stipend of $750 ($1,500).

Account # 11-000-219-104-00-24-024-001

Benjamin Franklin Middle School

Track Coach

Remove: **Berk, Ashley; Crawford, Ryan; Padykula, Wendy;** and **Vasquez, Jessica**

Revision: Unified Club, approved by the Board at its meeting on January 10, 2022

Clinic Coach

Remove: **Vasquez, Jessica**

Account # 11-000-219-104-00-24-024-001

MSR Instruction

- **Scappi, Caitlin**, not to exceed 25 hours, at an hourly rate of $41.09 ($1,0272.50).

Account # 11-000-221-104-00-24-024-001

2021-2022 School Year - Bus Supervision on as-needed basis

- **Mager, Elyse**, at an hourly rate of $53.91.
- **Williams, Jennifer**, at an hourly rate of $53.91.

Account # 11-000-217-106-00-024-001

ix. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Ford, Joshua; Lam, Antenette; Maamoun, Nora; Mezini, Albana; Rottinger, Elizabeth; and **Wang, Yuky**

$115 Daily Rate

Mr. Lembo moved approval of D. Human Resources.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Benjamin Franklin Home and School Association	$130	To be used to pay for travel expenses for the Jerry Craft author visit on March 29, 2022.	20-025-100-580-00-08-008-001
Ridgewood High School Student Activity Account	$870.58	To be used for 20 hours of chaperoning and planning for games at Ridgewood High School.	20-030-100-101-00-10-010-032 ($803.40 Stipend) 20-030-200-220-00-10-010-031 ($67.18 FICA)
Orchard Student Activity Account	$1,004.24	To be used to pay for the after school fitness club.	20-025-100-101-00-03-003-001 ($927.42 Stipend) 20-025-200-220-00-03-003-001 ($76.82 FICA)

Approval: Secretary's Line Item Certification
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **November and December 2021**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

ii. <u>Approval: Acceptance of the Board Secretary and Treasurer Report</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **November and December 2021;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting.

iii. <u>Approval: Budget Appropriation Transfers</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **November and December 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

iv. <u>Approval: Additional Contracted Provider to Provide Special Education Services for the 2021-2022 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the additional contracted provider to provide special education services for the 2021-2022 school year, as listed below:

Contractor	Service	Schedule	Rates
ARG Educational Services	Bilingual Evaluations, Translation Services	As needed	$850 per eval/$90 per hr

v. Approval: Additional Out-of-District Placements for the 2021-2022 School Year
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the additional out-of-district placements as listed below:

2021-2022 Out-Of-District Placements for Regular School Year Tuition	
School	**# of Students**
Alpine Learning Group, Paramus, NJ	1
Banyan School, Fairfield, NJ	1
2021-2022 Extraordinary Services Regular School Year Out-of-District for Placements	
School	**# of Students**
BCSS - Washington Elementary MS/HS, Paramus, NJ	2

Mr. Dani asked if the treasurer's report and transfers were reviewed.
Mr. Bisig stated that they did not have a finance committee due to the late realignment of the committee, so all of the finances were in the Board packet to review as a whole.

Ms. Kwak read the donations into record and thanked the responsible parties.

Ms. Brogan moved approval of E. Finance.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

A. Approval: Agreement for Architectural Services with FKA Architects for the Replacement of the Dust Collection System at Ridgewood High School
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with FKA Architects for the architectural services for the replacement of the dust collection system at Ridgewood High School, in the amount of $28,500 for professional services.

The Board has received background information.

Dr. Gorman stated that this item has been tabled until after the Finance Committee has met.

Dr. Gorman presented Resolutions and Motions not Included in Consent Agenda.

B. <u>Approval: The Jets Foundation Grant Agreement</u>

Whereas the Jets Foundation, through collaboration with the Jets' Community Relation team, has approved a Grant Award to be provided to Ridgewood High School; and

Whereas, to ensure that the Grant Award is utilized in a manner consistent with and in exchange for receiving such Grant Award, Ridgewood High School agrees to comply with certain conditions and deliver certain performance; and

Whereas, Ridgewood High School and the Jets Foundation desire to set forth herein the provisions relating to the awarding of such monies, equipment and the disbursement thereof to Ridgewood High School; and

Whereas, The Grant Award is comprised of grant funds *($8,000 paid on February 28, 2022)* and program equipment *(as per the award details)* to be used to pay for salaries/stipends needed to run the high school girls' flag football team during the 2021-2022 school year and shall expire on December 31, 2022, now, therefore, be it,

Resolved, the Board of Education upon the recommendation of the Superintendent of Schools approves the agreement.

The Board has received background information.

C. <u>Approval: Agreement with Express Heating Co., Inc. for the Boiler Repairs at the Education Center and Willard Elementary School</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Express Heating Co., Inc. for the repairs of the boilers at the Education Center in the amount of $18,500 and Willard Elementary School in the $34,000, as per the proposal specifications.

The Board has received background information

D. <u>Approval: Vendor to Provide E-Ratable WiFi Upgrade for the 2022-2023 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the vendors to provide E-ratable WiFI upgrade services as listed on **Attachment H.**

Mr. Dani moved approval of Resolutions and Motions not Included in Consent Agenda, items B, C, D.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lemb
NAYS: none

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Jan 6	Columbia Bank On-Line	104498-104555	786,836.92	Mr. Mahmoud
Jan 14	Columbia Bank On-Line	104556-104662	511,148.26	Mr. Mahmoud
Jan 21	Columbia Bank On-Line	104663-104665	35,979.17	Mr. Mahmoud
Jan 24	Columbia Bank On-Line	104666-104753	475,868.36	Mr. Mahmoud
Dec 15	Payroll Transfer	P38187	3,500,232.20	Mr. Mahmoud
Dec 30	Payroll Transfer	P38188	14,913.84	Mr. Mahmoud
Dec 31	Payroll Transfer	P38189	3,354,295.31	Mr. Mahmoud
Jan 15	Payroll Transfer	P38306	3,291,187.10	Mr. Mahmoud
Nov 3	Electronic Transfer	C38184	100.00	Mr. Mahmoud
Nov 5	Electronic Transfer	C38125	825.03	Mr. Mahmoud
Nov 30	Electronic Transfer	F38186	11,840.60	Mr. Mahmoud
Dec 3	Electronic Transfer	R38298	241.96	Mr. Mahmoud
Dec 6	Electronic Transfer	C38301	813.93	Mr. Mahmoud
Dec 8	Electronic Transfer	C38300	5,665.21	Mr. Mahmoud
Dec 8	Electronic Transfer	R38297	164.13	Mr. Mahmoud
Dec 31	Electronic Transfer	F38299	10,946.55	Mr. Mahmoud
Jan 7	Electronic Transfer	H38185	1,084,306.52	Mr. Mahmoud
Jan 19	Electronic Transfer	R38302	109,528.75	Mr. Mahmoud
Jan 24	Food Service	620367-620369	317,119.17	Mr. Mahmoud
Jan 13	Columbia Bank Void Check	103262	(750.00)	Mr. Mahmoud
Jan 20	Columbia Bank Void Check	104352	(1,940.70)	Mr. Mahmoud
TOTAL			13,509,322.31	

In Mr. Mahmoud's absence, Ms. Kwak moved approval of all bills reviewed by Mr. Mahmoud.
Mr. Lembo seconded the emotion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan is very supportive of the sophomore focus initiative; it will provide additional support.

Ms. Kwak congratulated Dr. Gorman on his recently published memoir, *I Called Her Mary*.

Ms. Kwak announced that on February 7, the Wellbeing Speaker Series is presenting "The Art of Perception" at 7 PM in the Benjamin Franklin Middle School Auditorium. The event will also be streamed for those who cannot attend.

Ms. Kwak recognized a bill was recently passed to make Asian American Pacific Islander curriculum part of the New Jersey Student Learning Standards. On Monday, WABC aired an interview with RHS senior Christina Huang about her work with Make Us Visible New Jersey which lobbied for this bill.

XII. BOARD COMMITTEE REPORTS

Ms. Kwak stated that tonight there is a conflict with the NJ School Boards Association meeting, so nobody from Ridgewood will attend. When she receives the minutes, she will share them.

Ms. Brogan had requested that Ms. Kwak reconsider her appointment to the facilities committee and the RHS HSA. It is about experience, relationships and is something that she has worked hard to maintain, now that she is on late start and the municipal alliance it helps to particularly be on the RHS HSA, it helps to inform some of the decisions.

Ms. Kwak stated that she thinks she has responded and thanked her for raising that as a reconsideration again. She looks forward really with working with Ms. Brogan on the Policy Committee.

Ms. Brogan thinks that policy does not meet her strengths and would like a reconsideration.

Ms. Kwak added that it is always good to have rotations so that we as trustees grow in our roles. No one has a monopoly or entitlement or a specific perspective that overrides other people's perspectives. She looks forward reallywith working with Ms. Brogan on all of the committees that they are on together.

XIII. DISCUSSION ITEMS

Ms. Brogan stated that the Board received the calendar guidelines and asked if they should discuss the guidelines since it was put in the FYI.

Ms. Kwak said she does want to disrupt the regular calendar committee process and questioned when is the appropriate time for the Board to be involved.

Ms. Townes stated it would be helpful if the Board would give her the protocols so that when she goes to the meeting she will know what parameters they will be working on, therefore it was put in the FYI and if you would like to give feedback, even by email she can set the protocols and when she goes to the meeting that's how she will operate, since it was a Board goal.

The April election guideline may not be applicable anymore.

Mr. Dani believes we should keep the guideline since there may be an election that would need to be considered.

Ms. Townes questioned if there are other holidays that the Board was discussing needed to be considered in the building of the calendar.

Ms. Kwak stated there was a consideration to start the school year earlier in August.

The Board discussed the additional holidays, time of year for professional development days and starting school earlier to view this portion of the meeting scroll to 2:20.

Mr. Lembo stated that he understands that we are currently under the Government Mask mandate, and confirmed that we do not have any wiggle room until that date. Are we prepared if the mandate is not extended what will happen?

Dr. Gorman answered that we will be prepared about what we need to do, but just because the Governor states something in the press conference, the guidance usually comes to the District within a day or so after that. We will have several scenarios ready to go, depending on what the Governor says.

XIV. ACCEPTANCE OF MINUTES

- December 20, 2021 Regular Public Meeting
- January 10, 2022 Regular Public Meeting

Dr. Gorman stated that he is clarifying from January 10. When they were talking about policy 5111, he had said that if a staff member was bringing a child in and they were with a special needs there would be no cost to the person, if he didn't need to hire an additional person to help with whatever related services that child needed. What he meant to say was there would still be a cost to the teacher that was bringing that child in and that's based on the rate that has already been negotiated. It's not that they come up cost free 100%, they would still be getting charged the $800 or whatever they are getting charged in the future.

Ms. Kwak asked to table January 10 since she did not have an opportunity to review it.

Ms. Brogan stated there is an edit on December 10, a question that she asked was attributed to Ms. Kwak and she has submitted this change request.

Ms. Kwak confirmed they would table both minutes at this time.

XV. OTHER BUSINESS

Mr. Lembo wished everyone who celebrated Lunar New Year a happy New Year, it is the year of the Tiger.,

XVI. COMMENTS FROM THE PUBLIC

Erin Mcelduff, 130 Valley View, she has a 3.5 year old son and a 16 month daughter, her kids are not yet average but will be soon. She was not planning to speak tonight but is just reacting to some of the comments made and just thought about Mr. Lembo's comment which she really appreciates and it is very nice to hear people feeling how parents feel. One of the things, if you want to be creative could do, school districts can make quarantine optional Chattam, Union, Montauk, Middletown, Franklin and Rumson in the past month have all voted to make an optional quarantine. That is a creative way to keep students involved, which she heard parents talking about. There was a lot of conversation tonight about you getting to decide whether masks are optional or not. Obviously right now you don't have that choice. Her question for the Board, are you willing to write a letter to Governor Murphy asking him to give local control for masks. Darian schools just had the Board of Education vote, they wrote a letter to Governor Lamont, she does not know if it was sent, she does not know all the details but she thinks that would be a creative step to getting some control back. Ridgewood schools are pioneering and she really thinks that would show the public where you stand, if you want to. Right now it doesn't matter what you want because it is not under your control. Writing a letter to Governor Murphy would be one step forward, she is not convinced that you will have control on February 10 and that's why she thinks the letter is the most proactive thing that you could do as a Board. Is that something that you would vote on? Is there an answer you can give tonight? It would be amazing to hear.

Peter Malton 294 West End, Dr. Gorman made it fairly clear external guidance will come into account and decisions based on that guidance will be made, but it sounds like external factors will guide some of the things that were talked about tonight in regards to mask optional or maintaining. The thing that was talked about in the last handful of meetings is just make sure that you communicate it thoughtfully and clearly with the community. Take an extra day or two if you need to instead of rushing to make sure that teachers and staff know whatever the guidance is, if things do change and that everybody is on board in whatever fashion to move forward in a meaningful way. Please communicate it to all involved. Two other thoughts, we all want to be normal and done with COVID. He was actually just reading about the 1920's and fourth waves of COVID just happened to come up as a thought, everybody's done with this and that's pretty clear. How do we deal with this and keeping schools safe, staffed and learning as these variants come up. You hear how numbers have come down, but nobody likes talking about how high numbers were a few weeks ago and how detrimental that was to staff, learning and it was very disruptive to the schools come back from break and it was pretty clear that

there are staffing issues and that we need to be thoughtful with those issues moving forward not just because of COVID, but definitely because of COVID. In terms of severity of covid, all of that is hindsight. Hopefully no other variant will come up again, in terms of if masking is optional or there is no masking in the future, how do we pivot as a District? How do we keep students safe? How do we keep teachers able to teach? He doesn't know if the rest of the community had what we had in the first few weeks of January, it was very disruptive and there was substantial learning loss during that period. The optional plan for masking can lead to challenges of enforcing the parent's choice and leads to divisions with the community where you have one side with masks and one side without masks which we need to try and figure out how we eliminate that as a community. He does not know the clear answer but making sure teachers know what they are supposed to do in the classroom and that there is no social issue like scarlet letter type stuff in classrooms that can be negative for students that are wearing masks and also just being aware that there are staff and preexisting and children with preexisting conditions where covid can be more severe, he has friends like that and cannot imagine the choices they will have to make over the coming weeks. Congratulations to all the retirees and that brings up something that he mentioned last week which is staffing and Dr. Gorman in his brief two meetings ago, there was a staffing task force and if you guys can talk about that if that's something that has been formulated and what the thoughts were on how we are going to evolve to make sure that we're properly staffed in the schools would be great to hear more about that.

Ms. Kwak responded to Ms. Mcelduff, she cannot speak to how other Boards addressed the letter to the Governor; she does not know how the other Boards are operating on that front and cannot speak to that. She will get back to Ms. Mcelduff at a later time since she is not prepared to speak to that.

XVII. ADJOURNMENT

AT 9:45 p.m., on a motion made by Ms. Kwak, seconded by Mr. Lembo, and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

January 31, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Janel Nese	UCASE Annual Conference Union County Administrators in Special Education Virtual 2/4/22	Professional Development	$50.00	0
Danielle Wood	UCASE Annual Conference Union County Administrators in Special Education Virtual 2/4/22	Professional Development	$50.00	0
Christie DeAraujo	WIFFT! Winter Institute Food for Thought Virtual Conference New Jersey Branch of International Dyslexia Association Virtual 2/5/22	Professional Development	$90.00	0
Janel Nese	2022 School Law Conference New Jersey Institute for Continuing Legal Education Virtual 2/9/22	Professional Development	$225.00	0
Danielle Wood	2022 School Law Conference New Jersey Institute for Continuing Legal Education Virtual 2/9/22	Professional Development	$225.00	0

Sheila Brogan	2022 School Law Conference New Jersey Institute for Continuing Legal Education Virtual 2/9/22	Professional Development	$225.00	0
Candace Mitola	2022 SHAPENJ Convention SHAPE NJ Long Branch, NJ 2/14/22	Professional Development	$173.00	0
Stephanie Dodd	2022 SHAPENJ Convention SHAPE NJ Long Branch, NJ 2/14/22	Professional Development	$149.00	1
Peter Kay	2022 SHAPENJ Convention SHAPE NJ Long Branch, NJ 2/14/22	Professional Development	$196.00	0
Sarah Junta	Comprehensive Virtual IMSE Orton-Gillingham Training Institute for Multi-Sensory Education Virtual 3/2/22, 3/9/22, 3/6/22, 3/23/22 and 3/30/22	Professional Development	$1,275.00	5
Lauren Imbruglia	New, Innovative Strategies for Increasing Comprehensible Input in your World Language Classroom (grades 6-12) Bureau of Education and Research Virtual 3/12/22	Professional Development	$279.00	0
Benjamin Ran	NGSS: Argumentation, CER, and Phenomena Montclair State University PRISM	Professional Development	$188.00	1

	Bloomfield, NJ 3/18/22			
Julie-Anne Matthews	New Jersey Association for Gifted Children (NJGC) 2022 Conference New Jersey Association for Gifted Children (NJGC) Virtual 3/18/22	Professional Development	$104.00	0
Jessica Maneri	Regulations: Assessment, Legal, and Social/Emotional Challenges New Jersey Association of Learning Consultants, NJ Virtual 4/8/22	Professional Development	$130.00	0
Janel Nese	Regulations: Assessment, Legal, and Social/Emotional Challenges New Jersey Association of Learning Consultants, NJ Virtual 4/8/22	Professional Development	$130.00	0

5111 ELIGIBILITY OF RESIDENT/NONRESIDENT STUDENTS

The Board of Education shall admit to its schools, free of charge, persons over five and under twenty years of age, pursuant to N.J.S.A. 18A:38-1, or such younger or older students as is otherwise entitled by law to a free public education.

Eligibility to Attend School

The Board shall admit students eligible to attend school free of charge that are domiciled within the district as defined in N.J.A.C. 6A:22-3.1.

A child who is domiciled within the school district and resides with a parent or guardian who is a member of the New Jersey National Guard or a member of the reserve component of the armed forces of the United States who is ordered into active military service in a time of war or national emergency shall be permitted to remain enrolled in the school district in which the child is domiciled at the time of the parent or guardian being ordered into active military service, regardless of where the child resides during the period of active duty. Following the return of the child's parent or guardian from active military service, the child's eligibility to remain enrolled in the school district pursuant to N.J.A.C. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

The Board shall also admit any student that is kept in the home of a person other than the student's parent or guardian, where the person is domiciled in the school district and is supporting the student without remuneration as if the student were his or her own child in accordance with N.J.A.C. 6A:22-3.2. A student is only eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 if the student's parent or guardian files, together with documentation to support its validity, a sworn statement that he or she is not capable of supporting or providing care for the student due to family or economic hardship and the student is not residing with the other person solely for the purpose of receiving a free public education. In addition, the person keeping the student must file, if so required by the Board of Education, a sworn statement that he or she: is domiciled within the school district; is supporting the child without remuneration and intends to do so for a time longer than the school term; will assume all personal obligations for the student relative to school requirements; and provides a copy of his or her lease if a tenant, a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner. Pursuant to N.J.S.A. 18A:38-1, any person who fraudulently allows a child of another person to use his or her residence and is not the primary financial supporter of that child and any person who fraudulently claims to have given up custody of his or her child to a person in another district commits a disorderly person's offense.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38- 1 if the student is kept in the home of a person domiciled in the school district, who is not the parent or guardian and the parent or guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency. Eligibility under this provision shall cease at the end of the current school year during which the parent or guardian returns from active military duty.

A student is eligible to attend school in this school district free of charge pursuant to N.J.S.A. 18A:38- 1 if the student's parent or guardian temporarily resides within the school district and elects to have the student attend the school district of temporary residence, notwithstanding the existence of a domicile elsewhere. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of a student attending the school district of temporary residence. When one of a student's parents or guardians temporarily resides in the school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with the criteria of N.J.A.C. 6A:22-3.1(a)1.i.

A student is eligible to attend this school district free of charge:

1. If the student's parent or guardian moves to another school district as the result of being homeless, subject to the provisions of N.J.A.C. 6A:17-2 - Education of Homeless Children;

2. If the student is placed by court order or by a society, agency, or institution in the home of a school district resident pursuant to N.J.S.A. 18A:38-2;

3. If the student previously resided in the school district and if the parent(s) or legal guardian(s) is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency, resulting in the relocation of the student out of the school district, pursuant to N.J.S.A. 18A:38-3. The school district shall not be obligated for transportation costs; and

4. If the student resides on federal property within the State pursuant to N.J.S.A.18A:38-7.7 et seq.

Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other law, rule, or regulation to the contrary, a student who moves out of the school district as a result of domestic violence, sexual abuse, or other family crises shall be permitted to remain enrolled in the school district for the remainder of the school year in pursuant to N.J.S.A. 18A:38-1.1 and in accordance with the provisions of N.J.A.C. 6A:22-3.2(h). If the student remains enrolled in the school district for the remainder of the school year, the school district shall provide transportation services to the student, provided the student lives remote from school, and the State shall reimburse the school district for the cost of the transportation services. Nothing in N.J.S.A. 18A:38-1.1 shall be construed to affect the rights of homeless students pursuant to N.J.S.A 18A:7B-12, N.J.S.A. 18A:7B-12.1, or any other applicable State or Federal law.

If the district of residence cannot be determined according to the criteria contained in N.J.SA.A 18A:7B-12; if the criteria contained in N.J.S.A. 18A: 7B-12 identify a district of residence out of the State; or if the child has resided in a domestic violence shelter, homeless helter, or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child in accordance with N.J.S.A. 18A:7B-12.d.

A student's eligibility to attend this school shall not be affected by the physical condition of an applicant's housing or his or her compliance with local housing ordinances or terms of lease.

Except as set forth in N.J.A.C. 6A:2-3.3(b)1, immigration/visa status shall not affect eligibility to attend school and the school district shall not condition enrollment in the school district on immigration status. A student's immigration/visa status and their eligibility to attend school shall be in accordance with N.J.A.C. 6A:22-3.3(b) and Regulation 5111.

Proof of Eligibility

The Board of Education shall accept a combination of forms of documentation from persons attempting to demonstrate a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.A.C. 6A:22-3.4. The Board of Education shall consider the totality of information and documentation offered by an applicant, and shall not deny enrollment based on failure to provide a particular form or a subset of documents, without regard to other evidence presented.

The Board of Education shall not condition enrollment on the receipt of information or documents protected from disclosure by law, or pertaining to criteria that are not a legitimate basis for determining eligibility to attend school as outlined in N.J.A.C. 6A:22-3.4(d). The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in N.J.A.C. 6A:22-3.4(d) or pertinent parts thereof if voluntarily disclosed by the applicant. The Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment. In the case of a dispute between the school district and the parent or guardian of a student in regard to the student's eligibility to enroll in the school district or to remain enrolled in the school district pursuant to the provisions of N.J.S.A. 18A:38-1, the school district may request from the

Motor Vehicle Commission (NJMVC) the parent or guardian's name and address for use in verifying a student's eligibility for enrollment in the school district in accordance with the provisions of N.J.S.A. 18A:38-1-3. The NJMVC shall disclose to a school district the information requested in accordance with procedures established by the NJMVC. However, the school district shall not condition enrollment in the district on immigration status or on the fact that the NJMVC does not have the name or address of the parent on file.

Registration Forms and Procedures for Initial Assessment

Registration and initial determinations of eligibility will be in accordance with N.J.A.C. 6A:22-4.1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that are consistent with the forms provided by the Commissioner. A district-level administrator designated by the Superintendent shall be clearly identified to applicants and available to assist persons who experience difficulties with the enrollment process.

Initial eligibility determinations shall be made upon presentation of an enrollment application, and enrollment shall take place immediately except in cases of clear, uncontested denials. Enrollment shall take place immediately when an applicant has provided incomplete, unclear, or questionable information, but the applicant shall be notified that the student will be removed from the school district if defects in the application are not corrected, or an appeal is not filed, in accordance with subsequent notice to be provided pursuant to N.J.A.C. 6A:22-4.2.

When a student appears ineligible based on the information provided in the initial application, the school district shall issue a preliminary written notice of ineligibility, including an explanation of the right to appeal to the Commissioner of Education. Enrollment shall take place immediately if the applicant clearly indicates disagreement with the district's determination and an intent to appeal to the Commissioner of Education. An applicant whose student is enrolled pursuant to this provision shall be notified that the student will be removed, without a hearing before the Board, if no appeal is filed within the twenty-one day period established by N.J.S.A. 18A:38-1.

When enrollment is denied and no intent to appeal is indicated, applicants shall be advised they shall comply with compulsory education laws. When the student is between the ages of six and sixteen, applicants also shall be asked to complete a written statement indicating the student will be attending school in another school district or a nonpublic school, or receiving instruction elsewhere than at a school pursuant to N.J.S.A. 18A:38-25. In the absence of this written statement, designated staff shall report to the school district of actual domicile or residence, or the Department of Children and Families, a potential instance of "neglect" for the purposes of ensuring compliance with compulsory education law, N.J.S.A. 9:6-1. Staff shall provide the school district or the Department of Children and Families with the student's name, the name(s) of the parent/guardian/resident, and the student's address to the extent known. Staff shall also indicate admission to the school district has been denied based on residency or domicile, and there is no evidence of intent to arrange for the child to attend school or receive instruction elsewhere

Enrollment or attendance at the school district shall not be conditioned on advance payment of tuition when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information. The Board of Education shall ensure the registration process identifies information suggesting an applicant may be homeless so procedures may be implemented in accordance with N.J.A.C. 6A:17-2, Education of Homeless Children. Enrollment or attendance in the school district shall not be denied based upon the absence of the certified copy of the student's birth certificate or other proof of a student's identity as required within thirty days of initial enrollment, pursuant to N.J.S.A. 18A:36-25.1.

Enrollment in the school district shall not be denied based upon absence of student medical information. However, actual attendance at school may be deferred until the student complies with student immunization rules set forth in N.J.A.C. 8:57-4.

When enrollment in the school district, attendance at school, or the receipt of educational services in the regular education program appears inappropriate, the student shall not be denied based upon the absence of a student's prior educational record. However, the applicant shall be advised the student's initial educational placement may be subject to revision upon the school district's receipt of records or further assessment of the student.

Notice of Ineligibility

When a student is found ineligible to attend the school district pursuant to N.J.A.C. 6A:22 or the student's initial application is found to be deficient upon subsequent review or investigation, the school district immediately shall provide to the applicant notice that is consistent with Commissioner-provided sample form(s) and meets requirements of N.J.A.C. 6A:22-4 et. seq. Notices shall be in writing; in English and in the native language of the applicant; issued by the Superintendent; and directed to the address at which the applicant claims to reside. Notices of ineligibility shall include information as outlined in N.J.A.C. 6A:22-4.2.

Removal of Currently Enrolled Students

Nothing in N.J.A.C. 6A:22 et seq. and this Policy shall preclude the Board of Education from identifying through further investigation or periodic requests for revalidation of eligibility, students enrolled in the school district who may be ineligible for continued attendance due to error in initial assessment, changed circumstances, or newly discovered information.

When a student who is enrolled and attending school based on an initial eligibility determination is later determined to be ineligible for continued attendance, the Superintendent may apply to the Board of Education for the student's removal in accordance with the provisions of N.J.A.C. 6A:22-4.3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student" (as defined in N.J.A.C. 6A:22-1.2) has been informed of his or her entitlement to a hearing before the Board of Education. Once the hearing is held, or if the parent, guardian, adult student or

resident keeping an "affidavit student", does not respond within the designated time frame to the Superintendent's notice or appear for the hearing, the Board of Education shall make a prompt determination of the student's eligibility and shall immediately provide notice in accordance with N.J.A.C. 6A:22-4.2. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board or a Board Committee, at the discretion of the full Board. If the hearing(s) is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. No student may be removed except by vote of the Board taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.

Appeal to the Commissioner

An applicant may appeal to the Commissioner of Education the school district's determination that a student is ineligible to attend its schools. Appeals shall be initiated by petition which shall be filed in accordance with N.J.S.A. 18A:3.-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3. Pursuant to N.J.S.A. 18A:38-1., appeals of "affidavit student" eligibility determinations shall be filed by the resident keeping the student.

Assessment and Calculation of Tuition

If no appeal to the Commissioner is filed following notice of an ineligibility determination, the Board may assess tuition for up to one year of a student's ineligible attendance, including the twenty-one day period provided by N.J.S.A. 18A:38-1 for appeal to the Commissioner. Tuition will be assessed and calculated in accordance with N.J.A.C. 6A:22-6.3 et seq. If the responsible party does not pay the tuition assessment, the Board of Education may petition the Commissioner pursuant to N.J.A.C. 6A:3 for an order assessing tuition, enforceable in accordance with N.J.S.A. 2A:58-10 through recording, upon request of the Board of Education pursuant to N.J.A.C. 6A:3-12, on the judgment docket of the Superior Court, Law Division.

If an appeal to the Commissioner is filed and the petitioner does not sustain the burden of demonstrating the student's right to attend the school district, or the petitioner withdraws the appeal, fails to prosecute, or abandons the appeal by any means other than settlement agreeing to waive or reduce tuition, the Commissioner may assess tuition in accordance with the provisions of N.J.A.C. 6A:22-6.2(a). Upon the Commissioner's finding that an appeal has been abandoned, the Board of Education may remove the student from school and seek tuition in accordance with N.J.A.C. 6A:22-6.2.

Nonresident Students

The admission of a nonresident student to school free of charge must be approved by the Board, upon the recommendation of the Superintendent and subject to the needs of the district. No student otherwise eligible shall be denied admission on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation or sex, social or economic status, or disability. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty days prior

to admittance. Transportation will be provided by the staff member. The continued enrollment of any nonresident student shall be contingent upon the student's maintenance of good standards of citizenship, academic standing and discipline, as well as family behavior toward school personnel and/or the needs of the district.

Change in Residence

Seniors who have completed their junior year in Ridgewood High School and whose parent(s) or legal guardian(s) change their residence out of the district after that time may finish their studies at Ridgewood High School on a tuition basis. Other students may finish the year on a tuition basis if parent(s) or legal guardian(s) change residence out of district February 1 or later. Students whose parent(s) or legal guardian(s) change residence after May 1 may continue schooling on a non-tuition basis for the remainder of the school year.

Other Nonresident Children

Other nonresident children, otherwise eligible for attendance, may be admitted to school in this district with payment of tuition if their admission is warranted by the inaccessibility of school in their home district, the singular availability of an appropriate educational program in this district, the avoidance of transfer and readmission of a child whose legal custody is shared by a parent(s) or legal guardian(s) residing in this district, or other good cause. The parent(s) or legal guardian(s) must submit an application to the Superintendent for review and consideration.

a. An application for permission to enroll a child of a nonresident must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance.

b. Annually, the nonresident must submit a letter to the Superintendent requesting their child to be approved for admittance in the district in the subsequent school year. All such letters must be received by the Superintendent by May 15 of the current school year in order for the child to be considered for admittance in the following school year. The Superintendent will notify the nonresident of the decision, in writing, no later than June 15 of the current school year.

c. Approval of enrollment shall be based on availability of space in the schools; the Superintendent shall review the availability of space on an annual basis.

d. A contract for educational services must be signed.

e. Enrollment can begin anytime during the school year. Tuition will be billed on a prorated basis.

f. By August 1 preceding the new school year, all nonresident will be billed by the Business Office at the rates established prior to the end of the school year. Payment is due to the Business Office no later than the last Friday prior to the opening of school for students. If this payment is not received in a timely fashion, interest will be charged at a rate of 1% per month until payment is received. If payment is not received by the last Friday in January, the nonresident will be required to meet with the Superintendent to explain the reason for nonpayment. Within three days of that meeting, the Superintendent will issue, in writing, the decision concerning the continued enrollment of the nonresident student(s).

g. Tuition will cover only the typical costs associated with an education in the Ridgewood School District. Any extraordinary costs will be borne 100% by the parent(s)/guardian(s). Examples of extraordinary costs include, but are not limited to, fees for OT/PT, aides, out-of-district tuition and transportation, etc. If a child's IEP can be reasonably accommodated, it will be provided by the District, however, if the IEP requires the hiring of additional staff or services not already offered by the District, the costs will be borne 100% by the parent/guardian.

h. Tuition for nonresident parent(s)/guardian(s) shall be assessed at the Board approved out-of-district tuition rate.

i. Responsibility for pupil transportation shall be assumed by the parent(s)/guardian(s).

j. All discipline and other pupil records from a student's prior school shall be reviewed; the Superintendent and/or Board of Education may deny enrollment based on the discipline record of a nonresident student.

k. The continued enrollment of any nonresident student, shall be contingent upon the student's maintenance of good standards of citizenship and discipline. Infractions of the student code of conduct may result in immediate disenrollment from the school district.

Children of District Employees

Children of nonresident permanent, salaried staff members of the Board of Education may be admitted to the schools of the district at a tuition rate, set annually by the Board of Education prior to the end of the school year, upon the recommendation of the Superintendent and the approval of the Board.

a. A written request for permission to enroll a child of a nonresident staff member, including school preference, must be submitted to and approved in writing by the Superintendent at least thirty (30) days prior to admittance.

b. Annually, the nonresident staff member must submit a letter to the Superintendent requesting their child to be approved for admittance in the district in the subsequent school year. All such letters must be received by the Superintendent by May 15 of the current school year in order for the child to be considered for admittance in the following school year. The Superintendent will notify the nonresident staff member of the decision, in writing, no later than June 15 of the

current school year.

c. Approval of enrollment shall be based on availability of space in the schools; the Superintendent shall review the availability of space on an annual basis.

d. A contract for educational services must be signed.

e. Enrollment can begin anytime during the school year. Tuition will be billed on a prorated basis.

f. By August 1 preceding the new school year, all nonresident staff members will be billed by the Business Office at the rates established , prior to the end of the school year. Payment is due to the Business Office no later than the last Friday prior to the opening of school for students. If this payment is not received in a timely fashion, interest will be charged at a rate of 1% per month until payment is received. If payment is not received by the last Friday in January, the nonresident staff member will be required to meet with the Superintendent to explain the reason for nonpayment. Within three days of that meeting, the Superintendent will issue, in writing, his decision concerning the continued enrollment of the staff member's child(ren).

g. Tuition will cover only the typical costs associated with an education in the Ridgewood School district. Any extraordinary costs will be borne 100% by the employee. All district employees, even those district employees hired prior to June 30, 2022, shall pay 100% for any extraordinary costs including, but are not limited to, fees for OT/PT, aides, out-of-district tuition and transportation, etc. If a child's IEP can be reasonably accommodated, it will be provided by the district, however, if the IEP requires the hiring of additional staff or services not already offered by the district, the costs will be borne 100% by the employee.

h. Tuition for children of any district employee hired after June 30, 2022 shall be assessed at 35% of the Board approved out-of-district tuition rate.

i. Responsibility for pupil transportation shall be assumed by the employee.

j. All discipline and other pupil records from a student's prior school shall be reviewed; the Superintendent and/or Board of Education may deny enrollment based on the discipline record of a nonresident student.

k. This benefit shall not interfere with the before or after school responsibilities of the employee.

l. The continued enrollment of any nonresident pupil, including that of the child of a staff member, shall be contingent upon the pupil's maintenance of good standards of citizenship and discipline. Infractions of the student code of conduct may result in immediate disenrollment from the school district.

Home Construction
Families domiciled in the school district for a minimum of 12 months and attending the Ridgewood Public Schools prior to major home renovations where the family must vacate the premises, must obtain Board of Education approval to continue attending the district schools free of charge for a period of 18 months with proof of building permits/documentation. After 18 months, a one-time extension for a period of 6 months can be obtained and will necessitate additional proof of building status and progress. The Board of Education will assess tuition for students after the initial 24-month period. The Board of Education will require proof of occupancy when residence is reoccupied.

F-1 and J-1 Visa Students

The school district is not required to, but may permit the attendance of F-1 and J-1 Visa students into the school district only with the payment of full tuition and a signed tuition contract. The district may require advance payment of full tuition before providing the requested I-20 Form, in accordance with the provisions of Federal regulation 8 CFR 214.3. An F-1 Visa is granted to a foreign student through an application process that must include, but is not limited to, signed approval by the receiving school district exhibiting the receiving school district will accept the foreign student for enrollment and the foreign student's proof of financial means to pay the full tuition to the receiving school district for the academic year. The host family must be domiciled in the school district and shall submit a request to the Superintendent of Schools with supporting documentation as determined by the Superintendent or designee. A student with an F-1 or J-1 Visa must be approved by the Board for attendance in the school district. The student's continued attendance in the school district shall be conditioned on a satisfactory attendance and disciplinary record.

N.J.S.A. 18A:38-1 et seq; 18A:38-3; 18A:38-3.1
N.J.A.C. 6A:14-3.3; 6A:17-2.1 et seq.; 6A:22-2.1 et seq. 8 CFR 214.3

Adopted: 7 December 2009
Revised: 19 July 2010
Revised: 18 March 2013
Revised: 26 August 2013
Revised: 27 January 2014
Revised: 18 July 2016
Revised: 6 March 2017
Revised: 01 April 2019
Revised: 05 October 2020
Revised:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

2425 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event a school or the schools of the district are required to close for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9.

In the event the school district is required to close a school or the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.

The Superintendent of Schools shall submit, with Board approval, the school district's program of virtual or remote instruction to the Commissioner of Education by no later than October 29, 2021 and annually thereafter.

A day of virtual or remote instruction, if instituted under the district's Commissioner of Education's approved program of virtual or remote instruction, shall be considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, the awarding of course credit, and other such matters as determined by the Commissioner of Education.

Any district program of virtual or remote instruction implemented for the general education students shall provide the same educational opportunities to students with disabilities. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

In the event the State or local health department determines it is advisable to close or mandates closure of the schools of the district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction. The Superintendent shall consult with the Board prior to such decision, if practicable. The Superintendent shall ensure that students, parents, staff, and the Board are informed promptly of the Superintendent's decision.

Nothing in N.J.S.A. 18A:7F-9 and this Policy shall be construed to limit, supersede or preempt rights, privileges, compensation, remedies, and procedures afforded to public employees or a collective bargaining unit under Federal or State law or any provision of a collective bargaining agreement entered into by the school district.

In the event of the closure of a school or the schools of the district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for a period longer than three consecutive school days:

1. District employees shall be entitled to compensation, benefits, and emoluments pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(1) and (2).

2. The district shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(3).

3. The district shall be obligated to make payments for benefits, compensation, and emoluments and all payments required pursuant to N.J.S.A. 18A:6-51 et seq., to an educational services commission, county special services school district, and a jointure commission, and under any shared services agreement and cooperative contract entered into with any other public entity pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).

4. An educational services commission, county special services school district, and a jointure commission shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider or a shared services agreement in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).



The provisions of N.J.S.A. 18A:7F-9.e.(1) through (4) shall not apply to any employee whose weekly hours of work are reduced, and to whom unemployment benefits are provided, pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq. A contracted service provider, educational services commission, county special services school district, or jointure commission shall notify the district with which it has entered into a contract to provide services of its intent to reduce the hours of work of its employees pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq.

1. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(3), if a contracted service provider reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the contracted service provider shall be reduced by the same amount.

2. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(4), if an educational services commission, county special services school district, or jointure commission reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the educational services commission, county special services school district, or jointure commission shall be reduced by the same amount.

This Policy may be revised as necessary by the Superintendent in accordance with N.J.S.A. 18A:7F-9. The school district's emergency virtual or remote instruction program shall be available on the school district's website.

N.J.S.A. 18A:7F-9

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

5751 SEXUAL HARASSMENT OF STUDENTS

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. Sexual harassment of students is a form of prohibited sex discrimination. In accordance with Title IX of the Education Amendments of 1972 and the Code of Federal Regulations (CFR), 34 CFR §106, the school district adopts this Policy and implement practices to investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties pursuant to 34 CFR §106.3(c). In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

For the purposes of Policy 5751 and in accordance with 34 CFR §106:

1. "Sexual harassment" (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:

    a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct;

    b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district's education program or activity; or

    c. "Sexual assault" as defined in 20 U.S.C. §1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. §12291(a)(10), "domestic violence" as defined in 34 U.S.C. §12291(a)(8), or "stalking" as defined in 34 U.S.C. §12291(a)(30).

Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.

In accordance with 34 CFR §106.8(a), any person may report sex discrimination, including sexual harassment using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

A school district with "actual knowledge" of sexual harassment in the educational program or activity of the school district against a student, must respond promptly in a manner that is not "deliberately indifferent".

Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute sexual harassment is required to report that information to the Title IX Coordinator in accordance with the provisions of 34 CFR §106.8(a) and B.1. of Regulation 5751. The district must report any potential child abuse in accordance with N.J.S.A. 18A:36-24; N.J.S.A. 18A:36-25; N.J.A.C. 6A:16-11.1; and Policy and Regulation 8462.

The Title IX Coordinator shall notify persons entitled to a notification pursuant to 34 CFR §106.8(a)(1) that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and Policy and Regulation 5751 not to discriminate in such a manner in accordance with 34 CFR §106.8(b)(1).

The Title IX Coordinator shall prominently display the contact information required to be listed for the Title IX Coordinator pursuant to 34 CFR §106.8(b)(2)(i) on the school district's website and in each handbook or catalog the school district makes available to persons entitled to a notification in accordance with 34 CFR §106.8(a). Policy and Regulation 5751 shall be prominently displayed on the district's website and accessible to anyone.

Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals.

The school district shall use the grievance process outlined in 34 CFR §106.45 and Regulation 5751 to address formal complaints of sexual harassment. The school district shall offer both parties an appeal process as outlined in 34 CFR §106.45 and Regulation 5751 from a determination regarding responsibility for sexual harassment and from the Title IX Coordinator's dismissal of a formal complaint or any allegations of sexual harassment.

The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv). The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine sanctions imposed and remedies provided, if any.

Consistent with the laws of New Jersey a student's parent must be permitted to exercise the rights granted to their child under this Policy, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process.

The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officer, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR §106.45(b)(1)(iii).

The school district or any employee of the school district shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or Policy 5751, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy, in accordance with 34 CFR §106.71(a).

The school district shall maintain for a period of seven years records in accordance with the requirements of 34 CFR §106.45(b)(10). For each school district response to sexual harassment required under 34 CFR §106.44, the school district shall create and maintain for a period of seven years, records in accordance with 34 CFR §106.45(b)(10).

The Superintendent or designee shall consult with the Board Attorney to ensure the school district's response to allegations of sexual harassment and the school district's grievance process are in accordance with 34 CFR §106.44 and 34 CFR §106.45.

Any time a report is made to the Title IX Coordinator or formal complaint is filed pursuant to this Policy and in accordance with 34 CFR §106, the Title IX Coordinator shall forward the report or complaint to the Principal of the school building attended by the alleged victim for the Principal to follow the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

34 CFR §106
United States Department of Education, Office for Civil Rights – Questions and Answers on the Title IX Regulations on Sexual Harassment (July 20, 2021)

Adopted:

								ATTACHMENT D	
FIELD TRIPS FOR APPROVAL									
January 31, 2022									
ONE DAY TRIPS									
Date	**School**	**Location**	**Approx # and Group of Students**	**# of Chaperones**	**# Substitutes and dates for each**	**Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse**	**Anticipated Cost to District**	**Annual Event**	**Meets Requirements**
1/29/22	RHS	West Orange HS Competition, West Orange, NJ	15 Winter Color Guard Members	4	0	0	$750 (bus)	No	Yes
2/9/22	RHS	RISe Life Skills Trip, Paramus Park Mall, Paramus, NJ	4 RISe Students	4	0	0	$0.00	No	Yes
2/13/22	RHS	Southern Regional HS Competition, Stafford Twsp, NJ	15 Winter Color Guard Members	4	0	0	$750 (bus)	No	Yes
2/19/22	RHS	Council Rock HS South Competition, Holland, PA	15 Winter Color Guard Members	4	0	0	$750 (bus)	No	Yes
New date: 3/3/22 (rescheduled from 2/3/22)	RHS	Metropolitan Musesum of Art, New York, NY	56 AHLISA Students	4	0	$0	$0	Yes	Yes
CANCELLED DUE TO COVID ~~3/4/22~~	Ridge	New Jersey Performing Arts Center, Newark, NJ	65 3rd Grade Students	5	1/2 day sub teacher	$58	$57.50 (sub teacher)	No	Yes
3/5/22	RHS	South Brunswick Regional HS Competition, Monmouth Junction, NJ	15 Winter Color Guard Members	4	0	0	$750 (bus)	No	Yes
3/16/22	RHS	RISe Life Skills Trip, Paramus Park Mall, Paramus, NJ	4 RISe Students	4	0	0	$0.00	No	Yes
4/2/22	RHS	Hillsborough HS Competition, Hillsborough Twsp, NJ	15 Winter Color Guard Members	4	0	0	$750 (bus)	No	Yes
4/20/22	RHS	RISe Life Skills Trip, Paramus Park Mall, Paramus, NJ	4 RISe Students	4	0	0	$0.00	No	Yes
4/23/22	RHS	MAIN Winter Guard Championships at South Brunswick HS, Monmouth Junction, NJ	15 Winter Color Guard Members	4	0	0	$750 (bus)	No	Yes
5/11/22	Orchard	Turtle Back Zoo, West Orange, NJ	57 1st Grade Students	23	0	0	$0.00	No	Yes
5/18/22	RHS	RISe Life Skills Trip, Paramus Park Mall, Paramus, NJ	4 RISe Students	4	0	0	$0.00	No	Yes

6/9/22	RHS	RISe Life Skills Trip, Paramus Park Mall, Paramus, NJ	4 RISe Students	4	0	0	$0.00	No	Yes

RIDGEWOOD COMMUNITY SCHOOL
NEW TRIPS & CLASSES FOR SPRING 2022

Day Tours

Artistic Wonders - Wonderspaces & Woodmere
Group Tours & Travel LLC
The Fashion District of Philadelphia comes alive with 14 extraordinary artworks by various international artists at Wonderspaces. Join us for this immersive and intriguing experiential art installation and exhibits that are fascinating examples of how science and human creativity merge in beautiful ways. We will be wowed at every turn in this experience that will capture you in ways that are unique to you. Right around the corner is one of America's oldest public markets, Reading Terminal Market, in use since 1893. Meander through this vast food bazaar and browse everything from handmade imported crafts and American quilts to fresh produce, dairy products, exotic meats and seafood, freshly cut flowers, cookbooks, and expertly prepared food of any kind you can imagine. There will be time to explore, shop and find lunch on your own, either at the market or in the nearby Fashion District. Next, we will visit Philadelphia's Garden District, Chestnut Hill. Picture leafy streets lined with stately historic mansions and Victorian townhouses in a neighborhood with antique shops, art galleries, tearooms and farmers markets. This is where our next exploration of art will begin, in an elegant,19th century stone mansion that houses the Woodmere Art Museum. Woodmere is dedicated to the art and artists of Philadelphia and brings art and nature together with its 8000 works of art, exhibits and outdoor sculptures. This small, artistic treasure awaits!

NYC Pizza Party - Pizza Tour Around Manhattan
Group Tours & Travel LLC
How much do you love New York style pizza? If your answer is, more than life itself, then this is the tour for you! Not only do we get to taste great pizza, but we also learn about the science, history, culture, people and of course the cheese. We spend the day traveling around Manhattan to four iconic pizzerias where we savor a slice, hear interesting stories, and tour each kitchen with its unique oven, some of which are over a century old and very rare. It will be amazing to learn how each pizzeria uses a different dough fermentation schedule, tomato selection, cheese preparation, and oven type to create a unique, and fantastic taste. Which will be your favorite and why? You'll receive a Pocket Pizza Journal to keep track of your tastings. At each of the four stops, included is a slice and soft drinks. Such a great way to support small businesses that do amazing things with dough, sauce, and cheese!

Dazzling Displays - Arcadia Earth & Artechouse
Group Tours & Travel LLC
Here's our chance to take an eye opening, inspirational, and magical journey through our home, planet Earth. At the visually stunning Arcadia Earth, we'll immerse ourselves in transcendent underwater worlds, primeval forests, mystical caves and fantasy lands created by advanced technological art installations. We'll wander through 15 immersive rooms that magically recreate our planet's landscapes and ecosystems, all shedding light on the ecological issues threatening our very existence which brings a new perspective on our current world situation

seen in a beautiful and positive way. You'll experience orbs of oxygen, floating sea creatures, close encounters with lions, a rainbow cave and more artistic expressions to awaken your consciousness through extraordinary fun. While the underlying message tells a disheartening story, each exhibit kindly offers suggestions of small lifestyle changes that each of us can take to positively impact the future of our planet. A portion of our ticket fee will go to Oceanic Global, plus a tree is planted for every ticket sold. Off to the iconic culinary destination, Chelsea Market, where you can choose from the diverse selection of marketplace vendors for a fantastic lunch on your own. Hidden underneath the market in the boiler room space we'll discover our second innovative art immersion exhibition, Artechouse. Similar to the Van Gogh Experience, here we'll witness the newest exhibit in this space in a total immersion of art, science and technology. Get ready to be dazzled!

Perfect Poetic Grandeur - Oheka Castle & Walt Whitman Birthplace
Group Tours & Travel LLC
Imagine a magnificent Gold Coast Mansion resting on the highest point of Long Island and this is what you'll experience as we pull through the gated, tree-lined driveway of Oheka Castle. Oheka emanates an elegant refinement reminiscent of a French chateau that will immediately transport you to Europe. Built by financier and philanthropist Otto Hermann Kahn in 1919, this chateau remains the second largest private residence ever built in the U.S. During its heyday during the Gilded Age, the estate entertained Hollywood luminaries, esteemed heads of state, and distinguished royalty and today belongs to the elite group of Historic Hotels of America. Now we have the opportunity to step inside and explore all its grandeur as we tour the elegant public areas of the estate and its marvelously perfect landscaped grounds. Lunch will be included inside the estate at the charming OHK Bar & Restaurant. We go from *extravagance* to simple as we visit a small farmhouse right around the corner that just happens to be the birthplace of America's greatest poet, Walt Whitman. The story of this historic house will provide us with much insight into the poet's early childhood years, which had a profound influence on his poetry. We will explore his life through a series of exhibits that take you from his boyhood to his international prominence including an audio recording of the great poet made by Thomas Edison himself!

Landscapes of Brooklyn - Green-Wood Cemetery & DUMBO
Group Tours & Travel LLC
Climb aboard a fascinating and memorable two-hour narrated trolley tour of Brooklyn's 478-acre Green-Wood Cemetery, listed on the National Register of Historic Places. As we ride though this National Historic Landmark, among its perfectly manicured landscape, our knowledgeable guide will provide us with fascinating stories of the cemetery's most famous and nearly forgotten permanent residents. Some of the most notable residents here include Leonard Bernstein, Samuel Morse, Horace Greeley along with baseball legends, politicians, artist, entertainers, inventors, and Civil War generals. The impressive architecture of the monuments and mausoleums dotting the rolling hills in Classical, Egyptian, Gothic, and Romanesque styles are a definite sight to see. Spectacular views of Manhattan await, and you'll stand in the same space where George Washington and his troops fought in the Battle of Brooklyn. This afternoon we visit Brooklyn's trendy historic, waterfront neighborhood, DUMBO (Down Under the Manhattan Bridge Overpass). There will be time to stroll the cobblestone streets, pop into the stylish converted warehouses that are now boutiques, take in fantastic views of the Manhattan skyline

and browse Brooklyn's largest flea market in between finding a great place for lunch on your own.

Mindfulness Among the Wildflowers - Forest Therapy Walk at Bowman's Hill Wildflower Preserve
Group Tours & Travel LLC
The treasures of spring are popping up all around us, so why not put your worries aside and try something new, something that leaves you feeling refreshed, relaxed and restored. During our peaceful, forest therapy walk at the beautiful Bowman's Hill Wildlife Preserve in the heart of Bucks County, PA, we'll enjoy the serenity of nature by connecting with the world that surrounds us in a way you have never experienced before. Forest Therapy is inspired by the Japanese practice of "shinrin yoku" which translates to "forest bathing". This is a gentle practice that involves moving very slowly and mindfully through nature, soaking it in with all our senses. Although our time outside in nature seems extensive, we walk no more than a quarter mile distance. So, leave those hiking boots at home! Our guide who earned a certificate in horticultural therapy will lead us through the ecologically diverse landscapes of the preserve helping us have the experience of being more present, awake, and peaceful amidst the quiet rhythm of nature. Studies have demonstrated a wide array of health benefits from these practices, especially in the cardiovascular and immune systems and for stabilizing and improving mood and cognition. After our walk and special surprise, we will enjoy a delicious, included lunch at nearby Bowman's Tavern. Practice your mindfulness while strolling in eclectic, downtown New Hope where you'll have time to wander and take in the scenic sights for a leisurely afternoon.

North Shore Treasures - Japanese Stroll Garden & Mill Neck Manor
Group Tours & Travel LLC
The Gold Coast of Long Island on the picturesque North Shore not only houses numerous grand mansions that are straight out of the pages of The Great Gatsby but is also home to a unique and historic gem of a Japanese landscape, the Humes Japanese Stroll Garden. This serene woodland is comprised of an impressive collection of North American and Asian plants that was inspired by a mountain setting by the sea and creates a meditative experience. Wander along the stunning stepping stone path that creates the intimacy of a mountain path as you gently climb though the woodland part of the garden leading to a "mountain peak". There you will meet a gravel path representing a stream that will guide you to an authentic pond side tea house. After our stroll, we'll visit quaint Oyster Bay with time for lunch and wandering. Next, we'll make our way through the lovely vistas of the village of Mill Neck to the exquisite Mill Neck Manor, a majestic Tudor Revival mansion set on an 86-acre estate overlooking Long Island Sound. This former private residence known as Sefton Manor, with over 34 family rooms and 16 bathrooms was purchased by Lutheran Friends of the Deaf and today is used as a school for the deaf. Here we'll have a guided tour and included lunch with time to stroll the beautiful gardens and take in the scenic views.

A Titanic Adventure - Village Teahouse
Group Tours & Travel LLC
Our very favorite teahouse is having a fun, special event! The Village Teahouse, situated in a 124-year-old Victorian home, has embraced the storied history of the West Point village in

Pennsylvania to create a tearoom full of character and elegance. It is here, among the two unique Victorian dining rooms where we embark on a one-of-a-kind adventure upon RMS Titanic, without the cold, fatal ending. Dress to impress in your Victorian best or Edwardian fashion of the nineteen-teens (optional) as we step aboard our luxury British ocean liner on its historic voyage across the Atlantic. Aboard, we will formally dine on authentic ship fare while sipping delicious tea and be entertained by recreations of passenger experiences with an historical interpretation of fact and fiction about the ship's last day at sea. Your all-inclusive ticket cost includes your boarding pass, passenger ticket, 8 course meal using authentic Titanic recipes, boarding photo and much more! Prizes will be awarded for best dressed and best passenger portrayal. Bring your sense of fun and adventure and don't miss out on this festive, spirited special event!

Purple Blooms of Summer - Peace Valley Lavender Farm & Village Teahouse
Group Tours & Travel LLC
Purple is the shade of the day as we visit fields of lavender growing on the rolling hills of Bucks County, PA. Tranquility awaits as we wander through the farm taking in the sights and scents surrounding us. Historically, lavender has been thought to stimulate and supplement the body's healing forces unmatched by modern pharmaceuticals. In the Middle Ages, evidence suggests that lavender field workers and perfumers survived the Black Death and other plagues due to its protection against bacterial pathogens and new scientific studies have confirmed these age-old beliefs. Lavender can stimulate the immune system but also soothes muscle aches and even take the pain out of insect bites. Another amazing finding with lavender is its ability to act as an anti-depressant that boosts your spirits and helps beat the blues. Our farm tour will include the history of lavender, information on different species and cultivars, how to plant, prune and harvest lavender, how to dry strip and store lavender buds, the process of lavender oil distillation, and how to use lavender in your everyday life. Pick your own bouquet and bring some purple peace home with you. Next, we step into the Victorian charm of the Village Teahouse for a fantastically delicious full tea lunch. With over 50 kinds of specialty teas to choose from, there will most definitely be one that's perfect for you. This 125-year-old home in which we'll sip tea offers a sweet, elegant space to relax and enjoy friendly conversation.

Nature's Art - Grounds for Sculpture & Raptor Trust
Group Tours & Travel LLC
We begin our day at a place where art and nature are always at play, New Jersey's own Grounds for Sculpture. Here, we'll find over 300 contemporary sculptures artistically displayed over 42 landscaped acres along with indoor exhibitions from established and emerging artists featured in six galleries. Take your time to stroll, wander, pause to take in the sculptures that capture your eye, and above all relax, unwind, and enjoy. Next, we step into nature at the Raptor Trust, a bird rehabilitation and education center located right here in New Jersey along the border of the Great Swamp National Wildlife Refuge. This haven for wildlife started as the result of one man's long-time interest in nature and passionate concern for birds of prey. Today the refuge is home to about 50 resident birds and serves as a rehab center for injured or orphaned wild birds. During our visit, we'll have an informative talk about the Trust, meet a live ambassador bird up close, visit the education center and stroll through the pathways that take us nearby the amazing resident raptors. Our time spent here will remind us how the role of every creature in nature helps create a better world for us all.

Multi Day Tours

Spring Celebration - Charleston & Beaufort, South Carolina
Group Tours & Travel LLC
There is no better place to celebrate spring than the two most beautiful and historic towns in South Carolina. Charleston, the bigger port city with its elegant French Quarter and Battery districts made up of cobblestone streets, pastel antebellum houses, and secret gardens has an historical beauty with an ever-changing cultural scene that has exploded citywide, leaving a lot to explore. Beaufort, a smaller version of Charleston, is a picture-perfect scene filled with horse drawn carriages, centuries old mansions, salty sea air and comfy chairs on sweeping verandas. As soon as we arrive, we will delve into the Southern comfort, hospitality and relaxed pace. With this as our guide, we'll spend several leisurely days enjoying everything these two cities have to offer, leaving us with a feeling of an intimate adventure. Highlights include: four nights at the Boutique Elliott House Inn Downtown Charleston, two nights in the historic Beaufort Inn, Fort Moultrie, Middleton Place, Calhoun Mansion, Charleston carriage ride sightseeing tour, Morris Island Lighthouse boat tour, Center For Birds of Prey, Sullivan's Island Lighthouse, Edmondston Alston House, Mrs. Whaley's Garden, Charleston Tea Plantation, Angel Oak Tree, The Kazoo Factory Tour, historic Beaufort trolley tour, Verdier House, Cypress Wetlands Boardwalk, Habersham Marketplace, free time to sightsee and browse downtown Charleston and Beaufort, all breakfasts, four lunches, one dinner, tour escort, and more.

A Taste of Victorian Charm - Saratoga Springs, New York
Group Tours & Travel LLC
Let's escape to a place filled with history, charm and natural wonders this spring! Wrapped around the northern corner of Saratoga Lake and hugging the west bank of Fish Creek sits Saratoga Springs, right at the base of the Adirondack Mountains. Known for its naturally carbonated mineral springs, thoroughbred horse racing and vibrant downtown, Saratoga Springs is a place where health, history and horses come together. Join us as we reside in Victorian splendor, taste from mineral springs, visit retired thoroughbreds, follow the local history trail and sip Saratoga wine this May. (*We've booked the entire Batcheller Mansion Inn which contains nine rooms. First registrations have first pick of rooms in this spectacular mansion. The mansion has 3 floors and no elevator, we will take care of your luggage. Once rooms are booked at the mansion, we will book you in the nearby, historic Inn of Saratoga.) Highlights include: three charming nights at the Victorian Batcheller Mansion Inn or Inn of Saratoga, Saratoga Spa State Park, Wilderstein Historic Site, Saratoga Springs History Museum, Old Friends at Cabin Creek Horse Farm, Lester Park's Fossilized Sea Bottom, Saratoga Springs Winery, vibrant downtown Saratoga Springs, all breakfasts, two lunches, one dinner, tour escort and more.

Beaches, Bluffs & Glorious Views - Block Island, Rhode Island
Group Tours & Travel LLC
Let's step out of the ordinary and through a door that will take us on an adventure to the peaceful and serene Block Island, Rhode Island. A high-speed ferry will whisk us across the sound to an island comprised of 17 miles of pristine beaches safely protected by lighthouses with spectacular bluffs surrounded by green rolling hills and winding paths. Here we'll have the quintessential island experience filled with food and drinks overlooking the ocean, boutique lined streets, picturesque lighthouses, unspoiled white sand beaches, charming streets, dramatic cliffs, and

wandering nature trails. What a perfect place to take a break from the world and find pure relaxation. There are few cars in use on the island and buses are restricted. The best way to get around and enjoy the sights and sounds of the island is by foot or bicycle. Mopeds are available to rent for those interested and taxis will take you anywhere you like to go. *There is more walking than usual on this tour, but as with all our tours, you may walk as much or as little as you like, as taxis are always available. Highlights include three serene nights at the Victorian National Hotel, high speed catamaran ferry ride, Mohegan Bluffs, Southeast Light, sunset cruise, North Light, Glass Floats Project, Rodman's Hollow, 1661 Inn Farm & Gardens, Painted Rock, Sacred Labyrinth, Vaill Beach, Native American Burial Ground, "Smilin' Through" Cottage, Block Island Historical Society, all breakfasts, two lunches, one dinner, tour escort and more.

Castles of Cape Ann - Hammond Castle, Castle Hill & Beauport, Massachusetts
Group Tours & Travel LLC
Are you enticed by rugged cliffs, picturesque fishing villages and uncrowded seaside landscapes? Then Cape Ann is the perfect place for you! This birthplace of fried clams offers not only great seafood but tons of history including castles of all kinds and we intend to visit them all. The coastal communities of this area have drawn travelers from poets to painters to presidents so why not join us as we delve into the history, wander artsy seaside towns and sail the ocean blue out of Gloucester Harbor, and enjoy the magnificent view from the spectacular Ocean House at Bass Rocks. Highlights include three enchanting nights at the Ocean House Hotel at Bass Rocks, Hammond Castle, Beauport, The Sleeper McCann House, Bancroft Tower, Castle Hill, Schooner Sunset Sailing Cruise, Eastern Point Lighthouse, Towns of Rockport, Gloucester & Marblehead, all breakfasts, two lunches, two dinners, tour escort and more.

Walking on the Wild Side - The Adirondacks
Group Tours & Travel LLC
Join us in discovering the breathtaking beauty of the Adirondacks this June! Countless adventures await as we travel north to the welcoming communities, mountains, lakes, verdant valleys, and steep cliffs of this New York region. There will be sculptures, walking on tops of trees, lake views with a cruise, nature's geology, historic forts, and if the weather permits, a clear night sky. All of our adventures will be enjoyed a short distance from our lovely lake front rooms at the newest lodge in Saranac Lake that was inspired by the surrounding Adirondacks. Highlights include: three lake front nights at the Saranac Waterfront Lodge, The Wild Center, Saranac Laboratory Museum, The Carillon Scenic Boat Tour, Fort Ticonderoga Gossip Tour, downtown historic Saranac Lake, Sacandaga River Sculpture Park, Natural Stone Bridge & Caves, Saranac Lake Riverwalk, Pig Rock, Hoss's Country Corner, all breakfasts, three lunches, one dinner, tour escort and more.

"Light" at Longwood Gardens - An Immersive Experience of Art & Light
Group Tours & Travel LLC
This is one experience you just cannot miss! The imaginative, incredible Bruce Munro is returning to Longwood Gardens for his second dazzling art installation throughout the gardens at Longwood, "Light". The already beautiful Longwood Gardens will be transformed into an immersive scene of art and light, one you have never encountered before. This new exhibition features eight unique installations spanning Longwood's indoor spaces and outdoor vistas, all of which will enchant and amaze your senses. Our journey to experience this evening delight will

also take us on the path to more extraordinary wonders close by. We'll stroll two additional extravagant and elegant gardens plus tour a magnificent mansion once inhabited by the infamous du Pont family. Wondrous adventure awaits! Highlights include an overnight at the Fairfield Inn & Suites by Marriott, Kennett Square, evening "Light" Exhibition at Longwood Gardens, Marian Coffin Gardens, mansion & gardens of the Nemours Estate, historic New Castle, Delaware, Wilmington riverfront stroll, one breakfast, one lunch, one dinner, tour escort and more.

Sweeping Summer Vistas - New Hampshire
Group Tours & Travel LLC
Join our summer getaway to the beautiful landscapes of New Hampshire! Nature awaits among the White Mountains where we'll experience amazing vistas, stunning gorges with glacial pools and cascading waterfalls. It is a place of poetry, historic towns and a dramatic ascent to the top of Mount Washington. Perhaps even more amazing than the sights we will see is where we will be privileged to spend our days and nights, the exceptional Mountain View Grand. An Historic Hotel of America, the Grand has been a place of warm hospitality since 1865 and today offers sweeping views of the distant White Mountains from the sprawling, yet cozy grand porch. Once you set eyes upon its classic beauty you'll clearly see how the Mountain View Grand is one of America's truly grand hotels. Highlights include four nights at the spellbinding Mountain View Grand Resort & Spa, Flume Gorge at Franconia State Park, Mount Washington Cog Railway scenic ride, The Frost Place, Café Lafayette Dinner Train, Pickity Place, downtown Littleton, Upper Ammonoosuc Falls, Shelburne Falls Glacial Potholes, historic Chutters Candy Store, Bridge of Flowers, the charming village of Shelburne Falls, daily activities at the Grand, all breakfasts, three lunches, one dinner, tour escort and more.

Blues, Brews & BBQ: Ledges Hotel, Poconos PA
Group Tours & Travel LLC
Let's escape to the coolness of the Poconos! Settled between the flourishing natural beauty of rock ledges and Paupack High Falls, the luxury historic Ledges Hotel blends its contemporary design without sparing its rustic charm. As the former O'Connor Glass Factory built in 1890, the architectural design of Ledges harmonizes its distinct history with its picturesque natural setting. If that wasn't enough enticement, we'll spend our first night sitting back and enjoying live blues music by the falls featuring a local craft brewery and BBQ style outdoor dining. Slip away from the group and enjoy a cocktail on the serenity of the stargazing deck while hearing the music from afar. Further exploration of the area includes an historic walk along the towpath of the Delaware & Hudson Canal Park at Lock 31, spending time in an Old Stone Jail, cooling down at a natural ice harvest museum, wandering the ancestral home of one of America's greatest conservationists, gazing in awe at cascading waterfalls and sipping wine while relaxing among the foothills of the Hudson Valley. Highlights include: two nights at the Ledges Hotel, Hawley Silk Mill, D&H Canal Park at Lock 31, Old Stone Jail, Sculpted Ice Works Museum, Grey Towers, Shohola Falls, Warwick Valley Winery & Distillery, all breakfasts, three lunches, one BBQ dinner with live blues music, tour escort and more.

Lucille Ball Comedy Festival: Chautauqua & Niagara County, New York
Group Tours & Travel LLC
Let's laugh our way to Lucille Ball's annual Comedy Festival this August! Everyone remembers this famous funny gal as the crazy, accident prone, loveable Lucy who was always faced with a major catastrophe. Believe it or not, this same Lucy was first turned down by a dramatic school for being too shy. Learn other fun and interesting facts about Lucille and see her hometown of Jamestown, New York where we'll tour her old stomping grounds, explore the National Comedy Center, ride on an historic steamboat for a Lucy inspired luncheon cruise, dine at Ricky's Tropicana, and party down at an evening block party. There's not just comedy here. We'll also explore the wonders of Chautauqua and Niagara County including the amazing Panama Rocks, an exhilarating ride through the Niagara Gorge and Whirlpool, views of the majestic Niagara Falls and picturesque Dunkirk Lighthouse. Hold onto your ribs and get ready for a hilariously good time! Highlights include: four nights at the Wingate by Wyndham, Ellicottville, NY, Chautauqua Belle Lunch Cruise, Ricky Ricardo's Tropicana lunch, Lucille Ball's Hometown Tour, National Comedy Center, evening block party, Whirlpool Jet Boat Tour of Niagara Gorge, quaint downtown Lewiston, Niagara Falls Observation Tower, Dunkirk Lighthouse, downtown Ellicottville, lunch in the Cool Town, Owego, all breakfasts, two lunches, one dinner, tour escort and more.
019 - August 4-8, 2022

<u>Career & Workplace</u>

Resume Makeover Master Class
Jessica Warta
In this engaging workshop, we will review the optimized resume structure (of course Applicant-Tracking-System format friendly) and must-have sections of your most critical personal marketing tool. Your resume showcases your personal brand and career narrative functioning as a marketing tool. The singular goal of this tool is to land you an initial job interview at your target company. As such we will review best practices for choosing and building what career experiences to highlight and how best to showcase and position your employee value proposition and "super power" in the vast marketplace to spark interest from your target company's audience. You will be empowered and will walk away from the workshop with an actionable master resume structure with each of the above sections easily able to be completed and updated for your target role moving forward.

Becoming A LinkedIn All-Star: LinkedIn Profile Optimization & Best Practices
Jessica Warta
Has your LinkedIn profile attained "All-Star" Status and what exactly are the criteria required for this "strength" rating which fuels you to be 40x more likely to be contacted about job opportunities and enables you to be 18x more likely to show up in recruiter search results? In this course, we will review & share best practices for building your most critical digital personal marketing tool, your LinkedIn profile, and all the components to reach this LinkedIn user rewarded "All Star" Status. We will also review in depth the most heavily weighted aspects of the profile and how to powerfully summarize achievements for each role in your Work

Experience section. Optimizing your LinkedIn profile for keywords and searches is a must, but the easiest way to accelerate your visibility on LinkedIn is by engaging with the community. As such we will also review best practices for leveraging and building your network to harness the power of the world's largest 800M+ member professional career network platform!
One Session

Behavioral Interview: Best Practices & Story Toolkit Building
Jessica Warta
Do you have your targeted 60-90 second personal pitch ready for the ubiquitous "Tell me about yourself or Walk me through your resume" interview openers with HR professionals and the hiring team? In this 90-minute collaborative session, we will work on crafting your compelling and targeted 3-part "Tell me about yourself" response as well as build out your comprehensive story toolkit for the 5-main categories of questions that can be asked. Each registrant will be emailed the curated Behavioral Interview Guide that the instructor has created which features strengths-based and competency-based questions to guide our learning and discussion (a $175 value).

Creative Arts

Arts in Health & Wellbeing
Janette Dishuk
This four-week course will cover several key areas of Arts in Health including: arts in healthcare & medicine; the arts for improving personal and public health; the creative, expressive, and healing arts for stress and pain management, burnout, resilience, and wellbeing. This course is presented by lecture, film/video, interactive discussion and experiential activities. Participants will engage in the art-making process and create individual and group pieces. Arts modalities may include: art, music, dance/movement, poetry/creative writing, drama/theatre, horticulture, and culinary arts. Guided relaxation, meditation, and breath-work may also be incorporated. A materials fee of $35 is due to the instructor at class.

Performing for Adults
Elena Shaddow
In this 4-week course, we will read and act out different scenes from classic plays and break them down to understand the objectives of the characters and how they achieve what they want to achieve therein. Each class starts with warmups and exercises.

Culinary Arts

More Appealing Appetizers
Joseph Scillieri
You will be the hit of the party when you present your guest with these mouth-watering appetizers. You will fully participate in the preparation of eggplant rollatini made with a homemade tomato sauce, caponata (eggplant relish) and potato pie. A homemade pizza dough will be prepared for pepperoni bread and spinach stromboli. Please bring containers to class for leftovers. A food fee of $25 is paid to the instructor at class.

Heart Warming Quiches
Joseph Scillieri
Quiche makes for an easy and soothing meal any time of year. You will participate and learn as we prepare asparagus bacon quiche, spinach quiche, quiche Lorraine, artichoke quiche and ham and swiss quiche. Preparation is easy and the presentation will be the key factor. Don't miss out on a fun night of learning and tasting everything prepared. Bring containers to class for leftovers. A food fee of $25 is paid to the instructor at class.

Artichokes Simplified
Kim Hendrickson
Do artichokes scare you? Don't know what to do with the fresh artichokes or how to maximize their delicate flavor when you buy bags of frozen ones? Kim will walk you through the elements of artichoke prep and the class will prepare four different dishes using them. If Stuffed Artichokes or Artichoke Tart Tatin make you drool, sign up for this one-night class. Tuition includes a food fee of $20. Please bring an apron, a kitchen towel, containers for leftovers, and a paring & chopping knife to class.

Marshmallows - Delicious and Simple
Kim Hendrickson
If you have never had hand crafted marshmallows you don't know what you are missing! We think of Peeps and the rubbery blobs we toast but handcrafted marshmallows are wonderful on their own. Kim will walk you through the process, then each person will choose a flavor: vanilla bean, mint, caramel, or chocolate and make a pan of their own marshmallows. Tuition includes a food fee of $10. Please bring a 13 x 9 x 2" baking pan, an apron, a kitchen towel, and containers for leftovers to class.

Souffles - Sweet & Savory
Kim Hendrickson
Souffles sound scary, right? Beginning with the correct dish, which is included in the class tuition, we will go over the principles behind souffles and the class will prepare four different dessert souffles on night one and then four different savory souffles on night two. If Decadent Chocolate Souffle or Herbed Cheese Souffle sound appetizing, mark your calendar and join this class. Tuition includes a food fee of $30. Please bring an apron, a kitchen towel, containers for leftovers to class.

Cream Puffs & Eclairs
Kim Hendrickson
Pâte à Choux (or cream puff pastry) is the miracle dough that make those light puffy desserts filled with different creams. Eclairs are just made in a different shape and with chocolate glaze. Kim will walk you through the basics of making perfect puffs then coach you on great custards and fillings for both. This is one dessert that you don't need to pay a lot for at a local bakery because with the few basics Kim will provide you will be making them often at home! Tuition includes a food fee of $20. Please bring an apron, a kitchen towel, a hand mixer, and containers to take home your confections.

Millionaire Bars
Kim Hendrickson
A buttery shortbread crust with a thick caramel layer topped with chocolate is what makes these bars worth a million! Some are intimidated by the steps (especially the caramel) but Kim will share tips and advice to make these delicious bars at home for all to enjoy. After a basic demo, each person will make a 13 x 9" pan each. They store well, so you can distribute your sweets to all! Tuition includes a food fee of $12. Please bring a 13 x 9" baking pan, an apron, and a kitchen towel to class.

Pad Thai – Learn to Make it at Home
Kim Hendrickson
Most of us wait until we go out to eat to have this dish, but with just a few basic steps and easy to find ingredients, making Pad Thai at home, whenever you crave it is easy. Kim will walk you through the basics and then the class will break into teams and prepare the dish themselves. Tuition includes a food fee of $15. Please bring an apron, a kitchen towel, a container to bring leftovers home, a chopping & a paring knife.

Gallettes - Sweet & Savory
Kim Hendrickson
Gallettes are nothing more than a free-form pastry that contains a filling. Taking the place of structured tarts, this is an easy way to jazz up almost any filling: sweet or savory! If making a crust scares you, come to this class! If you think baking a tart is hard, come to this class! After some basic tips and tricks, each person will make a sweet gallette one night and a savory one the next, both to take home and enjoy. Tuition includes a food fee of $22. Please bring a baking sheet, an apron, a kitchen towel, a paring & a chopping knife to class.

Creating Brunch Cocktails at Home
Kathy Mahon
In this fun class, students will learn the science of selecting ingredients for making brunch cocktails at home like a professional. Knowing the science behind it will enable you to create your own special drinks. Topics covered include: how to garnish a cocktail, understanding which cocktail combinations should be stirred vs. shaken, proper use of the strainer and the shaker combo. Students will also be shown how to make three standard cocktails using three different spirits. Demonstrated will be cocktails such as: the Bloody Mary, Bellinis, a Pain Killer and Prosecco Punch. Required course tools: a large shaker with mixing glass, a strainer and a long handled stirring spoon. Students can purchase in kit form from the instructor or bring their own.

Creating an Organic Garden for Your Home
Stacey Antine, MS, RDN, HealthBarnUSA
Are you interested in growing your own organic food? This workshop is a must for beginners as well as seasoned gardeners who want to increase their yield. You will learn the basics of composting, soil management, seeds, seedlings, double digging, design, weed and animal management just in time for Spring 2022 planting season.

Cookie Decorating for Beginners
Loreen Lee
Spring has sprung! Welcome the new season by being a "whisk" taker and decorate some cookies. In this introductory class, you will learn basic cookie decorating techniques, how to use decorating tools, icing consistencies, and tips and tricks for making your own beautiful cookies. Then you can decorate your own cookies so you can impress family and friends for future events. A materials fee of $20 is payable to instructor at class.

Three Restaurant Quality Soups
Chef David Ciccolella, Ya'Eat.tv
Have you ever had really good soup in a restaurant? What if you could make it at home and have it taste just as good, if not better? David will show some tricks of the trade and break down the techniques of how to make all three soups - Rotisserie Chicken and Rice Soup, New England Clam Chowder Soup, and Italian Minestrone Soup. Then each student can pick one to make and take home. We will also have a tasting of all the soups. Bring a 3-4-quart pot, chef knife, an apron, and a container to take the soup home. A food fee of $25 is paid to the instructor at class.

Working with Dough... Pizza, Stromboli, Breadsticks
Chef David Ciccolella, Ya'Eat.tv
Do you want to know how to make really good pizza at home? Not only is it fun to make but you will wonder why you waited so long to learn how. We will make 3 types of dough using 00 flour, bread flour, and all-purpose flour. We will learn the difference between the three types of flour, the doughs aging process, and which makes the best pizza, stromboli and bread. We will be making Grandma Pizza, Pan Pizza, Breadsticks, and Stromboli with everything bagel seasoning. In session one, we will make all 3 types of dough and sauces for pizza and a pizza. We will age the other 2 types of dough for 24 hours and make grandma pizza, cast pan pizza, and breadsticks in session two. Bring an Apron, and a 2-quart plastic storage container to take the dough home. A food fee of $25 is paid to the instructor at class.

Spring Cocktails
Steel Wheel Tavern Staff
The Steel Wheel Tavern's bartenders along with a representative from one of our preferred liquor vendors will take you behind the bar (figuratively speaking) and teach you how to make four spring inspired cocktails. The craft cocktail list will enhance the four-course meal which will be prepared by Bryan Tortorella, the Steel Wheel Tavern's Executive chef. The meal will include a salad, a starter, an entree and a dessert.

<u>Dance</u>

Intermediate Adult Tap
HeArt in Motion Studio Faculty
The class focuses on developing rhythmic patterns and classic tap progressions, with some former experience in tap dance. Former experience can be from childhood, since the class moves at a faster pace, after the warmup.

Adult Hip Hop
HeArt in Motion Studio Faculty
This open level teen/adult class is choreography-based to build dancers' movement vocabulary and personal style. After starting with a warm up, students will be guided through basic moves before learning a short combo to a new song each week. The goal of this class is for dancers to gain confidence, control movements, and make it their own. Whether you are a trained hip hop dancer or interested in getting into it, this class is for you! It is a space for beginners to grasp choreography and advanced dancers to add style to their movements.

Baroque Dance
HeArt in Motion Studio Faculty
Learn dances that were popular throughout the 18th century such as the minuet. No partner or dance experience is required. Learn the history and notation of, as well as choreography, to the style of dance that inspired ballet.

Ballroom Social Dancing Level II
Janette Dishuk
This eight-week course builds on the skills taught in the basic open-level class. Dances covered may include: Foxtrot, Waltz, Tango, Hustle (Disco), and Swing. By the end of the course, you will have the confidence to join your friends on the dance floor. Dances covered are at the discretion of the instructor and depend on the interest and ability of the class. Couples only.

Ballroom Latin Dancing Level II
Janette Dishuk
This eight-week course builds on the skills taught in the basic open-level class. Dances covered may include: Merengue, Salsa/Mambo, Bachata, Rumba, Cha Cha, and Samba. Dances covered are at the discretion of the instructor and depend on the interest and ability of the class. Couples only. $180/couple

Contemporary/Country Line Dancing
Christopher Crevatas
A line dance is a choreographed routine done with a group of people that has a repeated sequence of steps. Line dancing is great fun because it can be danced with or without a partner and it is a great form of exercise! All Levels are welcome to this class. No partner is required.

Beginner Level East Coast Swing
Christopher Crevatas
Try your hand at this fun, energetic swing dance that was made popular in the 1940's in the Big Band Era. Couples Only.

Handcrafting

Introduction to Handcrafted Cold Porcelain/Polymer Clay/Air-Dry Clay Flowers
Pooja Dhawan
You will create long-lasting and beautiful flowers using air-dry clay in this class. You will learn how to texture petals and leaves to make a realistic bouquet of mixed flowers and foliage. Each session is paced in consideration of student abilities. Dogwoods, roses, cherry blossoms, peonies, daisies, eucalyptus, hydrangeas, sweet peas, leaves, berries and more will be covered. A $25 materials fee (clay, wires, paints, floral tape, etc.) is payable to the instructor at the first class. A separate supply list will be emailed to students before the first class.

Fundamentals of Knotted Jewelry
Maya Oren-Dahan
Take your jewelry designs to a new level by learning how to make different types of functional and decorative knots. Explore different types of stringing materials like leather, cotton cord, Chinese knotting cord, Irish waxed linen and more. Use your new skills to make one of a kind necklaces, bracelets and earrings. Beginning and intermediate students are welcome. Supply list will be provided. Supply cost is approximately $150. Optional kits can be ordered from the instructor.

Health

Spring into Action to Create Your Vision
Lois Kramer Perez
Join us for a fun and creative class that will help you to put your vision into action. Spring is the perfect time to begin a new action plan. Vision boards are a great way to get your energy moving and stimulate action. When you take action on a thought, you have the ability to create your own success. Your mind is very powerful. Create a conversation with your subconscious to stimulate your actions. In addition to creating your vision board, you will experience a manifest meditation. And the class doesn't end there - you will take home a 27-day ritual to support your vision and desires. Start collecting photographs, pictures, and objects that represent the life you desire! Bring your collection to class. Poster Board, Scissors, Glitter and Glue Provided. A $5 cash material fee is due to instructor at the beginning of the class.

Paint the Gold Rocks for Prosperity
Lois Kramer-Perez
Let's have fun and paint some gold rocks for prosperity! Get your hands into this prosperity ritual. You will find out the best places to put your gold rocks for abundance. In addition, you will learn some feng shui secrets for stimulating abundance and prosperity and enjoy a guided meditation to seal the deal! Plus, you will receive a bonus prosperity crystal. Bring a shoe box to transport your painted rocks. Rocks, paint, wax paper and brushes are provided. A $5 cash material fee is due to the instructor at the beginning of the class.

Heal the Past, Embrace the Present with Past Life Regression
Lois Kramer-Perez, C.Ht.
Have you ever sensed something familiar, like an instant connection, when visiting a place for the first time or when you meet someone new? Or you may have found yourself repeating the same pattern over and over again without any rhyme or reason. Or maybe you have recurring dreams that feel so real. We will talk about karma and what part it plays in your life today, tomorrow or the past. Join Lois for an experiential evening exploring the way to uncover, unravel or release. Trained by the Master, Brian L. Weiss MD., Lois guides you where it is important for you to go. Understanding the past opens your ability to embrace your present. There is nothing to prepare, just relax and enjoy your easy safe journey. Is this your first time? Beginners are welcomed. You will find this easy! Become more relaxed than you ever been.

Exploring Yoga in Four Ways
Jeff Coster & Stacie Greenhouse
Stacie and Jeff will offer an introduction to four different yoga class methods with each week focusing on one of the following four class methods. Yin Yoga is a style of yoga that is for every body. Yin yoga targets the connective tissue of the chest, hips, pelvis and lower spine through poses that are held for longer periods of time, up to five minutes, instead of the usual five to eight breaths. Vinyasa Flow for beginners is a practice linking breath and movement. In between each breath, students learn to hold postures for improving their balance, strength, flexibility and spatial awareness, and then in the next breath and movement *flow* into the next posture. YinYasa is a hybrid flow combining the poses from the longer holds of Yin practice with the movement of a Vinyasa series. Vinyasa Chair Yoga offers the benefits and pleasures of Vinyasa Yoga to people of all abilities. For people who are concerned that a traditional Vinyasa class might be too challenging for their balance or flexibility, the chair is a prop that increases stability and confidence. Each teacher will cover three classes.

Home

Organize, Create & Curate Your Dream Closet
Zahavi & Schwartz

Clothes can help us feel more confident and comfortable, and act as armor for the day. It can be frustrating when you can't find anything to wear because your closet isn't well organized. It is so important to put a little effort into planning your wardrobe. This does not mean going out and purchasing a bunch of random pie**ces** just to fill your closet. But, an unorganized closet that gets built up, year after year, can leave you feeling overwhelmed. A smaller amount of clothing (that is well thought out) can actually mean you end up wearing more outfit combinations. You want your wardrobe to work for you! If your wardrobe doesn't do this for you, it's time to rebuild it properly into a wardrobe that embodies your fashion, contains all your essentials, and comes across as modern and exciting. A well-designed closet (with attractive, carefully planned rods, cubbies, shelves, drawers, and more) maxes out personalized, easy-access storage in the space. To achieve closet nirvana Zahavi & Schwartz will share their best practices and methods for cleaning out and re-organizing your closet.

Design for Aging in Place
Donald Rubin
Most of us would prefer to remain in the house or apartment that we live in even though many functions are becoming more difficult to perform as we grow older. Some limitations apply to people in wheelchairs, but there are others involving sight, strength, space, limitations of reach, mental ability and safety which may also be of concern. This course will focus on the spatial and physical aspects which can be modified to make our homes both easier to use and safer, some with minimal effort and cost, and some which can be made incrementally, as the needs arise.

Language

Sign Language 2
Carl Andreasen
This course is designed to continue development of American Sign Language expressive and receptive skills, grammar, vocabulary, cultural awareness, and related terminology. Prerequisites: "American Sign Language 1" or permission from the instructor. Due to the nature of the class, if the mask mandate is still in effect, this class will be virtual.

Leisure & Personal Time

Beginner & Advanced Beginner Bridge
Pat & Fred Linnemeyer
Excellent opportunity for new players to learn the exciting game of bridge and for advanced beginners to improve their game and learn new conventions. We have a hands-on approach which makes it easy to learn and improve your game.

Intermediate Bridge
Pat & Fred Linnemeyer
Improve your basics, learn 2 over 1 and other conventions which will tremendously improve your game. Hand analysis after each play which will be extremely useful and help you become a better bridge player.

What is Your Body Type and How Do You Dress to Compliment It?
Zahavi & Schwartz
Have you always been told that you are a rectangle or an apple body shape? We are here to share an updated version of this outdated method. We want to help you dress for your body type based on The Kibbe body types. This is an array of 13 style types based on physical characteristics and personality essence. Unlike the traditional (fruit) body shape theory, which focuses on achieving balance and symmetry, Kibbe's archetypes are more in line with style essences theory. These theories aim at creating an overall harmonious style image of a person rather than focusing on styling individual body parts. We will offer tips on how to dress for individual body parts, but do it so it can align with your personal style. Also, Zahavi & Schwartz will help you find out your Kibbe Body Type, and get the equation to a great personal style. You will also learn what makes you feel your best, so you always step out feeling comfortable, confident, and put together.

Sustainable Style
Zahavi & Schwartz
The fashion industry has a large influence on the global economy and is more and more known for its social and environmental impact. As a consumer hearing about recycled materials and marketing that greenwashes this impact, we want to provide you with the facts on how to shop sustainably and maintain your clothes and accessories so they last longer. As stylists and tailors, we have learned how to mend, look for quality, and keep clothing for decades. We want to share our best wardrobe care practices with you. Also, we will share our best practices for shopping sustainably, as well as how to do it so it matches your personal style. In this class, you will walk away with our large list of sustainable and size-inclusive brands to shop for every occasion, tips and tricks for scoring the best vintage and thrift finds, a how to take your measurements (helpful for many reasons), a guide to caring for every piece of clothing or accessory, and ten tips on how to spot quality made goods.

Dining Etiquette
Messalina Morley-Alton
Learn how to be confident in any formal dining situation with a three-session course on dining etiquette. You will be guided as to how to lay a formal table and when to use which utensil. Polite conversation, when to use or not use your phone and how to enjoy Afternoon Tea will all be covered, and more.

Chess
International Chess Academy
Our chess program instructs students on how to think logically and creatively while under the pressure of competition. Students will partake in chess strategy lessons, solve problems to improve their tactical ability and foresight, and hone their skills with supervised practice games. There will also be opportunities for teamwork to emphasize the power and importance of respecting and building upon the ideas of others. Our coaches all have many years of experience in working with students of all ages and creating a fun and engaging atmosphere in which to teach chess. We'll make you love the game!

<u>Liberal Arts & Music</u>

Music Talks
Rock & Roll's Greatest Songwriters NEW!!
Roger Davidoff
Eight presentations, each exploring the greatest songs by the giants of Rock & Roll: Bob Dylan, John Lennon & Paul McCartney, Paul Simon, Pete Townshend, Jackson Browne, Randy Newman, Billy Joel and Bruce Springsteen. We will hear a chronologically selected survey of each songwriter's greatest songs, and discuss why each song has become important to the history of the genre. Join us in appreciating some of the most influential songs from our own time!

Sports

The Player's Club Virtual Golf
Player's Club Staff
Join us for a fun, state-of-the-art class in an amazing facility. The class will be taught by an instructor who will cover the basics of the game. Students will enjoy a mix of playing and practice time on the simulator, as well as chipping and putting drills. Please bring clubs if you have them, otherwise a rental fee of $10 will apply and is paid at the facility. Advance notice is needed for use of clubs. Outdoor footwear in the facility is not allowed. Players must bring a clean pair of golf shoes or running shoes.

Junior Edition

The Player's Club Virtual Golf for Kids
Player's Club Staff
Join us for a fun, state-of-the-art class in an amazing facility. The class will be taught by an instructor who will cover the basics of the game. Students will enjoy a mix of playing and practice time on the simulator, as well as chipping and putting drills. Please bring clubs if you have them, otherwise a rental fee of $10 will apply and is paid at the facility. Advance notice is needed for use of clubs. Outdoor footwear in the facility is not allowed. Players must bring a clean pair of golf shoes or running shoes.

Performing Basics – Grades K-2
Elena Shaddow
In this 4-week course, your child will dip a toe into the wonderful world of acting with a Broadway, stage and television actress (and mom). For children of all levels and devised by Elena herself, this curriculum includes Storytelling, Pretend Play, Theatre Games, Movement and Stagecraft.

Performing Basics - Grades 3-8
Elena Shaddow
In this fabulous, age-appropriate 4-week course, we explore ideas of acting, such as objectives and tactics, listening and responding, emotional recall, and much more. We will play theater games, do exercises, and take time to read lines and put our learning to practice.

Discover Magic After-School - Extraordinary Fun That Makes Great Kids Appear!
Magic Bob Ritchie, Party Magic Academy
The Discover Magic curriculum is designed to teach 8–12-year-olds important Life Skills that have been lost in our technologically-based world! In an age of virtual experiences, teaching a child to explore the physical world has never been more essential and more of a challenge! Our Discover Magic classes educate young minds using original content and custom magic props that your child will keep! This course is even designed to help all types of learners by providing live teaching instruction, written instruction, hands-on activities, peer-to-peer interaction, video instruction, fun practice time and even an online video vault. Help your child not only to "think outside the box", but to realize there is no box! Their imagination is their only limitation in life! A $20 material fee is paid to the instructor at the first class.

Artists & Crafts
Jackie Carter
Artists & Crafts is a hands-on after-school class for grade school children. Each week we will focus on a famous artist, create a craft highlighting that artist, and encourage your child to experiment with a new art technique. We keep the students engaged with artwork bingo, songs, dance breaks, and plenty of conversation around the artist. A materials fee of $25 is paid to instructor at first class.

Introduction to Drone Programming
Arena STEM Staff
Join us for our new drone programming course! Students will learn to code with drones in a fun and exciting way. Kids will use an easy to learn program to introduce the fundamentals of coding with drones! Topics covered will include: a flight pattern class, an advanced flight movements class, a conditionals class, a variables class and a loops class.

RIDGEWOOD HIGH SCHOOL
SPRING 2021-2022 COACHING ASSIGNMENTS ESTIMATE
To be paid equal installments 4/15/22 AND 6/15/22
Account: 11-402-100-101-00-10-034-001

				Total	1/2 Salary	1/2 Salary
Name	**Position**	**Step**	**Ratio***	**Salary**	**4/15/2022**	**6/15/2022**
Hommen, Kurt	Head Baseball	IV	0.095	8,891.00	4,445.50	4,445.50
TBD	**Assistant Baseball**	IV	0.065	6,083.00	3,041.50	3,041.50
Scevola, Adam	Assistant Baseball	IV	0.065	6,083.00	3,041.50	3,041.50
Ryan, Patrick	Head Boys Track	IV	0.095	8,891.00	4,445.50	4,445.50
Watson, Torre	Assistant Boys Track	IV	0.065	6,083.00	3,041.50	3,041.50
Wilson, Tim	Assistant Boys/Girls Track	IV	0.065	6,083.00	3,041.50	3,041.50
Saladino, Josh	Assistant Boy Track	IV	0.065	6,083.00	3,041.50	3,041.50
Sieck, Alison	Head Boys Tennis	IV	0.077	7,207.00	3,603.50	3,603.50
Staunton, Joseph	Assistant Boys Tennis	IV	0.060	5,616.00	2,808.00	2,808.00
Tobin, Deirdre	Assistant Boys Tennis	IV	0.060	5,616.00	2,808.00	2,808.00
Pounds, Michael	Head Boys Lacrosse	IV	0.095	8,891.00	4,445.50	4,445.50
Brooks, Richard	Assistant Boys Lacrosse	IV	0.065	6,083.00	3,041.50	3,041.50
Fritog, John	Assistant Boys Lacrosse	IV	0.065	6,083.00	3,041.50	3,041.50
Hurley, Daniel	Assistant Boys Lacrosse	IV	0.065	6,083.00	3,041.50	3,041.50
Bunzey, Craig	Head Softball	IV	0.095	8,891.00	4,445.50	4,445.50
Halm, Heather	Assistant Softball	IV	0.065	6,083.00	3,041.50	3,041.50
TBD	**Assistant Softball**	IV	0.065	6,083.00	3,041.50	3,041.50
Opremcak, Stephen	Head Girls Track	IV	0.095	8,891.00	4,445.50	4,445.50
Schoepfer, Warren	Assistant Girls Track	IV	0.065	6,083.00	3,041.50	3,041.50
Schulke, Kyle	Assistant Girls Track	IV	0.065	6,083.00	3,041.50	3,041.50
Henke, Elizabeth	Head Girls Lacrosse	IV	0.095	8,891.00	4,445.50	4,445.50
TBD	**Assistant Girls Lacrosse**	II	0.055	5,148.00	2,574.00	2,574.00
TBD	**Assistant Girls Lacrosse**	IV	0.065	6,083.00	3,041.50	3,041.50
TBD	**Assistant Girls Lacrosse**	IV	0.065	6,083.00	3,041.50	3,041.50
Knott, Ronald	Head Boys Golf	IV	0.077	7,207.00	3,603.50	3,603.50
Quirk, Brian	Head Girls Golf	IV	0.077	7,207.00	3,603.50	3,603.50
Totals				**176,509.00**	**88,254.50**	**88,254.50**
*** Ratio is applied to the B.A. Maximum:**			**$93,592**			

Spring 2022 Employees

Adult Education
Account #13-602-100-101-00-60-060-001
Abramenko, Emily
Andreasen, Carl
Antine, Stacey
Austin, Robert
Burke, Robert
Burns, Vivian
Calaski, James
Carter, Jackie
Chahine, Alain
Chahine, Martine
Christopher, Susan
Ciccolella, David
Costello, Mary Lee
Coster, Jeffrey
Crevatas, Christopher
Davidoff, Roger
Dhawan, Pooja
DiCostanzo, John
Dishuk, Janette
Dittmar, Dawn
Ermilio, Patricia
Ervolino, William (Bill)
Feingold, Richard
Feld, Ellen
Finnerty-Eagan, Karen
Fitzgerald, Mary
Fortunato, Irene
Greenhouse, Stacie
Medina, Julian Garcia
Michels, James
Gilbert, Kristen
Gross, Gwendolen
Hall, Burton
Hammond, Frederick
Hansen, Yasuko
Harrison, Amy
Helmy, Marize
Hendrickson, Kim
Herron, Jean Marie
Kirschner, Jonathan
Kovalcik, Terrance
Kramer-Perez, Lois
Larkin, Marya
Adult cont.
Lee, Lauren
LeLuc, Isabel
Linnemeyer, Patricia
Livianos-Centauro, Karen
Livingstone, Robert
Mahon, Kathy
Maniaci, Angela
Manna, Michael
Marchese, Vincent
McKinnon, Evelyn
Michels, James
Morley-Alton, Messalina
Oren-Dahan, Maya
Papay, Eugene
Petretti, Myra
Petzold, Harold
Popadics, Joel
Porod, Jason
Rubin, Donald
Santoli, Eric
Schwartz, Zahava
Schwartzman, Marshall (MT)
Scillieri, Joseph
Secreti, Joanna
Shaddow, Elena
Sobel, Arlene
Soloman, Charles
Tyree, LaShondra
Valere, Neil
Vangieri, Patricia
Walker, Lorinda
Warta, Jessica
Winner, Anne
Zaitsev, Maksim

*Related to staff member

Page 2 – RCS Spring 2022 Employees

Junior Edition
13-423-100-101-00-60-060-001
Alcaro, Annamaria
Alexander, Lisa
Beaumont, Megan
Bilyk, Matthew
Brescia, Kenneth
Burns, Vivian
Capalbo, Michele
Cheng, Zhe (Gil)
Conti, Eva
Cosco, Catherine
Eichmann, John
Fink, Gary
Goldberg, Daryl
Hankle, Benjamin
Landes, Gregory
Lazzara, Patricia
Livingstone, Robert
Neville, Benjamin
Reedy, Dana
Ritchie, Robert
Shaddow, Elena
Sullivan, Matthew
Troy, Michael
Zaitsev, Maksim

Driver Education
13-424-100-101-00-60-060-001
Cosgrove, James
Currier, Robert
Kay, Peter *
Knott, Ronald
Mitola, Candace
Ross, Jennifer
Watson, Andrea *

*Related to staff member

Recommendations for Vendors of 2022-2023 E-Rate Eligible Services
Ridgewood Public Schools Board of Education January 31, 2022

Category 2 - Wi-Fi Internal Connections					
	Service	**Vendor**	**Total Points**	**Total Price**	**Notes: Points assigned based on price and criteria of RFPs**
District Wi-Fi Upgrade (E-rate 470 #: 220007634)	**Wireless Equipment**	**Recommendation: CDW Government**			
		CDW Government	100	$ 292,921.14	
		SHI	95	$ 312,575.59	
		Turn-Key Technology (Option 1)	89	$ 344,642.95	
		Turn-Key Technology (Option 2)	84	$ 359,806.45	
		JCT Solutions	80	$ 370,703.34	
		Dyntek	65	$ 482,194.10	
	Cabling Equipment	**Recommendation: Dyntek**			No other vendors submitted proposals.
		Dyntek	N/A	$3,280.00	

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

February 14, 2022

At 7:03 p.m. Ms. Kwak called the Regular Public Meeting to order.

I. CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

Visitors:
There were approximately 6 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Student Representative Report

- Owen Katz, Salma Masri, Aiden Park, Megan Schwartz, Willard Elementary School

Fifth-grade students from Willard Elementary School's Leadership Committee shared an update on their school experience, highlighting four service events - Cereal Box Challenge, Thanksgiving Food Drive, Holiday Cards, and Souper Bowl. The Willard School community focuses on kindness to others, service, and celebrating differences.

B. Asian American and Pacific Islander Legislation (AAPI)

- Christina Huang, Ridgewood High School
- Medha Kirtane, Social Studies Teacher Ridgewood High School
- Mark Ferreri, Supervisor of Humanities

Christina Huang, a senior at Ridgewood High School, presented about her experience lobbying for the recently passed bill which mandates that New Jersey schools teach Asian American and Pacific Islander history as part of the K-12 curricula. Prior to her work with

Make Us Visible NJ, Christina spoke at the Stop Asian Hate rally in Ridgewood to help bring awareness to the increase in hate crimes against Asian Americans. Christina was recently interviewed by WABC about her advocacy work. Currently, she is in the process of building a statewide youth coalition to ensure that AAPI history is successfully implemented in school districts.

Mr. Ferreri, Supervisor of Humanities, briefly spoke about the curricular impact of this legislation. The New Jersey Department of Education is creating a commission and soliciting educators and others to support curricular movement in the State. The Social Studies Department already has many initiatives planned for summer curriculum writing to make sure that the social studies curricula are aligned to the current New Jersey Student Learning Standards.

To view this portion of the presentation scroll to 6:15.

C. Student Representative Report

Norah Train, Ridgewood High Schoo student representative provided the following report

Dr. Walter's forensic science classes welcomed FBI Special Agent Grathwohl as a guest speaker. She brought FBI jackets and crime scene tape as props for students.

The Guidance Counselors are meeting with students that will be at RHS during the 2022-2023 school year.

ELA teachers for all grades and librarians are going to participate in the NCTE "African American Read-In" on February 15th to celebrate Black History Month. This will be the second year that the school has participated in the Read-In.

The Girls Varsity Cheerleading team competed in the Reach the Beach National Cheer Competition in Maryland on the 11th-13th.

Boys Varsity Ice Hockey had their playoff game on the 11th.

Boys Varsity Basketball had their senior night on the 10th where they played Northern Highlands. They also played in the Bergen County semifinals tournament on Saturday.

The Boys and Girls Varsity Indoor Track team competed in the state sectional championship in Toms River on Sunday.

The Acabellas, Rhapsodies, and Maroon Men a cappella groups all sang in the International Championship of High School A Cappella Quarter-Final tournament. The Maroon Men was awarded second place and they will be in the semi-finals in late March.

The Jazz Band's Concert was last Wednesday.

The Spanish National Honor Society wrote and decorated cards to Ridgecrest Senior Housing residents for Valentine's Day last week. The cards, written in Spanish or English, serve as a way to brighten up an elderly person's day.

The TV Club is becoming more active now that we are in the second semester of the school year. They are shooting news broadcasts and opinion pieces almost every Tuesday.

DECA has its state competition on the 28th in Atlantic City.

The Ski Club Trips to Mountain Creek are in motion.

V. And COMMENTS FROM THE PUBLIC

Christine Corbitt, Heights Road, Came to speak about the mask mandate now that the governor's lifted the statewide mandate. Her preference is that Ridgewood would keep the mandate in place since it's at their discretion. If the mandate is lifted, it should be done smartly in our community. She thinks teachers should have the option of requiring masks within their classroom if they're not comfortable teaching unmasked students. She thinks you should consider if only vaccinated students should be masked. She thinks if masks come off there should be within the community and the individual schools there should be criteria of a certain number of children that if they are positive, the masks need to go back on. Rather than waiting for the governor to make that decision, we should be making plans. Ideally, she thinks the masks should stay on, we've done a good job of keeping kids relatively healthy most of the outbreaks have been when people were on holidays. She thinks if they are coming off, we should do it smart. The board should be proactive in the decision when they should come off, there will be more variants and we don't know how much protection the vaccine or previous infections are going to provide and there should just be a path going forward so it's not always a disaster, or what do we do now.

Ashley Laub, echoes the lady before her and asked what are we waiting for? If there are hundreds of districts across the state that have come out with their own protocols, quide3lines, this is the moment for us to be proactive. As a parent, she does not need to understand everything, she fully understands that and she fully can appreciate what everyone is going through with this situation over the last number of years. We have a moment to be proactive and she does cannot understand why we aren't using it to be more proactive and communicate that we are waiting on x,y, and z. How did hundreds of other districts across the state already put out their new policies and we can't do that? Why is it that we can't make a decision, hundreds of other districts can? What are we waiting on that they're not waiting on? What are our kids waiting on but their kids aren't? The choices that our kids have at this point is dependent on what zip code they live in. It's just sad. Whether you want to put your child in a mask or you don't want to put your child in a mask, because she is not anti-anything, she is very much pro whatever choice you want to make but whatever way you go it is a very disheartening and difficult place for a child and a parent to be in because there are mixed messages out there. We might be going mask optional or we might not be. When are we going to have some answers?

Dr. Gorman stated he will be making some comments after everyone is done speaking.

Avani Gupta, similar to the other speakers if you can ll speak to how you are going about making the decision? What criteria you're looking at specifically, she did share this in an email a few weeks ago but if you could speak to a couple of deliberate points around vaccine data you are using, how much reliable data you have on our 5-11 population, and 12 plus. Not using optional surveys but proof of vaccination and to understand how highly or poorly . How will you decide? Are you taking vaccination status into consideration or not. THat would be helpful to speak to. What other protections you would put in place in schools if masks do come off. We talked about HEPA filters in classrooms for months on end, that didn't happen. A lot of experts around the country and other school districts that have gone or are going mask optional also have other layers of protection in place, so this is one layer that they are removing and in our case, it seems like it is the only layer that is being removed so if you

could speak to the other measures that you would put in place. How will you deal with the social implications of whatever policy choice you make nad its not sort of a wait and see what happens, being more proactive and thinking about what does it mean when a child is wearing a mask or is not wearing a mask and how others talk to them or treat them on both ends. She thinks that is an important point to think about and get on top of before we are in that situation. How will you decide what happens with the mask policy when the covid situation changes with a new variant. What is the criteria we are using?

Jen Williams has a kindergartener and a second-grader, she is grateful for Ms. Gupta's articulation of all the concerns that she also shares about how next steps will be taken, how decisions will be made, how that communication will roll out across the community. She personally stands wholly behind the continuation of a mask mandate, she thinks the timing right now while it is very exciting and hopeful and that's a really great place to be, she thinks it also aligns exactly where most of the people who experience the omicron surge over the holidays will be hitting that 90-day mark that impacts the current policy regarding quarantine. She thinks that we are wise to be judicious to be deliberate and make smart informed decisions. She is grateful for the call for taking a stand, making decisions and putting the time to articulate that clearly. She wants to be put on record for the continued use of masks.

Mike Filani, 360 East Clinton Ave., voiced his concern over the Ridgewood student aide shortage, his son is a student at the glen school and recently long-time student aides are leaving Ridgewood for nearby is the lack of basic compensation. He has been told that the hourly wage is in the mid-teens and there are no health care benefits provided. Just considering how important student aids are for our children's development, they should be a little better compensated. I would like you to consider budgeting for these aides. It would be beneficial for the Board of Ed to invest in the early years supplying adequately compensated student aides instead of scrambling grades after they are forced to provide them. He thinks its an important topic to bring up.

Cara Murry, 703 Belmont Road, reiterated her emails, and regardless of what side of the fence you are on for masks, the guidance everyone is begging for it. We have seen many emails from neighboring districts, big districts, small districts she knows Ridgewood is one of the biggest districts, but we're still governed by the New Jersey Department of health. If Westwood is able to drop contact tracking and quarantine why isn't Ridgewood? There are two positive cases right now, Governor Murphy said in a press conference that we have to learn to live with it, so Ridgewood has to learn to live with it. You have to give people choices, that's where we are right now. If you are going to make kids who are not vaccinated wear masks, you are discriminating against them, you are putting them on a pedestal and you're telling everyone what their vaccine status is which is a HIPA law, that's private information. It's bad enough that when a child sits in a class they turn to their right or their left and the child's not there for five days, they figure out who has covid or who's been traced. You're still putting them out there. You're going to keep doing this to our kids, we can all come to the agreement we have been through enough. She goes to plenty of sporting events, she goes out to eat, she goes everywhere, she sees everyone without masks on. Please just let us do that in schools too or give us the choice, we deserve the choice. We all have the choice if we go out on the weekend or don't go out. That is your personal choice but the guidance, she doesn't know if you saw what happened on Facebook last week. It immediately went to a situation that happened at a school and immediately went to those parents stormed the

school and they're all about takings masks off kids. We are already in a divided community. You have to address it so that type of stuff stops happening. That wasn't even the situation that happened apparently, she can't speak to it because she was not there, but everyone runs, everyone blaming everyone so Dr. Gorman you are in the position because you're a good leader, you've worked your way through the school systems. So she is just asking please put it out so that everyone has that clear answer and we can move forward. Finally, two years later we can move forward.

VI. PRESENTATIONS

A. None at this time

VII. SUPERINTENDENT REPORT

The number of COVID cases in the district is very low, and the activity level for northern New Jersey is at a moderate level (Yellow). The District is currently awaiting specific guidance from the State following Governor Murphy's announcement that the school mask mandate will end, effective March 7, 2022. Dr. Gorman stated at the previous meeting and in a letter to the community that the Ridgewood Public Schools will pivot to a mask-optional policy with all other health and safety protocols remaining in place.

The District follows the guidance provided by the Governor's Office, New Jersey Department of Health, New Jersey Department of Education, Village of Ridgewood Health Department, and will continue to do so.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspensions and Harassment, Intimidation, and Bullying (HIB) Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB reports that have occurred since the last Board meeting.

ii. <u>Approval: Second Reading and Adoption of New and Revised Policies/Regulations</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of the new/revised policies and regulation as listed below and in **Attachment B**.

New

➢ Policy 2425 Emergency Virtual or Remote Instruction Program

Revised:

➢ Policy 5751 Sexual Harassment of Students

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. <u>Approval: Field Trips</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration D. Human Resources

D. HUMAN RESOURCES

i. <u>Approval: Creation of Job Descriptions and Revision to Current Job Description</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the creation of job descriptions and revision of the job description below, and listed on **Attachment D**:

- **Grade 6-12 Summer School Supervisor**
- **Summer Adventure (K-5) Supervisor**
- **K-12 Summer School/Special Needs Summer School (ESY) Coordinator**

ii. <u>Appointments</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if

required.

Long-term Substitute

Revision: FEDER, Karen - Fourth Grade Teacher, Ridge Elementary School, **from** effective November 22, 2021 through April 20, 2022, approved by the Board at its meeting on, **to** effective November 22, 2021 through April 5, 2022, at a daily rate of $150, until the assignment ends. Ms. Feder possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Feder will be registered into the NJDOE Provisional Teacher Program.

Field Placements

BYRNE, Erin - Montclair State University, Practicum, to shadow Jessica Maneri, School Psychologist, Hawes and Travell Elementary Schools, effective February 15, 2022 through April 8, 2022.

KRENTZMANN, Bonnie - Fairleigh Dickinson University, Practicum, to shadow Caitlin Scappi, First Grade Teacher, Hawes Elementary School, effective February 1, 2022 though May 30, 2022.

Classroom Aide

Infant/Toddler

KAWASH, Emily - Teacher Assistant Entry Level, effective February 15, 2022, or as soon after as possible, through June 30, 2022, 5 hours per day, 5 days per week, at an hourly rate of $13.00.

Account #62-990-100-106-0062-060-001

Addition/Revision: Spring 2022 Coaching Assignments, approved by the Board at its meeting January 31, 2022

Assistant Boys Tennis Coach

Remove: **Staunton, Joseph**
Replace: **Neville, Ben**, Step I, total stipend of $4,212.

Account #11-402-100-101-00-10-034-001

Assistant Baseball Coach

Remove: **TBD**
Replace: **Favieri, Marc**, Step III, total stipend of $5,616.

Account #11-402-100-101-00-10-034-001

Assistant Softball Coach

Remove: **TBD**

Replace: **Tucker, Erika**, Step II, total stipend of $5,148.

Account #11-402-100-101-00-10-034-001

Addition: RHS Volunteers

Girls Lacrosse
Petzold, Alexa
Putnum, Gretchen

Baseball
Cardew, Charlie

Softball Coach
Skettini, Kelly

Tennis Coach
Kirtane, Anirudh*

***Related to staff member**

iii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

BROWN, Ann - **from** 1.0 FTE Librarian/Media Specialist, George Washington Middle School, **to** 1.0 FTE Librarian/Media Specialist and .20 FTE District Testing Coordinator, George Washington Middle School, effective March 21, 2022 through May 31, 2022.

From: $123,310 ($114,632 + $300 CP +$1,500 longevity + $6,878 ratio)
Cl. MA+45, St. 18
To: $146,236 ($137,558 + $300 CP +$1,500 longevity + $6,878 ratio)
Cl. MA+45, St. 18

Account #11-000-222-104-00-09-019-000

CAROLLO, Erik - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022.

From: $74,542 ($74,242 + $300 CP)
Cl. MA, St. 6
To: $89,390 ($89,090 + $300 CP)
Cl. MA, St. 6

Account #11-140-100-101-03-10-019-000

DeTORA, Cynthia - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022.

From: $80,867
Cl. MA, St. 11
To: $97,040
Cl. MA, St. 11

Account #11-140-100-101-03-10-019-000

DOLBY, Luke - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022.

From: $81,842 ($81,542 + $300 CP)
Cl. MA+45, St. 6
To: $98,150 ($97,850 + $300 CP)
Cl. MA+45, St. 6

Account #11-140-100-101-03-10-019-000

DONNELLY, James - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022.

From: $96,837 ($96,537 + $300 CP)
Cl. MA+30, St. 15
To: $116,144 ($115,844 + $300 CP)
Cl. MA+30, St. 15

Account #11-140-100-101-03-10-019-000

MOSS-KELLER, Corrina - **from** 1.0 FTE Media Specialist, Ridgewood High School, **to** 1.0 FTE Media Special and .20 FTE District Testing Coordinator, Ridgewood High School, effective March 21, 2022 through May 31, 2022.

From: $87,397 ($82,167 + $300 CP + $4,930 ratio)
Cl. MA+30, St. 9
To: $103,830 ($98,600 + $300 CP + $4,930 ratio)
Cl. MA+30, St. 9

Account #11-000-222-104-00-10-019-000

PINCHES, Katherine - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022.

From: $104,982
Cl. MA, St. 18
To: $125,978
Cl. MA, St. 18

Account #11-140-100-101-03-10-019-000

iv. Changes in Salary Classification, effective February 1, 2022 through June 30, 2022, in accordance with the REA/Board Agreement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Changes in Salary Classification, effective February 1, 2021 through June 30, 2021, in accordance with the REA/Board Agreement, as listed on **Attachment E**.

v. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Classroom Aides

BELISLE, Joel - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, and Self Contained (LLD) Special Education Classroom Aide, Benjamin Franklin Middle School, effective February 28, 2022.

ZANFORDINO, Amber - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective February 2, 2022.

Infant/Toddler Development Center

HANLON, Emma - High School/College Aide, effective February 2, 2022.

Rescind Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rescinding of the appointment of the employees listed below.

Classroom Aides

de LUCCAS, Maria - STEPSS Job Coach, Ridgewood High School, effective January 31, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

SARGENTI, Ava - Resource Room Special Education Classroom Aide, Ridge Elementary School, effective January 2, 2022 through April 19, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50 per hour.

vi. Administrative Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the paid administrative leave of absences as listed below.

- Employee #3872, effective February 10, 2022, through **TBD**, with a reinstatement date of **TBD**.

vii. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

DRISCOLL, Samantha – Mathematics Teacher, Ridgewood High School, effective April 25, 2022 through June 13, 2022, with a reinstatement date of June 14, 2022 and September 1, 2022 through November 23, 2022, with a reinstatement date of November 28, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

FRIBERG, Honor – Coordinator Grant/Testing, effective March 21, 2022 through May 31, 2022, with a reinstatement date of June 1, 2022 and July 4, 2022 through August 19, 2022, with a reinstatement date of August 22, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: GIDICH, Casey – Fourth Grade Teacher, Ridge Elementary School **from** effective November 22, 2021 through April 19, 2022, with a reinstatement date of April 20, 2022, approved by the Board on December 6, 2021, **to** effective November 22, 2022 through April 4, 2022, with a reinstatement date of April 5, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

viii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Substitute Nurses Contact Tracing/Data Mining, as needed, to be funded by CRRSA ESSER II, each not to exceed 14.70 hours, each at the hourly rate of $23.13 - February 15, 2022

- **Byrne, Emily**
- **Canone, Camille**
- **Charles, Josie**
- **Coromilas, Lynn**
- **DeMaulo, Terry**
- **Giancarlo, Sandra**
- **Thurlow, Laura**
- **Eickmeyer-Tze, Denise**

Account #20-483-213-104-00-22-022-001

Somerville Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Creative Writing Club

- **Kiernan, Meredith**, for a total stipend of $550.

Account #11-401-100-101-00-05-005-001

Ridgewood High School

Clock Operators, Ticket Trackers, Ticket Sellers at $50 a game for up to 30 games

- **Kay, Peter**
- **Lug, Raymond**
- **Mandle, Aaron**
- **Moscarello, Kenneth**

Account #11-402-100-104-00-10-034-001

Fitness Center Supervision, each not exceed 50 hours, each at an hourly rate of $40.17 ($10,045)

- **Kay, Peter**
- **McDermott, Michael**
- **McNamee, Richard**
- **Mitola, Candance**
- **Schick, Casey**

Account #11-402-100-101-00-10-036-001

Varsity Baseball Pitch Counter at $50 a game for up to 20 games

- **Kay, Peter**
- **Lug, Raymond**
- **Mandel, Aaron**
- **McNamee, Richard**

Account #11-402-100-104-00-10-034-001

Site Managers, each not to exceed 40 hours, each at the REA Contracted hourly rate of $40.17

- **Kay, Peter**
- **Lug, Raymond**
- **Mandel, Aaron**
- **Mende, Allison**
- **Watson, Andrea**

Account #11-402-100-104-00-10-034-001

CPR Training for Staff ($642.72)

- **Kay, Peter**, not to exceed 8 hour, at an hourly rate of $40.17 ($321.36).
- **Mende, Allison**, not to exceed 8 hour, at an hourly rate of $40.17 ($321.36).

Account #11-000-213-104-00-36-036-001

Curriculum, Instruction & Assessment

Revision: Extended-day Program to work with Identified Students - Funded by ESSER III, approved by the Board at its meeting on January 31, 2022

Ridge Elementary School, total not to exceed $15,555

- **Coppola, Michele**, at an hourly rate of $79.91.
- **Wolman, Andie**, at an hourly rate of $41.09.

From: Account # 20-487-100-101-02-022-001
To: Account # 20-490-100-101-00-22-022-001

Willard Elementary School, total not to exceed $15,555

- **Chanod, Margaret**, at an hourly rate of $77.69.

From: Account # 20-487-100-101-02-022-001
To: Account #20-490-100-101-00-22-022-001

Benjamin Franklin Middle School, total not to exceed $15,555

- **McCann, Marisa**, at an hourly rate of $48.99.
- **Morris, Lori**, at an hourly rate of $49.18.
- **Wearley, Meredith**, at an hourly rate of $69.99.

From: Account # 20-487-100-101-02-022-001
To: Account #20-490-100-101-00-22-022-001

George Washington Middle School, total not to exceed $15,555

- **DiModugno, Grace**, at an hourly rate of $41.09.

From: Account # 20-487-100-101-02-022-001
To: Account #20-490-100-101-00-22-022-001

Revision: Community Outreach Program - Wellbeing Speaker Series - February 7, 2022, approved by the Board at its meeting on December 20, 2021

Remove: **DeRoche, Andrew**, not to exceed 3 hours, at an hourly rate of $27.78 ($41.67 time and a half not to exceed $125.01).

Replace: **Forfa, Jason**, not to exceed 4 hours, at an hourly rate of $28.26 ($42.39 time and a half not to exceed $169.56).

Account #11-000-230-104-00-45-045-001

Revision: Community Outreach Program - Wellbeing Speaker Series - February 7, 2022

- **Enmore, Jaeson**, **from** not to exceed 3 hours, at an hourly rate of $53.07 ($79.60 time and a half not to exceed $238.80), approved by the Board at its meeting on January 10, 2022, **to** not to exceed 4 hours, at an hourly rate of $53.07 ($79.60 time and a half not to exceed $318.40).

Account #11-000-230-104-00-45-045-001

Special Programs

ABA Training Completed and Certified – hourly rates from $20.17 to $21.23, effective January 27, 2022

- **Batawala, Yamuna**
- **Wilson, Marguerite**

Account #11-000-217-106-00-24-024-001

ix. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Albano, Alina; Maurer, Nicholas*; McCotter, Rose Mary; McCourt, Sarah; Sullivan, Kevin; Will, Samantha; and **Yu, Kaitlyn**

$115 Daily Rate

***Related to staff member**

Mr. Lembo moved approval of D. Human Resources.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

The Board discussed the new job descriptions in item i., the extension of Community School offerings to twelve months, and options for new course offerings with the new program. Scroll to 1:03 to view this portion of the meeting.

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Ridgewood High School Home and School Association	$4,700	To be used to pay for the purchase and installation of windscreens for the RHS tennis courts.	20-025-100-610-00-10-034-003
Ridgewood High School Student Activity Account	$866.90	To be used to pay for overnight chaperones for the Dippikill Downhill Cross Country Ski Trip. (1/28-1/30)	20-030-100-101-00-10-010-034 ($800 Stipend) 20-030-200-220-00-10-010-034 ($66.90 FICA)
Ridgewood High School Student Activity Account	$866.90	To be used to pay for overnight chaperones for the Cross Country Ski Trip.	20-030-100-101-00-10-010-033 ($800 Stipend) 20-030-200-220-00-10-010-033 ($66.90 FICA)
Ridgewood High School Activity Account	$340.29 (gift in kind)	A gift in kind of mixing bowls and stainless steel bowls for the food lab at Ridgewood High School.	N/A
Ridgewood High School Activity Account	$2,583.60	To be used to pay for overnight chaperones for the Advanced Marketing Disney Trip.	20-030-100-101-00-10-010-035 ($2,400 Stipend) 20-030-200-220-00-10-010-035 ($183.60 FICA)
Ridgewood High School Student Activity Account	$363.91 (gift in kind)	A gift in kind of cooking equipment *(cooking tools and gloves)* and three stools for the food lab at Ridgewood High School.	N/A
Ridgewood High School Student Activity Account	$695.58 (gift in kind)	A gift in kind of classroom kitchen supplies for the food lab at Ridgewood High School.	N/A

ii. Approval: Transportation Contract for 2021-2022

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following parental transportation contract for the 2021-2022 school year.

Route #	Contractor	Rate	Annual Cost
9058	Parent	$ 30 per day	$3740

iii. Approval: Joint Transportation Agreement with the South Bergen Jointure Commission 2022-2023

BE IT RESOLVED that the Ridgewood Board of Education does hereby approve an agreement with the South Bergen Jointure Commission, a Coordinated Transportation Services Agency, for the purpose of transporting students in accordance with Chapter 53, P.L. 1997 for the 2022-2023 school year. The services to be provided include, but are not limited to, the coordinated transportation of public, non-public, and special education students.

BE IT RESOLVED, that the Ridgewood Board of Education agrees to abide by the Transportation Services Agreement as published by the South Bergen Jointure Commission and attached to this resolution.

The board has received background information.

iv. Approval: Joint Transportation Agreement with the South Bergen Jointure Commission 2022-2023 Addendum

WHEREAS, the South Bergen Jointure Commission SBJC and the Board of Education (“The Ridgewood Board") are parties to a 2022—2023 agreement for SBJC, an approved Coordinated Transportation Service Agency, to coordinate transportation services for the Board's students; and

WHEREAS, due to the current public health emergency, a number of school districts were required to close for health-related reasons, with several of those school districts continuing to remain closed until further notice; and

WHEREAS, under N.J. S.A. 18A: 7F-9, if a school district is subject to a health-related closure for a period longer than three consecutive school days as a result of the current public health emergency, a jointure commission shall continue to make payments under the terms of a contract with a contracted service provider as if the school facilities remained open, and

WHEREAS, because of school closures as a result of the public health emergency, School districts may be required to close for health-related reasons; and

WHEREAS, under N.J. S.A. 18A: 7 F —9, if a school district is subject to a health-related closure for a period longer than three consecutive school days, a

jointure commission shall continue to make payments under the terms of a contract with a contracted service provider as if the school facilities remained open, and

WHEREAS, SBJC's commitment to continue payment to those contracted transportation service providers is contingent upon the Board's continued payment to SBJC; and

WHEREAS, the SBJC is desirous of amending the terms of the Agreement to memorialize the Board's responsibility to continue its payment obligations to the SBJC in the event of school closures due to health-related reasons to ensure full compliance with N.J. S.A. 18A:7F-9.

Now, WHEREFORE, The parties agree as follows:

1. For the term of the 2022-2023 school year, if schools are closed and/or operating under virtual or remote instruction as a result of the current public health emergency, thereby not requiring transportation services for the Board's students, the Board shall continue to make payments under its Agreement with SBJC. as if the school facilities remained open, for SBJC to pay its contracted transportation service providers in accordance with N.J.S.A. 18A: 7F-9.
2. All other terms and conditions of the Agreement not addressed herein shall remain in full force and effect.

v. <u>Approval: Budgeted Out-of-District Placement for the 2021-2022 Extended School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 extended school year out-of-district budgeted tuition placement as listed below.

2021-2022 Out-of-District Placement for Extended School Year	
School	**# of students**
Bergen County Special Services, Paramus NJ	1

Ms. Brogan requested to remove item iv. for a discussion.

Ms. Brogan brought up her concern that if the health situation be such that we have to shut down for three or four days, we are responsible to pay. Asked if there is a way to put in something for a prolonged situation, if the company lays off their employees and are collecting unemployment, the cost for the busing company is less therefore we shouldn't have to pay the full amount. She requested flexibility, that in this situation if their costs were lower, we should not be on the hook for the full cost. There was assembly bill 3904 the bill allows school districts the opportunity to negotiate their contracts.

Ms. Brogan added if we are not using the transportation and the company doesn't have

to pay all of the salaries, there should be an opportunity for negotiation.

Ms. Brogan moved to table E. Finance, item iv.
Mr. Mahmoud seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Mahmoud
NAYS: none
ABSTAIN: Mr. Lembo,

Ms. Brogan moved approval of E. Finance, except item iv.
Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo except item iii., Mr. Mahmoud
NAYS: none
ABSTAIN: Mr. Lembo abstained from item iii.

Ms. Kwak read the donations into record and thanked the responsible parties.

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

None at this time.

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Ms. Kwak.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
Jan 26	Columbia Bank On-Line	104754-104777	307,234.82
Feb 7	Columbia Bank On-Line	104778-104924	1,088,031.43
Feb 3	Electronic Transfer	L38426	2,552.90
Feb 7	Food Service	620370	77,617.73
Feb 2	Columbia Bank Void Check	104747	(213.24)
TOTAL			**1,475,223.64**

Ms. Kwak moved approval of all bills reviewed by her. She recused herself from the one bill that has her name on it.
Mr. Lembo seconded the emotion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Brogan moved approval of the one bill that contained Ms. Kwak's name.
Mr. Lembo seconded the emotion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Lembo, Mr. Mahmoud
NAYS: none
ABSTAIN: Ms. Kwak

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan provided the following Legislative report:

With the departure of Senate President Stephen Sweeney, the new Senate President is Senator Nicholas Scutari. Assemblyman Craig Coughlin is continuing as Assembly Speaker. Senator Vin Gopal is now chair of the Senate Education Committee, taking over from Senator Teresa Ruiz who is now Senate majority leader. Assemblywoman Pamela Lampitt is chair of the Assembly Education Committee.

In his first committee meeting, Senate Gopal pushed forward Senate bill S464 that would allow remote instruction during snow or emergency closing days. This would allow districts to dispense with snow days. We will have to follow the progression of this bill through the legislature.

Another bill would create a Division of School Desegregation, guiding districts to greater integration perhaps through the establishment of magnet schools, consolidating districts, and or expanding the school choice program. He also advocated for and won the committee's endorsement of a bill to create a bipartisan committee to review the state's school funding formula. He also spoke in favor of a one-time bonus for teachers and other school staff as an incentive against teacher shortages.
(NJ Spotlight, Feb 7, 2022, Gopal takes on a new role as Senate Education Chairman)

Four years ago, a lawsuit was brought against the state and has been winding its way through the courts. On March 3rd there will be another hearing in NJ superior court that if won would cause NJ to confront school segregation. New Jersey has the sixth most segregated schools in the United States. Over 46% of Black and Latino students attend schools where 90% of the students are students of color. The lawsuit is based on the belief that students of color attend separate and unequal schools brought on by-laws requiring students to attend schools in the municipalities where they live and often these communities on racially imbalanced.

A report out of the New Jersey Policy Perspective proposes that the current school funding formula is out of date and needs to be revised. Their report recommends that the state fully fund the formula and that it be recalibrated based on today's actual costs; increasing the base weight used to drive the formula. The current formula established in 2008 with some adjustments over the years, set a base cost per student to attain

proficiency related to the NJ standards and receive a thorough and efficient education. The formula adjusts the base cost for students who are low income, English language learners, and students in high school whose education would cost more. Special Education students are also part of the weighted formula. NJ Policy Perspective argues that funding to high poverty districts continues to be inadequate.

Finally, Governor Murphy was scheduled to present his Budget Address on February 22, but last week he asked the state legislature to move the date to March 8. This two-week delay would allow Governor Murphy to deliver his address in the Assembly Chamber and in-person. No word yet from the legislature if they will allow this delay. The delay does have consequences for school districts as they work to prepare their budgets, but don't have the amount of state aid to input the exact revenue amount into the budget.

Ms. Brogan thanked Ms. Poelstra, "The Art of Perception" with Amy Herman was excellent.

XII. BOARD COMMITTEE REPORTS

Ms. Brogan asked about the Woodshop lab and the new filtration system, she sees that as a health issue and is concerned when she saw in the meeting notes that it would not need to be done this summer. If this is a health issue with air quality, we should try to move along assuming that there are no delays with materials.

Mr. Dani explained that the problem with that system is that it was always undersized when it was designed several years ago during the referendum, it's not that the current system doesn't work, it is that its design was undersized so not every piece of equipment in the workshop is going to connect to that. This is not something that just came up, based on the current lead times it will happen in the next summer.

Mr. Mahmoud asked if the architect can create a full scope of the project and an explanation of their fees, those are the outstanding questions from the meeting.

Ms. Brogan expressed her concern with the allocation of committee assignments. She is the only board member who does not have a liaison assignment.

Ms. Kwak stated that she has responded that we work all together as a unit. In the past, Ms. Kwak did not have a liaison assignment and it did not hinder her. She looks forward to Ms. Brogan's continued involvement in the board.

XIII. DISCUSSION ITEMS

Ms. Brogan followed up on the calendar guidelines and confirmed that there were no additional things required from the Board prior to the calendar committee meeting.

The Board discussed investigating policies that would broaden the ability for Board members to attend a meeting remotely under special circumstances.

To view this portion of this meeting scroll to 1:43

Dr. Gorman announced that the Alternative Schedules Task Force met a few weeks ago, and the Board Committee will be meeting this week to discuss next steps.

XIV. ACCEPTANCE OF MINUTES

- December 20, 2021 Regular Public Meeting
- January 31, 2022 Executive Session Meeting
- January 10, 2022 Regular Public Meeting

Ms. Brogan moved acceptance of minutes.
Mr. Lembo seconded the motion, which was unanimously approved.

XV. OTHER BUSINESS

Mr. Lembo stated there are a lot of fundraisers kicking in including Jamboree, shows, award ceremonies, sports teams and advises people to reach out to their HSA's.

XVI. COMMENTS FROM THE PUBLIC

Ashley Laub, in terms of looking at other districts and what they're doing about their meetings and on what your cadence is and how you're meeting virtually or in person, why are we looking at other districts for what they're doing in terms of covid? Its' so frustrating, if we are going to look to other districts for things that are impacting each of you with this meeting, why aren't we looking at what other districts are doing in terms of how it's all impacting our kids. We are all here for our kids. She doesn't understand and apologies if she comes across as very passionate but it is so frustrating when we can be doing things and not waiting around for the governor., We've sent so many emails of neighboring districts, Wyckoff, Ramsey, Westwood there are hundreds. She can continue the entire list across the state of New Jersey that have already put their policies out ending quarantines, ending contact tracing. She appreciates what Dr. Gorman has said that we will be pivoting to mask optional but it worries her and she knows a lot of other parents. What are the stipulations that are going to come with that, it's basically like we are looking and waiting for more restrictions to come down the pipe. She would love for us to look across the State, look at other examples of what other schools are doing, and not just wait for what governor murphy is going to come down with because it's going to be more restrictions versus saying mask optional for everybody, so that's what we're waiting on. Let's call a spade a spade and say that's what we're waiting on. You all talk about how you're looking at other districts for things that you're doing here, lets look to other districts to see what we can do to help our kids.

Christine Corbett, Heights Road, when she read the letter that Dr. Gorman referred to which said that we have the ability to set mask requirements for students and staff when the executive order expires and that we may be able to pivot to masks optional, she heard it as you're all deciding, but when Dr. Gorman spoke this evening he made it sound like its decided as long as the governor allows they're gone. She urges that you do something beyond what the governor requires, not the minimum. If the lowers are low enough, it can go optional, have a plan for what's next. She's not worried about what Westwood or

Fairlawn or whoever's doing, she's worried about what Ridgewood is doing. We know we are close to New York City, we know we're close to the International airport, if the numbers go up, what do you do. Let's not wait and have our own plan of what we do. She thinks Ms. Brogan's point about little kids especially if the parents want them to wear a mask please consider what that means because those kids many times don't have the option to be vaccinated, the vaccines are new. Parents may be less comfortable vaccinating and they shouldn't hope that the kid keeps the mask on when their friends are telling them you can take it off. She thinks that's an excellent point that should be considered.

Avani Gupta, she thinks she might be speaking for a ton of people, in saying that the letter that went out by Dr. Gorman is exactly what the previous speaker mentioned, the language used there was that the policy was going to be decided, it is not the same as saying a policy has been made. She thinks this is a prime example of miscommunication at its highest level. There was an opportunity to say on multiple occasions that this is the new policy effective March 7, or March 8. There is a whole group of parents that despite whatever they feel about masks being required or optional, did not know that that was a decision that was made. It is a big lapse in communication, but secondly, how did we come to that conclusion. We as a community will support a decision that is made largely for our schools but to understand what exactly went into making that decision. information is never adequately shared with the community. It is always promised, it will come in that next communication or when we decide you will see it, but we don't actually see it and now on multiple occasions. Regarding on this issue, whatever we are waiting for from the State the next communication should be clear and let the community know the things that you took into consideration on a detailed level, not just glanced over like things are looking good, data's in the right direction. We need to be specific, she can't take that kind of response and say that's ok. She has a child who, like the previous speaker is not old enough to self-govern their mask-wearing. It is up to my family, but there is a big fear that they can't just decide for themselves what they're going to do when they walk into the classroom, and if they do decide for themselves that's not necessarily what's best for them whatever that is. She feels like we can't make a decision without additional follow-up shared, the administration owes that to the community.

Jen Willams, thanked the Board for entertaining these comments. She is glad to be following Ms. Gupta who is articulating exactly what she is jotting down in her notes as well. She thinks that clarity, clear articulation, scenario planning so that we're capable and ready for the various outcomes is extremely important that there have been a number of missed opportunities for that to happen in the recent communications, She also addressed some comments that were made specifically. She thinks its frankly flippant to compare a global pandemic to jackets being zippered or lunches being eaten. We're talking about kids who are 5 and 6 years old, they need help with some of those things they need some guidance and look to their teacher to do that. These last two years our educators are trying to teach and manage these unusual circumstances, to expect them to also have to police this is asking just too much. She completely echoed the parent who called earlier and remarked on the shortage of aids at Ridge that is approaching a dangerous point for some of our students that there are lack of aids in the classrooms, and to ask some of those teachers to then also have to manage and mitigate students who are too young, too reluctant to wear their mask is asking an awful lot. She hopes that this is a miscommunication that decision and discussion are ongoing and we can find a way to

safely transition into whatever comes next and do so in an informed manner.

Peter Moulton 294 Westend Ave., as he's called in for a number of months talking about staffing issues and communication, this sounds like it's continuously an issue and he implores the Board to review communication policy and how they're reviewing how communication is occurring with the community and staffing issues. This was all foreseeable. We understand this is a difficult time not just because of covid, because of changes in inflation and staffing issues and so forth. We need to get ahead of these things otherwise we're going to fall behind. He hopes that you understand that we need to address the staffing issues, we need to communicate better, the adhoc version of what has been occurring is challenging and we implore you to ask the community for help to try and figure out how to staff schools and communicate better with the community. To make sure that a lot of these things get filled. It doesn't seem that there is a coherent plan at this point to do so. He has also mentioned about the mask optional scenario, how are we going to have teachers affect that. It seemed unrealistic and not appropriate for teachers to monitor masking, it doesn't seem reasonable. As far as behavioral issues and looking down on people for wearing masks, he doesn't know how people will enforce that appropriately. These are things that need to be communicated. We've heard of various last minute things that have come across that parents will not be able to speak to their kids effectively. We need communication, we need staff. It's been very apparent at the meeting and he hopes that you listen.

Kara Murray, she thinks that it was two board meetings ago where we asked about a committee that would look that the effects of the pandemic on the whole child, academic, social emotional and she knows that you can't answer her, but if we can communicate to that group who put forth that information to you, where you are with establishing that committee. IF you are further along than 4-5 weeks ago. She would like to thank you for communicating that we will go mask optional on March 7.

Joe Ross, Wellington Road, he is excited to hear that we are going mask optional, it was great news to hear tonight. He asked Dr. Gorman, can you confirm that March 7 is the date. When you finished speaking about the topic, Ms. Brogan you followed with "if we go in that direction", can you reconcile that tonight or explain how that discrepancy gets reconciled he would appreciate that.

Dr. Gorman added that the Governor said in his press conference that the mask mandate would end and based on what he said, he will be giving us the option to go mask optional and that's what the district would follow which is exactly what we planned last time. We will put out the criteria why we are doing that, but Dr. Gorman reiterated that he does not know all of the specifics of what he is going to say. Many of his policies, he has put alot of obstacles and Dr. Gorman does not want to put out a letter and two days later he has to rescind what he said. When he gets further clearance, we will be going forward with that, but if we have three weeks, we'll have some clear policies for everybody to adhere to.

Ms. Brogan stated the reason she said, if we go that way, is for the very reason that sometimes declarations are made and then they are put out in such a way that they really don't become reality. Right now we are not mask optional, if we go mask optional, we need to think of all of the repercussions of that. The second point mentioned in the public

comment is about our staffing. It is certainly evident that when we've had staff leave mid year, we've been filling with teachers taking on additional class loads at the Middle School and High School. Asked if that has been brought on because we can't staff?

Ms. Townes answered that certain jobs cannot be filled because there is no pool for it. It is posted and it's sourced out through various networks, but if we don't have the staffing to replace someone as an example in a Latin class or Science class. All jobs are posted and sent out. We send them to colleges and various career placement places, but someone has to apply for the position. This year is not normal and it is straining everyone.

A discussion regarding staff and turnover of teachers/aides ensued. To view this portion of the meeting scroll to 2:10.

The topic for the Special Public Meeting scheduled for Tuesday, March 1 will be to discuss Board business/operations with New Jersey School Boards and potentially to discuss the budget.

Peter Moulton, thanked the Board for the open board to discuss the staffing issue. He was talking to family members about what Ms. Brogan said, we are hiring anyone with a pulse right now because of staffing issues. He understands this is national, but we are Ridgewood and we have a great community. Please call upon them, to figure out a way to make sure that it is not as much our problem to figure out alternative solutions to try and bring talent in and not just any talent. That there is reasonable talent, His son has lost three aides in his class to other towns. We need to be the best, we have a tradition of excellence in the town, we pay a high rate to be in this town. Please do your best in regards to the staffing issues. Thank you for talking openly about it tonight.

Susan Madison, 428 Linwood Ave., following up on the question about has there been any movement on forming a committee about the recovery from COVID. While right now the tension is focused on COVID policy, there will be a lot of remediation going forward. The one common theme tonight is that we will need to improve our communication with the families in the district. It is hard to come up with a remediation plan when you're not speaking with the families in a constructive way. These Board meetings are not constructive where people can come and speak for four meetings. There has to be a better way.Dr. Gorman did say that it was a question of resources, so has the board made any effort to allocate resources so that we can have robust committees with two way dialogue where issues can be surfaced in a constructive manner. She thinks that's what needs to happen. She would like to know if you've had any discussions and has there been any movement on that.

XV. ADJOURNMENT

At 9:25 p.m., on a motion made by Ms. Kwak, seconded by Ms. Brogan, and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

February 14, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Stacie Poesltra	Affirmative Action Office online certificate program New Jersey Principals and Supervisors Association/ Foundation for Educational Administration Virtual Self-Paced	Professional Development	$500.00	0
Jennifer Thornton	K-5 Computer Science Standards Workshop Rutgers University, NJ Virtual 3/5/22 and 3/19/22	Professional Development	$0.00	0
Stefanie Giganti	2022 NJECC Annual New Jersey Technology Conference New Jersey Educational Computing Cooperative, NJ Montclair, NJ 3/8/22	Professional Development	$121.00	0
Stephen Polanin	2022 NJECC Annual New Jersey Technology Conference New Jersey Educational Computing Cooperative, NJ Montclair, NJ 3/8/22	Professional Development	$110.00	1
Jean-Anne O'Neill	2022 NJECC Annual New Jersey Technology Conference New Jersey Educational Computing Cooperative, NJ	Professional Development	$110.00	0

	Montclair, NJ 3/8/22			
Mary LeBlancq	2022 NJECC Annual New Jersey Technology Conference New Jersey Educational Computing Cooperative, NJ Montclair, NJ 3/8/22	Professional Development	$110.00	1
Corrina Moss-Keller	2022 NJECC Annual New Jersey Technology Conference New Jersey Educational Computing Cooperative, NJ Montclair, NJ 3/8/22	Professional Development	$110.00	1
Michele Coppola	2022 NJECC Annual New Jersey Technology Conference New Jersey Educational Computing Cooperative, NJ Montclair, NJ 3/8/22	Professional Development	$110.00	1
Ann Brown	2022 NJECC Annual New Jersey Technology Conference New Jersey Educational Computing Cooperative, NJ Montclair, NJ 3/8/22	Professional Development	$110.00	1
Carlin John	2022 NJECC Annual New Jersey Technology Conference New Jersey Educational Computing Cooperative, NJ Montclair, NJ 3/8/22	Professional Development	$110.00	1

Julie-Anne Matthews	30th Annual Joint Virtual Conference: Constructing Reading Comprehension: A Blueprint and Instructional Tools Provided New Jersey Speech-Language-Hearing Association (NJSHA), NJ Virtual 3/9/22 and 3/16/22	Professional Development	$115.00	0
Michelle Doris	Just School. Just Growth: The Path to Student Agency – Intersection of SEL & Equity: Close Opportunity Gaps TMI Education, NJ Mahwah, NJ 3/10/22	Professional Development	$0.00	0
Mallory Stucke	Just School. Just Growth: The Path to Student Agency – Intersection of SEL & Equity: Close Opportunity Gaps TMI Education, NJ Mahwah, NJ 3/10/22	Professional Development	$0.00	0
Steven Gross	Just School. Just Growth: The Path to Student Agency – Intersection of SEL & Equity: Close Opportunity Gaps TMI Education, NJ Mahwah, NJ 3/10/22	Professional Development	$0.00	0
Colleen Gervolino	Just School. Just Growth: The Path to Student Agency – Intersection of SEL & Equity: Close Opportunity Gaps TMI Education, NJ Mahwah, NJ 3/10/22	Professional Development	$0.00	0

Lori Morris	A New Place: Civics 2022 Conference Montclair State University Network for Education Renewal Montclair, NJ 3/10/22	Professional Development	$0.00	0
Lauren Zielinski	A New Place: Civics 2022 Conference Montclair State University Network for Education Renewal Montclair, NJ 3/10/22	Professional Development	$0.00	0
Courtney Weiss-Chromeck	Regulations: Assessment, Legal, and Social/Emotional Challenges New Jersey Association of Learning Consultants, NJ Virtual 4/8/22	Professional Development	$100.00	0

2425 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAM

The Board of Education is committed to providing a high quality educational program, virtually or remotely, in the event a school or the schools of the district are required to close for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9.

In the event the school district is required to close a school or the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the schools of the district were closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.

The Superintendent of Schools shall submit, with Board approval, the school district's program of virtual or remote instruction to the Commissioner of Education by no later than October 29, 2021 and annually thereafter.

A day of virtual or remote instruction, if instituted under the district's Commissioner of Education's approved program of virtual or remote instruction, shall be considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, the awarding of course credit, and other such matters as determined by the Commissioner of Education.

Any district program of virtual or remote instruction implemented for the general education students shall provide the same educational opportunities to students with disabilities. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

In the event the State or local health department determines it is advisable to close or mandates closure of the schools of the district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the Superintendent shall have the authority to implement the school district's program of virtual or remote instruction. The Superintendent shall consult with the Board prior to such decision, if practicable. The Superintendent shall ensure that students, parents, staff, and the Board are informed promptly of the Superintendent's decision.

Nothing in N.J.S.A. 18A:7F-9 and this Policy shall be construed to limit, supersede or preempt rights, privileges, compensation, remedies, and procedures afforded to public employees or a collective bargaining unit under Federal or State law or any provision of a collective bargaining agreement entered into by the school district.

In the event of the closure of a school or the schools of the district due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure for a period longer than three consecutive school days:

1. District employees shall be entitled to compensation, benefits, and emoluments pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(1) and (2).

2. The district shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(3).

3. The district shall be obligated to make payments for benefits, compensation, and emoluments and all payments required pursuant to N.J.S.A. 18A:6-51 et seq., to an educational services commission, county special services school district, and a jointure commission, and under any shared services agreement and cooperative contract entered into with any other public entity pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).

4. An educational services commission, county special services school district, and a jointure commission shall continue to make payments of benefits, compensation, and emoluments pursuant to the terms of a contract with a contracted service provider or a shared services agreement in effect on the date of the closure as if the services for such benefits, compensation, and emoluments had been provided, and as if the school facilities had remained open pursuant to the provisions of N.J.S.A. 18A:7F-9.e.(4).

The provisions of N.J.S.A. 18A:7F-9.e.(1) through (4) shall not apply to any employee whose weekly hours of work are reduced, and to whom unemployment benefits are provided, pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq. A contracted service provider, educational services commission, county special services school district, or jointure commission shall notify the district with which it has entered into a contract to provide services of its intent to reduce the hours of work of its employees pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq.

1. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(3), if a contracted service provider reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the contracted service provider shall be reduced by the same amount.

2. Notwithstanding the provisions of N.J.S.A. 18A:7F-9.e.(4), if an educational services commission, county special services school district, or jointure commission reduces the amount that it pays to its employees providing services to a school district, and that reduction is the result of a reduction of workhours of those employees made pursuant to a shared work program approved pursuant to the provisions of N.J.S.A. 43:21-20.3 et seq., then the amount paid by the district to the educational services commission, county special services school district, or jointure commission shall be reduced by the same amount.

This Policy may be revised as necessary by the Superintendent in accordance with N.J.S.A. 18A:7F-9. The school district's emergency virtual or remote instruction program shall be available on the school district's website.

N.J.S.A. 18A:7F-9

Adopted:

POLICY

RIDGEWOOD
BOARD OF EDUCATION

5751 SEXUAL HARASSMENT OF STUDENTS

The Board of Education will not tolerate sexual harassment of students by school employees, other students, or third parties. Sexual harassment of students is a form of prohibited sex discrimination. In accordance with Title IX of the Education Amendments of 1972 and the Code of Federal Regulations (CFR), 34 CFR §106, the school district adopts this Policy and implement practices to investigate and resolve allegations of sexual harassment of students engaged in by school employees, other students, or third parties pursuant to 34 CFR §106.3(c). In addition, reports of sexual harassment shall also be investigated in accordance with the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

For the purposes of Policy 5751 and in accordance with 34 CFR §106:

1. "Sexual harassment" (34 CFR §106.30(a)) means conduct on the basis of sex that satisfies one or more of the following:

    a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct;

    b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school district's education program or activity; or

    c. "Sexual assault" as defined in 20 U.S.C. §1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. §12291(a)(10), "domestic violence" as defined in 34 U.S.C. §12291(a)(8), or "stalking" as defined in 34 U.S.C. §12291(a)(30).

Sexual harassment may take place electronically or on an online platform used by the school, including, but not limited to, computer and internet networks; digital platforms; and computer hardware or software owned or operated by, or used in the operations of the school.

In accordance with 34 CFR §106.8(a), any person may report sex discrimination, including sexual harassment using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

A school district with "actual knowledge" of sexual harassment in the educational program or activity of the school district against a student, must respond promptly in a manner that is not "deliberately indifferent".

Any school employee who receives a complaint of sexual harassment or is aware of behavior that could constitute sexual harassment is required to report that information to the Title IX Coordinator in accordance with the provisions of 34 CFR §106.8(a) and B.1. of Regulation 5751. The district must report any potential child abuse in accordance with N.J.S.A. 18A:36-24; N.J.S.A. 18A:36-25; N.J.A.C. 6A:16-11.1; and Policy and Regulation 8462.

The Title IX Coordinator shall notify persons entitled to a notification pursuant to 34 CFR §106.8(a)(1) that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX and Policy and Regulation 5751 not to discriminate in such a manner in accordance with 34 CFR §106.8(b)(1).

The Title IX Coordinator shall prominently display the contact information required to be listed for the Title IX Coordinator pursuant to 34 CFR §106.8(b)(2)(i) on the school district's website and in each handbook or catalog the school district makes available to persons entitled to a notification in accordance with 34 CFR §106.8(a). Policy and Regulation 5751 shall be prominently displayed on the district's website and accessible to anyone.

Supportive measures shall be available to the Complainant, Respondent, and as appropriate, witnesses or other impacted individuals.

The school district shall use the grievance process outlined in 34 CFR §106.45 and Regulation 5751 to address formal complaints of sexual harassment. The school district shall offer both parties an appeal process as outlined in 34 CFR §106.45 and Regulation 5751 from a determination regarding responsibility for sexual harassment and from the Title IX Coordinator's dismissal of a formal complaint or any allegations of sexual harassment.

The Title IX Coordinator shall be responsible for effective implementation of any remedies in accordance with 34 CFR §106.45(b)(7)(iv). The appropriate school official designated by the Superintendent, after consultation with the Title IX Coordinator, will determine sanctions imposed and remedies provided, if any.

Consistent with the laws of New Jersey a student's parent must be permitted to exercise the rights granted to their child under this Policy, whether such rights involve requesting supportive measures, filing a formal complaint, or participating in a grievance process.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

The Superintendent or designee shall ensure that Title IX Coordinators, investigators, decision-makers, appeal officer, and any person who facilitates an informal resolution process, receive training in accordance with 34 CFR §106.45(b)(1)(iii).

The school district or any employee of the school district shall not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or Policy 5751, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this Policy, in accordance with 34 CFR §106.71(a).

The school district shall maintain for a period of seven years records in accordance with the requirements of 34 CFR §106.45(b)(10). For each school district response to sexual harassment required under 34 CFR §106.44, the school district shall create and maintain for a period of seven years, records in accordance with 34 CFR §106.45(b)(10).

The Superintendent or designee shall consult with the Board Attorney to ensure the school district's response to allegations of sexual harassment and the school district's grievance process are in accordance with 34 CFR §106.44 and 34 CFR §106.45.

Any time a report is made to the Title IX Coordinator or formal complaint is filed pursuant to this Policy and in accordance with 34 CFR §106, the Title IX Coordinator shall forward the report or complaint to the Principal of the school building attended by the alleged victim for the Principal to follow the requirements of New Jersey's Anti-Bullying Bill of Rights Act and Policy 5512.

34 CFR §106
United States Department of Education, Office for Civil Rights – Questions and Answers on the Title IX Regulations on Sexual Harassment (July 20, 2021)

Adopted:

ATTACHMENT C

FIELD TRIPS FOR APPROVAL

February 14, 2022

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
2/18/22	RHS	Bowlero, Fairlawn, NJ	13 Resource Replacement 21st Century Work Skills Class Students	6	0	$0	$0	No	Yes
2/26/22	RHS	First Tech Challenge Robotics, Glen Rock HS, Glen Rock, NJ	14 Robotics Club Members	2	0	$0	$445.25 (Driver)	No	Yes
3/7/22	Orchard	Pipe Organ Trip, St. John's Memorial Church, Ramsey, NJ	60 4th Grade Students	6	1	$57.50 (Sub)	$57.50 (Sub)	No	Yes
3/21/22	RHS	Healthbarn USA, Ridgewood, NJ	8 RISe Students	4	0	$0	$0	No	Yes
3/31/22	RHS	Medical Case Study/Bergen Community College, Paramus, NJ	24 RAHP 10th Grade Students	2	0	$0	$0	Yes	Yes
4/5/22	Ridge	Meadownlands Environmental Center, Lyndhurst, NJ	79 4th Grade Science Students	10	0	$0	$0	Yes	Yes
4/7/22	RHS	Lifetown, Livingston, NJ	8 RISe Students	5	0	$0	$0	No	Yes
4/19/22	RHS	Chamber of Commerce, Ridgewood, NJ	9 Resource Replacement 21st Century Work Skills Class Students	3	0	$0	$0	No	Yes
5/26/22	RHS	Bow Tie Cinema, Ridgewood, NJ	13 RISe & Resource Replacement 21st Century Work Skills Class Students	7	0	$0	$0	No	Yes
6/9/22	Travell	Woodmont Day Camp, New City, NY	62 5th Grade Students	12	0	$0	$0	No	Yes
6/13/22	Orchard	Graydon Pool, Ridgewood, NJ	42 5th Grade Students	6	0	$0	$0	Yes	Yes

OVERNIGHT FIELD TRIPS

Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
3/2/22 - 3/5/22	RHS	NJSIAA Boys Individual State Championships, Atlantic City, NJ	3 Members of the Varsity Wrestling Team	2	3 (# of nights TBD)	$0	0	$0	From: $0 To: $1,500 (Hotel, Travel)	Yes	Yes
6/1/22 - 6/3/22	BF	Mystic Aquarium, Mystic Seaport, Old Sturbridge Village, Mystic, CT	226 8th Grade Students	0	23 (2 nights)	$9,600	0	$0	$9,600	Yes	Yes

JOB DESCRIPTION

I. Title: Grade 6-12 Summer School Supervisor

II. Qualifications:

A. Valid NJDOE Administrator Certificate (or Certificate of Eligibility) with a Principal endorsement.
B. Demonstrated leadership experience in regular and summer school educational programs.
C. Supervisory experience is preferred.
D. Knowledge of Ridgewood Public Schools summer school programming, as it relates to students in grades 6-12.
E. Ability to use the job-related software that is currently employed in the District.
F. Effective time-management, problem-solving, organizational, human relations, and written and verbal communication skills.
G. The abilities to communicate and work effectively with staff, administrators, students, parents/guardians, vendors/consultants/professionals and others in job-related areas. This includes effective public speaking skills.
H. The ability to function independently, as appropriate, analyze a situation accurately, and adopt and implement an effect course of action.
I. Such alternatives to the above qualifications may be allowed by law and acceptable to the Board.

III. Position Summary:

To provide operational supervision of Ridgewood Public Schools Summer School for grades 6-12

IV. Reports to:

Ridgewood High School Principal, Ridgewood Community School Coordinator and School Coordinator

V. Major Duties and Responsibilities:

A. Supervision of Summer Program Daily Operations:
1. In collaboration with the Summer School Coordinator, make decisions about running or canceling programs based on enrollment and/or other factors that apply.
2. Ensure that programs promote student safety and provide high quality educational and enrichment experiences.
3. Keep the Superintendent, Ridgewood High School Principal and Summer School Coordinator informed of any pertinent information about the operation of the programs.
4. Keep parents informed of any pertinent information about the operation of the programs, as needed.
5. Monitor class size and class lists for accuracy.

6. Monitor staff attendance, arrange for substitutes, as needed, and maintain staff attendance records.
7. Regularly circulate through the building and solve daily problems, as they arise.
8. Conduct fire drills and other safety exercises, as needed.

B. Annual Close-out Activities:
1. Complete Program Reports, and submit information to the Summer School Coordinator and Ridgewood High School Principal.

C. Other Duties:
1. Perform such other duties, as may be assigned by the Summer School Coordinator and Ridgewood High School Principal.

VI. Terms of Employment:

The Grade 6-12 Summer School Supervisor shall be annually appointed by a majority vote of the Board of Education. This is a stipend position and is not eligible for tenure.

VII. Evaluation:

In accordance with New Jersey Administrative Code and Board of Education policy on evaluation of staff.

Thomas Gorman, Ed.D
Superintendent of Schools

Approved by Board: 02/14/2022

JOB DESCRIPTION

I. Title: Summer Adventure (K-5) Supervisor

II. Qualifications:

A. Valid NJDOE Administrator Certificate (or Certificate of Eligibility) with a Principal endorsement.
B. Demonstrated leadership experience in regular and summer school educational programs.
C. Supervisory experience is preferred.
D. Knowledge of Ridgewood Public Schools summer school programming, as it relates to Summer Adventure.
E. Ability to use the job-related software that is currently employed in the District.
F. Effective time-management, problem-solving, organizational, human relations, and written and verbal communication skills.
G. The abilities to communicate and work effectively with staff, administrators, students, parents/guardians, vendors/consultants/professionals and others in job-related areas. This includes effective public speaking skills.
H. The ability to function independently, as appropriate, analyze a situation accurately, and adopt and implement an effect course of action.
I. Such alternatives to the above qualifications may be allowed by law and acceptable to the Board.

III. Position Summary:

To provide operational supervision of Summer Adventure Program

IV. Reports to:

Ridgewood Community School Coordinator and Summer School Coordinator

V. Major Duties and Responsibilities:

A. Supervision of Summer Program Daily Operations:
1. In collaboration with the Ridgewood Community School Coordinator, make decisions about running or canceling programs based on enrollment and/or other factors that apply.
2. Ensure that programs promote student safety and provide high quality educational and enrichment experiences.
3. Keep the Superintendent and Ridgewood Community School Coordinator informed of any pertinent information about the operation of the programs.
4. Keep parents informed of any pertinent information about the operation of the programs, as needed.
5. Monitor class size and class lists for accuracy.
6. Monitor staff attendance, arrange for substitutes, as needed, and maintain staff attendance records.

7. Regularly circulate through the building and solve daily problems, as they arise.
8. Conduct fire drills and other safety exercises, as needed.

B. Annual Close-out Activities:
1. Complete Program Reports, and submit information to the Summer School Coordinator and Ridgewood Community School Coordinator.

C. Other Duties:
1. Perform such other duties, as may be assigned by the Summer School Coordinator and Ridgewood Community School Coordinator.

VI. Terms of Employment:

The Summer Adventure Program Supervisor shall be annually appointed by a majority vote of the Board of Education. This is a stipend position and is not eligible for tenure.

VII. Evaluation:

In accordance with New Jersey Administrative Code and Board of Education policy on evaluation of staff.

Thomas Gorman, Ed.D
Superintendent of Schools

Approved by Board: 02/14/2022

JOB DESCRIPTION

I. Title: K-12 Summer School Principal/Special Needs Summer School (ESY) Coordinator

II. Qualifications:

A. Valid NJDOE Administrator Certificate (or Certificate of Eligibility) with a Principal endorsement.
B. Demonstrated leadership experience in regular and summer school educational programs.
C. Supervisory experience is required.
D. Knowledge of RPS summer school programming as it relates to RHS Summer School, Summer Adventure and Special Needs Summer School (ESY).
E. Ability to use the job-related software that is currently employed in the District.
F. Effective time-management, problem-solving, organizational, human relations, and written and verbal communication skills.
G. The abilities to communicate and work effectively with staff, administrators, students, parents/guardians, vendors/consultants/professionals and others in job-related areas. This includes effective public speaking skills.
H. The ability to function independently, as appropriate, analyze a situation accurately, and adopt and implement an effect course of action.
I. Such alternatives to the above qualifications may be allowed by law and acceptable to the Board.

III. Position Summary:

To provide leadership, planning, and operational supervision of cost-effective and efficient summer programs for special needs and general student students grades Pre-K-12.

IV. Reports to:

Director of Special Programs, Ridgewood High School Principal, and Ridgewood Community School Coordinator

V. Major Duties and Responsibilities:

A. Annual Preparation Activities (beginning in December or January each year):
1. Goal-setting for Summer Adventure Program brochure.
2. Establish Summer Adventure Program course offerings, write course descriptions; and collaborate on brochure development with the Ridgewood Community School Coordinator.
3. Complete state forms for all summer programs.
4. Identify the program sites, and determine room allocations.
5. Recruit, interview, and recommend summer program staff (e.g., supervisors, teachers, aides, secretary, nurse).
6. Obtain Board of Education approval for programs and staff.

7. In collaboration with the Director of Special Services and Ridgewood High School Principal, identify and anticipate student "Summer Program" needs.
8. Inform parents of district special needs students in self-contained classes of summer program opportunities.
9. Establish and maintain communications with district LDT-Cs and Special Education teachers in the elementary schools and at other grades, as may be needed.
10. Develop program budgets and obtain budget approvals, as appropriate.
11. Order materials in accordance with approved budgets and ensure proper distribution to program staff.
12. Conduct staff training, as needed.
13. Promote summer programs in the schools and the community, and answer questions from staff members and parents.
14. In collaboration with the Ridgewood Community School Coordinator, make decisions about running or canceling programs based on enrollment and/or other factors that apply.
15. Troubleshoot at all locations.

B. Supervision of Special Needs Summer School (ESY):
1. Ensure that programs promote student safety and provide high quality educational and enrichment experiences.
2. Keep the Superintendent and Principals informed of any pertinent information about the operation of the programs.
3. Keep parents informed of any pertinent information about the operation of the programs, as needed.
4. Coordinate operations between all summer program locations to maximize effectiveness and efficiency.
5. Monitor class size and class lists for accuracy.
6. Monitor staff attendance, arrange for substitutes, as needed, and maintain staff attendance records.
7. Regularly circulate through all summer program locations, and solve daily problems, as they arise.
8. Conduct fire drills and other safety exercises, as needed.

C. Annual Close-out Activities:
1. Complete Program Reports, and submit information to the Superintendent and Principals.
2. Report to the Board of Education.

D. Other Duties:
1. Perform such other duties, as may be assigned by the Director of Special Program, Ridgewood High School Principal, and Ridgewood Community School Coordinator.

VI. Terms of Employment:

The Summer School Coordinator/Special Needs Summer Program Principal shall be annually appointed by a majority vote of the Board of Education. This is a stipend position and is not eligible for tenure.

VII. Evaluation:

In accordance with New Jersey Administrative Code and Board of Education policy on evaluation of staff.

Thomas Gorman, Ed.D
Superintendent of Schools

Approved by Board: *12/07/2009*
Revised: *05/01/2017*
Revised: *02/14/2022*

Last Name	First Name	School	FTE	From Class	From Step REA	21-22 Base Salary	CP	Ratio	Longevity	Total Salary	To Class	To Step REA	New 21-22 Base Salary	New CP	New Ratio	New Longevity	New Total Salary
Ward	Tracy	Willard	1.0	BA	13	79,267				79,267	MA	13	86,367				86,367
Weiss-Chromeck	Courtney	George Washington Middle School	1.0	MA+30	5	76,092		3,805		79,897	MA+45	5	79,642		3,982		83,624

MINUTES OF THE
SPECIAL PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

March 1, 2022

I. CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

Absent:
Ms. Stacie Poelstra, Assistant Superintendent for Curriculum

A. MOTION TO MOVE INTO EXECUTIVE SESSION

Ms. Kwak moved the following resolution.

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session; now therefore,

Be it resolved, by the Ridgewood Board of Education, that it does hereby determine that it is necessary to meet in Executive Session to discuss legal updates.

Ms. Kwak announced the Board has been meeting in Executive Session pursuant to NJSA:12. The minutes from this meeting will be released when the need for confidentiality no longer exists. The Board was meeting to discuss issues of Personnel.

B. MOTION TO OPEN REGULAR SESSION

At 6:00 p.m., Ms. Kwak called the Special Public Meeting to Order.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.

Absent:
Ms. Stacie Poelstra, Assistant Superintendent for Curriculum & Instruction
Visitors:

There were 0 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. COMMENTS FROM THE PUBLIC

None at this time.

V. PRESENTATIONS

A. New Jersey School Boards Training: Board Committees

➢ Matt Lee

Matt Lee from the New Jersey School Boards Association gave a presentation on Best Practices for Effective Committees.

During the presentation, he reviewed the reasons to have committees, the types of committees, the role of committee leaders, guidelines for committee members, and reporting.

To view the presentation scroll to 6:45.

Mr. Lee answered questions posed by Board Trustees:

Are minutes from committee meetings subject to OPRA requests? Should we be proactively updating them for public view, or are they confidential?

Most of the time, they are considered deliberative and consultative, the things that are public documents are the things where you take action.
When you have a committee of the whole, public comments are allowed and everything that is discussed is a matter of public record.

What is the usual cadence of these committee meetings?

It is dependent upon the work of the Board. Committees need to work to lessen the work of the Board, for example for a negotiations committee, they may need to meet four times per month. Some of the other committees that may not be so active, may only meet 3-4 times per year.

Meeting timelines for committees such as facilities, curriculum, and finance will also depend on the particular month and what is happening. For example, in the monthly

financial reporting, you don't have to have a committee discussion because you still have to pay everyone, you have to pay insurance, etc. If there are things that are relevant to a Board's function in the District around those areas, then have those discussions in the committee and base the agenda for the committee and the frequency of meeting for the committee on when those things need to be considered.

When there is a committee of the whole, if there is something to be discussed such as contracts, you could go into executive session to do that so it would not preclude you from being a committee of the whole.

The Open Public Meetings Act has nine exceptions that are in statute, but there are still things that you may not want to discuss such as things that are tentative, suggested or that may not be topics that would be well received in public are the things that are better of discussed in a standing committee.

When there is a two-member Board committee, but several members of the public are part of the committee for a specific purpose, isn't this becoming a public forum instead of a Board committee, if there are 12-16 members of the public involved? What should be the right communication in this scenario?

Mr. Lee thinks that the public should not be part of the committees. The Board has a different set of responsibilities from the public and if you want to get public advice on a certain issue, you can invite them in to speak with the committee, but he would not recommend they should be part of the committee.

If there are only two Board members in the committee, it does not become a public forum.

The Board's ethical obligation to keep confidential information between Board members doesn't go away in the committee setting. Mr. Lee added that is one of the dangers of having the public on committees, with Board members who are used to freely discussing some things that are executive session only discussions that may come out in those discussions. Those are things that are a big consideration in how you bring the public into those settings.

In reference to page 12 of the presentation, in this flow chart, at what point do items go to the public agenda?

It depends on what the recommendation is and the acceptance of the full Board. If it comes right out of the committee as a Board resolution to take action, then it hits the Agenda. If it comes out of the committee as a discussion item for the full Board and not for action to be taken, it would also be on the Agenda with prior notice to the Board so that they can review materials to have a discussion. It is recommended when it is time for the full Board to either discuss or take action.

When the Committee provides notes to the Board and a Board member has questions on those notes, does the Board member bring that to the Public Meeting discussion? How should that Board member approach those questions?

You will have to look at it the same way as when there are questions going to the Administration. If it is a question that is going to require some kind of research or gathering of materials, it is smart to give as much of a heads up as you can to the committee chair, Board President, and Superintendent. If it is a question of very narrow scope and easy to answer, it might be part of the discussion when you bring it to the Board. Either way, you should keep in mind the principle that was discussed which is that you don't want any surprises in public, you don't want to catch anyone unaware that this thing may come up, the expectation is that it will be able to be answered.

There should be a distinction between notes that should be made public and notes that are actually confidential in nature. Committee meeting notes don't need to be made public. They are generally considered deliberative, consultative but not necessarily confidential. You have to look at the nature of the item.

Should the agenda of every committee meeting be shared with the full Board?
Yes because it allows everybody to be informed of what's going on at the committee but also to allow them to contribute to the discussion if there is a potential for that.

What would be a reasonable time to expect notes from a meeting?

Mr. Lee hesitates to give a time, it should serve the needs of the Board. He has some Boards that meet once every two months, so if they did not get committee meeting minutes for three weeks it is not a big deal. If you are in a rapid-fire situation where there are a bunch of meetings about a field emergency or something like that, you may need to get them out the next day or the next couple of days.

What are other districts doing in terms of Committee of the Whole versus committee?

The vast majority of the Boards that Mr. Lee works with in Bergen County, do not operate as a Committee of a whole. Those that do, often have hybrid standing committees with Policy or Personnel. He thinks it's problematic with personnel because of the nature of the things discussed, but then you can always recess into Executive if those things need to be discussed. When it comes to budget preparation time, in a committee of the whole setting, it can be problematic because sometimes those discussions relate to programs and sometimes programs relate directly to positions and that becomes a difficult thing to talk about in public as well.

You will see it more with Boards comprised of 5 members, but not always.

If one committee is made a committee of the whole, no official action should be taken if not advertised. In work sessions, there are discussions without action. Can we have a discussion section on the agenda of a special public meeting and discuss it in the section? Can the items discussed during the work sessions be added to the consent agenda at the next meeting?

There is a classic approach to how boards work on agendas. It begins with committee meetings, moves to a workshop where you would have your discussion about the items that are going to be on the voting meeting agenda, that would be the time for the

committee chair to report out on the work of their committees, answer questions. Then taken to the voting meeting, not to be confused with a special public meeting.

Should there be a place on the agenda for discussion on the committee of the whole?
Mr. Lee does not think it is necessary to make a point that the Board will be discussing finance items, working as a committee of the whole.

If it turns out that there are items to vote on that have just come up, Mr. Lee would refrain from advertising that no action will be taken. It should be advertised as action may be taken.

Which District is the Governance committee in Morris County?
Longhill, Morris County with 5 BOE members.

Does the committee of the whole work as a workshop model?

Yes. As a clarification, the committee of the whole becomes basically part of the regular Board, which means that decisions may be taken in the meeting. It does not mean that you go out for a workshop, make no decisions. Committee of the Whole is part of the Board agenda that you can discuss and take action.

On the committee of the whole format, if you don't have a quorum, can we still discuss? Or what happens if you go that route?

Mr. Lee stated that it could be one of the things that is a drawback of the committee of the whole is that you have to advertise that and if you don't get the quorum you need in order to open the public meeting, you basically have public there that you don't want to walk away from. You can still have that committee meeting, but it's a little tougher to recess to a regular committee environment.
You cannot circumvent and break out of a Board meeting and go into a workshop.

Some boards separate out the Committee of the whole on the agenda. For example, the first half of the whole meeting will be on finance, materially there is nothing different about how you act.

Mr. Lee clarified that he is not implying that a public meeting is a meeting with the public. It is a meeting in public, that would not be back and forth with the public. The only public interaction in the discussion is in the public comment period.

If the Board has more questions, needs to change something where do we take those next steps?
This is the perfect thing to bring to a governance committee. It would become a discussion amongst the board. It would be put on the agenda as a new business item. The board self-evaluation may help to focus those discussions. It depends on your time frame. If you thought changes were needed in your committee system, you would want to put in place by the Reorg 2023 meeting.

Mr. Lee discussed the purpose of the new committee structure within his presentation.

To view this portion of the meeting scroll to 1:10

VI. SUPERINTENDENT REPORT

There was no Superintendent report this evening.

VII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented A: Approval Award of Contract to Trane

A. **Approval: Award of Contract to Trane**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the award of a contract for the replacement and pipe in new evaporator coils at Benjamin Franklin Middle School, without publicly advertising for bids pursuant to the Public School Contracts Law, utilizing the extraordinary unspecifiable services exemption to public bidding set forth in N.J.S.A18A:18a-5(a)(2).

The contract has been awarded for an amount of $70,359, with the award resolution and contracts available for public inspection at 49 Cottage Place, Ridgewood, NJ 07450 during the hours of 8:00 am to 4:00 pm.

The Board has received background information.

Ms. Brogan moved approval of A. Award of Contract to Trane
Ms. Kwak seconded the motion, which was carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

VIII. DISCUSSION ITEMS

The Board discussed the issue of statewide school staffing shortages, as well as developing talking points for advocacy on this important topic.

Ms. Brogan asked the Board if she can work with Ojetta Townes to come up with an advocacy letter to our legislators and committee members that are working on this issue because she thinks we should have a voice. She has not seen anything from Northern New Jersey.

Ms. Townes stated that the Personnel Administrators Association which is a branch of New Jersey School Boards has been trying to be advocates as well and have talked about solutions as well. It is good that we have all types of advocacy approaches. The Department of Education is already making changes in terms of the number of credits for substitutes. They are also looking a the first New Jersey law which is a requirement to be a resident of New Jersey.

Mr. Dani asked that before we go out to the community, the Board should know how many positions were not filled, or we had trouble filling the position, and what were the reasons for

that. When the Board knows that, we should involve the community in those discussions.

To view this portion of the meeting scroll to 1:13.

IX. COMMENTS FROM THE PUBLIC

Laurie Weber, 235 South Irving Street, made observations in regards to public records of Board Committee meetings. Records of committee meetings where members of the public are committee members should be available to the public in their entirety. They are available to certain members of the public and therefore they should be available to all. Records of Board committee meetings, in general, that should be available to the public under all circumstances are meeting dates, attendance, and the topics discussed. Similar to how executive session meetings are documented in order to ensure the public that amongst other things there is no conflict of interest. This was the case a few years ago and when she tried to OPRA records of Finance Committee meetings there were none. The records custodian couldn't even give her the dates of those meetings or who attended them. She urged the Board to look into instituting that practice for the sake of transparency to the public.

X. ADJOURNMENT

At 7:36 p.m., on a motion made by Ms. Kwak, seconded by Mr. Mahmoud, and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

March 7, 2022

I. CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum & Instruction, Ms. Ojetta Townes, Manager of Human Resources

A. MOTION TO MOVE INTO EXECUTIVE SESSION

Ms. Kwak moved the following resolution.

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session; now therefore,

Be it resolved, by the Ridgewood Board of Education, that it does hereby determine that it is necessary to meet in Executive Session to discuss legal updates.

Ms. Kwak announced the Board has been meeting in Executive Session pursuant to NJSA:12. The minutes from this meeting will be released when the need for confidentiality no longer exists. The Board was meeting to discuss issues of Personnel.

B. MOTION TO OPEN REGULAR SESSION

At 7:00 p.m., Ms. Kwak called the Regular Public Meeting to Order.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum & Instruction, Ms. Ojetta Townes, Manager of Human Resources

Visitors:
There were approximately 20 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Recognition of Retirees

District administrators honored the retirees listed below and shared stories of their many contributions.

- ➢ Laurie Ann DeGroat, George Washington Middle School
- ➢ Diane Spino, Hawes Elementary School
- ➢ Linda Ames, Ridgewood High School
- ➢ Rosanne Mead, Travell Elementary School
- ➢ Allan Martin, Education Center

B. Student Representative Report

Norah Train, Ridgewood High School Student Representative presented the following report:

The annual Super Science Saturday was on March 5. The event was held online. The itinerary for the day included presentations by the RHSInventeam, learning about animals, and the NASA ICE Stat-2 Mission.
The Senior Fashion show is on March 13.
The Ridgewood Cheer team competed at the New Jersey State Championship for cheerleading for the first time.
The Ridgewood Cross Country Track and Field (XCTF) team was awarded the group four state champions. Some of the highlights were Lucia Rabolli's first place in the 800m and Talia Hutchinson's first place in the pole vault.
Six members of the Wrestling team qualified for the regional competition this year. Daric Anderson and Bobby Turso, two of the six previously mentioned, competed in states on Saturday.
Both the Girls and Boys Varsity Basketball teams qualified for the NJSIAA Sectional Tournament over the last week.
The Boys Varsity Hockey team was eliminated in the state tournament on Monday last week. They lost in a close game with a score of 4-3.
The DECA Team went to the states last week.
The National Honor Society held a read-along in the campus center.
The Concert casts are starting to work on their musicals after almost two months off. The new show dates are scheduled for late April.
The two jazz bands at the high school, Jazz Lap and Big Band will be performing for the 8th graders in the campus center on Tuesday for the Jazz Coffeehouse.

C. Youth Art Month Recognition

➢ Christopher McCullough, District Supervisor of Visual & Performing Arts

Mr. McCullough shared examples of the types of art being created at each school. March is Youth Art Month, a national celebration of the visual arts administered by the Council for Art Education.

To view this portion of the meeting scroll to 1:16.

V. COMMENTS FROM THE PUBLIC

Ann Burton Walsh, 112 South Irving, ASking the District to put in place what it can for an 8:30 start time at the High School and the Middle Schools for September 2022. This topic has been discussed within the District for many years, she attended a presentation here in 2017 or 2018, regarding later start and Dr. Ann Robinson and Jeff Nyhuis had been working on the issue since 2009. She knows many have been working hard on this and she appreciates that and the December 1 presentation by the District. She knows many of you support this and if you could wave a magic wand, you would make it happen. It is just the logistical details. No one she knows supports 90-minute classes, even 80-minute classes have been fairly problematic requiring teachers to stretch the time, or it is too long for students. Many in the community object to an end time of 3:30 and later, ending earlier would require reducing class switching time and shaving some instructional minutes, but doing all of these three things appears to be very doable. AS Dr. Gorman mentioned on December 1, and as per research that has been done using very conservative estimates, Ridgewood is among the highest in terms of instructional minutes among our peer districts. Some of them have been outperforming us with less instructional minutes. It goes without saying that well-rested students will get more out of a slightly shaved-down instructional minute day versus the current situation. Implementing a later start would eliminate the enrichment mornings, that you don't provide consistent sleep and are not available to everyone. She was surprised to learn that people living in the Hawes District and students who are bussed are not able to take advantage of these enrichment mornings.

Deborah Steinbaum, she is here to speak to the school start time issue. You may know her as the founder of the Start School Later initiative, she is also a parent and a pediatrician. Start School later is a national organization. In Ridgewood, we have done a good job discussing amongst ourselves the benefits of a later start time. She is here to encourage us to have an 8:30 start time and a 3:05 end time. We need with this goal of a later start, we need flexibility in implementation. Having flexibility with the school schedule is important. She was speaking with mothers in Boston and discussing the school start work, both of their districts have switched to later start times. AS we tackle this issue and hit barriers, she encourages you to reach out and use the wealth of opportunity we have with people who have made the change. Every month it seems numerous high-performing districts just like Ridgewood are changing start times. In September it will be the entire state of California. When we reach out to people we hear about how the barriers can be overcome.
She thinks it would be useful, to list the barriers and reach out about what we can do. These are high-performing districts, we will be behind if we don't make the change. It affects, health, wellbeing, and athletics. She has received word that there is a national conference on making the transition to a later start time, out of Stanford on April 6 for Administrators. It is

about working out the kinks in this transition.

Julie Chadesville, In February 2016 her eldest child came home and said that teachers' recommendations came out about who gets into what class for high school. She was perplexed because by then there was tons of research about how detrimental to achievement and counterproductive academic tracking is and also how inequitable. Most surprising was that class placements are based on teachers' recommendation, the most subjective and outdated way to end up in the different tracks and biased. This past week, high school parents received an email explaining the appeals process and using words such as growth, academic path feedback and mental health as part of the rationale for recommendations. These are her observations. How justifiable is the system in a district where there is zero coherence between preparation for high school by two middle schools, zero coherence between teaching methods and styles in the same subject section, the complete absence of unified grading policy, where the feedback is either delayed by at least two weeks or goes in the form "I think this will be good for you", A good for you statement demonstrates a fixed mindset and that is after the District invested a lot into professional learning or growth mindset. It is also hard to believe that the placements and recommendations are done in the name of mental health and elevating anxiety when the former Superintendent stated that there are no resources to support students' mental health the way it's supposed to be. The majority of staff cannot recognize the signs of true mental health challenges and do not know how to address that. Seek to form a relationship with each student and learn about their experiences, making sure that every student has a safe environment to learn and embrace their cultural differences. On a larger scale, using teacher recommendations without an open rubric and selection process makes the entire process a lottery and send a message to our kids that the District does not hold them on high expectations and they're just not good enough to perform on a higher level. As a taxpayer it sends her a message that the District does not hold teaching staff on high expectations either undermining their ability to support and develop all student's skills and only relying on gifted abilities and antiquated notions. There is a precedent in our district where it can be done correctly. Her eldest child who is a sophomore in college did not hold mallets until sixth grade and was not involved in music at all. Under the amazing support and guidance of both music directors in high school, she participated all four years in the marching band, played for a percussion ensemble, became a sectional leader, and reached winds as a Junior. There is a reason why our music program is the best in the country. Why the same methods cannot be extended to academic subjects but instead we are putting students into boxes and openly state that keeping them out of advanced process is good for their mental health and where they will be most successful. In schools where each student has access to rigorous learning opportunities, student outcomes are not predictable demographics and students feel respected and celebrated for who they are. This means that every single student regardless of race, ethnicity, gender, socioeconomic status, and any other dimension of identity is provided with the support they need to be successful. When they were looking to move in 2001, Ridgewood was chosen based on the school system. In 2001, Ridgewood Schools were ranked third among the geographic districts after Princeton and Millburn. We're not there anymore and unfortunately, she does not want the why. Per the most recent US ranking of high schools, only 63% of our students took an AP exam, only 57% passed on AP exam, and only 64% of students have mathematical proficiency. Now that we are almost back to normal, she urges you to start looking into long-standing problems affecting our schools. At which point, will the math department be held accountable for steadily decreasing

results? She stood here a few months ago and stated how abysmal the number of students enrolled in AP math and science courses compared to neighboring districts. Maybe the track system and recommendations can be the reason. At the very least, was it ever recognized as a problem? Ridgewood prides itself on a tradition, maybe it's time to adopt a tradition on how to be a learner not rely on start-up score and rethink how we do things here. How we treat our kids and how we treat the trust of parents in our school system.

Bridey Bradford, here to discuss later time initiative, it is time to do it. Our kids are tired mentally, physically. This would be so helpful. The look on her High Schooler's face when she realizes its enrichment day tomorrow, when it's Thursday, and then it's Friday, to see her relief is big. This affects them in every way, so she appeals to you to do everything that you can to make this happen for fall would be wonderful.

Brendan Son, 296 Madison Place, he is currently a Junior at RHS, it is his belief that what truly sets Ridgewood apart from its peers is its uniqueness. There is no bigger pride than talking about enrichment days or the open campus policy to friends. It is also his belief that out of any district in NJ, Ridgewood is more than capable to pioneer this growing movement of later start time. He cannot emphasize enough the contrast between a regular day and an enrichment day for him as a student in multiple AP classes, it is so crucial that he tries to pick up as much information to the best of his ability. It is because of those classes and the workload they have, that he finds it so difficult to sleep at a reasonable time. If you have high schoolers, he is sure you have heard something similar to this, the countless days and panic study sessions for the multiple exams he has the day after particularly the days leading up to a break. The aforementioned enrichment days have helped provide him with a rejuvenating break from the cycle. As a Freshman, he never understood why the enrichment days existed, but as a junior he can personally tell you that these dates have proven invaluable. He can tell you how refreshing it is to be fully awake and aware in the statistics class rather than having to learn hypotheses while trying your best not to doze off. The movement is more than just a mere 45 minutes, it represents an invaluable recovery of lost learning, an opportunity to improve not just test scores but mental health and student happiness in general. He and his friends decided it would be a funny joke to make an account called RHS looking students, where students can submit photos of themselves or other students sleeping in class, it would be a good joke for everybody. It was fun until more and more photos were being submitted, particularly on Mondays and coming back from break they found a high amount of students sleeping and he thinks the most was 19 or 20. This is not a great amount compared to the general student base, but the message is clear. Every student can benefit from a 45-minute delay, he urges you to consider this legislation and turn Ridgewood for the better.

Maria Walsh, 112 South Irving Street, Junior at RHS speaking in support of a later start time for the 2022-2023 school year. Believes even a 45-minute delay in start time will have a positive impact on teens' mental health and performance in school. In elementary and Middle school she was never a student who fell asleep in class, however in high school, especially these last two years she has felt increasingly fatigued and unable to perform to the best of her ability in class. We have had enrichment days during the pandemic where school starts at 8:45 instead of 7:45, she and her peers enjoy these days much more because of the extra sleep and comfort they give them. If the regular schedule were like the enrichment days, she believes that more teens would be willing and able to participate in class and enjoy going to school.

Lily Farhang, 85 North Pleasant Ave, calling to show her support for later school start.

Ann Melone, 134 Foster Terrace, making this statement on behalf of the League of Women Voters of Ridgewood, the League of Women Voters supports the later school start initiative for the high school and middle school. The league's mission is two fold, the register voters and to encourage informed active participation in government which includes educating and engaging community members on a range of public policy issues at the local, state and national level. Once we study an issue and form a consensus they advocate for that position at the appropriate level of government. Several local leagues have studied adolescent sleep needs and later school start and have issued positions in favor of a start time of 8:30 am in line with the recommendation of the American Academy of Pediatrics and other influential public health bodies, our local league formed a consensus in favor of later start times as well. There have been discussions with stakeholders in the Ridgewood School District for over a decade to address teens' sleep needs, earlier this year, the league of women voters of Ridgewood sponsored a webinar presentation featuring Dr. Ann Robinson and Mr. Jeff Nyhuis to help further engage our community on this important policy issue. As many know, teen sleep deprivation is a public health issue. Dr. Robinson a pediatrician and cofounder of the smart balance initiative at RHS has summarized the research. Due to the shift in circadian rhythm at puberty, teens have a difficult time falling asleep before 11:00 pm and waking before 8:00 am. The sleep cycle during the early morning hours includes rapid eye movement, REM sleep which is critical for memory consolidation, information processing and dreams that help us process emotions. When teens miss out on this crucial early morning sleep, it has a negative impact on their academic performance, mental health, and overall well-being. The American Academy of Pediatrics and CDC have issued strong policy statements recommending that middle and high schools begin the school day at 8:30 am, California has enacted later school start times into law. In school districts that have implemented later school start times, students did not go to sleep later, students did in fact get more sleep. In one study, when school start time-shifted one hour later, car crash rates decreased by 16.5%. In October 21, The AAP and children's hospital declared a national emergency in adolescent mental health, later school start is the single most impactful policy and critical proactive measure for improving mental health. The League of Women voters strongly urges the district to prioritize students' health and wellbeing by initiating a later school start time of 8:30 am for the 2022-2023 school year.

Jenna Benson, 117 John Street, as a student voicing an opinion on later start time, believes we should implement for next school year a start time of 8:30 am, end of 3:05, and no 90 minute periods. In classes since middle school, we've been taught that our teenage brains are not naturally wired to go to bed and wake up early. Yet we have sat back and needed to disregard this fact literally waking up before sunrise depending on the time of year. She is so glad to see later school start time on the agenda at this meeting and hopes it will be a reality in the year to come. We pride ourselves on the tradition of excellence, but part of maintaining excellence is having willingness to progress with the times. Ridgewood has the opportunity to be a frontrunner for later school start times, taking into account the science backing this change as being beneficial to academic performance as well as improving students' physical and mental health.

Deidre Scali, 599 Heights Road, commenting on the earlier speaker who was giving highlights about what was happening at Ridgewood High School and she is a smidge

disappointed that there has not been mention of the very successful season at the ice hockey level. They had an amazing season this year, there is a varsity and a jv team they're actually are a winter sport and there never has been a mention of them, an announcement at the building, or an Instagram asking for people to come to support these teams and she wanted to highlight that they won the Steve Jaskot in December and they got to the quarter-finals of the new jersey state ice hockey championship. They had a varsity team that posted a record of fourteen wins, seven losses, and one tie. The JV team had an amazing successful year as well, we have nine graduating seniors where a few of them are actually going to go and play club hockey in college. Twice this season members of the varsity ice hockey team were nominated by the New Jersey sportswriters at the Bergen Record, for stars of the week, both two times this season and there was no mention of that anywhere within the building. The team and the organization of the ice hockey are hoping they can be properly recognized as a varsity sport that competes at the state level, competing with North Hyland and anywhere you can imagine and they are a successful group of men and actually one girl on the team. They are hoping that someone would actually recognize them as a sport, they might be able to get some Instagram coverage, a morning announcement, or maybe even people coming to visit them and watch them at the local ranks. They were tremendously successful and she is looking forward to next year them getting the proper recognition.

Stefan Cahondalinagy 109 Hope Street, He was going to give a long and rousing speech on his support for the later start time, but upon hearing the representative from the league of Women Voters he decided not to give his speech and say that he agrees wholeheartedly with a later start time.

Ashley Laub 3030 West Gate Road, she thanked the Board and Dr. Gorman for the decision implemented today about masks choice. It was wonderful to see the kids will all of their smiling faces and she can't see all of you right now, because unfortunately she could not be there in person but she wanted to thank everyone. Listing to the decision on late start time, it is something that she still needs to educate herself on but she would want to understand that if we do move forward with the 8:30 or whatever the timing is, how do we prepare our kids for the future, in corporate or a lot of other jobs that kids will move into post-college, there are things like 8:00 am meeting. She is not trying to be coy about it, and is aware of the things going on in the world and for individual people but would have to assume that there would have to be some education about that for kids and she does not know what that looks like but she thinks we need to also remember that we are preparing our future generations and our future workforce and that is really important and instilling things in our children and in terms of how it looks like and she is not sure if anything has been thought out about that but she appreciates this conversation.

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VI. PRESENTATIONS

A. 2020-2021 Audit Report

➢ Lerch, Vinci & Higgins, LLP

The district received an unmodified opinion on its financial statements for the period ending June 30, 2021, indicating that the statements were prepared in compliance with accounting principles. The year-end surplus was reviewed, and eight findings and

recommendations were made with two repeat recommendations.

Two documents were issued, one is the Comprehensive Annual Financial Report (CAFR), which is the nationally recognized report format and the second is the auditor's management report (AMR) that's promulgated by the New Jersey State Department of Education. In the CAFR.

Page 2 on the CAFR gives the opinions on the groupings: governmental activities, business activities, major funds, and aggregate remaining fund information. For all of those accounting groups, the District received an unmodified opinion which states that the accounting principles generally accepted in the United States have been complied with.
A new auditing principle, Gazby 84 governmental accounting standard boards, required the report to be restated to comply with the new Gazby. Certain things that were previously reported on the trust funds and moved them into two other funds. It took the unemployment insurance trust fund which is basically employee deductions that are held in trust for future claims if someone declares unemployment was moved from the fiduciary funds into the general fund and the student activities and athletic funds and your scholarship funds were moved from the fiduciary funds into the special revenue fund which typically was the federal and state grants.

On the AMR page 2, there are eight findings and recommendations. There are two repeat findings and recommendations; the first is that the payroll agency bank reconciliation includes certain invalid reconciling items. Most of the items offset each other.
Page 3, certain transactions from May 21 and June 21 in the payroll agency and scholarship funds were not recorded in the District's accounting software as of year-end June 30, 2021. The auditors took it upon themselves to obtain those transactions that were omitted and they are properly reflected in the final report. In the future, all transactions that occur in the District should be included in the accounting.

On page 5, number 3, the audit disclosed that one vendor was paid on a contract in excess of the aggregate amount of the amount not to exceed that was approved by the Board resolution. This was the result of the bid award amount not including additional services. There was a lump sum number for landscaping services that was approved in the Board resolution, the bid award also had snow removal services which cannot be predicted, and there was no amount included in that resolution for those services. Essentially, the District went over the aggregate approved by the governing body. It is recommended that the Board take action to amend the already approved resolution for this year so that the aggregate number includes the additional services.

Page 6, finding number 4, the audit indicated the food service enterprise fund ended the year with a deficit of $122,292 which is a result of COVID and the fact that the District has not in the past participated in the national school lunch program. Districts that were in the program last year were reimbursed for the full rate on every student served.
Infant Toddler Development program, the audit identified that the fund ended the year in an unrestricted net position of $143,740. This is similar to the deficit in the food service fund, which is an enterprise fund. Additionally, the financial records were not charged out on a timely basis for costs incurred by the general fund on behalf of the infant-toddler fund.
The recommendation is that corrective action has to be taken to eliminate the deficit in the

infant-toddler program and also the financial records should reflect expenses incurred on behalf of the general fund on a real-time basis. It is ok to incur costs from one fund on behalf of another, but the expenses should be reconciled timely and not in a lump sum aggregate entry. Number 6, which is one of the repeats, the infant-toddler deposits were not made in a timely basis. Funds were collected and they were not taken to the bank.

Page 7, item 7, there was one recommendation for the student activity account which is also a repeat recommendation, certain bank reconciliations include prior year reconciling items. Under the athletic account, pre-numbered receipts were not utilized, certain cash receipts did not have supporting documentation and there's a deficit cash balance of the bank reconciliation on June 30, 2021. Cash receipts and disbursement ledgers in the high school did not reconcile to the year-end bank reconciliations as presented for audit. They were subsequently adjusted.
There was a significant deficiency in last year's audit and has been downgraded to a general comment that were certain current year editions that were not included on the year-end fixed assets report but was substantially improved from the prior year.

Dr. Gorman confirmed that there is a 120 million dollar budget, eight findings, no significant deficiencies, and substantially improved/corrected things from last year.

Mr. Higgins confirmed that the statement is correct, he added that in addition to the 120 million dollars, the District also had another two million dollars in the federal and state grant funds. The district was subject to both the federal and state single audit.

Mr. HIggins answered board questions:

For foodservice and another enterprise fund, this year we will have profits. Foodservice historically had profits, and it was just because of covid there was a deficit last year. If we know in the current year we are going to make up for that deficit, is that sufficient remedial action?

The District must pass a corrective action plan within 30 days of accepting the audit, but the DIstrict has until June 30 to correct the finding.

Can the Corrective Action Plan be a resolution that says we understand there is a deficit, but this year we will have a profit that should offset the deficit?

That could be the remedial action if you think you will make it up. In the footnotes, there is a comment so that the public knows you will either make it up through current year operations or future operations and/or a subsidy. When you get to June 30th, if you have not had sufficient profit out of the 21-22 school year, you will have to take a second motion to come up with the difference. The department of education expects the Board to clear up deficits in the subsequent year. If you have a plan to clear up the deficit, it is like having a recommendation because you did not totally eliminate it. If it is just a plan, the District will receive a second recommendation, and the Business Administrator and Superintendent will have to answer to the County Superintendent because they're required on an annual basis to do follow-up compliance of the corrective action plan.

For unemployment, why is it shown as unemployment expense (page 12 - $192,672)?
If the unemployment fund's current year funding is less than the actual expenses paid to the State of New Jersey, you're expending the balance rollover from the prior year. There is cash in the bank and that's a restricted reserve. In the past it was held in the fiduciary fund, now they've lifted it up and dropped it in the general fund bucket. This is the roll forward ending balance, they've taken a bank account and moved it from the fiduciary funds, and dropped it into the reserve.

How would you clear the deficits in food services and infant-toddler?

You can do it in a handful of ways: increase revenue, cut expenses, make a transfer from the general fund which is permissive, you can discontinue the program to stop future losses.

Can you transfer out of the reserve, since we have 2.7 million dollars in our maintenance?

Once it goes into the maintenance reserve, it has to stay there. Once you pass the June resolution and fill the buckets in the emergency reserve, maintenance reserve, and capital reserve, that's gone. It is only for the future purpose in those specific areas that are permissive to be charged, you cannot go in and withdraw out of there to fund the deficit. If you were destitute, you could ask the County Superintendent for permission. They'd let you go in there, but you have other resources that you can use or they would tell you to do a recapitulation in June and before you make that transfer in June to fill more money into the capital reserve and maintenance reserve, you could go there. He would not recommend asking permission from the County.

If you transfer from the general to the enterprise fund, if the enterprise fund makes a profit can they pay back into the general fund?

No, once the transfer is made it is final. It is a residual transfer versus a cash transfer.

Do you have to clear a deficit? Can you just display the loss since it is an incurred loss?

If you display the loss, next year you will get an audit recommendation. Eventually, the county will tell you to do something.

Mr. Higgins reviewed the surplus figures from the audit documents.

There was a Senate Bill 1701 that limited the amount of surplus that you can keep as unassigned, it was at 2%. The legislation was passed a year ago that for 21 and 22 fiscal years you can keep 4%.

The road map set in June which is permitted by statute to fill these various reserves is reflected, going into the 22-23 budget season, the District is required to put 907,000 as a minimum for tax relief.

Will the 4% surplus go down to 2% for 22-23?
Mr. Higgins believes the current law has a sunset provision, June 30, 2022, will have a 4%

again. We cannot predict if it will be amended.

If it were to go down, can it be put into capital reserve?
It is your discretion in June 2023.

Are we allowed to have up to 5 million dollars in maintenance reserve?
The District's M1 report is based upon a calculator of the square footage of its school buildings and its $5,223,000.

Once we put money into maintenance can it be transferred into capital?
Unless you seek commissioner approval, the law does not permit it.

In regards to the Reserve Access Surplus, what is the 650?
That is a recapitulation that's required. The 650 is from the June 30, 2020 audit. You have already put it into the current budget of 21-22. The 907 is what you set up to put in the 22-23.

Does the 907 get reduced if we supposedly were to increase the tax by 2%? Or is it above and beyond 2% in the next year's budget?
907 is not part of the CAP. The current budget is 108, 650, and 816. Your baseline is 907, so you have to fill that void otherwise it's got to be made up some other way either additional revenue or reductions in expenditures. Based upon the previous year, we only had 650 and 108, you added 816. There's a little bit of a void of about 700,000 if you just go into the 22-23 budget, you will have $700,000 difference between the total appropriated surpluses excluding capital reserve versus the mandated 907,000 it has to go in.

When you think about the four percent cap that we're under right now, have you seen it in the past where it has stayed at 4%?
It was never at 4%. It's at 4% because of COVID. You would need legislators to amend that current legislation.

For the allowable adjustments, if we have a similar scenario where extraordinary aid comes in higher than what we budgeted, this $1,265,000 is part of the year-end 21?
The District budgeted $1,576345 and received $2,842,192, the fact that it is in addition to what your budget reflects you get it as an add-on to use in a subsequent year. We cannot predict how much you will get in extraordinary aid, Trenton has a right to fix the percentages and it happened to be higher this year. Most districts received a lot more than they received if they cut that back, you may not have any excess over what you budgeted.
If you had an issue in 21-22 and you had no other funds in your budget, you can pass a resolution and appropriate that money into any line item in the general fund budget and use it for any purpose that's legal.
If you don't use it this year, when we redo the calculation of June 30, 2022, its going to get recycled down to the bottom again. If you froze it here, that money is going to be part of your June 30, 2022 excesses because it goes away and we have to start with 4% again. The extraordinary aid will only be the amount if you have any excess from the 21-22 year

What happens if for the 22-23, we budget a certain amount for extraordinary aid and we end up receiving less, do we have to use the excess surplus?

It falls to the bottom line as a deficit in revenue and it will be offset by other pluses. If you don't spend a certain amount on the appropriation side, they'll just wash out against each other.

As we look ahead to year-end 2022, we contemplate and make sure that the programming associated with extraordinary aid are covered. If we don't get more than we project and we get less, will we have to cut somewhere else in the general fund?
You will have to see if you have not spent your full budget on the other side, and it will offset that. There is no need to start looking for cuts. You typically have line items where you don't spend everything. That would be used to subsidize that revenue shortfall.

How do you craft a resolution for that?
You won't have to do anything, it would be part of the year-end close out of the books.

Mr. Bisig added that is the reason why we freeze the budget, to make sure that the funds are available if we need them down the road.

Mr. Higgins finalized with a reminder that the 30-days starts ticking from tonight to approve the corrective action plan.

To view this portion of the meeting scroll to 29:05.

Dr. Gorman presented for consideration A. 2020-2021 Audit Report.

i. Acceptance of the Audit Report for the 2020-2021 School Year
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the acceptance of the Audit Report of the 2020-2021 School Year.

Ms. Brogan moved approval of A. Audit Report
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

VII. SUPERINTENDENT REPORT

The mask mandate for schools in New Jersey expired today, and the Ridgewood Public Schools pivoted to a mask optional policy. Dr. Gorman thanked the faculty and staff for all they did over the past two years to make the virtual, hybrid, and in-person learning environments successful. He also thanked the students and parents for working with the district during this challenging time. All schools will continue to be vigilant in maintaining a healthy environment. The New Jersey COVID-19 Activity Level Index report has our region at the low (green) level, and the vaccination rate for our children is high. As the district moves through this new phase, the school community will continue to work together for the good of the students.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Kwak moved approval of A. Attendance of Conferences
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. Approval: Receipt of Suspensions and Harassment, Intimidation, and Bullying (HIB) Reports

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB reports that have occurred since the last Board meeting.

ii. Approval: Settlement Agreement SE#10/2021-2022

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#10/2021-2022 between the parents of Student #904455 and the Ridgewood Board of Education.

The Board has received background information.

iii. Approval: 2023-2024 School Calendar

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2023-2024 school calendar, as listed on **Attachment B.**

iv. Approval: ESL Three-Year Program for School Years 2021-2024

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Bilingual/ESL Three-Year Program Plan for the school years 2021 through 2024.

The Board has received background information.

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none
ABSTAIN: Mr. Dani

Dr. Gorman presented for consideration D. Human Resources

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teacher

Revision: ZAMPINO, Erica - Physical Education Teacher (tenure track), Hawes Elementary School, **from** effective March 7, 2022, or sooner, through June 30, 2022, approved by the Board at its meeting on January 31, 2022, **to** effective February 16, 2022 through June 30, 2022. Ms. Zampino possesses a NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Health and Physical Education. Ms. Zampino will be registered into the NJDOE Provisional Teacher Program.

Salary: $61,642 prorated
Cl. BA, St. 1

Account # 11-120-100-101-06-02-019-000

Field Placements

BISIG, Krystina* - Ramapo College, Internship, to shadow Stephanie McAloon, Social Worker, Orchard and Ridge Elementary Schools, effective September 1, 2022 through June 22, 2023.

ELLIOTT, Christopher - Rutgers University, Newark, observation with Scott Marzloff, Physics Teacher, Ridgewood High School, effective March 8, 2022.

KILDAY, Joseph* - Montclair State University, observation with Christina Jannone, Physical Education/Health Teacher, Ridgewood High School, effective March 11, 2022 through May 13, 2022.

Classroom Aides

KRASNIQI, Arizona - Self-Contained (RED) Special Education Classroom Aide, Glen Elementary School, effective March 8, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $15.01.

Account #11-216-100-106-00-01-024-001

Infant/Toddler Development Center

DONKERSLOOT, Jennifer - Teacher Assistant - Step I, effective March 8, 2022, or as soon after as possible, through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account # 62-990-100-106-00-62-060-001

Girls Flag Football Coaches, to be funded by JETS Foundation Grant

Head Coach

- **McDermott, Michael**, total stipend of $3,700.

Account # 20-067-100-101-00-10-034-001

Assistant Coach

- **Mitola, Candace**, total stipend of $2,300.

Account # 20-067-100-101-00-10-034-001

***Related to staff member**

RHS Volunteers

Boys and Girls Track

- **Wohner, John**

ii. Additional: Changes in Salary Classification, effective February 1, 2022 through June 30, 2022, in accordance with the REA/Board Agreement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Changes in Salary Classification, effective February 1, 2022 through June 30, 2022, in accordance with the REA/Board Agreement.

ESCOBAR, Alejandro - Special Education (Social Studies) Teacher, Ridgewood High School, effective February 1, 2022 through June 30, 2022.

From: $73,492
Cl. MA+30, St. 3
To: $77,042

Cl. MA+45, St. 3

Account # 11-213-100-101-00-10-019-000

iii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

Revision: CAROLLO, Erik - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, **from** effective February 7, 2022 through February 25, 2022, approved by the Board at its meeting on February 14, 2022, **to** effective February 7, 2022 through February 28, 2022.

From: $74,542 ($74,242 + $300 CP)
Cl. MA, St. 6
To: $89,390 ($89,090 + $300 CP)
Cl. MA, St. 6

Account # 11-140-100-101-03-10-019-000

Revision: DeTORA, Cynthia - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022, approved by the Board at its meeting on February 14, 2022, **to** effective February 7, 2022 through February 28, 2022.

From: $80,867
Cl. MA, St. 11
To: $97,040
Cl. MA, St. 11

Account # 11-140-100-101-03-10-019-000

Revision: DOLBY, Luke - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022, approved by the Board at its meeting on February 14, 2022, **to** effective February 7, 2022 through February 28, 2022.

From: $81,842 ($81,542 + $300 CP)
Cl. MA+45, St. 6
To: $98,150 ($97,850 + $300 CP)
Cl. MA+45, St. 6

Account # 11-140-100-101-03-10-019-000

Revision: DONNELLY, James - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022, approved by the Board at its meeting on February

14, 2022, **to** effective February 7, 2022 through February 28, 2022.

From: $96,837 ($96,537 + $300 CP)
Cl. MA+30, St. 15
To: $116,144 ($115,844 + $300 CP)
Cl. MA+30, St. 15

Account # 11-140-100-101-03-10-019-000

HIGGINS, Dana - **from** 1.0 FTE Education Specialist, Ridge Elementary School, **to** 1.10 FTE Education Specialist, Ridge Elementary School, effective March 8, 2022 through **TBD**.

From: $116,532 ($114,632 + $300 CP + $1,600 longevity)
Cl. MA+45, St. 18
To: $127,995 ($126,095 + $300 CP + $1,600 longevity)
Cl. MA+45, St. 18

Account # 11-230-100-101-00-04-019-000

LAURITANO, Scott - **from** Applied Behavior Analyst Aide (ABA), Glen Elementary School, **to** Self-Contained (RED) Special Education Classroom Aide, Glen Elementary School, effective March 8, 2022 through June 22, 2022.

From: $21.23 per hour
To: $17.50 per hour

Account # 11-216-100-106-00-01-024-001

MOOMJY, Christine - **from** Applied Behavior Analyst Aide (ABA), Ridge Elementary School, 5.75 hours per day, 5 days per week, **to** Administrative Assistant to Principal, Ridge Elementary School, effective May 2, 2022 through June 30, 2022.

From: $21.23 per hour
To: $46,147
Cl. AA11, St. 3

Account # 11-000-240-105-00-04-019-000

Revision: PINCHES, Katherine - **from** 1.0 FTE English Teacher, Ridgewood High School, **to** 1.20 FTE English Teacher, Ridgewood High School, effective February 7, 2022 through February 25, 2022, approved by the Board at its meeting on February 14, 2022, **to** effective February 7, 2022 through February 28, 2022.

From: $104,982
Cl. MA, St. 18
To: $125,978
Cl. MA, St. 18

Account # 11-140-100-101-03-10-019-000

POLLOCK, Yanet - **from** Teacher Assistant (REACH), Glen Elementary School, **to** One-to-One Special Education Classroom Aide, Somerville Elementary School, effective March 8, 2022 through June 22, 2022, 5.75 hours per day, 5 days per week.

Hourly rate will remain the same - $17.50

Account # 11-000-217-106-00-05-024-001

Revision: WEISS-CHROMECK, Courtney - **from** 1.0 FTE Learning Disabilities Teacher-Consultant, George Washington Middle School, **to** 1.0 FTE Learning Disabilities Teacher-Consultant and .20 FTE Science Teacher, George Washington Middle School, effective January 3, 2022 through **TBD**, approved by the Board at its meeting on January 10, 2022.

From: $95,115 ($91,310 + $3,805 ratio)
Cl. MA+30, St. 5
To: $99,552 ($95,570 + $3,982 ratio)
Cl. MA+45, St. 5

Account # 11-000-219-104-00-09-019-000
Account # 11-130-100-101-02-09-019-000

iv. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement, listed below.

Teachers

DeGROAT, Laurie Ann - Music Teacher, George Washington Middle, effective July 1, 2022, with twenty-eight years of Ridgewood service.

Laurie Ann DeGroat's career in Ridgewood:

- 1994-2022 - Music Teacher, George Washington Middle School

SPINO, Diane - Resource Room Teacher, Hawes Elementary School, effective July 1, 2022, with twenty-five and half years of Ridgewood service.

Diane Spino's career in Ridgewood:

- 1996-1997 - Leave of Replacement Resource Room Teacher (6 mos.), Hawes Elementary School
- 1997-2022 - Replacement Resource Room Teacher, Hawes Elementary School

Secretaries

AMES, Linda - Attendance Secretary, Ridgewood High School, effective July 1, 2022, with seventeen years of Ridgewood service.

Linda Ames' career in Ridgewood:

- 2005-2009 - Library Secretary, Ridgewood High School
- 2009-2010 - General Secretary, Travell Elementary School
- 2010-2012 - Part-time Library Secretary, Ridgewood High School
- 2012-2014 - Part-time Child Study Team Secretary, Orchard School and Part-time Attendance Secretary, Ridgewood High School
- 2014-2022 - Attendance Secretary, Ridgewood High School

MEAD, Rosanne - General Secretary, Travell Elementary School, effective July 1, 2022 with nineteen years of Ridgewood service.

Rosanne Mead's career in Ridgewood:

- 2003-2010 - Library Secretary, Ridge Elementary School
- 2010-2022 - General Secretary, Travell Elementary School

Support Staff

MARTIN, Allan - Manager Custodial/Maintenance, Education Center, effective July 1, 2022, with four years of Ridgewood service.

Allan Martin's career in Ridgewood:

- 2018-2022 - Manager Custodial/Maintenance, Education Center

v. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Classroom Aide

NEWELL, Elizabeth - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective March 4, 2022.

vi. Rescind Appointment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rescinding of the appointment of the employees listed below.

Classroom Aide

PALAMATTOM, Jacobkutty - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective February 2, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

vii. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

KAPLYSH, Ingrid – Spanish Teacher, George Washington Middle School, effective April 1, 2022 through June 30, 2022 and September 1, 2022 through September 30, 2022, with a reinstatement date of October 3, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

MIRKOVICH, Jessica – Mathematics Teacher, Ridgewood High School, effective June 6, 2022 through June 30, 2022 and September 1, 2022 through November 23, 2022, with a reinstatement date of November 28, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

TURCHIOE, Kristen – Collaborative Seventh Grade Teacher, Benjamin Franklin Middle School, effective June 1, 2022 through June 30, 2022 and September 6, 2022 through November 30, 2022, with a reinstatement date of December 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

WATKINS, Christopher – Social Studies Teacher, George Washington Middle School effective April 18, 2022 through June 30, 2022, with a reinstatement date of September 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

viii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Ridge Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Perennial Math Club

- **Higgins, Dana**, not to exceed 15 hours, at an hourly rate of $40.17 ($602.55).

Account # 11-401-100-101-00-04-004-001

Somerville Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

5th Grade Cursive Club

- **Kiernan, Meredith; Marchioni, Alicen;** and **Pilkington, Jaclyn**, each for a total stipend of $350 ($1,050).

Account # 11-401-100-101-00-02-002-001

Additional: 2021-2022 Student Club Activity Advisors

Advisory for Book Club

- **Papapietro, Meagan**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account # 11-401-100-101-00-02-002-001

Ridgewood High

Additional: Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year, as listed (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2021-22 BA Maximum of $93,592).

National History Day

- **Moss-Keller, Corrina**, for a total stipend of $749.

Account # 11-401-100-101-00-10-010-001

Students for Social Justice

- **Saladino, Allyson**, for a total stipend of $749.

Account # 11-401-100-101-00-10-010-001

ix. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: **Caban, Melissa; Gill, Mark; Stewart, John; Taylor, Caroline*; Tierney, Brian;** and **Trujillo, Karen**

$115 Daily Rate

Mr. Lembo moved approval of D. Human Resources.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Korean Parents Association	$2,000	To be used for the Guidance Department Travel.	20-043-200-580-00-10-010-006
Ridgewood High School Student Activity Account	$249 (gift in kind)	A gift-in-kind of a popcorn machine.	N/A
Ridgewood High School Student Activity Account	$4,570.56	To be used to pay for chaperones for five ski trips for the season.	20-030-100-101-00-10-010-036 ($4,200 Stipend) 20-030-200-220-00-10-010-036 ($370.56- FICA)
Learning Services Home and School Association	$345.00	To be used to pay for transportation costs for the trip to Lifetown.	20-039-200-580-00-10-010-003
Ridgewood High School Home and School Association	$7,791.96	To be used for new courtyard tables and benches at Ridgewood High School	20-043-200-580-00-10-010-006
Learning Services Home and School Association	$345.00	To be used to pay for transportation for the field trip to Health Barn on March 28, 2022.	20-039-200-580-00-12-024-004

ii. <u>Approval: Transportation Contract for 2021-2022</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following parental transportation contract for the 2021-2022 school year.

Route #	Contractor	Rate	Annual Cost
9059	Parent	$30 per day	$2,760 *Based on actual # of days attended*

iii. Approval: Disposal of Equipment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of equipment through ww.govdeals.net as listed below and on **Attachment D**. These items are inoperable and no longer needed.

Ridgewood High School

- ➢ One trap/deadlift weightlifting bar
- ➢ One squat rack from Body Master
- ➢ Three Vasa machines used for swimming dryland training

iv. Approval: Joint Transportation Agreement with Region 1/Mahwah Board of Education for the 2022-2023 school year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Region1/Mahwah Board of Education, a Coordinated Transportation Services Agency, for the purpose of transporting students in accordance with Chapter 53, P.L. 1997 for the 2022/2023 school year. The services to be provided include, but are not limited to, the coordinated transportation of public, non-public, and special education students.

Be it Resolved, that the Ridgewood Board of Education agrees to abide by the Region 1/ Mahwah Board of Education Transportation Services Agreement as published by the Region 1/Mahwah Board of Education.

The Board has received background information.

Ms. Brogan moved approval of E. Finance.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Mr. Dani questioned if the Joint Transportation Agreement that was tabled at the last meeting is coming back?

Mr. Bisig replied that he has not received word from South Bergen Jointure on the amendment, he is waiting for a reply back.

Ms. Kwak read the donations into record and thanked the responsible parties.

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA Dr. Gorman

A. Approval: Agreement with Amerex Brokers LLC

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Amerex Energy Services as the Exclusive Energy Consultants for electric supply for Ridgewood Public Schools. There are no additional costs for this service.

The Board has received background information.

Mr. Dani asked for an explanation about this agreement.

Mr. Bisig stated that in the last three fyis he laid out the background on Amerex. Based on the expertise from Aramark and their engineering staff, recommend that we change the current energy broker for electricity to get a better price and cheaper broker going forward you go out to bid for the electric costs. Amerex is on the agenda for approval so that he can get them moving because right now it's open season for bidding for electricity.

Mr. Dani asked where we say that we have a relationship or they have partnered with Amerex for a while, how does Aramark come into the picture?

Mr. Bisig stated that Amerex has been working with Aramark for the last fifteen years on other districts they work with to help reduce costs, based on their expertise since you brought them into the district to help us out to reduce costs and streamline the process, it's unofficial. They say changing the broker is cheaper and they will hopefully get us a better rate going out to bid. Amerex is an outside broker that Aramark uses and they recommend based on conversations, web pages, and zoom conferences to go along with them because they will hopefully reduce our cost, plus they are cheaper than the current broker.

Mr. Bisig confirmed that electricity still comes from PSEG. He added that a broker can reduce some of the overall energy costs coming into the State from PSE&G.

Mr. Bisig confirmed that Amerex does not have a former relationship with Aramark, either a joint-equity or ownership structure. They are completely two separate companies.

Mr. Bisig confirmed the process, the current company charges $7,000 and your fee. Amerex is $3,150. It is a cheaper cost to go out to the broker for the annual fee if we change who we use.

Mr. Dani stated in that case the resolution needs to be rewritten. He also stated that the Board is not seeing the whole agreement with the terms and conditions. He has seen this with the VIllage where they have gone to an outside vendor where the rationale was that we should go out and buy or pay for clean energy, not just the pricing.

The board further discussed an agreement with Amerex.
To view this portion of the meeting scroll to 2:09.

The Board decided to table the motion.

B. <u>Approval: Agreement with Interstate Waste Management Services for Refuse and Commingling Removal Services</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Interstate Waste Management Services of New Jersey, Inc. for Refuse and Commingling Recycling Removal Services, as per the open bidding process (bid contract #21-22-101) in the amount of $97,191.24 for the period of July 1, 2022, through June 30, 2023, with an option for a one-year extension.

The Board has received background information.

Ms. Brogan moved approval of B. Agreement with Interstate Waste Management Services for Refuse and Commingling Removal Services.

There was no second and the motion did not pass.

Ms. Brogan asked if we will go out for another one when the gas prices are going through the roof.

Ms. Kwak replied that this will allow the Business office to negotiate.

Ms. Kwak made the following resolution:

Approval: The Business Office is authorized to negotiate for Waste Management Services for Refuse and Commingling Removal Services.

Mr. Dani seconded this motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Mr. Lembo.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
Feb 16	Columbia Bank On-Line	104925-105015	772,635.12
Feb 28	Columbia Bank On-Line	105016-105111	654,285.55
Jan 30	Payroll Transfer	P38589	3,296,600.00
Jan 5	Electronic Transfer	C38711	721.97
Jan 7	Electronic Transfer	R38590-R38591	248.14
Jan 7	Electronic Transfer	C38710	5,403.86
Jan 31	Electronic Transfer	F38709	11,762.64
Feb 15	Electronic Transfer	H38684	1,056.10
Feb 15	Electronic Transfer	L38592	615.00

Feb 15	Electronic Transfer	B38578	260,875.00
Feb 18	Electronic Transfer	L38708	1,970.39
Feb 18	Electronic Transfer	R38707	24,840.00
Feb 28	Food Service	620371-620373	166,286.76
Feb 9	Columbia Bank Void Check	103945	(335.00)
TOTAL			5,196,965.53

Mr. Lembo moved approval of bills reviewed by him.
Ms. Kwak. seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan congratulated Jamboree, they raised over $250,000 for scholarships.

Mr. Lembo announced that the theme of the 78th annual performance of Dads' Night is "Honey, I Shrunk Dads' Night." The free show will be on Friday, March 11 at 7 pm or Saturday, March 12 at 2 pm at Benjamin Franklin Middle School (BFMS). A special guest will be at BFMS at 6 pm Friday.

Mr. Lembo announced that the hockey team had a great season, and they do a lot of outreach with the younger kids. He encouraged the parents with younger kids to attend the games. The boy's basketball game was sold out last night.

Ms. Kwak reiterated that today is the first day of the mask optional policy for the district. Everyone's decision regarding masks will be respected, honored, and supported.

XII. BOARD COMMITTEE REPORTS

None.

XIII. DISCUSSION ITEMS

- ➢ Alternative School Start Schedules

Dr. Gorman discussed that he and Ms. Poelstra did an Alternative Schedules Initiative presentation at BF, they put out the facts and how they would proceed with the survey. There were a number of questions about people needing to be more educated on the issues, so the Board had asked him to table the survey at that time. The Alternative Schedules Task Force met in January to explore the next steps and ways to further educate the community about this topic. He asked the Board to discuss the topic and decide how to move forward.

The Board discussed the Alternative Schedules Initiative, recapping some issues such as an earlier start for elementary schools, later end time, 8:30 start time difficulty for working parents, and transportation.

Ms. Poelstra recapped that the survey had been intended to gather feedback from the community, including what are your concerns and what are your top concerns if there was a change in start time. It included things such as spending time with my family, getting to work on time, child care issues, transportation. The idea of the survey was to get the pulse of what people's concerns were and then to take that back and decide what the next course of action should be. She thinks people had a very quick knee-jerk reaction that this survey is having you make a choice right now and whatever they say on the survey is a vote. That was not the intention and this was why we wanted to do the survey in advance.

Ms. Polestra added that after we did the presentation in December, it was clear that people needed information. There were very few questions from the Elementary Parents, and it is unclear if parents really understand that this initiative could impact their child's day. Even though there is a core group of people who are passionate and have followed the research, it looks like there's a very large sector of our community who would be quite surprised by the changes that we are talking about. Keeping instructional time consistent would have made the transition to a new schedule smoother. Once you decide you decide to chop off instruction time, it becomes how much is too much and how much is ok. It would go back to the survey, which included a staff survey, parent survey, community survey which included people who did not have kids, we would have gotten a sense of what people think and use that to inform the next steps. It is very hard to put a specific plan on the table when we have not gotten feedback from people about what their concerns and priorities are.
Putting the survey on hold and asking for more input from the committee, perhaps was a great step but they also feel that we do have to do some additional education.

In conjunction with an educational component, a survey will be sent out this spring as a fact-gathering tool to understand the community's priorities, concerns, and attitudes regarding alternative schedules for students in grades K-12. The survey that was crafted with K-12 Insight will be updated based on recent feedback and task force discussions. The exact timing of the survey is yet to be determined. The district is planning a community presentation in late April with Dr. Judith Owens, Co-Director of Sleep Medicine at Boston Children's Hospital.
To view this portion of the meeting scroll to 2:21.

Ms. Brogan brought up the topic that she discussed at the last time, which was advocacy in terms of legislation that might hamper effective hiring and our students. She provided an article about the role of the Board to be advocates.

Ms. Brogan asked Dr. Gorman for samples of legislation for Board members to join meetings remotely.

Dr. Gorman replied that he is meeting with the representative from Strauss Esmay tomorrow and he will gather some information.

Ms. Brogan asked where we are with FKA and the STEAM high school woodshop

ventilation system.

Dr. Gorman replied that we have gotten the second proposal and have two options. We'll have to go back to the facilities and finance committee to discuss this some more.

The Board discussed the status of the STEAM high school woodshop ventilation system upgrade.

To view this portion of the meeting scroll to 3:12.

Ms. Kwak asked to get some clarity from Strauss Esmay on both policies regarding remote attendance at BOE meetings by Trustees and prohibiting use of personal emails for Board business.

XIV. ACCEPTANCE OF MINUTES

- January 31, 2022 Regular Public Meeting
- February 14, 2022 Regular Public Meeting

Ms. Kwak requested to table January 31 meeting minutes because she did not have an change to review them.

Ms. Brogan moved acceptance of February 14, 2022 minutes.
Ms. Kwak seconded the motion, which was unanimously approved.

XV. OTHER BUSINESS

none.

XVI. COMMENTS FROM THE PUBLIC

Anne Loving, 342 South Irving Street, thanked for the opportunity to call in and appreciates that the BOE allows for remote dial-ins. This past week in two different newspapers and in an online newspaper, she read that the school ethics committee has recommended censure of two members of the Board of Ed, one who is a sitting member and another who is a former member. They were cited for failure to follow board procedures about what can be said about legal matters in public. In the articles that she read, Dr. Gorman is quoted as saying that the ruling is being appealed for the sitting member of the Board. She absolutely respects the right to appeal, but she wonders who is paying the legal fees because she does not see why the taxpayers should have to pay for this. She knows that you are not in a position to answer this question but she wanted to bring that point up. It's a concern of hers.

Laurie Weber, 235 South Irving Street, she logged on to say that a large portion of the Board discussion on late start was not audible to the public. If you have recordings independent of what viewers can hear, if you do she urges that more accurate more detailed minutes than usual because most of it was gone. For some reason, it kicked right back in after that discussion ended. Secondly in regards to the comments by Mrs. Loving just before me, she is the person who filed those complaints, she would like to point out that the reporting done by North Jersey and then picked up by a really horrible blog site was premature and inaccurate reporting. She tried to reach out to the reporter and correct it, but she has declined to respond to her. Interestingly the reporter said she had reached out to her for comments, but she had not. Had she, Ms. Weber would have given her an accurate depiction and urged her not to report until the matter had run its course. What most people don't understand is that what Ms. Stoltz reported is not accurate that the process is not complete, that the parties involved are entitled to a full process which includes the appeal portion of the process. She thinks that the integrity of the process is what is important. Indeed to deny those people the opportunity as Board or former taxpayer expense is to deny the entire process that allows people like residents, like herself to file the complaints in the first place which also costs money, just like public defenders cost money, but we don't want to leave anyone without proper representation. She finds the prior comments by her neighbor down the street to be uninformed and not appropriate.

Ms. Kwak summarized the conversation that was not audible. She stated that the Board had a robust discussion on late start and where we are which was that there was a pause on sending out a survey in December given the timing of it and navigating through the pandemic, the Administration has been working really hard on moving this process along. There was a lot of comments by a very well informed, very motivated segment and now they felt that it's at a point that perhaps the survey can be sent out as a fact-gathering tool, not as a vote for any particular plan but this can help guide how the late start looks like from an implementation point of view because we don't have real input from the broader community, the parents, staff, students and from the community at large. The feeling was that in conjunction with the educational component that includes having Dr. Owens come and speak about the importance of the circadian rhythm and sleep. At the same time so that we're not delayed, we would send out a fact-based survey that would lay out and understand, so that the Board and committee understand what are the real trade-offs that

maybe need to happen.

XX. ADJOURNMENT

At 10:24 p.m., on a motion made by Ms. Kwak, seconded by Mr. Lembo, and unanimously approved, the meeting adjourned.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

March 7, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Shauna Stovell	Affirmative Action Officer Certificate New Jersey Principals and Supervisors Association / Foundation for Educational Administration Virtual Self Paced	Professional Development	$500.00	0
Rachel Streitman	Just School. Just Growth: The Path to Student Agency TMI Education Ramapo College, Mahwah, NJ 3/10/22	Professional Development	$0.00	0
Timothy Monahan	HIB Law Update New Jersey Principals and Supervisors Association / Foundation for Educational Administration / TMI Education Virtual 3/10/22	Professional Development	$0.00	0
Scott Bisig	Purchasing New Jersey Association of Business Administrators, NJ Whippany, NJ 3/17/22	Professional Development	$100.00	0
Kenneth Bovasso	Purchasing New Jersey Association of Business Administrators, NJ Whippany, NJ 3/17/22	Professional Development	$167.00	0

Jaime Rosado	Purchasing New Jersey Association of Business Administrators, NJ Whippany, NJ 3/17/22	Professional Development	$100.00	0
Kate Krsnak	NGSS: Argumentation, CER, and Phenomena Montclair State University Montclair, NJ 3/18/22	Professional Development	$180.00	0
Janel Nese	NJCIE Inclusion Leadership Conference New Jersey Department of Education and Montclair State University Virtual 3/18/22	Professional Development	$0.00	0
Laura Vargo	University of New Hampshire Counselor Visit University of New Hampshire, NH Durham, NH 3/29/22 - 3/30/22	Professional Development	$0.00	0
Jeanette Nast	Regulations: Assessment, Legal, and Social/Emotional Challenges New Jersey Association of Learning Consultants, NJ Virtual 4/8/22	Professional Development	$100.00	0
Marisa Martell	Telehealth in PT and Pelvic Girdle Pain Rutgers School of Health Professions Virtual 4/25/22	Professional Development	$20.00	0

Lauren Imbruglia	FLENJ Annual Conference Foreign Language Teachers of NJ (FLENJ) Virtual 4/29/22	Professional Development	$65.00	0
Christine Lee	FLENJ Annual Conference Foreign Language Teachers of NJ (FLENJ) Virtual 4/29/22	Professional Development	$65.00	0
Barbara Barker	FLENJ Annual Conference Foreign Language Teachers of NJ (FLENJ) Virtual 4/29/22	Professional Development	$65.00	0
Megan Rotella	FLENJ Annual Conference Foreign Language Teachers of NJ (FLENJ) Virtual 4/29/22	Professional Development	$65.00	0
Beth Calamia Scheckel	FLENJ Annual Conference Foreign Language Teachers of NJ (FLENJ) Virtual 4/29/22	Professional Development	$65.00	1
Celeste Riley	FLENJ Annual Conference Foreign Language Teachers of NJ (FLENJ) Virtual 4/29/22	Professional Development	$65.00	1
Michelle Melucci	HIB Law Update LEGAL ONE In Partnership with Morris-Union Jointure Commission	Professional Development	$150.00	1 Period only

	New Providence, NJ 5/18/22			
Monika Richarson	Collage Board AP CS Reading College Board Kansas City, MO 6/1/22 - 6/9/22	Professional Development	$0.00	7
Rebecca Turano	California College Tour - Occidental College, USC, Loyola Marymount University, UC Irvine, Chapman University Occidental College, USC, Loyola Marymount University, UC Irvine, Chapman University Los Angeles, CA area 6/8/22 - 6/10/22	Professional Development	$0.00	0
Angelica Cuellar	AP Reader College Board Cincinnati, OH 6/12/22 - 6/18/22	Professional Development	$0.00	0

RIDGEWOOD PUBLIC SCHOOLS 2023-2024

Attachment B

Draft

	Prof. Development Day: No School for Students
	Opening & Closing Day for Students
	Schools Closed
	Minimum Day
	Schools may be closed per emergency days used

School Hours:	Full Day	Minimum Day
Glen School	8:45-2:00	8:45-12:45
K-5	8:45-3:00	8:45-12:45
Gr 6-8	8:00-2:53	8:00-12:15
Gr 9-12	7:45-3:15	7:45-12:10
STEPPS	7:45-3:15	7:45-12:10

August

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

31 Convocation: Professional Development

September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 Professional Development
4 Labor Day: Schools Closed
5 Opening Day for students: minimum day
16 Rosh Hashanah
25 Yom Kippur: Schools closed

October

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9 Columbus day - Professional Dev. Day

November

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9-10 NJEA convention – School closed
12 Diwali
22 Minimum Day
23-24 Thanksgiving Recess

December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

22 Minimum Day
25 Christmas
25-29 December Recess

January

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1 December Recess
15 MLK Day – School Closed

February

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

10 Lunar New Year
19 Presidents day: February Recess
19-20 February Recess

March

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

25-29 Spring Recess
29 Good Friday
31 Easter

April

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Professional Development Day: No School for Students
10 Eid-Al-Fitr Schools Closed

May

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

24, 28, 29 Schools may be closed per emergency days used: see note below
27 Memorial Day – Schools Closed

June

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

19 Juneteenth – Schools Closed
20 Last day of instruction (minimum day)
20 RHS graduation
21 Closing Day for Teachers

DAYS IN SESSION

	Teachers	Students
August	1	0
September	19	18
October	22	21
November	18	18
December	16	16
January	21	21
February	19	19
March	16	16
April	21	20
May	22	22
June	14	13
Total Days	189	184

0 emergency days used: 3 days school closed
1 emergency day used: 2 days school closed (Thursday and Friday closed)
2 emergency days used: 1 day school closed (Friday closed)
3 or more emergency days used: 0 days closed *Spring recess may be subject to cancellation if more than 4 days used. 1st day to be used will be Monday March 29, 2021 and working forward.

ATTACHMENT C

FIELD TRIPS FOR APPROVAL

March 7, 2022

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
3/9/22	RHS	Brooklyn Museum, Brooklyn, NY	30 AP Studio Art Students	2	0	$0	$0	No	Yes
3/16/22	BFMS	Stop & Shop, Ridgewood, NJ	11 SAIL/RISe Students	10	1 Nurse	$170	$170 (Sub Nurse); $161 (Driver)	No	Yes
3/18/22	Somerville	Meadowlands Environmental Center, Lyndhurst, NJ	47 1st Grade Students	13	0	$0	$0	No	Yes
3/29/22	RHS	Spring Concert Dress Rehersal, West Side Presbyterian Church, Ridgewood, NJ	80 Symphonic Band, Concert Band and Wind Ensemble Members	6	0	$0	$550 (Bus)	No	Yes
3/30/22	BFMS	Renato's Pizza, Ridgewood, NJ	11 SAIL/RISe Students	10	1 Nurse	$170	$170 (Sub Nurse); $161 (Driver)	No	Yes
4/5/22	RHS	West Side Presbyterian Church, Ridgewood, NJ	250 Orchestra and Choir Members	10	0	$0	$690 (Bus)	Yes	Yes
4/6/22	RHS	Chelsea Gallery Walk, New York, NY	30 AP Studio Art Students	2	0	$0	$0	No	Yes
4/6/22	BFMS	Raymond's Restaurant, Ridgewood, NJ	11 SAIL/RISe Students	10	1 Nurse	$170	$170 (Sub Nurse); $161 (Driver)	No	Yes
4/20/22	BFMS	Stop & Shop, Ridgewood, NJ	11 SAIL/RISe Students	10	1 Nurse	$170	$170 (Sub Nurse); $161 (Driver)	No	Yes
4/27/22	BFMS	The Daily Treat, Ridgewood, NJ	11 SAIL/RISe Students	10	1 Nurse	$170	$170 (Sub Nurse); $161 (Driver)	No	Yes
4/28/22	Somerville	New York Botanical Garden, Bronx, NY	65 3rd Grade Students	20	0	$0	$0	Yes	Yes
5/25/22	Somerville	Museum Village, Monroe, NY	75 5th Grade Students	11	0	$0	$0	Yes	Yes
5/25/22	RHS	Performance on the USS Intrepid Sea, Air & Space Museum, New York, NY	110 Symphonic Bands, Concert Bands, Wind Ensemble Members	12	0	$0	$0	No	Yes
6/14/22	Somerville	Graydon Pool, Ridgewood, NJ	75 5th Grade Students	8	1 Nurse	$170	$170 (Sub Nurse)	Yes	Yes

~~3/23/21~~ - Trip that was previously approved on 11/15/21 agenda has been rescheduled to 6/15/22	BFMS	Mrs. Doubtfire - Stephen Sondheim Theater, New York, NY	50 7th and 8th Grade Broadway Bound Members	4	0	$0	$0	Yes	No		

OVERNIGHT FIELD TRIPS											
Date	**School**	**Location**	**Approx # and Group of Students**	**# of Unpaid Chaperones**	**# Paid Chaperones And # of Overnights for each**	**Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight**	**# Substitutes and dates for each**	**Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse**	**Est. Total Cost to District**	**Annual Event**	**Meets Requirements**
4/7/22 - 4/10/22	RHS	Arcadia Invitational, Arcadia High School, Arcadia, CA	About 25 Varsity Boys and Girls Track & Field Members	2	0	$0	$0	$0	$2,700 (2 Rental Vans)	Yes	Yes
4/22/22 - 4/27/22	RHS	International Career Development Conference (DECA), Atlanta, GA	45 DECA Members	3	3 (5 nights each)	$3,000	3 subs for 4/22, 4/25-4/27 (4 days each)	$1,380	$13,776.66 (Reg, Transp, Hotel, Meals, Chap & Subs)	Yes	Yes
4//28/22 - 4/30/22	RHS	Penn Relays, University of Pennsylvania, Philadelphia, PA	About 20 Varsity Boys and Girls Track and Field Team Members	2	0	$0	$0	0	Est. $1,000 (Rental Van); $400 (Driver)	Yes	Yes
6/16/22 - 6/19/22	RHS	Nike Nationals, University of Oregon, Eugene, OR	About 20 Varsity Boys and Girls Track and Field Team Members	2	0	$0	$0	0	$2,400 (2 Rental Vans); $240 (Airport Transport)	Yes	Yes

Asset	Model	Serial number
010329	Epson poerlite 53c	EYM0310682K
012048	dell 1720dn	
012050	dell 1720dn	
011863	hp 4050n	
012078	HP 1022	
010019	Epson 980	X4ZF7Y00234
	Chromebook 3100	9T7J2X2
	Chromebook 3100	CX2C2X2
	Chromebook 3100	BV18L33
	Chromebook 3100	3SWH2X2
	Chromebook 3100	5LFG2X2
	Chromebook 3100	JY682X2
	Chromebook 3100	**F2KB2X2**
	Chromebook 3100	HTQ62X2
	Chromebook 3100	672H2X2
	Chromebook 3100	2M4F2X2
	Chromebook 3100	9JXB2X2
	Chromebook 3100	C12J2X2
	Chromebook 3100	4MBPL33
	Chromebook 3100	JCT4733
	Chromebook 3100	JZ7G2X2
	Chromebook 3100	83Y62X2
	Chromebook 3100	DPW42X2
	Chromebook 3100	BN5DL63
	Chromebook 3100	HX0NL63
	Chromebook 3100	94FGL63
	Chromebook 3100	G7NC2X2
	Chromebook 3100	48PPL63
	Chromebook 3100	HPC2733
	Chromebook 3100	HPC2733
010741	Dell 5480	6C272G2
011623	Dell 5490	6NFRPN2
012011	HP LaserJet 2300	CNBCC39571
012235	Epson 83+	KM3F86C903L
012031	HP Laserjet 1300	CNCB219742
012403	Dell 1110	20KQ0C1
011888	HP Laserjet 2200	JPBGC26570
013121	HP Color LaserJet CP15	CNBF116024
	Chromebook 3100	76SD2X2
	Chromebook 3100	GFHLL63
1003791	5420	7R9RWL1
	Latitude E5430	8bhfmx1
	Latitude E5430	303BBT1
	Latitude E5430	303W9T1
	Latitude E5430	3027BT1
	Latitude E5430	3048BT1

	Latitude E5430	302T9T1
	Latitude E5430	3037BT1
	Latitude E5430	836hmx1
	Chromebook 3100	JX682X2
	Chromebook 3100	7X1J2X2
	Chromebook 3100TS	23GNL63
	Chromebook 3100	1L7X533
	Chromebook 3100	F70H2X2
	Dell E5480	1g272g2
012471	390 Dell desktop	28CD8V1
	Chromebook 3100	CXP4733
	Chromebook 3100	FZ082X2
	Chromebook 3100	B6NNL33
	Chromebook 3100	65SX533
	Chromebook 3100	9K372X2
	Chromebook 3100	CH7J2X2
	Chromebook 3100	GXM92X2
	Chromebook 3100TS	14JNL63
	Chromebook 3100TS	G0QFL63
	Chromebook 3100TS	3N2GL63
	Chromebook 3100TS	1FQNL63

MINUTES OF THE SPECIAL PUBLIC MEETING OF THE RIDGEWOOD BOARD OF EDUCATION

March 14, 2022

Minutes of the Special Public Meeting of the Board of Education held on March 14, 2022, at 7:00 p.m., at the Education Center.

I. CALL TO ORDER AND ROLL CALL

At 7:00 p.m., Ms. Kwak called the Special Public Meeting to Order and asked for a roll-call.

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. COMMENTS FROM THE PUBLIC

Martin Walker, 114 Cottage Place, Congratulated everyone for the excellent way the schools were managed during the covid. He is confused why implementing a later high school start time is not already in place for September In his review online, there are three primary objections to its immediate application, one is that it requires community buy-in, two that it interferes with organized sports, and extracurriculars, and three that it results in decreased instructional time. The first point, in the last three years of discussion the vast majority of the community have been in favor of later start times due to the overwhelming evidence that it increases academic performance and improves mental health, but some will object. About 30% of high school students are involved in organized sports while 100% are being denied academic potential and emotional well-being by early start times, still some will object. Three, there is no correlation with instructional minutes and academic performance. In fact, many New Jersey schools rated as having a higher level of performance than Ridgewood have a lower number of instructional minutes, some will object. As a clinical psychologist with 30 years of practice, it has become clear to him that the majority of mental health problems that he sees have a dysregulated circadian rhythm component, this particularly affects our youth. Drawing from the US Surgeon General, Dr. Vivek Morty's December 2021 Youth mental health advisory "2009-2019 the share of high school students who reported persistent

feelings of sadness or hopelessness increased by more than 40% to more than one in three students. Suicidal behaviors amongst students have also increased during the decade that preceded covid with 90%, 19 seriously considering attempting suicide which is a 36% increase and 60 having made a suicide plan in the prior year. Between 2007 and 2018 the suicide rates among youth ages 10-24 increased by 57%, he asks the Board of Ed to put aside the objection of some in favor of the benefits to all. He is confident that the Ridgewood community will support you in doing so and as a parent of two juniors, he's urging you to do it right now.

V. PRESENTATIONS

A. Preliminary 2022-2023 Budget Review

➢ Scott Bisig

A tentative version of the 2022-2023 School Budget was presented, beginning with a review of the district's mission and vision.

The budget supports curriculum revisions and instructional resources that must be implemented in September 2022 in the following areas: Visual and Performing Arts, World Languages, Social Studies, and Career Readiness, Life Literacies, and Key Skills. The budget also supports professional development aligned to the goals of the strategic plan and innovative academic programming, including the integration of new instructional resources, the expansion of interdisciplinary programs, and the introduction of new courses. The budget provides the necessary staff and resources to support the academic program, addresses the responsible maintenance of our buildings and grounds, and stays within the guidelines of the New Jersey Statutory State caps.

Anticipated budget challenges for the upcoming school year include staffing, transportation, inflation, and supply chain issues. Future personnel needs, summer capital projects, and future maintenance and facility needs were shared.

To view this portion of the meeting scroll to 10:44.

Ms. Brogan asked Mr. Bisig to explain Chapter 44.

Mr. Bisig reviewed that Chapter 44 was a State initiative when they changed the health care plan, they came up with another option for faculty to choose a cheaper plan if they desire from January 21 to June of 2021. Based on the computation, the districts throughout the state submitted their estimated cost impact, the problem is within the State, all of the districts are appealing this because when the state rolled out their revised adjustments, none of them agreed with what was sent in from the district. In Bergen County alone, there are 15 districts appealing the chapter 44 rollout. The problem is that the state never told the County BA or County Superintendent how they came out with their numbers. We are told the appeal can take 2-3 weeks, this may affect the current tax levy we are presenting tonight which is why it is a draft.
Based on the internal review from the staff that changed plans, the impact to the district is about 27 thousand and change, not 4.7 million.

Mr. Bisig confirmed that the State is asking us to reduce the tax levy for the 22-23 school year.

Mr. Dani asked when they calculated the 2%, why did we reduce the fiscal year 21-22 from 99 to 41,616? In the calculation, we reduce 4.7 million from the 99 and came up with 94, if it is for the next year, why are we reducing that 4.7 million from the current.

Mr. Bisig replied that this is for 22-23, the 96 includes the 2% cap that we are allowed to go up.

Mr. Dani added if it is from the current year, it should be recurring and we should have a reduction this year.

Mr. Bisig stated that the way the state rolled it out, your rationale is right, but the way the state is doing it, they're programming this reduction into next year's tax levy, so the impact happens in 22-23, not 21-22. The current tax levy was 99,241,616 - that number included the 1.99 increase. They are taking that number and chopping off 4.7 million to change off that number to give the revised number which is 94,536, 251. If we increase it by 2%, it puts us at 96,426,976.

Ms. Kwak confirmed that there is no judgment call and the District cannot take the 2% of the 99 million, cut 4.7 the way it's calculated.

Mr. Dani stated that right now the tax rate will be negative 2.84, if our appeal is successful it can go anywhere from -2.84 to +2%.

Mr. Bisig spoke to the County BA and the timeline for the appeal is expected to be 2-3 weeks. He assumes we will have to submit the budget before the appeal comes back and then if they agree with the appeal, do a quick change.

Dr. Gorman stated that when you look at most of the Bergen County districts, we came in at 4.7 million dollars, every district that he saw was at $800,000 or less. How they got 4 million dollars, there is something incorrect there, that is why we feel comfortable that the appeal is correct. However, we don't know what number they will come down to. For example, Hackensack which is a comparable district in size, they were $450,000.

The Board discussed Chapter 44, the health care plan, the new budget deadlines/timelines for this year, the six-year state aid program, options for using the reserves, and the bank cap.

To view this portion of the meeting scroll to 43:00.

Mr. Bisig will contact the State with bank cap questions presented by the Board.

Upon the conclusion of the presentation, Dr. Gorman asked if anyone had additional questions.

Mr. Dani asked Ms. Poelstra, on the slide where she discussed the new program for

American Humanities, when the Science supervisor was here she had mentioned that this year we may be starting engineering academy, is that included?

Ms. Poelstra replied that is not formally proposed yet, the Science Supervisor is still looking into it. This year has slowed people down in terms of visiting other districts and being able to gather the necessary information. It is still a priority, but it is not in the immediate next year's budget.

Mr. Dani has heard from students that interest is declining in the Science RAP Academy, so we may have to look into what the reason is.

Ms. Poelstra has not looked into the actual numbers, kids are just applying for those now. Supervisors just now have their numbers and are beginning sectioning. She will ask them since she does not know what the enrollment is to be projected.

Ms. Brogan added that there have been a couple of times that the hospital has asked for a decrease in enrollment.

Ms. Poelstra stated that we have taken RAP which was just an honor's program and we expanded it to be career pathways and medicine. Now we have those two integrated medical sciences offered to a wider variety of kids. The same thing is happening with the American Humanities, it is to take the Elisa Program which was only offered to a smaller section of students, and take that same concept and the idea of an interdisciplinary approach and cast a wider net to a larger group of students.

Mr. Dani asked when we are adding new courses, how does that work for a budgeting perspective? If there is not enough enrollment to run a class?

Ms. Poelstra replied the class would not run. We get it approved by the Board with an idea, and the Supervisors understand that when they create a new course there is a possibility that they will decrease enrollment in another, it's finite. However, when the Supervisors have these ideas they try to be responsive to feedback from students or where they've seen a club have a lot of interest and they try to take something and turn it more into a course. If a course does not have enough enrollment, then it will not run. For example, we have a course called The Power of One, which is more of a holocaust genocide-focused elective at the High School, that was proposed even before Ms. Poelstra came to the District and it has not run for a series of years. In light of certain events that took place globally over the last couple of years, that course is running this year. It is based on enrollment numbers.

Ms. Poelstra reviewed the process for assigning teachers to these courses and the staffing responsibilities associated with these positions.
Scroll to 1:16 to view this portion of the meeting.

VI. SUPERINTENDENT REPORT

None at this time.

VII. DISCUSSION ITEMS

Mr. Dani requested to discuss the Alternative Schedule initiative. He thought there was an option to start 30 minutes later at 8:15 and end 15-20 minutes late at 3:05, when he looks at that option it says with increased class times. It is the 90-minute option. Can we do an option where we start at 8:15, end at 3:05 or 3:07, but have no other changes in the class programming? If we reduce every class by one minute and reduce lunch by 58 minutes it can be achieved. The only thing we would then have to figure out is the bus and the contract. In the contract, we would be reducing by 10-12 minutes per day, then we can add 4 days into the calendar year either at the end of June or start 4-5 days early. We won't have to change anything in elementary or middle school.

The Board discussed exploring a high school option for the Alternative Schedules Initiative that could be implemented without making any immediate changes to the elementary and middle school schedules.

VIII. COMMENTS FROM THE PUBLIC

John Hoag 314 Wasting Terrace, speaking about the staffing shortages that have been discussed, he is a parent of 2 elementary school students at Ridge, he knows that overall many kids are feeling the challenges of shortages of teachers aides, he didn't see that on the wish list for personnel needs this evening which he finds to be irritating considering this is a known issue. He is very aware of what certain Board members have done to chip away at some of the benefits offered to our teachers but he's unclear about what action, if any this Board have or will be taking to attract or retain talented staff. The problem has been clear for years and it was cited at the last meeting that in 2014 New Jersey had 10,000 teachers in training versus 3,000 in 2019. If the problem has been known for years, why have we not really begun to truly address it. On January 10, this Board with the noted exception of Mr. Mahmoud and Ms. Brogan, supported a motion to substantially increase the tuition that new teachers would have to pay to send their children to RPS. This is clearly a disincentive for prospective teachers and defies logic given the challenges that we are currently facing. Then there is the ITDC, this board spent countless hours arguing about and obfuscating information and the merits of the ITDC all the while missing the forest for the trees. To put it another way, you spent hours wasting the public's time while kids suffered simply to damage the reputation of a key resource utilized by many of our teachers. The only question that needed answering was, is this a resource that helps attract high quality teachers to the District? If the answer is yes, you figure out a way. These attempts to undermine our staff offerings also work against solutions that are currently in the works across the State. For example, we know the department of Education is working to broaden the candidate pool beyond New Jersey residents. If he were a parent in Rockland or Westchester, he would be much more inclined to take a job in Ridgewood if they can offer me an affordable and reputable childcare and education solution like the ITDC and Ridgewood public schools. Ultimately, the solution is appropriate on budget night, especially in the short term is spending. We have to not be afraid to spend more especially on aides. What's happening in our schools right now is not fair to our kids but more importantly to the teachers who have been stressed and strapped for the last two years to their wit's end. His overall concern is that some members of this board seem to be basing their decisions on short-term cost-cutting, perhaps to follow through on campaign promises of fiscal responsibility as opposed to having a sound vision to the long-term vitality of our district. He would urge all the members standing behind these dangerous cost-cutting

initiatives to think critically about the long-term impact of these decisions. Tonight, one member mentioned that we could tap the maintenance fund because they were not an irrevocable trust. WE can simply apply these funds to be used somewhere else. It's nice to know that there's a willingness to play fast and loose with our taxpayer money. He suggests that you use that taxpayer money to hire more aides rather than use it for smoke and mirror budget adjustments. Those of us with elementary students plan on sending those children to this district for years to come and they believe the need to act is now to get ahead of our staffing issues. Our district is nothing without the teachers and staff both current and future. He urges the Board to make necessary and difficult if not politically expedient financial decisions to attract and retain top teaching talent. The bottom line is that we need more aides immediately. We cannot continue to pack classes. This staffing problem will continue to get worse if we continue to cut costs that directly impact our staffing abilities. Thank you for your time, he thanked Dr. Gorman and all of the teachers.

Boyd Loving, 342 South Irving Street, he is commenting on the revelation made by Mr. Dani concerning input made into the State computer system. He is quite alarmed by this. Somebody input data into the State accounting system that was an error. His question is was this done deliberately or was this an accident? He tried to follow the conversation regarding this during the meeting tonight but everybody kept talking over one another and he could not gather what happened here. AS he understands it, it happened in a year in which the voters voted down the budget, but yet the data that was input was input as if the voters hadn't voted down the budget. If that is the case, he says if because it was difficult for him to follow because Board members were talking over one another at the time that Mr. Dani was trying to present that information. If that is the case his question/concern is what harm did the taxpayers suffer as a result of the data being entered in error? Another concern he has is, was this deliberate or was it an accident? He does not think this can just be brushed over with Mr. Bisig calling up to find out from the State what do we do? He thinks an investigation needs to be done with this to determine who input the data, why the data was input as it was, was it under the direction of someone else who said, no I don't want you to input it that way, I want you to input it this way? This is very alarming to him that something like this can happen. He also questions if this has happened another time, that Mr. Dani, even though he knows he is super detail-oriented hasn't picked up on. Maybe we need to look back at all of our budgets and find out whether this ever happened before and in particular what we can do to make sure this doesn't happen again. Aren't things doubled and triple checked or is it left to one person making a keystroke? The data can be entered in error like this. He is flabbergasted that something like this could happen and would be even more flabbergasted if he found out that the taxpayers suffered in some way because of this mistake and that can't be taken back now. Let's have an investigation as to what's happened and what can we do to make sure it didn't happen again. If it was done deliberately that somebody pays the price for doing it deliberately. On another subject, he wants to comment on an article that appeared in the front page of Friday's Ridgewood news and say that he is dead set against taxpayers picking up the legal bills to file an appeal for that censure recommendation. Anybody involved in censure recommendations should pay their own legal bills. If the appeal is heard and it passes, fine, we will reimburse their legal bills, but just to pay the legal bills for somebody who got a censure recommendation, he is dead set against that. There's no way that the taxpayers should be picking up the legal bills for somebody who is accused of doing something wrong.

Ann Burton Walsh, 112 South Irving Street, calling to express her support for a later start and thank the board for working on this issue. The board has been brainstorming and thinking creatively about how to make this happen and she's wondering if the board can take a vote if they are in favor of an 8:30 start time. As Ms. Brogan had suggested last week, an up or down vote and at that point send out the survey to parents with different schedule options that all start at 8:30 or at least have a later start and end at a reasonable time. She would like the 3:10 that Mr. Dani was proposing. That would enable students to go to period 9 to go to after-school activities, sports and still have time for homework. If you could give us the status of the survey and when you think it might go out, that would be much appreciated.

Ms. Kwak clarified the point that no one with zero exceptions has mentioned cost-cutting.

IX. MOTION TO GO INTO EXECUTIVE SESSION

Ms. Kwak moved that the Board go into Executive Session at 8:40 p.m., for the purpose of conducting personal concerns, board policies, legal cases. Ms. Kwak stated the minutes of the Executive Session would be released when the need for confidentiality no longer exists. Mr. Mahmoud seconded the motion, which was unanimously approved.

XI. ADJOURNMENT

At 9:25 p.m., on a motion made by Ms. Kwak, seconded by Ms. Brogan, and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

Minutes of the Regular Public Meeting of the Board of Education held on March 21, 2022, at 7:00 p.m., at the Education Center.

I. CALL TO ORDER AND ROLL CALL

At 7:00 p.m., Ms. Kwak called the Regular Public Meeting to order and asked for a roll-call.

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary; Ms. Ojetta Townes, Manager of Human Resources

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Student Representative Report

Zoey Auerbach, Raffaella Catanzaro, Olivia Hughes, Dahlia Penney, Giuliana Ramirez, Grace Tesseyman, Pia Thakur, Nikita Viswanathan, students from Mr. Matthew Connelly's fourth-grade class at Travell Elementary School, shared details of their projects that focused on improving our world, such as the importance of upcycling and raising awareness about endangered animals.

B. Student Representative Report

Norah Train, Ridgewood High School, presented the following report:

The Senior Fashion show was a hit. Just as a reminder, the money that was raised goes towards 2022 Prom and Project Graduation.
The Student Government gave out M&Ms on the 15th to celebrate 100 days until graduation.
Sophomore Focus just ended and Mr. Nyhuis, Mr. Pizzuto, and Mr. Bailey visited each class so students would have the opportunity to get to know them.

There is a Financial Aid meeting for parents of students in the Junior class on the 31st.
Indoor Track had Nationals from the 18th-20th.
Boys Varsity Lacrosse had a scrimmage on the 19th against Delbarton.
Boy Varsity Wrestling was invited to the BCWCA Girls Invitational on the 20th.
Boys Intramural Soccer had a clinic on the 17th.
Deca is raising money for ICDC by selling Krispy Kreme donuts in the Maroon Mart.
The Debate team went to states last weekend. They will be heading to districts this weekend.
The Chamber Choir is practicing and memorizing their songs for the concert in early April.
Asian Fest is putting the finishing touches on their production. Their performance is on the 1st.
The New Players Performance of 9 to 5 was last weekend.
A Maroon and White event is coming up on the 24th.
RHS Band Concert is also coming up on the 29th.

V. COMMENTS FROM THE PUBLIC

Katie Kashmanian, 144 Spencer Place. As you know, I am the president of the Ridgewood Administrators' Association, and you can see that our entire membership is here this evening. In the spirit of the celebrations for retirees that we have been having at Board meetings this year, we wanted to come to honor you as we continue to try to process the idea that, come July, you will no longer be our district leader. Let me say that you are indeed one of the good guys. I'm very confident you bleed maroon. As a graduate of Ridgewood High School, you believed so strongly in the Ridgewood School System that you and your wife, Maggie, (who also happens to be an educator), made Ridgewood your home. You chose to raise your own children here so that they could follow in your footsteps through the Ridgewood Schools. I know your last, Shea, is a senior this year. Time flies! With your passion and dedication to education, and education in Ridgewood in particular, you applied for and became the principal of your alma mater, Ridgewood High School. Then, when the opportunity presented itself, you took on the role of Superintendent during a pandemic, knowing we desperately needed someone solid to follow Dan Fishbein. You're a brave man, Tom! But I know leading Ridgewood was a dream realized, and it was wonderful to witness. And we were reassured to have your calm presence at the helm. You've done an amazing job during unprecedented times. No one has envied your position, but you've handled everything with professionalism, always putting students at the center of your decision-making. From the very start, you have shared your love of learning and your passion about this school district with the administrative team. You're a reader, an author, and a researcher, and are always sharing information, best practices, and data-driven approaches to teaching and learning from which we, as a team, continue to learn and grow. You put students first, and I think we could say that you're tough but fair. You operate with integrity. You're a listener, and have been such a strong support system for the district administrators as we have struggled to move through these challenging times. You know your stuff. You trust in all of us to know our stuff! You've been in the roles of parent, teacher, principal, and superintendent. This makes you uniquely positioned to understand opposing views, and make decisions based on what you believe, in your professional judgment, is best for the students of Ridgewood. In short, Tom, your job is one that so few can do well, and

even fewer would even be willing to take on at all. You, sir, are irreplaceable. A product of the Ridgewood Public Schools, a resident, a Ridgewood parent, former RHS principal, and now superintendent. You're an educational unicorn! All this being said, as sad as we are to lose our leader, we certainly understand and support your decision. We wish you all the best as you share your leadership passion and skills with the Montville community. Our loss is certainly their gain. Let me leave you with this quote, Tom, because I think you'll find meaning in it during this transition. It's by George Eliot. "It is never too late to be what you might have been." We'll miss you more than words can say, Tom! Best of luck always.

Michael Yannone, 320 Kenilworth Road, President of the Ridgewood Education Association and a parent of a high school student, thanked Dr. Gorman for his time as Superintendent. Tom - you were the leader the District needed and while I wish you were not leaving, I wish you nothing but success as you take your talents to Montville. Tom - you are the epitome of the selfless leader. You're collaborative, supportive, empathetic, you truly care about everyone who walks through the doors of the District's 11 buildings. I am saddened by your decision but I am not shocked. Saddened in that we are losing a good man, it was a point of pride that this District could for the first time in its long history point to the fact that a lifelong resident, an RHS grad, was Superintendent. This gave Dr. Gorman extra credibility and it translated into the work with the alumni association which resulted in our students connecting with and learning from alumni as they leave Ridgewood and prepare for the world. That relationship between Ridgewood's past and present will be an enduring legacy. As for being shocked, anyone paying any bit of attention to these meetings cannot be shocked by Dr. Gorman's decision. When Dr. Fishbein announced his retirement, I added my voice to the chorus asking this Board to reflect on the way you treat your staff, nothing has changed and here we are again. You need to ask yourselves, why are people leaving? Why in two years has this District lost two superintendents and a Business Administrator. It's not just admins that are leaving. In the last week, staff have received 16 emails announcing job openings in the District. Online we have 52 positions posted. As a point of comparison, Montville has only 10 positions posted. Again, why are people leaving? I will offer that it seems that this Board simply doesn't respect its staff. That is something I do not say lightly. At last week's Board meeting, a resident called in and accused an unnamed staff member of a grand conspiracy of manipulating budget numbers in an attempt to fraud taxpayers and negate the will of the voters. That's a massive and outlandish accusation against one of your employees. Not one person on this Board spoke on behalf of the business office staff. No one defended the integrity of the District employees. For two meetings in a row, we have heard one Board member completely misrepresent and degrade the workday of the teaching staff. When someone on this Board attempted to correct this error it was her turn to be disrespected by being talked over. It is embarrassing that there are people on this Board that don't understand that teachers work a paid 7 hour and 35-minute day. Read the contract you ratified, that contractual day starts before the students arrive and ends after they leave and that defined work day we're expected to lesson plan, conference with parents and students and colleagues. We also counsel students, we have supervisory assignments, we receive professional development, we attend meetings, we grade assignments, we input data, we read and answer emails, when we aren't doing those things, we teach. To claim that if we shorten class periods, we can add days to the calendar it shows a complete ignorance of all that your staff does. Less instructional time doesn't mean teachers don't do anything. This is insulting. Does this Board know how a school district actually works? Let's also not forget that it was this Board that voted to increase the amount their staff's children will pay in

tuition by 1000, so now new hires who live out of district would have to pay about 10% of their salary to have their child attend the district they work for when nearby districts charge their staffs nothing. This new policy screams that while you may be good enough to teach Ridgewood's children, your own child's not welcome. That's more disrespect. Dr. Gorman, I do wish you the best, you deserved so much better, Ridgewood deserves so much better. Ridgewood's loss is Montville's gain. All the best Tom.

John Hoag, 314 Wastena Terrace, he thanked the previous two speakers for their comments, the only thing, he can add much more, but he'll try to say what he was here to say. Thanked Dr. Gorman for his years of service on behalf of our kids. He will be missed here and he wishes him good luck in his future endeavors. He too is not shocked by your decision to leave for the reasons mentioned previously. He wants to reiterate his comments from last week and express his frustrations for the noted and ongoing staffing issues here in the District. It is simple, we need more aides, we need more teachers and now all of a sudden we need a Superintendent. It sort of defies logic that we are at this place again, as we move forward he asks the Board to try to be transparent about policies and specifics around things like choosing new teachers coming into the District with kids and choosing their kids to send them to RPS, simple fact that is a 1,000 percent increase should be shocking. More importantly, last week he used the term cost-cutting, for that he apologizes, what he meant to say is that you are engaged in an active campaign to cut benefits for our teachers, not benefits as in healthcare, but benefits such as the aforementioned affordable tuition for those teachers. If you do not understand why that is important, then you clearly missed class in your business school. Increasing tuition for their kids makes these jobs less attractive to potential applicants and makes no sense in this environment that we are in economically or any environment economically. He can only speak for himself tonight when he says that he is extremely worried about the next steps that this Board will take as their search for a new superintendent commences when faced with a similar predicament of their own making. Not too long ago members of this Board decided that instead of focusing on the most important search for a superintendent, they would run concurrent searches for a new architect and a new legal counsel costing taxpayers thousands of dollars. This is not fiscal responsibility. You all have an ethical responsibility to make your decisions in terms of the educational welfare of our kids, not to satisfy promises made during your overfunded campaigns for which you are in a voluntary role. You have an ethical responsibility to make sure our schools are well run and not to run the schools. That responsibility lies in the hands of the incredible professionals in our district with decades of experience in education. You have an ethical responsibility to act independently, to think independently, and to use independent judgment. You are not beholden to anyone else on this Board, even if you ran as a block. Your duty is to the kids of this District. That is it.

Rorick Halliday, 1 Franklin Avenue, lived in Ridgewood for 52 years, kids went through K-12, the last one graduated in 1985. In many ways, he does not have a dog in the hunt, but he does. He is a big believer in a good public education because altruistically speaking, there is no better way of investing in the future of America than investing in good public schools - not just private schools where rich people can send their kids, but public schools. Selfishly, he is a big believer in having a good school system in Ridgewood because that basically supports the tremendous housing prices that we've had. He recently sold his house at a very good price and the people that moved in are people with kids. What is happening with the Ridgewood BOE is that it has become politicized ever since a couple of members of the

Village Council decided to extend its reach and to try to dominate the Board of Ed. The Board of Ed, in the past, and he has lived here for 52 years, has always attracted the best and the brightest - good people, solid people, quiet people who worked hard in the background to assure a good school system. This has been turned upside down in the last couple of elections. The idea of one of the political parties supporting one of the people running for the Board of Ed is absolutely shocking. Losing two absolutely first-class administrators, in two years basically, someone has to take the fall for it. It isn't like Dr. Gorman is leaving to spend more time with this family. It isn't like Dr. Fishbein left because he wanted to retire, which is what people tried to say, because soon thereafter he ended up getting another job. He thinks what you should do is for the President of the Board of Ed and the Vice President to resign their positions and for you to elect two people like Sheila Brogan and others to be the President and Vice President of the Board of Ed. There is a lot of healing that will be taking place that needs to take place because if he were one of the administrators or one of the teachers, he would feel very, very worried about what's happening with the Ridgewood School System. You just can't sit there and try to sweep it under the rug and move on. Dr. Gorman, the tendency for good people like you after you resign is to move on and say good luck to you guys and let it finish with that. He hopes that after you have moved on to your next job you can take some time out to tell us why you resigned - because it can't be that you got such a better offer, it can't be that you got such a better job. Dr. Gorman, thank you very much, and again, it is time for the residents of Ridgewood to try to control this Board of Ed which he thinks is just running wild.

Deirdre Scali, 599 Heights Road, she wants to reiterate what John Hoag and some of the Administration said, Dr. Gorman has always been for the people, for the kids, for Ridgewood and she really wants to wish you good luck but she is deeply saddened. As also a member of our community, it's eye-opening as she has said to someone today at Stop and Shop, wow, he does bleed maroon but yet felt like he had to leave. That is embarrassing and it's quite a sad state of affairs and similar to what John Hoag said, when will the Board of Ed finally once and for all put the children first. She has reiterated that statement for 2.5 years in person, on the telephone, and in emails. Once and for all, could someone at the Board put the children first and let the educators who are highly, highly qualified finally do their job for the children? Dr. Gorman - you and I have always had a good rapport through email, she wishes you nothing but the best. She is deeply saddened by this turn of events and she can speak for her children to say good luck and we are very sad and she really hopes the Board will wake up.

Lori Weber, 235 South Irving Street, she wasn't planning to speak but it's hard not to notice the vitriol disguised as tribute tonight. It's just so disheartening to listen to this yet again. She would say that the level of hostility of those who are trying to exploit what is Dr. Gorman's personal decision is palpable, and she would just like to add given the length of Dr. Gorman's service and the length of the hiring process for a Superintendent, he would have had to have made this choice early on in his service. She thinks that when people come in and say, she watches these meetings, every meeting, if she is not there she watches from home - for people to come here and make the remarks and the observations that they have, she would have to say that what they are doing is exploiting this and not paying attention to what's going on. It is telling that they haven't even waited to hear what Dr. Gorman would say about his decision. She certainly hopes that he will clarify that for the sake of the community. This ridiculous fighting and politicizing of every single thing has to stop. Save your energy for the

real issues that the Board faces and the decisions that they make.

Dr. Gorman thanked everyone for the love and support that the community has given to him. It is with mixed emotions that he is pursuing a new opportunity. While listening to the comments he thinks we need to be united and focus on the budget, facilities, fields and most especially the education of the students.

The Board Trustees each thanked Dr. Gorman for his service and wished him well.
To view this portion of the meeting scroll to 38:21.

VI. PRESENTATIONS

A. Preliminary 2022-2023 Budget Review

➢ Scott Bisig

To view the entire conversation regarding the Budget review scroll to 47:25.

The Board asked questions regarding the preliminary 2022-2023 School Budget that was presented at the Special Public Meeting on March 14, 2022.

Ms. Brogan asked for Mr. Bisig's recommendation on how we will address the deficit for the food service and the Infant Toddler Development.

Mr. Bisig advised that the reconciliation of that would be the Board's decision. We currently have 5.4 million in unassigned fund balance, but due to Chapter 44, we will bring a bulk of that forward to balance next year's budget. Knowing that, you will need to pull more money to reconcile Infant Toddler and Food Service. If either of those are not reconciled, it will be an audit recommendation going into next year.

Mr. Dani added that when he spoke to School Boards last year, they advised him that we have three options if we have losses in enterprise funds: 1. If you make changes in the enterprise program so it starts to make money and you pay back their losses, 2. close the program, 3. give the money from the general fund to offset the cost.
Mr. Dani chooses option 1.

Dr. Gorman stated as per the Auditor, if we don't have enough money that is made in the profit this year, then you will have another audit recommendation next year. Hopefully it will be corrected the year after.

Conversation regarding how to address the deficit due to COVID impacts for food service and Infant Toddler Development Center ensued. The Board must present a plan on how to reconcile the deficit within 30 days of the approved audit report. If the deficits were to be cleared in this budget and there are profits in the future, the money would get rolled back into the Enterprise Funds for their needs. Mr. Bisig re-capped that the issue is if the deficit is to be cleared, now or down the road. If it is not cleared, there will be audit recommendations.

To view this portion of the meeting scroll to 54:00.

As a result of the discussion, Mr. Bisig will check with the auditors if the following example is correct: if there is a $200 deficit in an enterprise fund this year and then there is a $200 profit the next year, will this bring the account to zero?
Mr. Bisig will provide the Board with the projected profit for this year. He advised the Board that the tentative budget must be submitted to the County while we wait for the Chapter 44 appeal. When we receive that information, we can then update the tentative budget and conduct another presentation for the public. Today the Board would need to vote to approve the submission of the preliminary budget to the County Superintendent as step one in the process.

Ms. Brogan voiced her concern that if the 4.7 million is a real number, then the budget as it's structured is building a hole for next year and once we subtract the 3.2 million dollars from the 5.4 in available free balance, that leaves us with 2.1 and change million. That is a very low standard, and if we have to make Infant Toddler and Food Service whole, we are down to 1.8. Is there a change in what we've got put in for capital based upon the facilities? The $116,000 in the budget is very low for summer projects. Will we go ahead with the woodshop?

Dr. Gorman confirmed that the $116,000 in the budget is the summer projects that we do for just basic maintenance of paint and everything throughout the District.

Mr. Dani replied that during the facilities meeting, they talked about 540,000 for summer projects. They also discussed the 800 and something for maintenance projects that included the painting of the library, hallway. We discussed and agreed to do those items and use money from the 2.7 million. This discussion was before the 4.7 million number, at this time it would be prudent to wait for a few weeks until we know what our numbers are before we withdraw from any reserves.

Ms. Brogan asked what are we doing with Capital?

Mr. Dani replied that during the Facilities Committee Meeting they all agreed that we will go with the plan to install the suction machine at the outside because that will take less space. It's more expensive but that was the recommendation from everybody.

Ms. Brogan asked is the 529 the number we are putting into Capital?

Mr. Bisig reviewed that is the number, but the Finance committee wants a different route and they do not want to do the Woodshop project and wants to pull it from the project.

Ms. Kwak reviewed that the concerns were the uncertainty of what the numbers will look like and given the supply chain issues and the timing of the project it wouldn't be completed by the fall, and the number of parking spots it would take up.

Mr. Mahmoud stated that he is concerned about how we are operating since they had discussed it in the facilities committee and gave the ok to the project and part of it is that a big portion of it is coming from ESSER funds. The architect did their due diligence, we asked them a whole bunch of questions that they reviewed and came back with the answers. We reviewed it in the Facilities Committee and we were ok with it. There has to

be a trust factor that if the facilities committee puts something forward, he does not think it is right for the Finance Committee to just rip it out. They were also interfacing with the architect and we told them to do certain things, we discussed it as a facilities committee.

Ms. Kwak does not think this is a trust issue, it is a funding issue.

Mr. Dani asked, if we get the 4.7 million then we will do it?

Ms. Kwak stated that we should be very conservative.

Ms. Brogan added that Capital Reserves should be used for capital projects. This seems to be a valuable project.

Mr. Dani stated that we can always go to the county Superintendent and ask for an exception that since we lost $4.7 million, we need to use that money somewhere else. We should delay it by two weeks and once that is clarified - the architect said that it may not be possible in the summer anyway.

Mr. Bisig replied that for the timeline for the woodshop ventilation project, we missed the timeline for the summer. For the budget submission that is due on the 26th, he was informed by the finance committee to pull out the woodshop and roll it into the next year, especially if we win chapter 44, things may change.

The Board further discussed the budget including capital, capital projects, the woodshop project, and the bank cap to view this portion of the meeting scroll to 1:18.

Dr. Gorman presented i. Resolution for Adoption of the 2022-2023 Proposed Preliminary Budget for Submission to the Executive County Superintendent of Schools.

i. Approval: Resolution for Adoption of the 2022-2023 Proposed Preliminary Budget for Submission to the Executive County Superintendent of Schools
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the 2022-2023 proposed preliminary budget for review by the Executive County Superintendent of Schools.

Ms. Kwak moved approval of i. Resolution for Adoption of the 2022-2023 Proposed Preliminary Budget for Submission to the Executive County Superintendent of Schools.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYES: none

Ms. Brogan voted yes since she knows we have to submit a budget, but she is concerned about the structure of this budget.

Mr. Mahmoud will vote yes but wants to revisit the budget when we get the response from the State, so that we do not dig ourselves into a hole that we cannot get out of.

Ms. Kwak acknowledged the hard work of the Business Office, we are all really in the weeds because they have spent a lot of time on it. She added that Chapter 44 was unexpected.

VII. SUPERINTENDENT REPORT

None at this time.

Dr. Gorman presented for consideration A. Attendance at Conferences.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspensions and Harassment, Intimidation, and Bullying (HIB) Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB reports that have occurred since the last Board meeting.

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. <u>Approval: Field Trips</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment B.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Ms. Kwka seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration D. Human Resources

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Long-term Substitute

FOERCH, Summer - Kindergarten Teacher, Hawes Elementary School, effective March 7, 2022 through April 29, 2022, at a daily rate of $150 per day, until the assignment ends. Ms. Foerch possesses an NJDOE Standard Certificate as a Elementary School Teacher.

Account # 11-110-100-101-11-02-019-000

GERAGHTY, Laura - Eighth Grade English Teacher, Benjamin Franklin Middle School, effective March 28, 2022 through June 1, 2022, at a daily rate of $150 per day, until the assignment ends. Ms. Geraghty possesses an NJDOE Standard Certificate as a Teacher of the Handicapped.

Account # 11-130-100-101-03-08-019-000

Classroom Aide

LEVANTI, Stamatina - Self-Contained PERL Special Education Classroom Aide, Somerville Elementary School, effective September 1, 2021 through June 22, 2022, 5.75 hours per day, 5 days per week, approved by the Board at its meeting on July 26, 2021, **from** hourly rate of $17.50, **to** hourly rate of $21.23.

Account #11-209-100-106-00-05-024-001

K-12 Summer School Principal/Special Needs Summer School (ESY) Coordinator

ADAY, Douglas - Principal/Coordinator of the 2022 Summer School/Special Needs Summer School.

Stipend: $18,000

Account #11-212-100-101-66-04-024-000

Additional: 2022 Spring Ridgewood Community School

Adult Education

- **Dorsey, Donna**
- **Levine, Margaret**
- **Ojeda, Matthew**
- **Peris, Lorena**
- **Skulskaia, Ekaterina**
- **Thompson, Akemi**

Account #13-602-100-101-00-60-060-001

Junior Edition (Irish Basketball Clinic)

- **DeRisi, Michael**
- **Sullivan, Matthew**
- **Troy, Michael**

Account #13-423-100-101-0-60-060-001

Revision: Spring 2022 Coaching Assignments, approved by the Board at its meeting January 31, 2022

Assistant Lacrosse

Remove: **TBD**
Replace: **Mitchell, Michael**, Step II, total stipend $5,148.

Remove: **TBD**
Replace: **Putnam, Gretchen**, Step II, total stipend $5,148.

Account #11-402-100-101-00-10-034-001

RHS Volunteer

Track Coach

- **Ford, Josh**

ii. Change of Assignment for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignment for the 2021-2022 school year, as listed below.

FINN, Kasey - **from** Resource Room Special Education Classroom Aide, Ridge Elementary School, 5.75 hours per day, 5 days per week, **to** Applied Behavior Analyst Aide (ABA), Somerville Elementary School, effective February 14, 2022 through June 22, 2022, 5.75 hours per day, 5 days per week.

From: $17.50 per hour

To: $21.23 per hour

Account #11-209-100-106-00-05-024-001

iii. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement, listed below.

Teachers

ABBATIELLO, Diane - Seventh Grade Science Teacher, George Washington Middle School, effective July 1, 2022, with thirty-three years of Ridgewood service.

Diane Abbatiello's career in Ridgewood:

- 1989-2022 - Science Teacher, George Washington Middle School

RISPOLI, Karen - Computer Education Teacher, Benjamin Franklin Middle School, effective July 1, 2022, with thirty-two years of Ridgewood service.

Karen Rispoli's career in Ridgewood:

- 1990-2001 - Elementary School Teacher, Somerville Elementary School
- 2001-2004 - Elementary School Teacher, Hawes Elementary School and Willard Elementary School
- 2004-2005 - Elementary School Teacher, Hawes Elementary School
- 2005-2022 - Computer Education Teacher, Benjamin Franklin Middle School

iv. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Administrator

GORMAN, Thomas - Superintendent, Education Center, effective July 1, 2022.

Teachers

BARBA, Ashley - Fourth Grade Teacher, Ridge Elementary School, effective July 1, 2022.

EIDSCHUN, Jillian - Guidance Counselor, Ridgewood High School, effective July 1, 2022.

GATTONI, Jessica - Mathematics Teacher, Ridgewood High School, effective July 1, 2022.

MAGER, Elyse - RISe Grades 4-5 Teacher, Ridge Elementary School, effective July 1, 2022.

MOLLEMA, Kristine - Resource Room Teacher, Willard Elementary School, effective

July 1, 2022.

Classroom Aide

MONTELBANO, Dean - One-to-One Special Education Classroom Aides, Benjamin Franklin Middle School, effective March 16, 2022.

v. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

ADAMS, Brianna – Special Education Teacher, George Washington Middle School, effective May 12, 2022 through June 30, 2022 and September 1, 2022 through November 4, 2022, with a reinstatement date of November 7, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

BRUNNER, Adam – Data Coordinator, Ridgewood High School, effective May 31, 2022 through July 29, 2022, with a reinstatement date of August 1, 2022, utilizing the FMLA and/or NJFLA leave entitlement.

CUNEO, Tara – Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 30, 2022 and September 1, 2022 through June 30, 2023, with a reinstatement date of September 1, 2023, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: FRIBERG, Honor – Grant Coordinator, Education Center, **from** effective March 21, 2022 through May 31, 2022, with a reinstatement date of June 1, 2022 and July 4, 2022 through August 19, 2022, with a reinstatement date of August 22, 2022, approved by the Board on February 14, 2022, **to** effective March 14, 2022 through May 31, 2022, with a reinstatement date of June 1, 2022 and July 4, 2022 through August 19, 2022, with a reinstatement date of August 22, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

VAN HISE, Brian – Mathematics Teacher, Ridgewood High School, effective September 1, 2022 through November 9, 2022, with a reinstatement date of November 14, 2022, utilizing the FMLA and/or NJFLA leave entitlement.

vi. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Hawes Elementary School

Compensatory Services

- **Madison, Marissa**, not to exceed 15 hours, at an hourly rate of $48.33 ($724.95).

Account #11-401-100-101-00-02-002-001

Somerville Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Broadway Bound Club

- **Carr, Lauren**, for a total stipend of $450.

Account #11-401-100-101-00-05-005-001

Travell Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Yoga Club

- **Lauro, Livia; and Tracy, Natalie**, each for an additional 8 hours, each at the hourly rate of $40.17 ($1,285.44).

Account #11-401-100-101-00-06-006-001

Benjamin Franklin Middle School

Additional: Intramural Activities for the 2021-2022 School Year

Girls Volleyball, Boys Volleyball, Track, Weight Lifting, Open Gym, not to exceed a total of 300 hours, each to receive an hourly rate of $ 40.17 ($12,000) Advisor: **Norcross, Garrett; Papapietro, Meagan;** and **Watson, Torrance**

Account #11-401-100-101-00-08-008-001

Additional: 2021-2022 Student Club Activity Advisors

You Be the Chemist Club

- **Krsnak, Kate**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account #11-401-100-101-00-08-008-001

Chess Club

- **Litvak, Roman**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account #11-401-100-101-00-08-008-001

Writing Club

- **Gilbert, Kristen**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account #11-401-100-101-00-08-008-001

Jewelry Making/Beading Club

- **Fontana, Elisabeth**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account # 11-401-100-101-00-08-008-001

Fishtank Club

- **Mahler, Craig**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account #11-401-100-101-00-08-008-001

Makers Club

- **Mahler, Craig**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account #11-401-100-101-00-08-008-001

George Washington Middle School

Ski/Snowboard Trip - January 28, 2022 and February 18, 2022

- **Chaperone: McKinnon, Evelyn**, not to exceed 30 hours, at an hourly rate of $40.17 ($1,205.10).

Account # 11-401-100-101-00-09-009-001

Ridgewood High School

Overnight Field Trip: Central Europe Tour - April 6-14, 2022

- **Six Chaperones: Chamesian, Linda; Gervolino, Colleen; Kneiss, Dana; McDonald, Gregory; Pizzuto, Basil;** and **Yannone, Michael**, each for 8 nights, each at $200 per night ($9,600), **Two Volunteer Chaperones: Gorman, Thomas;** and **O'Brien, Elizabeth**, overnight stipend of $1,600 paid for by student funding.

Account: **TBD**

Advanced Marketing Orlando/Disney Trip, Orlando, Florida - January 27-30, 2022

- **Four Chaperones: Cronk, Paul; Kay, Peter; Mendez, Karen;** and **Stovell, Shauna**, each for 3 nights, each at $200 per night ($1,800).

Account # 20-030-100-101-00-10-010-035

DECA States, Atlantic City, New Jersey - February 28, 2022 through March 2, 2022

- **Five Chaperones: Kneis, Dana; Luo, Miles; Stucke, Mallory; Turano, Rebecca;** and **Watson, Andrea**, each for 2 nights, each at $200 per night ($2,000).

Account # 20-030-100-101-00-10-010-037

DECA ICDC, Atlanta, Georgia - April 22-27, 2022

- **Three Chaperones: McDonald, Gregory; Stovell, Shauna;** and **Watson, Andrea**, each for 5 nights, each at $200 per night ($3,000).

Account # 11-401-100-101-00-10-010-001

ACT Administrative Duties - October 21, 2021, February 12, 2022 and June 11, 2022

- **Valeri, Amanda**, for a total stipend of $300.

Account # 11-000-218-104-00-10-010-001

Technology Support Alumni Dinner - March 23, 2022

- **Holand, Larry**, not to exceed 10 hours, at an hourly rate of $44.68 ($312.76).

Account #11-000-222-104-00-10-010-001

Curriculum, Instruction, and Assessment

Extended-day Program to work with Identified Students - Funded by ESSER III Grant

Upon the depletion of account #20-490-100-101-00-22-022-001 (ARP Evidence-Based Comprehensive Beyond the School Day Activities Grant), all teachers approved to provide extended day services will be paid out of #20-487-100-101-00-22-022-001 (ARP ESSER III - main grant).

Librarian Curriculum/Lesson Planning - March 14, 2022 through April 8, 2022

- **Coppola, Michele**, not to exceed 12 hours, at an hourly rate of $53.33 ($639.96).
- **D'Iorio, Linda**, not to exceed 6 hours, at an hourly rate of $53.33 ($319.98).
- **DeNunzio, Mary**, not to exceed 6 hours, at an hourly rate of $53.33 ($319.98).
- **Kaplan, Nancy**, not to exceed 6 hours, at an hourly rate of $53.33 ($319.98).
- **Thornton, Jennifer**, not to exceed 6 hours, at an hourly rate of $53.33 ($319.98).

Account # 11-000-221-104-00-22-022-001

Technology Support for Community Outreach Program - Wellbeing Speaker Series - May 16, 2022

- **DeRoche, Andrew**, not to exceed 4 hours, at an hourly rate of $27.78 ($41.67 time and a half not to exceed $166.68).
- **Enmore, Jaeson**, not to exceed 4 hours, at an hourly rate of $53.07 ($79.60 time and a half not to exceed $318.40).

Account #11-000-230-104-00-45-045-001

vii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Haley, Patricia; Idone, Natalie; Jarvis, Ryan; Montelbano, Dean*; Mulkay, Samantha; Munro, Abigail; and **Vehmas, Christopher***

$115 Daily Rate

***Related to staff member**

Mr. Lembo requested to vote separately for item iv.

Mr. Lembo moved approval of D. Human Resources, with the exception of item iv.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Brogan moved approval of D. Human Resources, item iv.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**

New Player's Company Association, Inc.	$108,989.15 (gift in kind)	A gift in kind to pay for the production costs, staffing, scholarships, capital improvements, and other expenses of the New Players Company.	N/A
Special Olympics of New Jersey	$8,555.09	To be used to enhance the District's Unified Champion school program.	20-035-100-101-00-10-010-003 (FICA - $8,003.50) 20-035-200-220-00-10-010-003 (STIPEND - $551.59)
Alison and Ted Stephens	$24 (gift in kind)	A gift in kind of a robot distance sensor.	N/A
Ridgewood High School Student Activity Account	$552.92	To be used to purchase lumber supplies for student labs.	20-030-100-610-00-10-010-034
Ridgewood High School Student Activity Account	$2,153	To be used to pay for overnight chaperones for DECA.	20-030-100-101-00-10-010-037 (STIPEND - $2,000) 20-030-200-220-00-10-010-037 (FICA - $153)

ii. <u>Approval: Disposal of Equipment</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of equipment as listed below through www.govdeals.net. These items are obsolete and no longer needed.

Somerville Elementary School

- 16 cafeteria tables

Education Center

- 1 desk
- 1 table
- 1 bookshelf
- 2 small file cabinets
- 3 large file cabinets

iii. <u>Approval: Secretary's Line Item Certification</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **January 2022**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and

payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

iv. Approval: Acceptance of the Board Secretary and Treasurer Report

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **January 2022;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting.

v. Approval: Budget Appropriation Transfers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **January 2022** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

vi. Approval: Additional Contracted Provider to Provide Special Education Services for the 2021-2022 School Year

Approval of additional contracted therapists to provide special education services for the 2021-2022 school year, as listed below:

Contractor	Service	Schedule	Rates
Bliss A. Chalemian, MD	Psychiatric Evaluations	as needed	$495/initial eval. $123.75 every add'l 15 minutes

Ms. Brogan moved approval of E. Finance.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none
ABSTAIN: Mr. Dani

Ms. Kwak read the donations into the record and thanked the responsible parties.

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

A. None at this time.

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Mr. Dani.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
Mar 7	Columbia Bank On-Line	105112-105213	1,067,246.06
Mar 14	Columbia Bank On-Line	105214-105314	432,211.82
Feb 4	Electronic Transfer	R39027	328.77
Feb 7	Electronic Transfer	C39030	940.57
Feb 9	Electronic Transfer	C39029	6,491.78
Feb 9	Electronic Transfer	R39028	225.84
Mar 2	Electronic Transfer	L38826	5,588.80
Mar 3	Electronic Transfer	L38827	474.61
Mar 15	Electronic Transfer	B39025	2,238,425.00
Mar 15	Electronic Transfer	H39026	1,082,683.71
Mar 14	Food Service	620374-620375	92,936.94
Mar 1	Columbia Bank Void Check	104860	(500.00)
Mar 7	Columbia Bank Void Check	104163	(45.00)
Mar 7	Columbia Bank Void Check	105033	(305.08)
TOTAL			4,926,703.82

Mr. Dani moved approval of bills reviewed by him.

Ms. Brogan seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan congratulated the New Players, pit orchestra, and staff on the sold-out performance from 9 to 5.

Ms. Poelstra announced that a message went out regarding Dr. Judith Owens' virtual presentation on April 27. There will be additional speakers coming on June 1. The presentation will be recorded and made available for people who cannot view it on April 27.

A discussion regarding alternative schedules 1:56.

Mr. Lembo announced that the Harlem Wizards are coming to Ridgewood for two sold-out games on March 30 and 31.

XII. BOARD COMMITTEE REPORTS

None.

XIII. DISCUSSION ITEMS

Ms. Brogan discussed concerns about staff shortages throughout the state, which have escalated since the start of the pandemic.

The Board continued the discussion, to view this portion of the meeting scroll to 2:01.

XIV. ACCEPTANCE OF MINUTES

- January 31, 2022 Regular Public Meeting
- March 1, 2022 Executive Session Meeting
- March 1, 2022 Special Public Meeting

Ms. Kwak requested to pull the March 1 Executive and Special Public Meeting Minutes.

Ms. Kwak moved acceptance of minutes, January 31, 2022 Regular Public meeting only.
Ms. Brogan seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none
ABSTAIN: Mr. Mahmoud

XV. OTHER BUSINESS

None

XVI. COMMENTS FROM THE PUBLIC

Kara Murray, 703 Belmont Road, congratulated Dr. Gorman on his career in Ridgewood. The showing that you had tonight is a testament for what you've done this past decade and wishes you well as you go to Montville in Morris County. After sitting here for two hours, she is disheartened that we have not talked about the students tonight. Not one thing came up about our students. She is a mom, she has a ninth grader, eighth grader and a fifth grader. She started coming to these meetings when her eighth grader couldn't read and she really wanted to enact change in the District with a group of moms who wanted to get funding for a multi-sensory program, which they did with the help of teachers, staff, administrators and the Board that was sitting here. She has not heard one thing about a student's program tonight, that should be your only driving force in her opinion for sitting here for as many hours of sitting here as you do, reading the Board packets that you get. She is pleading with the Board to bring it back to the students. The kids and the staff deserve your support. She respectfully asks that the Board looks from within to see what's happening . Even with covid, during covid hopefully after covid. Where we are now with hiring another Superintendent within 18 months. Please, those who have kids in the district, go home and look at your kids tonight and your students and say, what would I want for them?

Peter Moltin, calling regarding the staffing issues as they have been brought up for months. He is thankful that there is more attention during these meetings, as you know, for many months he has pleaded to ask the community for help, ask for money, find resources. From crossing guards to a superintendent, we need to figure out how we can entice people to work in our district, to stay in our district. The back door that is occurring between retirees and resignations which are very apparent, we need to figure out how to stop those because it is that much more difficult to hire people. It is totally understood that this is a state and national issue, but these are our kids, our district of excellence that we need to figure out ways now. It was super apparent at the beginning of the year this was going to be an issue. It's gaining some traction at the meetings, but we still don't have crossing guards or aides; we don't have a Superintendent. We are not closing the back door, people are leaving and we can't hire people. The Board has to think about this immediately. This is not an issue for next year or the year after. This is an issue for now, for months ago and it's getting worse. Please go out to the community and think about ways, not wait for the state. What can we do to come work here and not leave? It was brought up a few meetings ago about trying to get the pool bigger and that's apparent. It was happening before covid as well. This is a supply and demand, it is basic economics. If the pool is smaller, we need to figure out ways to increase things to remain competitive. The tuition issue, how can we do that, he said you can't raise the cost to anybody right now. There is almost no business that could get talent by raising the costs. Everybody wants more benefits and more money. He hopes that you think about it and continue to talk about it, and you go out to the community and get action steps very quickly to stop this. Especially the back door, but also being able to attract people. Thanked everyone for their hard work and for being here, but this is obviously a super big issue for our district. We won't be able to educate our kids properly without staff.

Mr. Dani asked Ms. Townes if they can get information about which positions we are having trouble finding people where we don't have enough people applying?

Ms. Townes can have her secretary get that information.

Ms. Poelstra added that you can also look at any place on the Board agenda where you've approved a 1.2, that means we did not have an applicant to fill that position and we are using several existing staff to cover the position.

Ms. Townes said that she has never come into the building in September and not been able to fill a permanent position. This is the first year that she is nervous about it. The mid-year positions that are not anticipated are the difficult ones to fill. Some people are out for one year, some people are out four months, some people are out three months. We are starting to do job fairs for September for anything that we know now, there are anticipated openings available.

Mr. Mahmoud believes that we need to create an ad hoc committee to discuss staffing.

Ms. Townes stated that we should not be panicking because it is still March, she is now receiving retirements. She is now starting to post the positions, reaching out to the colleges, and we're looking for other places to send the information. Ms. Townes and Ms. Poelstra held hiring committee meeting with their staff at every level to see how they are going about it, they came up with ideas and how we can think about sourcing it differently. We are thinking about it earlier than we normally would because we want to be more proactive than we would have been. With the leave replacements that is where there is the issue and the .2 comes in.

Ms. Kwak added that since Ms. Townes is ably managing the situation, she does not think at this moment a committee to oversee an administrative role is the best use of time.

Ms. Townes added that in reference to the leave replacements, we are competing with our neighbors who might be paying $210 and we are paying $150. Clifton pays $250 per day. She has read an article about being careful about increasing the pay temporarily to a higher amount and then what will happen next year when we need to bring it back down. We have to be careful when responding to the COVID issue and increasing the pay to attract, are we going to be able to retain that cost?

Mr. Dani questioned if leave replacements are paid differently based upon the teaching assignment.

Ms. Townes answered that if someone is an aide or a leave replacements, it is the same price. She cannot give the Latin teacher something different than a Spanish teacher. They all work under a certificate.

Mr. Dani asked if we could pay them differently based on the level.

Ms. Townes added that it would create a conflict within the district, the high school would be competing with elementary schools. We are already competing to get aids and subs, to add that it would not be productive.

Ms. Poelstra stated that they have heard a common theme that paying the leave replacements $150 per day is quite low and even for a short assignment, it's very hard to attract somebody to that position.

Ms. Townes will compile information with a comparison of how aides and subs are compensated in other districts, review additional ways to discuss it.

The Village has a company that manages and hires the crossing guards, it is not the school district.

XVII. MOTION TO GO INTO EXECUTIVE SESSION

Ms. Kwak moved that the Board go into Executive Session and adjourned the Regular Public Meeting at 9:35 p.m., for the purpose of discussing matters that pertain to personnel. Ms. Kwak stated the minutes of the Executive Session would be released when the need for confidentiality no longer exists. Mr. Brogan seconded the motion, which was unanimously approved.

Respectfully submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

March 21, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Rebecca Turano	HIB Law Update TMI Education, NJ Virtual 3/10/22	Professional Development	$0.00	0
Andrew Raupp	Intermediate IMSE Orton Gillingham Training Institute for Multi-Sensory Education, MI Virtual 3/16/22	Professional Development	$1,275.00	5
Jennifer Osenbruck	NJCIE Spring Inclusion Leadership Conference New Jersey Coalition for Continuing Education, NJ Virtual 3/18/22	Professional Development	$0.00	1
Laura Vargo	University of New Hampshire Counselor Visit University of New Hampshire, NH Durham, NH 3/29/22 - 3/30/22	Professional Development	$154.00 (updated from 3/7/22 agenda)	0
Suh Young Nam	Social-Emotional Character Development New Jersey State Bar Foundation, NJ Virtual 3/31/22	Professional Development	$0.00	0

Thomas Trubac	Intermediate IMSE Orton Gillingham Training Institute for Multi-Sensory Education, MI Virtual 4/6/22, 4/20/22, 4/27/22, 5/4/22, 5/11/22	Professional Development	$1,275.00	5
Ellen Raupp	Intermediate IMSE Orton Gillingham Training Institute for Multi-Sensory Education, MI Virtual 4/6/22, 4/20/22, 4/27/22, 5/4/22, 5/11/22	Professional Development	$1,275.00	5
Holly Romanek	NJALC Spring Conference New Jersey Association of Learning Consultants, NJ Virtual 4/8/22	Professional Development	$100.00	0
Ashley Pollitt	2022 American Educational Research Association (AERA) Meeting American Educational Research Association (AERA), DC Virtual 4/22/22	Professional Development	$65.00	0

								ATTACHMENT	B		
FIELD TRIPS FOR APPROVAL											
March 21, 2022											
ONE DAY TRIPS											
Date	**School**	**Location**	**Approx # and Group of Students**	**# of Chaperones**	**# Substitutes and dates for each**	**Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse**	**Anticipated Cost to District**	**Annual Event**	**Meets Requirements**		
3/23/22	RHS	TEEEM Student Leadership Symposium, Ramapo College, Mahwah, NJ	8 Cambodia Club/ TEEEM	3	0	$0	$290.00 (Driver)	Yes	Yes		
3/23/22	RHS	TEEEM Student Leadership Symposium, Ramapo College, Mahwah, NJ	4 RHS TEEEM Members	1	0	$0	$0	Yes	Yes		
3/24/22	RHS	"Grease" The Musical, Don Bosco Prep, Ramsey, NJ	26 High School RISe, Middle School RISe, Middle School SAIL, STEPSS Students	22	0	$0	$0	No	Yes		
3/25/22	GW and BF	Bowlero Bowling Alley, Fair Lawn, NJ	21 Middle School Social Psychology Students	6-8	1 (1/2 day)	$85.00	$85.00 (Sub)	No	Yes		
4/5/22	RHS	Cemetary Walk, Valleau Cemetary, Ridgewood, NJ	17 12th Grade Social Studies Students	1	0	$0.00	$0.00	Yes	Yes		
4/21/22	RHS	Van Saun County Park, Paramus, NJ	4 RHS RISe Science Students	3	0	$0.00	$160.00 (Driver)	No	Yes		
4/21/22	RHS	Ridgewood Historical Society, Ridgewood, NJ	17 12th Grade Social Studies Students	1	0	$0.00	$0.00	Yes	Yes		
4/26/22	Somerville	Turtle Back Zoo, West Orange, NJ	57 2nd Grade Students	20	4/26 - Possible Nurse	$170 (Possible Nurse)	$170 (Possible Nurse)	Yes	Yes		
Was 4/29/22 (approved 1/10/22), New Date 4/25/22	Willard	Fort Lee Historic Park, Fort Lee, NJ	22 5th Grade Students	4	0	$0	$0	Yes	Yes		
4/30/22	RHS	NJ Symphony Orchestra, NJPAC, Newark, NJ	3 RHS Band Members	1	0	$0	$0	No	Yes		
5/5/21	Orchard	Fort Lee Historic Park, Fort Lee, NJ	21 5th Grade Students	7	0	$0	$0	Yes	Yes		
5/6/21	Orchard	Fort Lee Historic Park, Fort Lee, NJ	21 5th Grade Students	8	0	$0	$0	Yes	Yes		
5/6/22	Hawes	Museum Village, Monroe, NY	72 3rd Grade Students	14	1 (Sub Nurse)	$170.00	$170 (Sub Nurse)	Yes	Yes		

5/13/22 (Rain Date: 5/19/22)	RHS	Ridgewood Village Walk, Ridgewood, NJ	21 Digital Photography II Students	1	0	$0	$0	Yes	Yes		
5/19/22	RHS	Chinatown - A Walk Through History by MOCA, New York, NY	30 Chinese Club Members	2	0	$0	$0	Yes	Yes		
5/23/22	Willard	5th Grade Buddy Trip, Van Saun Park Zoo, Paramus, NJ	165 5th Grade and Kindergarten Students	41	0	$0	$0	Yes	Yes		
5/24/22	Hawes	Ellis Island, New York, NY	62 4th Grade Students	27	0	$0	$0	Yes	Yes		
6/7/22	Willard	Ellis Island, New York, NY	83 4th Grade Students	9	1 (Sub Nurse)	$170.00	$170 (Sub Nurse)	Yes	Yes		
6/14/22	RHS	RISe Work Skills and Resource Replacement Work Skills, 513 Spring Avenue, Ridgewood, NJ	13 RISe Students	6	0	$0.00	$0.00	No	Yes		

OVERNIGHT FIELD TRIPS											
Date	**School**	**Location**	**Approx # and Group of Students**	**# of Unpaid Chaperones**	**# Paid Chaperones And # of Overnights for each**	**Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight**	**# Substitutes and dates for each**	**Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse**	**Est. Total Cost to District**	**Annual Event**	**Meets Requirements**
4/6/22 - 4/14/22	RHS	Tour of Berlin and Dresden, Germany, Prague, Czechoslovakia, and Krakow, Poland	75 Social Studies students (*previously approved on 4/12/21 agenda - updated head count)	3	Up to 6 (Paid out of student fundraising)	Up to $9,600 (Paid out of student fundraising)	0	$0	$0	No	Yes

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

Minutes of the Regular Public Meeting of the Board of Education held on April 4, 2022, at 7:00 p.m., at the Education Center.

I. CALL TO ORDER AND ROLL CALL

At 7:00 p.m., Ms. Kwak called the Regular Public Meeting to order and asked for a roll-call.

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary; Ms. Ojetta Townes, Manager of Human Resources

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Recognition of Retirees

Diane Abbatiello, George Washington Middle School
Dr. Katie Kashmanian, Principal of George Washington Middle School, shared remarks about Ms. Abbatiello's career, recognizing her for thirty-three years of distinguished service to the district. Ms. Abbatiello will be retiring as of July 1, 2022.

Carol Sharar, Benjamin Franklin Middle School
Mr. Tony Orsini, Principal of Benjamin Franklin Middle School, shared remarks about Ms. Sharar's career, recognizing her for thirty-six and a half years of distinguished service to the district. Ms. Sharar will be retiring as of August 1, 2022.

B. Student Representative Report

Norah Train, Ridgewood High School, presented the following report:

Sophomore parent meeting on April 6th. Guidance will introduce the parents to the high school experience.
All of the college decisions have been released. Seniors are now making pro and con lists, visiting schools, and making deposits. The senior's decisions are due by May 1st.

There were four coaches at Ridgewood who were named the 2022 Big North Conference Freedom Division Coaches of the year. Mr. Saladino for indoor boys and girls track, Mrs. Centrelli for winter cheer, Mr. Schulke for girls swimming, and Mr. Troy for boys basketball.
Harlem Wizards games on the 30th-31st.
Boys Varsity Baseball competed against Rutherford on the 2nd. The baseball team also had a carwash yesterday from 12-4pm to raise money for their program.
The Varsity, JV, and Freshmen Track teams competed in the Pawlowski Relays on the 2nd.
Girls Varsity Football was at a Jets Event at MetLife on Sunday.
There was a Band Spring Concert on the 29th and thanks to the Ridgewood Friends of Music and Ridgewood Band Association was held at the West Side Presbyterian Church. This concert is the first time the band has done a spring concert since 2019.
RHS Maroon Men went to ICHSA's last weekend. They had a great performance and enjoyed participating in the event. Ben Harris, an amazing singer, won the outstanding soloist award at the event.
Asian Fest was last weekend. On the 1st, classes watched acts in the show as part of their class period.
Project Interact is helping out with Easter in the Van Est on April 10th. They raised approximately $6,250 donations for Ukraine. The Debate Team went to districts last weekend.

V. COMMENTS FROM THE PUBLIC

Jessie Long 376 Beechwood Road, grew up in Ridgewood moved back in 2014, has three children in the school system, is a parent and a pediatrician. The past two years have been challenging on many levels, she is here to talk about the challenges that the kindergartners have faces especially those at Ridge Elementary school, the pandemic negatively impacted school readiness among our young children. This is important to note because school readiness is associated with achievement during elementary school and the experience in these very early years of schooling has implications for the next five years and beyond. Kindergarten is a critical time for children and it helps to set the foundation. Children started kindergarten this year with a wider range of incoming skills and prior early learning experiences than the teachers are used to. May children did not attend preschool and those that did, didn't have a typical preschool experience. Their language acquisition and their social and emotional growth were all stunted, secondary to the pandemic. This required increased supports, these issues should have been anticipated and planned for. There should have been extra help because of this instead a decision was made to cut down to three kindergarten classes at Ridge which has led to large class sizes with children with unpredictable needs and challenges. The situation at Ridge this year has been particularly difficult. While there are many kids that would benefit from more individualized attention, there were a few in particular that had very significant behavioral and emotional issues and are not getting anywhere near adequate support. The teachers had to spend a huge portion of their time addressing a few children which led to a huge disruption in learning to the other children in the classroom. The children have been exposed to these undesirable behaviors on a daily basis which in turn has normalized these behaviors and led to other children modeling them. Many kids have become anxious and fearful and even scared to come to school. Their educational foundation that they need and we as parents expect is full of cracks. The teachers and principal at Ridge have tried hard to handle these issues but they

do not have enough resources to do so. It is impossible to expect one teacher to manage 22 kindergarteners especially when there are difficult behaviors to deal with. The safety and security of our children has been at risk and we can no longer sit by quietly. Her only hope going into next year is that our school will have four first grade sections, it seems as though that's not your plans at this time. The needs of our children are greater than ever and investing in these young children now will help them meet their full learning potential and prevent further emotional behavioral and learning problems in the future. She is urging you to keep four first grade sections at Ridge. We have the opportunity to fix the things that went wrong this year. A major step in being able to do is to have four first grade sections for the upcoming school year so that our children will have the support that they need and deserve.

Craig Schwarzman 49 Park Slope, he came here with his wife in 2017, and have three girls just starting out in the schools. THey came here because of the schools. He is not an educator or professional in regards to medicine or otherwise. He is here as a concerned parent. As Dr. Gorman knows, given the experiences over the last week, his daughter in Kindergarten is in one of these classes with 22 kids and unfortunately they are not getting what they need. To the point where as discussed and you'll hear throughout the night, there are many instances in which it is disruptive in the classrooms, it is not the appropriate calibration of student to teacher ratio. The resources that are currently within the classrooms are not necessarily appropriate. IF there is an aid, is it the right aid, is it the right individuals within this small group of people within the community to really help our children exceed. He heard earlier tonight by those who are stepping away from school support. Support your teachers. It's also about supporting the kids and making sure that they're in the environments that they need to excel. That is why we all come to Ridgewood, to excel in the education of our children. That is the greatest gift that any of us can give to the community and to our families, to our children. His daughter Vivian was literally assaulted in the classroom. It took two adults to take one child away and extract them from the incident. His daughter was fearful to go to school. We pulled her out. As a parent to have to have a conversation with your child about self-defense, personal space, school being an unsafe environment is completely and utterly unacceptable. This is not something that is unique to his family. He just happens to be here as a representative of many who are concerned about what is being considered here at the school and within the district, but also what that means for that entire race. This is a generation, it's not just the kindergartners, its first grade, second grade, its elementary school as a general matter and then you have the next wave coming through. These kids are being asked to do so much. Post covid is a unique environment for all of these little minds to figure out right from wrong, appropriate from inappropriate. They need more guidance, they need more evaluation and intervention as needed. That only comes with additional resources within the classroom. As a parent he begs you to not do this. Clearly this has had an impact this year. Right the wrong. You have the opportunity to make a considerate and thoughtful decision around our children. We all have choices as to where we take our children how we raise our children, the needs that they may have and serve them appropriately but that only comes with the support of the district. He is not here as an individual but represents others who are concerned about what comes next for them and you have this moment to make an active decision that not only supports kids of this community but also ultimately supports the teachers. That is not shrinking the number of classes, it is increasing the support that they have. Post covid is a unique circumstance, you need more help, so he urges you all to think long and hard about this decision not make it as an easy one or a simple one but make the appropriate one for this class and for the many

classes that come. Once you lose that resource, it is easier to say let's just keep going down that path. It is not the right path. You're going to hear from many people and he imagines you'll hear from many others within the community, it is needed to have 4 maybe even 5. More is better, if not 5 then at least four and it is more supportive.

Blair Uniake, 194 Beechwood Road, a mother of a Kindergartener in Mrs. Poulos' class at Ridge and is also a psychiatrist on faculty at Columbia University. Her family has resided in Ridgewood for the past 7 years. They have been members of Ridge elementary for the past 4 years beginning with her son in Mrs. Blatt's Kindergarten class in 2018. She was really excited for her daughter to join the Ridge community this year. It's providing a nurturing and yet academically challenging environment for her son despite the turbulence and the interruptions brought by the covid-19 pandemic. Unfortunately, her daughter's experience at Ridge has been quite different. While she adores her teacher and she's formed many close friendships with many of her peers, we've had innumerable conversations about her fear of going to school and being hit, kicked, pushed or tackled as has happened on several occasions. It's jarring to have your six year old describe having to have a plan to avoid being hurt by another student which in her case involves running to the corner and hiding or being informed that her learning has been interrupted frequently by having to leave the classroom with her peers while attempts to are made to resolve dangerous behavioral issues happening in the classroom. As a parent, she's been worried for her safety and she's been frustrated at the reality that there have simply not been enough supervising adults or effective interventions implemented to protect all of the children in the classroom. While she hopes that norah's initial introduction to elementary school would be to foster a lifelong love of learning and intellectual curiosity, she fears that she has also learned that school is not always a place where she will always be protected. As a psychiatrist who works almost exclusively with adolescents and young adults, she has witnessed firsthand the meteoric rise in anxiety, mood and eating disorders in our youth in the wake of the COVID-19 pandemic. While the emergence of severe mental health issues is multifactorial, unstable, unsafe, and unpredictable home and school environments are well validated robust contributors to the development of future psychopathology. While her pediatrician and child psychologist co-parents and colleagues in the Ridge community can testify better than I to the immediate ramifications of an unstable and under-supported academic environment on both learning as well as child social and emotional development. Much of the anxiety and the associated maladaptive behaviors she sees in older youth and adults have their origins in the behavioral and psychological patterns that are established earlier in childhood. For these reasons she has chosen to lend her voice as both a parent and a physician to the call for four first grade classrooms with a dedicated aide for each classroom in the 2022-2023 academic year. We have an opportunity to reset the trajectory of the children's introduction to formal education and the Ridgewood school system. Perhaps more importantly, we have an opportunity to teach our children anew that school is a place where they can go to grow academically and interpersonally in a safe, well-supported and nurturing environment.

Tanya Ramos, 389 Crest Road, has a daughter in Kindergarten and a son in first grade at Ridge Elementary. She agrees with everything said so far tonight. A mistake was made last year in having only three sections for the Kindergarten class and this mistake cannot be repeated next year. These Kindergartners entered school at an unprecedented time when if anything there should have been additional help and support but instead the fourth section of kindergarten was cut. This led to very large class sized and due to the large class sizes there

has been inadequate support and supervision in the classroom as well as at recess and on the playground. Her daughter along with many others has been kicked, punched and shoved many times due to the lack of supervision. History cannot repeat itself next year. The first grade needs four sections. In fact, the present first grade currently has four teachers therefore this will not be an additional cost. Properly trained aids are also needed in the classroom and at lunch recess, the proof is in the harm that has been caused to these children this past year due to the large class size and lack of proper support and supervision problematic behavior has been normalized. The teachers have tried their best. We are in very strange times with this pandemic and some of these young children have never been in preschool or have had a disrupted preschool experience. This is not the time to focus on cutting costs. Please also note that more than 80 percent of the Ridge Kindergarten parents have signed a petition in support of four sections for the incoming first grade, as well as more qualified aides present at the school due to the immediate safety concerns and well-being of all of our children. We implore you to maintain the fourth section of first grade.

Peter Maltin, 294 West End Avenue, his wife grew up here and they moved back here. THey have three children in our school system at three different grades at Ridge Elementary School. They've all experienced disruptions and loss of learning this year to end this avoidable issues such as staffing shortages and for hiring practice by the district. This year his eldest son fell victim to the policy that his grade receives only one aide in order to maximize the shared aide capabilities. The top criteria of his iep is difficulty in transitions and change which directly affects his ability to learn. This policy forced him to a classroom with a known maternity leave teacher. THis is the second year in a row that this has occurred. Knowing the disruption this caused before, they pleaded with the administration for additional aids in order to change teachers. This request was denied., There are only five aides in all of Ridge. HIs aide has changed four times already this year and was left with no aid for several weeks. Try to follow this thread. Keep in mind that his child struggles with change. His teacher went on maternity leave, the aid became the teacher and a temporary aid came into the classroom for a few weeks until their maternity leave in another class. Unbeknownst to them, the new aid quit to take another opportunity in another district, leaving his son with no aide for a few weeks as there was no extra staff to fill during the hiring process. While he a new hire went through the Board approval, a temporary aid was finally found by removing an aid from his youngest son, the kindergarten class. Right before a new hire began, the aid in his daughter's class, second grade quit. To avoid another transition for their son, they accepted to maintain the temporary aid and the new hire went to fill the vacant spot in his daughter's grade leaving the Kindergarten class void. This week his teachers returned from maternity leave and he switched back to his original aid. He has no stability and established no routine or growth due to the constant changes and substitutions in the supporting staff because the District has been unable to hire and retain proper coverage. This is a shared aid so he's obviously not alone. Other items, his kindergarten son complains daily of children misbehaving, kids getting hurt and having to stop lessons while the teacher keeps someone who's having a tough time in order. The other day he was kicked in the jaw while another kid's tantrum. He is beginning to question if he's safe in the classroom. The children have running jokes on how many behaviorists will be called to a classroom on one given day. His daughter was supposed to begin BSI at the beginning of the school year. She was without this service for five months because staffing could not be secured to teach it. The children are asked, who was your teacher today when he picks them up from school. Its now a running joke. They have a substitute, missing an elective without an aid who is filling in

elsewhere. Electives are regularly canceled when the teachers must fill in elsewhere when a substitute can't be found. Today his son had a substitute teacher. He also had a substitute aid since his aid was asked to cover another absent teacher. Neither the sub or the new aid knew about his iep and knew how to follow it. Their school has lost staff to other Ridgewood schools. A new staff member who was recently added to his son' s IEP team. His son bonded with him and things were going well until he was suddenly transferred to Willard. Despite having assignments and cases and the admin advocating to have him, he was still moved. We are only one family, there are other families with experiences at Ridge. The teachers and administration at Ridge have gone above and beyond to fill these holes but no one seems to be listening or helping them. There is only so much they can do alone. Please adjust your priorities with the budget and public to give them the support they need to properly teach our children.

Jean Whitehead, 170 West Ridgewood Ave., parent of two children at Ride elementary and the Ride HSA president. She is here because there is a serious staffing shortage at Ridge. An issue that could have been prevented has continually been ignored and needs to be remedied immediately. We are coming out of a pandemic where kids need more help than ever and those needs are not being met. The teachers are not to blame, the school administrators are not to blame, no. The blame clearly falls on the district's unwillingness to place necessary staff. It is clear that the staffing shortage has created an environment that is not conducive to learning. Basic skills instruction, a program designed to support those children who need help in core areas, was being offered and was then canceled because we didn't have instructors to lead the classes. Starting in January, they thankfully received an instructor, but unlike every other elementary school in the district who each have three, we have 1.5 classroom aides assigned to specific students with ieps are being pulled from their students in order to stand in for other classroom teachers when regular substitute positions are not being filled. Why is there a shortage of substitutes? This is not news to you. There was an issue that was brought up at previous board meetings. The answer is clear. Ridgewood does not offer competitive pay to those filling these roles. Why would anyone come to the Ridgewood district as a substitute for $115 per day, when they can go next door to Saddle River or Fair Lawn for $175 per day, or receive $200 a day if they go to Wyckoff or Franklin lakes. Substitute teachers receive $200 per day in Wayne, Hackensack and Oakland. Clifton offer $240 per day to substitutes. Why are we not paying a competitive rate. Why does it cost an applicant over $200 to apply and take up to 5 months to get through all the red tape of the application. The lack of substitute teachers is an easy fix. Pay them a competitive rate and streamline the application process. Specifically to the shortage of aids in our school. Lets talk numbers. Before the cuts of Chris Christie 2010, Ridge had 20 aides within the building fro around 470 students. By 2016, we were down to 13. Now we have 5. That is five aids to meet the needs of more than 460 students at Ridge. The students who are coming out of 2 years of interrupted learning due to this pandemic. As a district, you advertise a 13 to 1 classroom size ratio, even with the addition of aids to the count, almost none of the classes meet that quota. The average for New Jersey public schools is 19 to 1, yet still most of our classrooms don't even meet that standard. As a district you advertise roughly a sixteen thousand five hundred expenditure per pupil. The per pupil expenditure of surrounding districts like Franklin Lakes is over $26,000, Saddle River is over $24,000, Park Ridge is over $23,000, Teaneck is over $22,000 per pupil and so on. The District staffing policies are hurting the foundation of the earliest learners that will have domino effects 5-10 years down the road. The decision to cut a Kindergarten class and only have three was short

sided and ill advised. Ridge needs more aids, more substitutes and a fourth first grade next year. She told you that she was here to talk about the staffing shortage at Ridge, but lets be very clear, this is districtwide. A problem created by the long standing trend of cutting support in our classrooms of eliminating aids and maximizing class size without sufficient support. You are setting up our earliest learners for failure. The pandemic has highlighted this and now is the time to change it. Teachers are using herculean efforts to educate with less and less resources being afforded to them. Less and less resources are being afforded to our children. These are structural issues that can be fixed with schedule and money. You have the money, check your priorities and use our tax dollars in a way that directly benefits our children's education.

Jenna Benson, 117 Johns Street, junior at RHS. Over the past two and a half weeks, she and her friends created a group called RHS Tired Teams, that are currently advocating for later school start times. At the same time we started petitioning for the following, the American Academy of Pediatrics recognizes insufficient sleep in adolescence as a public health issue and endorses the scientific rationale for later school start times. The Students of RHS would like to see the following schedule changes implemented in the 22-23 school year to come: 8:30 start time and a 3:05 end time and no 90 minute periods. Over the past two and a half weeks, they have amassed 1171 signatures just over two thirds of the student body. If this were a congressional democracy, the bill would have passed. However, as students they don't have that much power. However, we can come to a public forum and plea for you to make the changes we so desperately need and for the most part desperately want. She thinks its important to mention that a majority of the 1/3rd accounted for are students that the did not have the time or opportunity to reach out to. If the issue with later school start times is a lack of awareness as to public opinion on the topic, they ask that the survey proposed back in December be sent out immediately. If the issue is bussing expenses they ask that creative solutions such as combining middle and high school routes be explored additionally we ask for recognition that the increased budget which is most likely to occur is not a valid enough reason to prolong what's been referred to as a teenage sleep deprivation epidemic. If the issue is a loss of instructional minutes, they ask for the following to be considered, those minutes they propose be removed from the school day are not state mandated, would not affect Ridgewood High School's placement in the ranking system, do not affect teacher contracts as Mr. Yannone mentioned in the last meeting and are not as beneficial for student health and academic performance as getting more sleep is which allows students to be attentive and involved during class, lastly they want to thank the BOE for giving their time and energy for leading the community and pushing for the betterment of the students livelihood and education. They wish Dr. Gorman the best in Montville and they ask for this last parting gift.

Katrina Islander, 495 Alpine Terrace, Junior at RHS, when Jenna came up to her at their AP history class this morning to ask her if she would like to speak at the BOE meeting about the possibility of a later start time. She was very passionate to come and speak although all of her responsibilities that she has to do tonight, to explain why this is such an important issue. The most important thing to see is that the proof is in the pudding, we can already see the proof all around us. Today they had an enrichment day where the school starts 1 hours later, 8:45 instead of 7:45, even this small amount of time to sleep in has made a gigantic difference to all of the RHS students, how they conduct themselves in class, how much they pay attention, how much they are able to engage and be excited for school. For herself, her

friends and the people she can observe around her are so much more engaged, excited and energized. She knows that there is a stereotype of teenagers being aloof, tired and not wanting to do anything, lazy and just want to hang out in bed. She admits that's partially true, but part of it is that the system is not working the right way and with the simple fix we can have a different type of teenager who is incredibly excited for class, energized, ready to learn and ready to use their precious instructional minutes to the best of their ability and actually pay attention instead of dozing off. She is not here to complain, they are not here to make the Board's life harder, they are here to propose a simple, elegant and doable solution to what has been recognized as a problem by a broad variety of people for a very long time including the New Jersey legislature which currently has a bill proposed to mandatorily start school later. As a student of RHS and a student who spends eight hours per day in school, sometimes more with extracurriculars, as someone whose life centers around school and as we can all agree that the point of the Board of Education to help not only the teachers but the students, that's why we're all here. She urges you to implement this simple, effective and possible solution and help everyone including the teachers and the students. We're often told that solutions that help people in a creative way are impractical and that some scenarios are not in the real world, the real world is the world we choose to create. Do we want this district to be the type of district that responds to parents and students when they voice concerns and try to participate in the democratic process of improving the district, or we do not. We can create that type of district moving forward for more and more generations. The real district is the district that we choose to create. She urges you to consider later school start time to make that the district.

John Hoag, 314 Wastena, thanked the Ridge parents for coming, it has been a difficult year for a lot of them. Once again we are hearing about a plea to get a handle on the staffing issues across the district and certainly specific to Ridge. THe hope is that you finally get it, and that these issues are impacting our kids in real time, it is not a hypothetical or a spreadsheet. What do we know? The district is losing talent more because we won't or don't pay aids enough nor offer enough hours to where they can get benefits, this is what we've already talked about. We know that this Board supports a massive tuition increase for children of new teachers outside of the district, disincentivizing new hires to come here. This makes absolutely no sense. We know that members of this board see fit to harangue lifelong educators and badger them about inane minutia, yet they don't feel like they owe the voters an explanation on camera in public describing the methodology for this insane increase. We know we have a problem, it's not the teachers, it's not the admin, it's certainly not the parents, the problem is you. Perhaps some of you should get off your phones in the middle of these meetings and start looking at the public who are talking to you. We are important, we vote and we know.

Janet Reilly, 487 Dorchester Road, calling to thank carol sharar, she was one of her first students and was a joy to work with. Carol taught orchestra and Janet was a violinist, she brought energy and enthusiasm. She made the orchestra cool and playing the violin cool, to the extent that they went to jazz camp as a violinist. Janet moved back to Ridgewood and met her again a few years ago, it was amazing that she was still teaching with such energy and joy and bringing her love of music to so many students. She thanked Carol for her years of service to Ridgewood. Also, wants to lend support to the Ridge parents. The problem of class sizes is an issue across the board and in other schools as well. When she enrolled her daughter in kindergarten, she lives around the corner from Hawes but was not happy to learn

that she would be placed at Somerville which is over a mile and a half away over a busy street, Grove that has no crossing guard at that light. When I was told that the classes were full, 22 even though the class sizes for kindergarten should be 15 to 22. She was told that they may not be allowed into first grade at Hawes because the class sizes were still 22 in first grade and would have to wait until 2nd grade when the class sizes were 24. The more she talked to people, the more she realized that it was common practice. A few families were told that they could not go to their neighborhood school because of class sizes. Students were being moved around like pawns, instead of hiring teachers. Individual families were being moved to other schools which unfairly places the burden on those families. Nobody asked her if she had a car and could get a kindergartener a mile and a half to school every morning, it was just that's what you have to do. She thinks that is a problem across the district. In terms of class sizes, our teachers are wonderful, our schools are wonderful but they are being asked to do a lot and they could be better supported. The ranges of class sizes are being maxed out at most every grade in her school as well. She thinks that more money should be spent instead of this focus on fiscal responsibility and cutting the budget and all of this stuff. We have to do better to live up to the tradition of excellence that is always mentioned and thrown around.

Dr. Gorman commented that he hears all of the people who spoke today. We are working within the 2% budget cap that has been imposed and the other balancing acts when dealing with the budget. We are trying to work on these long term solutions.

Board Trustees discussed the topics brought up by the parents including lack of aids, substitute teachers, the rate of pay and class sizes.

To view this portion of the meeting scroll to 1:06.

Ms. Townes reviewed the process and fees to receive a substitute license. The fees do not get paid to Ridgeood, they get paid to the State. It is $125 and $65 for the criminal history fee. A substitute license is valid for any district in the State of New Jersey for 5 years and must be renewed through the state after the five years. Qualifications include 30 college credits and the applicant must be 20 years of age. The district helps to facilitate the substitute process through the State.

As a result of the discussion the Administration will provide the Board with:

- staffing /sectioning plan
- Plan for the budget since the long-term subs/permanent subs have been covered in elementary through ESSER money will we continue that model with the district money?
- Within the context of the budget what are our options for pay increases for our aids?

VI. SUPERINTENDENT REPORT

Youth Art Month (YAM) was celebrated last month, and families had the opportunity to attend a YAM reception or visit the show on display at the Education Center.

Last week, many events took place throughout the district including the performance of Peter Pan at Somerville, Harlem Wizards games, Asian Festival, and the RHS Bands Concert. There are great events to come, and spring sports have begun. Parents and community members are encouraged to take advantage of all that the Ridgewood Public Schools has to offer.

The mask-optional policy has been in effect for about a month, and the COVID case rates continue to remain low. Reported positive cases can be viewed on the COVID-19 Dashboard.

Dr. Gorman thanked the Ridgewood Police Department, the Ridgewood Fire Department, the Bergen County Bomb Squad, and all first responders for their quick response to a bomb threat that resulted in a lockdown at Ridgewood High School on Friday. Upon further investigation, it was determined that the building was deemed safe and the threat did not pose any danger to our students and staff. Dr. Gorman commended the high school staff and students for their cooperation in following all protocols.

Dr. Gorman presented for consideration A. Attendance at Conferences.

VII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspensions and Harassment, Intimidation, and Bullying (HIB) Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB reports that have occurred since the last Board meeting.

ii. <u>Approval: Submission of the High School Voter Registration Law Annual Statement of Assurance for the 2021-2022 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the High School Voter Registration Law Annual Statement of Assurance for the 2021-2022 school year.

The Board has received background information.

iii. Approval: Submission of the Comprehensive Equity Plan Statement of Assurance for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the Comprehensive Equity Plan Statement of Assurance for the 2022-2023 school year.

The Board has received background information.

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment B.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration D. Human Resources

D. HUMAN RESOURCES

i. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Long-term Substitutes

McCAMBRIDGE, Sarah - Social Studies Teacher, George Washington Middle School, effective April 7, 2022 through June 30, 2022, at a daily rate of $150, until the assignment ends. Ms. McCambridge possesses a NJDOE Provisional Certificate as a Teacher of Social Studies.

Account #11-130-100-101-05-09-019-000

SALTALAMACCHIA, Julianne - Librarian/Media Specialist, Hawes Elementary

School, effective April 19, 2022 through June 30, 2022, at a daily rate of $150, until the assignment ends. Ms. Saltalamacchia possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities.

Account #11-000-222-104-00-02-019-000

Permanent Substitute for the 2021-2022 School Year

STEPSS

- **HILLER, Ari**, effective April 5, 2022 through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $24.35.

Account #11-212-100-106-00-12-024-001

Additional: 2022 Spring Ridgewood Community School

Adult Education

- **Laub, Ashley**

Account #13-602-100-101-00-60-060-001

ii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

ARANA, Ada - **from** 1.0 FTE Eighth Grade Spanish Teacher, George Washington Middle School, **to** 1.10 FTE Eighth Grade Spanish Teacher and Conversational Spanish Teacher, George Washington Middle School, effective April 1, 2022 through June 30, 2022.

From: $116,432 ($114,632 + $300 + $1,500 longevity)
Cl. MA+45, St. 18
To: $127,895 ($126,095 + $300 + $1,500 longevity)
Cl. MA+45, St. 18

Account #11-130-100-101-07-09-019-000

BIAGI, ALEXIS - Permanent Substitute, K-5 Elementary Schools, **from** 5.75 hours per day, **to** 7.35 hours per day, effective March 28, 2022 through **TBD**.

Hourly rate will remain the same - $24.35

Account #11-120-100-101-00-00-019-002

BRIGGS, Amy - **from** 1.0 FTE Seventh Grade Spanish Teacher, Benjamin Franklin

Middle School, **to** 1.20 FTE Seventh Grade Spanish Teacher, Benjamin Franklin Middle School, effective April 1, 2022 through June 30, 2022.

From: $95,192 ($93,592 + $1,600 longevity)
Cl. BA, St. 17
To: $113,910 ($112,310 + $1,600 longevity)
Cl. BA, St. 17

Account #11-130-100-101-07-08-019-000

DEL ORBE-ANTHON, Ana - **from** 1.0 FTE Sixth Grade Spanish Teacher, Benjamin Franklin Middle School, **to** 1.0 FTE Sixth Grade Spanish Teacher and .2 FTE Eighth Grade Spanish Teacher, Benjamin Franklin Middle School, effective April 1, 2022 through June 30, 2022.

From: $83,517
Cl. MA, St. 12
To: $100,220
Cl. MA, St. 12

Account #11-130-100-101-07-08-019-000

FINUCANE, Melissa - **from** 1.0 FTE Education Specialist Teacher, Travell Elementary School, **to** 1.0 FTE Education Specialist Teacher and .20 FTE Resource Room Teacher, Travell Elementary School, effective March 28, 2022 through May 11, 2022.

From: $111,612 ($111,312 + $300 CP)
Cl. MA+30, St. 18
To: $133,874 ($133,574 + $300 CP)
Cl. MA+30, St. 18

Account #11-230-100-101-00-06-019-000
Account #11-000-217-106-00-06-019-000

McCULLOUGH, Amanda - **from** 1.0 FTE Mathematics Teacher, Ridgewood High School, **to** 1.20 FTE Mathematics Teacher, Ridgewood High School, effective June 6, 2022 through June 30, 2022.

From: $116,432 ($114,632 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18
To: $139,358 ($137,558 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18

Account #11-140-100-101-01-10-019-000

MELE, Lauren - **from** 1.0 FTE Mathematics Teacher, Ridgewood High School, **to** 1.20 FTE Mathematics Teacher, Ridgewood High School, effective June 6, 2022 through June 30, 2022.

From: $91,117 ($90,817 + $300 CP)
Cl. MA+45, St. 12
To: $109,280 ($108,980 + $300 CP)
Cl. MA+45, St. 12

Account #11-140-100-101-01-10-019-000

MINICHINI, Gina - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, effective April 25, 2022 through June 14, 2022.

From: $69,742
Cl. MA, St. 3
To: $83,690
Cl. MA, St. 3

Account #11-213-100-101-00-10-019-000

NYHUIS, Philip - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, effective April 25, 2022 through June 14, 2022.

From: $84,917 ($84,617 + $300 CP)
Cl. MA+30, St. 10
To: $101,840 ($101,540 + $300 CP)
Cl. MA+30, St. 10

Account #11-213-100-101-00-10-019-000

ROSENFELD, Lauren - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, effective April 25, 2022 through June 14, 2022.

From: $114,932 ($114,632 + $300 CP)
Cl. MA+45, St. 18
To: $137,858 ($137,558 + $300 CP)
Cl. MA+45, St. 18

Account #11-213-100-101-00-10-019-000

SCEVOLA, Adam - **from** 1.0 FTE Mathematics Teacher, Ridgewood High School, **to** 1.20 FTE Mathematics Teacher, Ridgewood High School, effective June 6, 2022 through June 30, 2022.

From: $88,467 ($88,167 + $300 CP)
Cl. MA+45, St. 10
To: $106,100 ($105,800 + $300 CP)
Cl. MA+45, St. 10

Account #11-140-100-101-01-10-019-000

SIERRA, Krysta - **from** Long-term Substitute, Kindergarten Teacher, Orchard Elementary School, **to** Kindergarten Teacher (non-tenure track), Orchard Elementary School, effective November 10, 2021 through June 30, 2022.

From: $150 daily rate
To: $61,642
Cl. BA, St. 1

Account #11-110-100-101-11-03-019-000

TRUNCALE, Lauren - **from** 1.0 FTE Mathematics Teacher, Ridgewood High School, **to** 1.20 FTE Mathematics Teacher, Ridgewood High School, effective June 6, 2022 through June 30, 2022.

From: $91,117 ($90,817 + $300 CP)
Cl. MA+45, St. 12
To: $109,280 ($108,980 + $300 CP)
Cl. MA+45, St. 12

Account #11-140-100-101-01-10-019-000

VAN HISE, Brian - **from** 1.0 FTE Mathematics Teacher, Ridgewood High School, **to** 1.20 FTE Mathematics Teacher, Ridgewood High School, effective June 6, 2022 through June 30, 2022.

From: $93,967 ($93,667 + $300 CP)
Cl. MA+45, St. 13
To: $112,700 ($112,400 + $300 CP)
Cl. MA+45, St. 13

Account #11-140-100-101-01-10-019-000

iii. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement, listed below.

Support Staff

STANTON, Michelle - Coordinator Ridgewood Community Schools, Education Center, effective November 1, 2022, with twenty-five years of Ridgewood service.

Michelle Stanton's career in Ridgewood:
- 1997-2022 - Coordinator Ridgewood Community Schools

Teacher

SHARAR, Carol - Music Teacher, Benjamin Franklin Middle School, effective August 1, 2022, with thirty-six and half years of Ridgewood service.

Carol Sharar's career in Ridgewood:

- 1985-2022 - Music Teacher, Benjamin Franklin Middle School

iv. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Long-term Substitute

LAVENDER, Raymond - Supplemental Mental Health Substitute, Orchard Elementary School, Ridge Elementary School, and Willard Elementary School, effective May 16, 2022.

Classroom Aides

BREITER, Lauren - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective April 4, 2022.

v. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absence, as listed below.

Revision: GRIBBEN, Hailey – Kindergarten Teacher, Orchard Elementary School, from effective November 15, 2021 through March 30, 2022, with a reinstatement date of March 31, 2022, approved by the Board on January 31, 2022, to effective November 15, 2021 through June 30, 2022, with a reinstatement date of September 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vi. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Hawes Elementary School

Additional: MSR Instruction

- **Scappi, Caitlin**, not to exceed 3 hours, at an hourly rate of $41.09 ($123.27).

Account #11-000-221-104-00-24-024-001

Somerville Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Boys Running Club

- **Oh, Justin**, for a total stipend of $300.

Account #11-401-100-101-00-05-005-001

Willard Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Drama Club

- **Connor, Danielle**, not to exceed 35 hours, at an hourly rate of $40.17 ($1,405.95).
- **Dolfi, Dawn-Lyn**, not to exceed 62 hours, at an hourly rate of $40.17 ($2,490.54).
- **McCoy, Lydia**, not to exceed 35 hours, at an hourly rate of $40.17 ($1,405.95).
- **Sweeney, Marcella**, not to exceed 25 hours, at an hourly rate of $17.50 (437.50).

Account #11-401-100-101-00-07-007-001

Benjamin Franklin Middle School

Additional: Intramural Activities for the 2021-2022 School Year

Girls Volleyball, Boys Volleyball, Track, Weight Lifting, Open Gym, not to exceed a total of 300 hours, each to receive an hourly rate of $ 40.17 ($12,000) Advisor: **Brigg, Amy,** will join previously approved advisors to the allotted stipend.

Account #11-401-100-101-00-08-008-001

AP Proctoring - May 2-20, 2022

- **Cornell, Rebecca**, $150 per administration and $200 per extended time administration, not to exceed $800.
- **Soluri, Brielle**, $150 per administration and $200 per extended time administration, not to exceed $800.

Account #11-401-100-101-00-08-008-001

AP Administrative Duties - May 2-20, 2022

- **Salerno, Christine**, not to exceed 4 hours, at an hourly rate of $60.36 ($241.44).

Account #11-401-100-101-00-08-008-001

Special Programs

- **Nast, Jeanette**, Learning Disabilities Teacher-Consultant, to provide lesson plans for a substitute teacher for fifth grade students at Somerville Elementary

School in the absence of Special Education Teacher, not to exceed 24 hours, at the contracted hourly rate of $74.49 ($1,787.76).

Account #11-213-100-106-00-05-024-001

ABA Training Completed and Certified – hourly rates from $20.17 to $21.23, effective March 22, 2022

- **Gamalath, Nirosha**
- **Lana, Paula**
- **Makdesi, Rim**

Account #11-000-217-106-00-24-024-001

vii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Cho, Hannah; DeVincenzo, Kerry; Favieri, Marc*; Felipe, Brenda; Hiller, Ari; McCabe, Jennifer, Porfido, Joann; and **Schwartz, Katherine**

$115 Daily Rate

***Related to staff member**

Mr. Mahmoud moved approval of D. Human Resources.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Brogan thanked the teachers who are taking on extra responsibility, but voiced her concern about this and the impact that remote learning will have streaming into the classroom.

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**

Ridgewood High School Girls Lacrosse	$805	To be used to pay for an upgrade for the Girls Lacrosse Team to travel on two charter buses to games.	20-045-270-512-0010-034-004
George Washington Middle School Home and School Association	$66,090	To be used to pay for an upgrade to the GW Auditorium stage lighting	20-025-100-890-00-09-009-003

ii. **Approval: Disposal of Equipment**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of furniture. These items are no longer needed.

Ridgewood High School

- 10 Riddell and Cascade boys lacrosse helmets
- 15 Cascade Pro boys lacrosse helmets
- 1 hydrocollator
- 1 100 gallon whirlpool

Ms. Brogan moved approval of E. Finance.
Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Kwak read the donations into the record and thanked the responsible parties

VIII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA Dr. Gorman

Dr. Gorman presented A. Agreement with Interstate Waste Management Services for Refuse and Commingling Removal Services for approval

A. Approval: Agreement with Interstate Waste Management Services for Refuse and Commingling Removal Services
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Interstate Waste Management Services of New Jersey, Inc. for Refuse and Commingling Recycling Removal Services, as per the open bidding process (bid contract #21-22-101) in the amount of $96,991.24 for the period of July 1, 2022, through June 30, 2023, with an option for a one-year extension.

The Board has received background information.

Ms. Brogan moved approval of A. Agreement with Interstate Waste Management Services for Refuse and Commingling Removal Services
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: Mr. Dani

Dr. Gorman presented B. School District Maximum Travel Expenditure for consideration.

B. Approval: School District Maximum Travel Expenditure

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

Be it resolved, that the Ridgewood Board of Education approves the maximum school district travel expenditure in the amount of $220,000 for the 2022-2023 school year.

Ms. Brogan moved approval of B. School District Maximum Travel Expenditure for consideration
Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Kwak made the below new motion as a follow up to the audit review, the District has to submit a corrective action plan within 30 days.

Ms. Brogan began the discussion regarding the need to have a full corrective action plan that identifies all action items that will be corrected prior to taking any votes.

To view this portion of the meeting scroll to 2:01.

Approval: Corrective Action Plan To Eliminate the Deficit in the Enterprise Funds

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves and submits a Corrective Action Plan to eliminate the fiscal year-end 2021 deficit in the enterprise funds using the projected current and future year's profits from the respective operations.

Ms. Kwak moved Approval: Corrective Action Plan to Eliminate the Deficit in the Enterprise Funds
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: Ms. Brogan

Ms. Kwak added another motion for consideration:

Approval: Corrective Action Plan Submission

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves and submits a Corrective Action Plan based on the findings of fact for the year-end 2021 audit report; the action plan will incorporate recommendations as recommended by the Superintendent.

Ms. Kwak moved Approval: Corrective Action Plan Submission
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: Ms. Brogan

IX. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Ms. Brogan.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
Mar 28	Columbia Bank On-Line	105315-105412	661,396.87
Feb 15	Payroll Transfer	P39135	3,358,993.01
Feb 28	Payroll Transfer	P39136	3,324,114.16
Mar 31	Electronic Transfer	R39134	847,332.00
Mar 28	Food Service	620376-620378	167,221.81
Mar 15	Columbia Bank Void Check	104372	(1,030.19)
Mar 15	Columbia Bank Void Check	104558	(55.08)
Mar 22	Columbia Bank Void Check	105118	(8.00)
TOTAL			8,357,964.58

Ms. Brogan moved approval of bills reviewed by her.

Ms. Kwak seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

X. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan announced that the Distinguished Alumni Dinner was a great evening, and it was wonderful to see Dr. Gorman honored for his leadership.

Ms. Brogan congratulated the students in the RHS Bands, as well as to music teachers Jeff Haas and John Luckenbill. The student teacher who has been working with the bands is a

former Ridgewood High School graduate.

Ms. Brogan announced that the Ridgewood Department of Parks and Recreation, in partnership with the Ridgewood Police Department, is hosting a "Learn to Ride" bike skills course on Saturday, May 14, 2022. The rain date is May 22, 2022. Watch for flyers that will be sent about the event.

Mr. Dani announced that the Asian Festival was a wonderful event.

Mr. Dani announced that the Earth Day Fair will be held on Sunday, April 10, 2022 in Van Neste Square.

Mr. Dani asked if the late start committee had reviewed his suggestion to start school at 8:15.

Dr. Gorman reviewed that the District is sharing a weekly wellness resource, and the survey will be administered after the spring break. The survey will be available for a two-week period, and K-12 Insight will analyze the data collected.

The Board continued the discussion on the status of the Alternative Schedules Initiative.

To view this portion of the meeting scroll to 2:19.

Mr. Lembo announced that the Wizards games was an amazing experience and a lot of fun.

XI. BOARD COMMITTEE REPORTS

Ms. Kwak reported that the following from the New Jersey School Boards Association (NJSBA) meeting:

The NJSBA is forming a 15-member committee to search for a new executive director of NJSBA; four members are from Bergen County.

The County Superintendent shared that all 76 public school districts in Bergen County have submitted their budgets. Districts will hear back in the next few weeks, and there is still time to make adjustments.

New this year, the annual contracts for the Business Administrator and Assistant Superintendent must indicate the date the Board approved the submission.

The New Jersey Board of Education recognizes one student each year, and this year the student will be selected from Bergen County.

Alternative calculations appeals regarding Chapter 44 property tax relief were discussed. The majority of districts that submitted an appeal, including the Ridgewood Public School District, were successful. A revised budget will be presented at a public hearing.

Non-educational projects can now be reviewed at the county level, which will hopefully

streamline the process.

Staffing shortages, particularly aides and substitutes, were discussed, as well as strategies to attract applicants for these positions.

XII. DISCUSSION ITEMS

Ms. Brogan asked for a follow up from the last board meeting regarding what is in the budget for capital improvements and added that when looking at the budget we should look at options for salaries and aides.

Mr. Bisig reviewed that to date we have the woodshop dust collection system, the food lab, the controllers for the ed center, and renovations to the BF library.

Ms. Brogan discussed sending a letter to the legislators regarding advocating not only for our district but public education. There is idle legislation that has been introduced but has not been moved to the assembly/senate that may help our district with some of the staff shortages.

Scroll to 2:31 to view this portion of the meeting.

XIII. ACCEPTANCE OF MINUTES

- March 1, 2022 Executive Session Meeting
- March 1, 2022 Special Public Meeting
- March 7, 2022 Executive Session Meeting
- March 7, 2022 Regular Public Meeting
- March 14, 2022 Special Public Meeting
- March 14, 2022 Executive Session Meeting
- March 21, 2022 Regular Public Meeting

Ms. Kwak requested to table the March 1 Executive Session minutes, March 14 Special Public Meeting and Executive Session minutes, March 21 Regular Public minutes.

Ms. Kwak moved acceptance of the March 1 Special Public meeting, March 7 Regular Public and Executive Session minutes.
Mr. Dani seconded the motion, which was unanimously approved.

XV. COMMENTS FROM THE PUBLIC

John Hoag, he appreciates the robust discussion after the parents who bravely came up here and talked about what we've known for so long. He was quite shocked that at 8:02 this evening a board member said that they now know about these issues. That's pretty interesting, how could you not know? Ms. Brogan and Ms. Townes spoke at length about it on February 14, on the 1st of March Ms. Brogan brought it up again and she was aided with data from Ms. Townes.

Ms. Kwak asked Mr. Hoag to address the Board without specifying specific names, they have to act as a Board.

Mr. Hoag continued - he apologized and stated that the people to his right that cannot be seen on camera, he was trying to specifically cite it since you have not read the minutes and tabled them. On 3/23 another board member spoke about it at length as well. Where have you been? It's that simple. Parents who are here tonight have been on the phone talking it, have come to meetings and talked about it. Why do parents have the numbers at their fingertips when you don't? You seem so confident in your ability to berate and harangue lifelong educators with minutia and yet you have the audacity to accuse other board members of politics, yet you sit here and grandstand and waste the public's time. It was shameful tonight that your very first move at the conclusion of public comments was to correct the term cost cutting, not express empathy or sympathy for what these parents have gone through or what their kids have gone through this year. It's disgusting. Yet you have done this more than once. In fact you go to great lengths as a board to make sure you are not associated with the term cost cutting., Why? He thinks he knows the answer. Indeed cost cutting is not what you are doing, that's true. Cost cutting requires action. You are inactive. Inaction is worse than cost cutting. Inaction is worse for our kids. Inaction is apathetic, it's cowardly and its shameful but last of all it's not surprising.

Peter Maltin 294 West End Avenue, he is addressing a few things that came up tonight a few things that we've talked about it. One is advocating the State which was discussed tonight. We would think that it would increase the pool that's discussed so many times. We need to increase the pool and how do we do that. It might be the way that we do so. It was also mentioned tonight in regards to the Bergen County Meeting that its difficult finding solutions. One of the things that he's mentioned at other meetings is that so many things that we are dealing with is historical policies and the way that we hire. Inflation this year will probably be 10%, have we increased by the 10% number? That's a basic item and thinking about this environment the Federal Reserve just came out talking about how tight the labor market is and that 3-4 years ago it was different. We have to deal with this today to make sure our children are safe and are educated and we have to start thinking out of the box and coming up with a task force of whoever can do that immediately. If its the community, the board the administration, whoever it is , why not come up with things that are different. Why shouldn't we be leaders in this. In all honesty you can go into a basic fast food restaurant and get paid more than this. Minimum wage has almost doubled, have we doubled? These are some basic economic items, there's supply and demand, there's inflation, wage pressures. These are things that should be thought about when building the budget for next year. A couple of other items, there is a fourth first grade teacher who is retiring and that's a way of eliminating that group so making sure that person is rehired. By not rehiring that person that other 4th first grade goes away. The child study team needs resources, a social worker was removed from his child. That is what the school determined was necessary for his child. They need people. It is not just substitutes, its not just aides, its child studies, social workers, its all these other people. We have talked about many behavioral things tonight. There are other resources that are necessary outside of just those items as well. You should make sure that you're communicating to your teachers, that you support them and are there for them. We're going to have a changing superintendent. Whoever is going to be responsible for this you need to go now because they're making decisions on where they want to work next year

and the level of frustration and demeanor change that has occurred this year has been demoralizing in the schools and maybe you guys have not seen it but we're seeing that at the elementary schools. Maybe it is not at the high school but we're seeing this. What if the permanent teachers start leaving and going to other schools. This is about the community and supporting our children and their uniqueness. The crossing guard iemt, a lot of the staff is stepping in as crossing guards all the time. It is occurring, so please address that with the town.

Dan Murphy 184 West Ridgewood Ave, his daughter is a 2nd grader at Ridge, he was moved to come after seeing first hand some of the impact hte staffing shortages are having on his daughter at Ridge. When asked what she learned today she often says nothing we had another substitute who didn't know the class, didn't have a lesson plan and was merely somebody pulled in to babysit for the kids for the day. That's not the experience they expect to get in the Ridgewood Public Schools. Hearing some of the anecdotes from some of the other parents today of experiences that are much more impactful to kids in the long term, data is powerful and it is surprising to hear the discussion happening among the Board today is a discussion with no data in front of you. He doesn't know how you could effectively have oversight over the schools here without the basic data that anyone would have to make decisions and do that oversight. He's hearing a lot of discussion about let's get the data, lets look at the recognition that theres a staffing shortage but no sense of urgency among the Board and that's very concerning. It's a loss of confidence in the oversight this board is providing.

Laurie Weber, 235 South Irving Street, has a question from the last speaker who was asking for data. She is wondering whose responsibility it is to put out that data for the board to consider. She does not know and she is curious.

XVI. ADJOURNMENT

At 9:48 p.m., on a motion made by Ms. Kwak, seconded by Mr. Lembo, and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

April 4, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Gila Elbaum	Building Culturally Responsive Behavioral Interventions in Schools Rutgers University, NJ Virtual 4/29/22	Professional Development	$75.00	0

Attachment B

April 4, 2022

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
4/7/22	Willard	Tenafly Nature Center, Tenafly, NJ	39 2nd Grade Students	11	1 (Sub Nurse)	$170	$170 (Sub Nurse)	No	Yes
4/21/22	RHS	Willard Elementary School, Ridgewood, NJ	16 Chamber Orchestra and Wind Ensemble Students	2	0	$0	$160 (Driver)	Yes	Yes
4/22/22	RHS	Ridge Elementary School, Ridgewood, NJ	16 Chamber Orchestra and Wind Ensemble Students	2	0	$0	$160 (Driver)	Yes	Yes
4/22/22	RHS	Storm King Arts Center, New Windsor, NY	49 Ceramics I Students	5	0	$0	$0	No	Yes
4/22/22	RHS	Junior Chef Competition, Bergen Community College, Paramus, NJ	8 Family & Consumer Science Students	1	0	$0	$0	Yes	Yes
5/3/22	Willard	Turtle Back Zoo, West Orange, NJ	79 1st Grade Students	29	1 (Sub Nurse)	$170	$170 (Sub Nurse)	Yes	Yes
5/13/22	Willard	Tenafly Nature Center, Tenafly, NJ	39 2nd Grade Students	12	1 (Sub Nurse)	$170	$170 (Sub Nurse)	No	Yes
5/24/22	Travell	Ridgewood Historical & Preservation Society, Ridgewood, NJ	21 3rd Grade Students	3	0	$0	$50 (Admission)	No	Yes
5/25/22	Travell	Ridgewood Historical & Preservation Society, Ridgewood, NJ	21 3rd Grade Students	3	0	$0	$50 (Admission)	No	Yes
5/25/22	Willard	Museum Village, Monroe, NY	84 3rd Grade Students	18	1 (Sub Nurse)	$170	$170 (Sub Nurse)	Yes	Yes

5/26/22	Travell	Ridgewood Historical & Preservation Society, Ridgewood, NJ	22 3rd Grade Students	3	0	$0	$50 (Admission)	No	Yes
6/3/22	Travell	Van Saun Park, Paramus, NJ	60 2nd Grade Students	16	0	$0	$600 (Admission)	No	Yes

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

I. CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary; Ms. Ojetta Townes, Manager of Human Resources

A. MOTION TO MOVE INTO EXECUTIVE SESSION

Ms. Kwak moved the following resolution.

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session; now therefore,

Be it resolved, by the Ridgewood Board of Education, that it does hereby determine that it is necessary to meet in Executive Session to discuss legal updates.

Ms. Kwak announced the Board has been meeting in Executive Session pursuant to NJSA:12. The minutes from this meeting will be released when the need for confidentiality no longer exists. The Board was meeting to discuss issues of Personnel.

B. MOTION TO OPEN REGULAR SESSION

At 7:00 p.m., Ms. Kwak called the Regular Public Meeting to Order.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum & Instruction, Ms. Ojetta Townes, Manager of Human Resources

Visitors:
There were approximately 20 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Recognition of Retirees

Ojetta Townes, Human Resources Manager, Education Center - Dr. Gorman shared remarks about Ms. Townes' career, recognizing her for nine years of distinguished service to the district. Ms. Townes will be retiring as of September 1, 2022.

Paul Semendinger, Principal, Hawes Elementary School - Dr. Gorman shared remarks about Dr. Semendinger's career, recognizing him for fourteen of distinguished service to the district. Dr. Semendinger will be retiring as of September 1, 2022.

B. Student Representative Report

Jonathon Tom, Student Council President at Benjamin Franklin Middle School, spoke about important events and activities that have taken place, including Spirit Week, SOUPer Bowl, Pink Out, and holiday fundraisers. This year, the focus of the Student Council was service and community outreach.

C. Student Representative Report

Norah Train, Ridgewood High School presented the following report:

There was a school trip to Europe during the Spring break. Students visited Poland, Germany, and The Czech Republic. They enjoyed immersing themselves into the culture of these countries through visiting fascinating exhibits, trying delicious foods, and meeting new people.

Freshman and Sophomores will be testing this week for the NJSLA. The science NJSLA, taken by the junior class, will be in late May on the 23rd and 24th.

There are 1305 AP tests being administered next week. From the 2nd-13th, 30 different subjects will be tested. On the 2nd we will have no school because of a professional development day, but there is still testing.

The Boys and Girls track teams dominated at the Arcadia Invitational Competition in California over break. Emma Reinke, Alysia Spencer, Olivia Grace, and Lucia Raboli placed 2nd in the sprint relay, which also happened to be a school record. The boys and the girls both placed 3rd in the shuttle hurdle relay. They beat out a total of 620 other schools from 29 states! Boys Varsity Lacrosse played against Bergen Catholic on the

23rd. Girls Varsity Golf played Ramapo on the 22nd. Boys Varsity Tennis played Northern Valley on the 22nd.

DECA Nationals are taking place. Students that went to districts and had a top place position are now traveling to Atlanta, Georgia to compete.44 students in the Ridgewood Deca Chapter are going to participate in the event.

The final practices of The New Players in Concert are taking place. Tech and full company rehearsal are taking place every day after school until the performances. There was an Orchestra car wash on the 23rd.

V. COMMENTS FROM THE PUBLIC

Kelly Ashford, 359 Prospect Street, Hawes was her families first introduction to the US Public School System, Dr. Sem made her believe that inspiring movies about teachers and principals were true, with his dedication, compassion and love and support he radiates for the school. He knew her son's name in the first week and also the name of her toddlers. When she would pick up her son from Kindergarten, her toddler would be happy to see his brother but the one who he was most excited to see was Dr. Sem. After mama, papa and ball the first words he spoke were Dr. Sem. In the 9 years they have been at Hawes, there have been countless examples that show the impact that Dr. Sem has had on the kids and how important he is on their lives, varying from them wanting to send him a picture of their travels or making a snow duck in the winter, and giving him a prime example in the social studies project her sixth grader did at BF. he is seamlessly everywhere, always present. Playing the saxophone in the Dad's Night show, attending all events organized by the HSA and always with a smile. When she was talking on the phone with her friend from Holland when the news of his retirement broke, she happened to be at school when she saw Dr. Sem and gave him a hug and started to cry, she said "really for a principal? He must mean alot to you" yes he does, to say that he will be missed is an understatement and thank you does not convey the gratitude she feels for his leadership. A staff member she spoke to recently called him magical, and that is the word she would like to use. Hawes will not be the same without the magic of Dr. Sem. Dear Paul, while she is sad to see you leave, she wishes you a happy retirement. May your next chapter be filled with sparkles and may you be surrounded with the same love and support you have shown us for so many years.

Angela Lee, 530 East Saddle River Road, she stands here with mixed emotions, on one side there is joy that their principal is blessed with the new adventure of retirement and on the other hand there is an immense sense of sadness that he is leaving. Dr. Sem has always done a morning message but for the past 2.5 years he switched to a daily video where he took the time to discuss current events, activities at school, sharing messages of hope, kindness and acceptance and most of all he started each video wishing the students a great day and ending each message reminding them that he loved them and they were all in this together. He not only spoke these words, but lived them. He shows up every morning and afternoon for car line duty, he knows all of the students by name, parents too and he has never missed her daughter's birthday with a congratulations and birthday pencil, he even went to their house and played with us on our porch at the peak of the pandemic to show her daughter that she was not alone. He is the very definition of generosity and leadership, he

joins the HSA events and helps to set up and clean up, he is always there always in this together, living and embodying the words he shares with his students. Your understanding of every child's background and family ways both academic and personal will be remembered for a long time to come. We are forever grateful.

Steven Pye, 690 Ellington Road, speaking on behalf of Dad's Night. 9 years ago he completed a principal internship with Dr. Sem and he was able to see the passion he has for education and people in general. Thinking of the community he and the staff have created, it was an easy decision to decide where to raise kids. Read a statement from Chris Powers Chairman of Hawes Night, unfortunately he could not attend because all three of his children have baseball and softball, if anyone understands the commitment of sports it's Dr. Sem. It was more than 20 years ago when he met his friend Paul on a softball field in FairLawn. Who knew their paths would cross years later when they moved to Ridgewood. When his kids grew and progressed, he did something similar with Dad's Night as a member, on the Board and now a chairman. Through it all he has witnessed Dr. Sem brings his A game through the halls of Hawes and all the extracurricular and events with Dad's Night. In Dad's Night when a Dad's last child graduates from Hawes in fifth grade, and becomes a grad dad. As a member of the band and a principal with more skit appearances, Dad's Night has made you the first ever Grad Principal. You will forever hold a special place in Somerville/Hawes Dad's Night. They will miss you greatly but wish you nothing but the absolute best. May you enjoy sunny skies over the ballpark and many more complete games on the mound. We hope that each day of your retirement is a great day. Your friend and Da's Night Chairman, Chris Powers.

Jennifer Williams 301 Mastin Place, parent of a Ridge Kindergartner and second grader, we are grateful to you guys, you heard some difficult stories at the last Board of Education meeting on behalf of Ridge families and we really feel like we were heard and appreciated all of the extra time you added for the discussion meeting at that meeting. They were encouraged by a subsequent email sent by the Board of Education to the Ridge HSA indicating that this fall there would be four Kindergarten sections and four first grade sections. That is a huge first step in repairing a lot of what the children experienced this year, frankly it is probably the first of many steps. Part of her family's experience is that her second grader regularly comes home and shares that heard on the intercom for urgent help to be sent to his sister's kindergarten classroom. It is a pretty important indicator of the fact of what's going on in the classroom with the fact that the class sizes and lack of aids is concerning to the students and teachers who are there and there is a continued ripple effect. To the point that a second grader regularly wonders if his kindergarten aged sister is safe. She is here to reiterate the absolute importance for the fourth first grade section for next year as well as the investment for additional aides for Ridge elementary school, to repair and prepare the students after the significant shortcoming that they have experienced in their education thus far. They respect the commitment that the BOE has to fiscal responsibility but also see the fiduciary responsibility for them to invest appropriately in the education, wellbeing and safety. Safety being a keyword of the students. Some decisions lie with the board and some with the superintendent, including class size and investment of the aides. It is imperative that as the budget is finalized and the budget is allocated accordingly, safety for the youngest learners is at the forefront.

Deborah Liguori 319 Meadwobrook Avenue, Here to raise awareness and get some

feedback because she does not have any idea of what the Boards position is ons something happening in the State. There is new sex ed curriculum that will commence this fall in NJ, topics include gender identity in grades 1 and 2, porn, masturbation, IVF, surrogacy and puberty blocker lessons to be completed by grade 5. Under the old standards abstinence was emphasized under the new standards middle schoolers will review when to have sex decision trees with their teachers. Parent religious and family values aside, they will learn about the option to have an abortion and anal sex as an alternative to intercourse. Amaze.org videos approved for classroom instruction and homework assignments in cartoon format for little kids, that it's normal to watch porn, lots of people watch porn. It is all there and free. Do your 9 and 10 year olds know what porn is? Should elementary teachers give porn a rubber stamp of approval. Amaze videos tutor kids on when to have sex, it is tricky. Think about how you feel about the other person, does the other person treat you with kindness and respect, do you feel good afterwards, if the answers are all positive go ahead. Then there is the H10 homework video about puberty blockers. If you are a girls with male stereotypes, you will be informed to hold off on puberty. School teachers will tell your child to Consider puberty blockers denying them of growth hormones while their undeveloped brains figure things out. Do teachers hold medical degrees now? Young girls who suffer from a multitude of anxieties such as anorexia,cutting, enter the internet trolls who are looking for girls who are uncomfortable with themselves and craving acceptance. Telling the girls that gender dysphoria is the source of their discomfort and that, they will be accepted by their new glitter families, all they have to do is change their bodies, get surgeries all concepts that will be reinforced at the school setting in the grade school level. For two years, we have sat passably as a district with pandemic restrictions. Ask yourself if she is the first person to advise you of this new curriculum, will the board proactively seek parent comments? Will we as a district spend valuable time on this curriculum, when we have children who need to catch up on math and reading. Let's use these years to teach kids the basics, science, social studies, history put them on a path to be successful in a competitive and sometimes unkind world. Stick with a curriculum that has worked and focus on teaching shortages and learning deficiencies. Do teachers have time to teach sex ed? Why is the state of NJ wasting time on subject matter that elementary students can barely grasp. The pandemic home schooling has opened her mind to curriculum that is essentially political agendas invading our classrooms. The media will say that this curriculum is an effort to stamp out bullying. She is not sure what abortion or IVF have to do with bullying. How about the old curriculum that her kids learned at Travell, choose to be nice and to fill each others buckets. How about instead reminding our children that they are all human beings, all Americans, all part of this Wonderful Ridgewood community. All very much the same in many ways and deserving of mutual respect and kindness. Governor Murphy has publicly invited parent comment on the new curriculum. Parents should look at the actual curriculum and not the news stories, and give your opinion to our Board and to our new Governor.

Danielle Konnfelmann, 126 Sunset Ave., As a mom and a lawyer, she feels that it is her responsibility to speak up about some of the safety concerns that are occurring at Ridge that she has observed personally in and outside the classroom. Going back a year ago, her Kindergarten child's birthday was on a Monday and he told her, Mom today is Monday, tomorrow is Tuesday and I am turning five, so Wednesday I get to to school with Jack, she had to tell him that he would have to wait until September. She is sad to inform you that his experience was not as positive as it should have been. The class size and lack of aides has been significant. He comes home at times reporting that the best thing that happened at

school was that another child actually listened to music. The best thing that should happen at school is that another child did not interfere with his lesson. She happened to be at art, when towards the end of class Ms. Stewart asked the students to sit on the rug, one of the children she asked to go sit on the rug simply said no to her. She believes this is the result of the fact that the child has observed throughout the year, that when they don't want to listen to adults or respect adults, there are no consequences. This goes back to the safety issue when the first time she volunteered it was only Ms. Stuart and she and there were no aides or other parents, there wer two children that were acting inappropriately and she saw Ms. Steward redirecting her attention to those students for the few minutes she spends in the beginning of the class talk about the lesson of the artists before they frame the actual project and then during the project. Ms. Stewart was acting appropriately. At one point one of the students was circling around the class, and she observed Ms. Stewart spending a significant amount of time during this 50 minutes focusing on these two children and all the other children who had scissors and hot glue guns. If any place there are safety concerns, it is in art. As a lawyer she reviewed NJSA 6A23A93 which states that aides are not tied to IEP;s. There was an aide in art today, but even the aide had difficulty with the child that was in and out of the class. Oddly at the very end of the class she had not been in the classroom and we all heard over the loudspeaker a page for a behaviorist to go to Mrs. Black's classroom. Although Mrs. Black's class with the exception of one, all remained in art. It is very clear that when there is independent research that is evidence based to address the needs of the student population it is appropriate to allocate an aide in the class.

Amy Hayes, 140 Woodland Ave her son is in 2nd grade at RIde and daughter at Kindergarten next year, thank you for listening at the last minute when parents from the Ridge community lent voices about our youngest learners whose introduction to elementary school was hindered by lack of sufficient staffing, thank you for engaging in discussion after the comment period, as dismissing or diminishing the issues has to stop. She uses the words dismiss and minimize because if feels like that is how our K-12 students, teachers, administration, and parent advocates have been treated. At the last meeting, it sounded like the circumstances at Ridge were new to many of the people of authority in positions that could help. It was mentioned that information would be gathered to further understand. thank you for leaning in but please continue to do so with urgency. For over a year, teachers, administrators and parents have raised their concerns through proper channels in hopes that public comments likes these would not be needed. Before the school year began, a fourth section of kindergarten was requested by Ridge.prepandemic the school had 4 sections, enrollments were anticipated to increase over the summer and needs after the past year plus were proactively assessed. The request for a 4th section was denied and the idea of aides since the district did not use that resource at the elementary level. Increased needs leading to unstable classroom environments went from anticipated to tangible, Ridge teachers brought these concerns to the principal and the Ridge administration had dialogues with the district for support,. At the same time, parents whose children were affected connected with teachers who explained on a case by case basis the various incidents and how they were navigating. As it became clear the Ridge teachers and administrators were doing everything that could be expected and more, parents wrote to the Superintendent and Board members. Responses were minimal and did not provide solutions as much as explanations, aides are not standard, class sizes do not exceed guidelines. In January and in February our lower grade teachers who are skilled, experienced, compassionate, outlined to the district the concepts that were hindering learning and causing safety concerns and outlined to the district

that needs were not being met and help from the district was needed. As was shared at the last meeting, problems escalated and learning was not the main objective of the day but rather students emotional and safety. She does not make these statements to inflame a situation, and thank you for the work that you are doing. She says them to say to listen to our elementary school teachers and administration., Please involve them as you analyze the problems, and consider solutions. The BOE and district leadership cannot solve the K-2 and 3-5 needs without robust input from those in the front lines with the children. Boiling it down, class sizes are too big without proper permanent support. Please make this a collaborative effort with the Ridge teachers and administration. We are so lucky to have so many with years and years of experience. Looking ahead, she hopes decisions by this board and district illustrate Kindergarten through fifth grade community is a priority. You can help by leading into elementary school needs now.

Jean Whitehead, Ridge HSA President, she is here to talk about the serious staffing shortage in particular the need for aides. The role of aides is to lower the teacher student ratio, help identify our neediest learners, provide reteaching and extra practice. Not only are aides invaluable, they are vital to the day to day safety. They monitor children arriving and leaving on buses, help with dismissal, help our lunch aides, help on the playground, come to the need of children in crisis, serve as a substitute and more. Historically our district earmarked funds for general classroom aides or shared classroom aides. The believe was that these extra hands were vital to the education and well being of our children. In 2009, the state of NJ in an effort to eliminate inefficiencies created efficiency standards for school budgets, these standards limit aide only to special education students with IEP's. At this point our incredible model of successful intervention went by the wayside. Knowing how successful these models were, teachers and administrators were carefully placing students with special needs across grade levels. to ensure that all classrooms had an aide or a shared aide. Special Education Administrators continued to pressure our schools to grouping special needs students together making these classroom difficult to provide true support to any of the students. One aide in a classroom with so many childrens with IEPs is not sufficient. As we heard Ridge parents speak at the last BOE meeting, so many students with such few staff are simply not safe. There are even classrooms with IEPs students who do not have aides. You claim these cuts in aides are due to the changes in NJ standards, but other districts in our county have found a way to keep these crucial positions. Districts like Wyckoff, Franklin Lakes, Paramus, Hohokus, and Westwood decided to take the extra steps necessary to keep the classroom aides, why didn't we. Why don't we take the extra steps now? NJ Standards clearly state that the use of aides is an effective and efficient way to address the needs of a particular student population. By independent research evidence there is a overwhelming evidence in support of classroom aides for these young learners. the NJ department Kindergarten Implementation guidelines also affirm that given the nature and needs of K students it is optimum for aides to work along with the teachers. There rae currently 0 assigned aides in our Kindergarten classrooms. As a district you pride yourself of spending the lowest amounts for pupil expenditure in Bergen COunty, currently Ridgewood advertises roughly $16,500 per student. Fifteen years ago the district spent close to the same amount, with inflation the district is spending almost 25% less now. Less money to achieve the same standards of excellence would be a commendable level of efficiency but it is clearly not what is happening. The District is simply spending less money for worse outcomes. It may take a few years for these young students to be reflected on rankings and by then it will be a much bigger problem to fix. The current model is inefficient. It is irresponsible and it is dangerous.

Extra hands allow the teacher to student ratio to be smaller, extra hands allow for more group work, permits more teacher time to assess needs and allows the learning process to be scaffolded. You have the money, check our priorities and use the Tax money to benefit our children's education.

Peter Moulton, congratulations to the retirees. He looks forward to hearing information about what were requested at the last meeting; the sectioning data, staffing plan K-5, a permanent subs and working with the budget versus esser funds, the plan pay increases for aides, review of the sub increases, what the reason for turnover in our district, will college grads be able to work as aides, teacher and administrator support form our board. What is the support and how will we close the back door. Possible task force in regards to staffing issues. Hopefully it has been discussed and considered and he would love to hear more about that.

Ann Burton Walsh, 112 South Irving Street, congratulated Ms. Townes and Dr. Semendinger on their retirements. Requested an update on later start time survey and when it is going out. Wants to express her support for an 8:30 start for the High School. Many of you saw the article in the New York Times about mental health and in that article, the last paragraph stressed the importance of 98-10 hours of sleep. Lack of sleep can affect development, mood and the ability to learn. Thank you for setting up Dr. Owens presentation Monday night and emails. She urges the Board to consider the later start time for the high school, as close to 8:30 as possible. K-5 world language teachers are on the wish list and she hopes for an update if the board has incorporated this in the budget, particularly in light of the need for world language requirement face to face instruction.

Maria Walsh, 112 xx Street, came in a couple of weeks ago to support later start times. She is an RHS junior and is taking advantage of taking the test this week with an extra hour of sleep. She felt more engaged in her classes. Even though she is advocating for an 8:30 start, it would be nice if RHS were like this.

Siobhan Winograd, 274 Ivy Place, congratulated retirees, supports later start time. Her last kid graduates Ridgewood this year and when she was a Kindergarten mom, probably like the mother who spoke earlier, that is the first time she heard about the later start time initiative at Orchard. One of the founders was talking about her older kids and how stressed out they were, for a long time she told her kids that they would benefit from it, and now that her last kid is graduating there has been no change in later start time. You guys need to understand that the stress among students is real and the sleep is necessary. For about a year the whole board and several members of the staff have been on her concerns in regards to lack of field time, she does not have a student athlete but has kids in her neighborhood and hears this alot. She is concerned that the BOE is not demanding that there be an extension of our field time. Prior to the flooding, the closure of Orchard should have made the town get more realistic that we don’t have enough fields and too many of the fields we utilize exist in a flood space. There is an ongoing email about the development of Shedler and the development that is going on for 13 years, she thinks it is important to understand that our student athletes are feeling a lot of stress, particularly a senior. If you were a senior who played soccer or football in the fall and lacrosse or something else in the spring, you have had two total seasons of massive destruction, plus you have an early startime. That’s time that our athletes are spending commuting to other towns when it could be spent with family, jobs or school

work. She is encouraging the board to think about these issues and to do something. As a mother of a senior, these issues have been going on the entire duration of her son's school years and it is too long. If you're not going to do it, although it is a bad decision you should say you're not going to do it and if we are going to do it, then we should move forward quickly. At a certain point, we are expecting you to act in the interested of the students with the town. She understands that the fields are shared, but you should be more responsive. Other than Ms. Brogan, no one has written back to her about this issue. She thinks that as kids get older the stress increases and you can see it in a lot of different ways. She wants to the board to think about what they want to do for the kids in a very meaningful way for later start and field extension.

Jena Benson, 1117 John Street, a Junior at RHS, three weeks ago they presented their petition in favor of a later start time next year, specifically an 8:30 start and 3:05 end, without 90 minute periods, since then she has peers approach her in class to ask what has happened, whether the student body has been listened to. As of now she does not know how to respond, other than that she along with over 1,000 other students can hope. At the moment the students are in the dark, she asks that the survey will be sent out since they were told it would be after break. She asks that the shared midland park bus route be considered as they have successfully worked in other districts. They as students ask and hope that they will be given a later start time next year.

VI. PRESENTATIONS

A. 2022-2023 Preliminary Budget

➢ Dr. Gorman, Mr. Bisig, Ms. Poelstra

The 2022-2023 Preliminary Budget supports curriculum revisions and instructional resources; professional development aligned to the strategic plan goals and innovative programming, and staff/resources to support the academic program. The budget addresses the responsible maintenance of our buildings and grounds and stays within the guidelines of the New Jersey Statutory State caps. The budget incorporates Chapter 44 appeal that we won.

A discussion ensued In response to the public comment regarding the 4th section for 1st grade, Dr. Gorman explained that the position is a placeholder but it can be moved depending on what the grade levels needs are. The numbers are very preliminary and enrollments can change over the next few months which will affect the number of sections per grade level. The Board discussed the Personnel wish list, possibility of aides in K-1 classrooms, aide hourly rates, substitute rates and ESSER money.
To view this portion of the meeting scroll to 1:42.

A discussion ensued regarding changes from the first preliminary budget presentation.
To view this portion of the meeting scroll to 2:13.

The final budget will be presented at the May 9, 2022 Board of Education Meeting.

Scroll to 1:16 to view the budget presentation and discussion.

VII. COMMENTS FROM THE PUBLIC ON THE PRELIMINARY BUDGET

Amy Hayes, 140 Woodland Ave., thanked the board for looking at elementary class sizes and looking at large classes across the district. She hopes you all have this, from the opra request she asked to put together, if you look at 5 and 1st grade, there are some schools that have 16, 18, 20. Whereas at Ridge it is 22, 22, 21. When Ridge requested a fourth classroom, it was anticipating increased enrollment over the summer, and anticipating the apartments were coming on line. Over the course of the year there are at least 6 families that were turned away from Ridge that were supposed to be in the Kindergarten class. The forecasting method that the administration at Ridge and teachers used to request the fourth classroom would have led us to having the right amount of room and not pushing at the 22 cpa and back at the 18 range. She is not an educator or budgeter but having this data and talking as the collective feels like its needed. It seems that we are not treating the elementary school with the differences that are needed, but yet holding certain standards. When we talk about general aides, thank you for continuing to dig into the fact that general aides are allowed in the classrooms by law. In Westwood, they put a rule that if kindergarten reached 22, a general aide was automatically put into the classroom because that was considered sufficient use of the budget to make sure that other things didn't happen. In 2nd grade in Ridge we are looking at classes that are 22, 24, 24, there are problems in that grade as well. That is happening because we have not had the right support when you are learning. As a positive Covid brought to the forefront that Ridge used to have general aides and when they had IEP aides they tried to spread out children who had needs. There has been a consolidated effort in the past 5 years to put children in the same class to save costs. Covid has unearthed things that this Board is aware of that the district may have been aware of. Please change course.

Peter Moulton, Westend Ave., one thing brought up at the last meeting is that more children come in at the 1-3 grades and we are at the maximum, we need the other section. We should not have to wait and scramble for teachers. The budget started with a commitment to advance in academics, how are we actually doing it. It is everything in the past, nothing about the future which is what we are discussing now. You need to think about as a board, is this the correct budget for this environment. Is this the right path to advance. Think about the whole child. We are just talking about subs and aides, as I talked about last time, what about the other people. How do we get more permanent subs? There should be a back up system and not scrambling. The board needs to think about this.. Things on the wish list, a lot of these things are necessary and should not be on the wish. We should be thinking in a forward thinking way to be competitive. This budget is in the past. We need to think about the future and how we currently are in this environment. It was mentioned that a lot of the parts in the budget are up a certain percent, the biggest thing is the math are up 5-9% How do we sustain past ESSER plans. Permanent subs are great, but there are no plans past ESSER funds. Is this really just Ridge, or are we the only ones here? That is another question that should be discussed. As mentioned last time, hoping you go out to the schools and finding out what some of the needs are at the schools. There have been conversations with the needs at schools.

Janet Riley, 487 Norchester Road, appreciates the discussion on personnel, but it missed the forest for the trees. The idea of solving the issue that the Ridge parents have brought up with a placeholder, and adding an emergency section is missing from what they are saying

and our experiences at Hawes. Dr. Gorman said if we had 15 students in a class in Kindergarten that is way below what we are used to. The BOE recommendation is 15-22 for K and 1st grade. The practice has been always pushing up to the 22 limit. She has said it before at previous meetings and brought it to the superintendent when this happened to her daughter in kindergarten. Her daughter is now in second grade at Hawes and has 24, 23, 25. Her son is in Kindergarten and has two sections at 22. A Lot of what the Ridge parents are saying has been her experience at Hawes as well. Part of it is specific to the pandemic without alot of experience in preschool, but part of it is not. It is as a result of of this pushing the limit. This is part of what Dr. Gorman said, which is to sprinkle the extras to another school. She was sprinkled to another school and as parents at Ridge said, there were 6 parents sprinkled to other schools. This is not a workable solution. You can't run the schools like that. Having a class of 22 children with no aide, is not good practice. The idea that you can solve with a placeholder in case one section needs it, is not a way to deal with it. You need to look across the district. There are classes at Hawes that are near the limit. You need to look at this more holistically. She applauds the Ridge parents who brought this to the Boards attention and it is not specific to Ridge. It is not supposed to be that parents need to organize to bring awareness, the pandemic made it worse but did not create the problem.

Jessie Long, 376 Beechwood Road, there is a lot of research that show in grades K-3 smaller class sizes of no more than 18 per teacher show the greatest academic achievement levels. Most of the K classes in Ridgewood do not meet that, Ridge has the highest number. The ideal ration is 1-13, we are nowhere near close to that without having any aides in the classroom. You need to take this into consideration moving forward. Thanked the Board member who realized that the Ridge situation is something unique this year. These kids and teachers need so much help. She was there today in the art class with 4 other adults in the classroom, even with that many adults in the classroom it was not the ideal setting for these children. She is happy to discuss any of these specifics with any of you.

VIII. SUPERINTENDENT REPORT

The high school stadium field was reopened yesterday following the completion of the recent cleanup, and Stevens field is expected to be operational by the end of this week. Dr. Gorman thanked the maintenance and grounds crews who facilitated this project.

The health and wellness curriculum is being reviewed this year through the five-year curriculum cycle. As part of this process, new standards and resources are examined; then, curriculum writing takes place over the summer. The revised curriculum will be available on our website through our online curriculum platform, Rubicon, where parents can view the content, skills, essential questions, enduring understandings, and standards that will be used. Due to the nature of this content, some specifics about resources will also be available. The district's teachers are highly-trained professionals who have some autonomy and flexibility in the classroom; therefore, lesson plans are not scripted. Teachers can pull from a variety of resources to develop lessons that align with the standards. Additionally, sensitive topics are always addressed on a grade-appropriate level. The revised curriculum will be presented to the Board Curriculum Committee and approved at a Board of Education meeting at the end of August.

Governor Murphy has asked the Department of Education to re-examine some of the revised indicators for the upcoming school year. Once clarification on these revised standards is available, the district will review them as part of the five-year curriculum cycle. If parents have specific concerns beyond the published curriculum, they can reach out to teachers to ask questions and talk through topics.

The surveys pertaining to the Alternative Schedules Initiative are currently being revised by K12 Insight based on input from the Board of Education. The district hopes to be launching the survey by next week. The survey will be available on the district website for community members who wish to participate, and it will be shared through the RPS eNews mailing list.

Scroll to 2:42 to view this portion of the meeting.

Dr. Gorman presented for consideration A. Attendance at Conferences.

IX. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Kwak moved approval of A. Attendance of Conferences
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspensions and Harassment, Intimidation, and Bullying (HIB) Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB reports that have occurred since the last Board meeting.

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction, with the updated Attachment B.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment B.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration D. Human Resources

D. HUMAN RESOURCES

i. Approval: Creation of Position for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the creation of a position for the 2022-2023 school year.

- Teacher of American Sign Language

ii. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Long-term Substitute

CHO, Hannah - Fourth Grade Teacher, Somerville Elementary School, effective May 9, 2022 through June 30, 2022, at a daily rate of $150, until the assignment ends.

Summer Adventure (K-5) Supervisor

ONG, Jerome - Summer Adventure (K-5) Supervisor.

Stipend: $10,000

Account #13-422-200-103-00-60-060-001

Grade 6-12 Summer School Supervisor

CHAMESIAN, Linda - Grade 6-12 Summer School Supervisor.

Stipend: $9,000

Account #11-000-240-103-00-65-050-001

Field Placement

CHAIKEN, Kamber - William Governors University, student teaching placement, to shadow Gilda Vasi, Special Education (SAIL) Teacher, Benjamin Franklin Middle School, effective April 26, 2022 through May 24, 2022.

Additional: Classroom/Lunchroom Aides for the 2021-2022 School Year

BAEK, Jihye - Applied Behavior Analyst Aide (ABA), RISE Glen Elementary School, effective April 26, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 5.75 hours per day, 5 days per week, at an hourly rate of $20.17.

Account #11-212-100-106-00-01-024-001

DABESTANI, Barbara - Lunchroom Aide, Orchard Elementary School, effective April 18, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-000-262-107-00-03-003-001

FEDER, Karen - Resource Room Special Education Classroom Aide, Ridge Elementary School, effective April 5, 2022, or as soon after as possible, through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-213-100-106-00-04-024-001

HILLMAN, Rosemary - Lunchroom Aide, Ridge Elementary School, effective April 26, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account # 11-000-262-107-00-04-004-001

Infant/Toddler Development Center

BERNINGER, Lisa - Teacher Assistant - Step I, effective April 26, 2022, or as soon after as possible, through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account #62-990-100-106-00-62-060-001

BIENERT, Charlotte - Aide (High School/College), effective April 26, 2022, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $13.00.

Account #62-990-100-106-00-62-060-001

CHERBA, Sofia - Aide (High School/College), effective April 26, 2022, or as soon

after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $13.00.

Account #62-990-100-106-00-62-060-001

KISSIL, IFAT - Teacher Assistant - Step I, effective April 26, 2022, or as soon after as possible, through June 30, 2022, 8 hours per day, 5 days per week, at an hourly rate of $15.00.

Account #62-990-100-106-00-62-060-001

VELEBER, Grace - Aide (High School/College), effective April 26, 2022, or as soon after as possible, through June 30, 2022, 3 hours per day, 5 days per week, at an hourly rate of $13.00.

Account #62-990-100-106-00-62-060-001

Additional: Home Instructors, on an as-needed basis, for the 2021-2022 School Year

Ridgewood High School

- **Besser, Lauren**, Social Studies Teacher, at an hourly rate of $58.09.
- **Darakjy, Christa**, Science Teacher, at an hourly rate of $59.36.
- **Polk, Laura**, World Language Teacher, at an hourly rate of $60.32.

Account #11-150-100-101-00-24-024-001

Addition/Revision: Spring 2022 Coaching Assignments, approved by the Board at its meeting January 31, 2022

Head Boys Track

Remove: **Ryan, Patrick**
Replace: **Saladino, Joshua**, total stipend of $8,891.

Account #11-402-100-101-00-10-034-001

Assistant Boy Track

Remove: **Saladino, Joshua**
Replace: **Ryan, Patrick**, total stipend of $6,083.

Account #11-402-100-101-00-10-034-001

Assistant Girls Lacrosse

Remove: **TBD**
Replace: **Beilman, Alexandria**, total stipend of $6,083.

Account #11-402-100-101-00-10-034-001

iii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

ADAY, Douglas - **from** 1.0 FTE Special Education (Social Studies) Teacher, Ridgewood High School, **to** 1.0 FTE Special Education (Social Studies) Teacher and .20 FTE Special Education (Mathematics Teacher), Ridgewood High School, effective April 25, 2022 through June 14, 2022.

From: $98,650 ($93,667 + $300 CP + $4,683 ratio)
Cl. MA+45, St. 13
To: $118,320 ($112,400 + $300 CP + $5,620 ratio)
Cl. MA+45, St. 13

Account #11-213-100-101-00-10-019-000

BARKER, Barbara - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, effective March 31, 2022 through April 1, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, subject to change.

From: $106,482 ($104,982 + $1,500 longevity)
Cl. MA, St. 18
To: $127,478 ($125,978 + $1,500 longevity)
Cl. MA, St. 18 (March 31, 2022 through April 1, 2022, and April 18, 2022 through April 25, 2022)
To: $148,475 ($146,975+ $1,500 longevity)
Cl. MA, St. 18 (April 25, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

COUGHLIN, Wendy - **from** Resource Room Special Education Classroom Aide, Ridge Elementary School, **to** Applied Behavior Analyst Aide (ABA), RISE Program Ridge Elementary School, effective May 1, 2022 through June 22, 2022, 5.75 hours per day, 5 days per week.

From: $17.50 per hour
To: $21.23 per hour

Account # 11-212-100-106-00-05-024-001

CUELLAR, Angelica - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, effective March 31, 2022 through April 1, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE

Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, subject to change.

From: $79,267
Cl. BA, St. 13
To: $95,120
Cl. BA, St. 13 (March 31, 2022 through April 1, 2022, and April 18, 2022 through April 25, 2022)
To: $110,974
Cl. BA, St. 13 (April 25, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

Revision: FUNTSCH, Kaitlyn - **from** 1.0 FTE Special Education Teacher, George Washington Middle School, **to** 1.0 FTE Special Education Teacher and .20 FTE Mathematics Teacher, George Washington Middle School, **from** effective January 25, 2022 through May 2, 2022, approved by the Board at its meeting on January 31, 2022, **to** effective January 25, 2022 through April 8, 2022.

From: $86,017 ($85,717 + $300 CP)
Cl. MA+45, St. 8
To: $103,160 ($102,860 + $300 CP)
Cl. MA+45, St. 8

Account # 11-204-100-101-00-09-019-000
Account # 11-130-100-101-01-09-019-000

GALASSO, Patricia - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, effective March 31, 2022 through April 1, 2022, and April 18, 2022 through June 23, 2022, subject to change.

From: $76,417
Cl. BA, St. 12
To: $91,700
Cl. BA, St. 12

Account #11-140-100-101-07-10-019-000

Revision: GARVIN, Natalie - **from** 1.0 FTE Special Education Teacher, George Washington Middle School, **to** 1.0 FTE Special Education Teacher and .20 FTE English Teacher, George Washington Middle School, **from** effective January 25, 2022 through May 2, 2022, approved by the Board at its meeting on January 31, 2022, **to** effective January 25, 2022 through April 8, 2022.

From: $76,492 ($76,192 + $300 CP)
Cl. MA, St. 7
To: $91,730 ($91,430 + $300 CP)
Cl. MA, St. 7

Account # 11-204-100-101-00-09-019-000
Account # 11-130-100-101-03-09-019-000

KABASH, Vanessa - **from** 1.0 FTE Eighth Grade English Teacher, George Washington Middle School, **to** 1.20 FTE Eighth Grade English Teacher, George Washington Middle School, effective April 18, 2022 through June 22, 2022.

From: $114,932 ($114,632 + $300 CP)
Cl. MA+45, St. 18
To: $137,858 ($137,558 + $300)
Cl. MA+45, St. 18

Account #11-130-100-101-03-09-019-000

KADUS, Christopher - **from** 1.0 FTE Eighth Grade Social Studies Teacher, George Washington Middle School, **to** 1.0 FTE Eighth Grade Social Studies Teacher and .20 FTE English Teacher, George Washington Middle School, effective April 18, 2022 through June 22, 2022.

From: $114,932 ($114,632 + $300 CP)
Cl. MA+45, St. 18
To: $137,858 ($137,558 + $300 CP)
Cl. MA+45, St. 18

Account #11-130-100-101-05-09-019-000
Account #11-130-100-101-03-09-019-000

Revision: KEPPEL, Katherine - **from** 1.0 Special Education (LLD) Teacher, George Washington Middle School, **to** 1.0 FTE Special Education (LLD) Teacher and .20 FTE English Teacher, George Washington Middle School, **from** effective January 25, 2022 through May 2, 2022, approved by the Board at its meeting on January 31, 2022, **to** effective January 25, 2022 through 8, 2022.

From: $86,017 ($85,717 + $300 CP)
Cl. MA+45, St. 9
To: $103,160 ($102,860 + $300 CP)
Cl. MA+45, St. 9

Account #11-204-100-101-00-09-019-000
Account # 11-130-100-101-03-09-019-000

NEVILLE, Ben - **from** 1.0 FTE Seventh Grade Social Studies Teacher, George Washington Middle School, **to** 1.0 FTE Seventh Grade Social Studies Teacher and .20 FTE English Teacher, George Washington Middle School, effective April 18, 2022 through June 22, 2022.

From: $69,742
Cl. MA, St. 3
To: $83,690

Cl. MA, St. 3

Account # 11-130-100-101-05-09-019-000
Account # 11-130-100-101-03-09-019-000

OJEA, Christal - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, effective March 31, 2022 through April 1, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, subject to change.

From: $71,317
Cl. BA, St. 9
To: $85,580
Cl. BA, St. 9 (March 31, 2022 through April 1, 2022, and April 18, 2022 through April 25, 2022)
To: $99,844
Cl. BA, St. 9 (April 25, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

POROD, Jason - **from** 1.0 FTE Seventh Grade Science Elective Teacher, Benjamin Franklin Middle School and George Washington Middle School, **to** 1.0 FTE Seventh Grade Science Elective Teacher, Benjamin Franklin Middle School and George Washington Middle School and .20 FTE English Teacher, George Washington Middle School, effective April 18, 2022 through June 22, 2022.

From: $116,432 ($114,632 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18
To: $139,358 ($137,558 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18

Account # 11-130-100-101-01-08-019-000
Account # 11-130-100-101-01-09-019-000
Account # 11-130-100-101-03-09-019-000

PRIMAVERA, Michelle - **from** 1.0 FTE Seventh Grade English Teacher, George Washington Middle School, **to** 1.20 Seventh Grade English Teacher, George Washington Middle School, effective April 18, 2022 through June 22, 2022.

From: $80,867
Cl. MA, St. 11
To: $97,040
Cl. MA, St. 11

Account # 11-130-100-101-03-09-019-000

PURRINOS, Damary - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to**

1.20 FTE Spanish Teacher, Ridgewood High School, effective March 31, 2022 through April 1, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, subject to change.

From: $116,432 ($114,632 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18
To: $139,358 ($137,558 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18 (March 31, 2022 through April 1, 2022, and April 18, 2022 through April 25, 2022)
To: $162,285 ($160,485 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18 (April 25, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

iv. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement, listed below.

Administrator

SEMENDINGER, Paul - Elementary School Principal, Hawes Elementary School, effective September 1, 2022, with fourteen years of Ridgewood service.

Paul Semendinger's career in Ridgewood:
- 2008-2022 - Elementary School Principal, Hawes Elementary School

TOWNES, Ojetta - Human Resource Manager, Education Center, effective September 1, 2022, with nine years of Ridgewood service.

Ojetta Townes' career in Ridgewood:
- 2013-2022 - Human Resource Manager, Education Center

Teacher

KAY, James - Science Teacher, Ridgewood High School, effective July 1, 2022, with twenty-five years of Ridgewood service.

James Kay's career in Ridgewood:
- 1997-2022 - Science Teacher, Ridgewood High School

v. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Classroom Aides/Lunchroom Aides

DePEOLA, Rachel - Lunchroom Aide, Orchard Elementary School, effective January

14, 2022.

GOSSELIN, Linda - Resource Room Special Education Classroom Aide, Willard Elementary School, effective May 23, 2022.

ROSE, Elisabeth - Lunchroom Aide, Orchard Elementary School, effective April 8, 2022.

Infant/Toddler Development Center

TERRIN, Melissa - Teacher Assistant, effective January 4, 2022.

BERRIAN, Kristi - Teacher Assistant, effective April 18, 2022.

vi. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absence, as listed below.

FERRARI-KING, Gabrielle – Fourth Grade Teacher, Somerville Elementary School, effective May 4, 2022 through June 30, 2022, with a reinstatement date of September 1, 2022, utilizing FMLA and/or NJFLA leave entitlement.

GIZZI, Nicole – Resource Room Teacher, Willard and Travell Elementary Schools, effective April 27, 2022 through June 30, 2022 with a reinstatement date of September 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

POLLITT, Ashley – Special Education (English) Teacher, Ridgewood High School, effective June 21, 2022 through June 30, 2022 and September 1, 2022 through June 30, 2023, with a reinstatement date of September 1, 2023, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: SIMONE, Suzanne – Special Education Teacher, George Washington Middle School, **from** effective January 25, 2022 through April 28, 2022, with a reinstatement date of May 2, 2022, approved by the Board on January 31, 2022, **to** effective January 25, 2022 through April 15, 2022, with a reinstatement date of April 18, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Somerville Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Boys Running Club

- **Dembin, Ross**, for a total stipend of $300.

Account #11-401-100-101-00-05-005-001

Benjamin Franklin Middle School

Additional: 2021-2022 Student Club Activity Advisors

Stage Crew - Musical

- **Fontana, Elisabeth**, not to exceed 20 hours, at an hourly rate of $40.17 ($803.40).

Account #11-401-100-101-00-08-008-001

George Washington Middle School

Revision: Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2021-22 BA Maximum of $93,592), approved by the Board at its meeting on September 20, 2021.

Musical Director

Remove: **DeGroat, Laurie**
Replace: **Kadus, Christopher**, for a total stipend of $2,621.

Account #11-401-100-101-00-09-009-001

Musical Assistant/Orchestra

Remove: **Kadus, Christopher**
Replace: **Dimodugno, Grace**, for a total stipend of $2,621.

Account #11-401-100-101-00-09-009-001

Ridgewood High School

Revision: Overnight Field Trip: Central Europe Tour - April 6-14, 2022

From: Six Chaperones: Chamesian, Linda; Gervolino, Colleen; Kneiss, Dana; McDonald, Gregory; Pizzuto, Basil; and **Yannone, Michael**, each for 8 nights, each at $200 per night ($9,600), **Two Volunteer Chaperones: Gorman, Thomas;** and **O'Brien, Elizabeth**, overnight stipend of $1,600 paid for by student funding, approved by the Board March 21, 2022, **to Five Chaperones: Gervolino, Colleen; Kneiss, Dana; McDonald, Gregory; Pizzuto, Basil;** and **Kase, Sean**, each for 8 nights, each at $200 per night ($8,000), overnight stipend of $1,600 paid for by student funding. **Two Volunteer Chaperones: Gorman, Thomas;** and **O'Brien, Elizabeth**.

Account #11-401-000-101-00-10-010-001

Curriculum, Instruction & Assessment

Lesson Plan Writing for Media Specialists - Hawes Elementary School and Orchard Elementary School

- **Coppola, Michele**, not to exceed 24 hours, at an hourly rate of $53.33 ($1,279.92).
- **DeNunzio, Mary**, not to exceed 12 hours, at an hourly rate of $53.33 ($639.96).
- **D'Iorio, Linda**, not to exceed 24 hours, at an hourly rate of $53.33 ($1,279.92).
- **Kaplan, Nancy**, not to exceed 12 hours, at an hourly rate of $53.33 ($639.96).

Account #11-401-000-101-00-10-010-001

Special Programs

Social/Learning Skills Transition to Middle School

- **Barba, Allison**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).
- **DiModugno, Grace**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).
- **Romano, Odalys**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).
- **Weiss-Chromeck, Courtney**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account # 11-150-100-101-00-24-024-001

Special Olympics NJ Play Unified School Partnership

Spring Track

- **Gorman, Michelle**, Head Coach, for a total stipend of $1,500.
- **Kilcullen, Michael**, Head Coach, for a total stipend of $1,500.
- **Martel, Marisa**, Head Coach, for a total stipend of $1,500.

- **Beyer, James**, Assistant Coach, for a total stipend of $700.
- **Crabbe, Joseph**, Assistant Coach, for a total stipend of $300.
- **Crawford, Ryan**, Assistant Coach, for a total stipend of $300.
- **Eitner, Valerie**, Assistant Coach, for a total stipend of $700.
- **Rinaldi, Robert**, Assistant Coach, for a total stipend of $300.

Account #11-000-219-104-00-24-024-001

Human Resources Department

Clerical Support for Interim Superintendent of Schools Interview - April 20, 2022

- **Moynihan, Maryjane**, not to exceed 3 hours, at an hourly rate of $39.87 ($119.61).

Account #11-000-230-105-00-20-020-001

viii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Brown, Randi; Frank, Noah; Lee, Sungsu; Walsh, Evan; and **Zreik, Mieille**

$115 Daily Rate

Ms. Brogan moved approval of D. Human Resources.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Ridge Student Activity Account	$10,363.43	To be used to pay the GLEE stipend for two teachers.	20-030-100-101-00-04-004-008 ($9,497.05 - Stipend) 20-030-200-220-00-04-004-008 ($866.38 - FICA)
Ridge Student Activity Account	$2,640	To be used to pay the Play Club Stipend for two teachers.	20-030-100-101-00-04-004-007 ($2,419.30 - Stipend) 20-030-200-220-00-04-004-007 ($220.70 - FICA)
Learning Services Home and School Association	$350	To be used to pay for transportation costs for 25 students to go to Don Bosco Prep.	20-039-200-580-00-24-024-005

The Allstate Foundation	$500	To be used to pay for Driver's Education supplies and/or services.	20-055-100-890-00-36-036-003
RHS Band Association	$3,500	To be used to pay for the rental of lighting and staging equipment, including delivery and set up for the Jazz Ensemble's "Jazz in the Wood" concert.	20-053-100-610-00-10-010-001
Sustainable Jersey Corp	$2,000	To be used for the Somerville Green Fair outdoor garden and composting.	20-036-100-610-00-05-005-001

Ms. Brogan moved approval of E. Finance.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Kwak read the donations into the record and thanked the responsible parties

X. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented A: Submission of the Preliminary 2022-2023 Budget

A. <u>Approval: Submission of the Preliminary 2022-2023 Budget</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

BE IT RESOLVED, that the Ridgewood Board of Education approves the 2022-2023 school district proposed preliminary budget, as follows, for submission to the Executive County Superintendent of Schools:

	Budget	**Tax Levy**
General Fund	$118,864,395	$101,198,061
Special Revenue Fund	$1,417,674	$0
Debt Service Fund	$3,575,075	$3,441,293
Total Budget	$123,857,684	$104,639,354

The District has proposed additional staffing, programs and services in addition to the Core Curriculum Content Standards adopted by the State Board of Education.

Information on this budget and the programs and services it provides is available from the school district.

The General Fund Tax Levy is $101,198,061 for the ensuing School Year: (2022-2023).

CAPITAL RESERVE STATEMENT OF PURPOSE
Included in budget line 600, Budgeted Withdrawal from Capital Reserve - Excess cost & Other Capital Projects, is $529,002 For the following other capital projects: (2022-2023)

- High School Woodshop Dust Collection System
- High School Foods Lab
- Educational Center Digital Controller Upgrade

Ms. Brogan moved approval of A: Submission of the Preliminary 2022-2023 Budget
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none
ABSTAIN: Mr. Dani

Mr. Dani requested his comment to be put on record that he will abstain and will reconsider that at the May 9 meeting. The way he is looking at the budget, what we approved to submit to the county preliminarily and what we see now, he sees three numbers revenue, reserve and spending. Our revenue is changing from 96.4 million from local tax to 1.12 million which is 4.7 million of chapter 44 relief, which he understands. The other two numbers the reserve and the spending fees he does not understand because we were taking 4.7 million from reserve to make up for this budget until we are working on the chapter 44 relief. We put that 4.7 million back in reserve, we are taking that money from tax relief, so the reserve should be more than 4.7 million. At the end of this year our reserve will be at the 3 million range. Something has changed from last month to today. Spending last time is 2.6% and this time it our spending increases 3.36%. We need to relook at any expenses that we are doing and therefore he will abstain.

Ms. Brogan clarified that in the prior budget when they looked at the 4.7 million, we did not have the additional 3 world language teachers in there.

The Board discussed budget amounts, changes and the submission to the County.

Scroll to 3:04 to view this portion of the meeting.

Dr. Gorman presented B. Approval: Transportation Waiver Application

B. <u>Approval: Transportation Waiver Application</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the transportation waiver application for the purpose of enabling a parent to have a contract with $15,000 in liability insurance per N.J.A.C. 6A:27-16 (a).

The Board has received background information.

Ms. Brogan moved approval of B. Transportation Waiver Application.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented C. Approval: Consulting Agreement with E-Rate Consulting, Inc.

C. <u>Approval: Consulting Agreement with E-Rate Consulting, Inc.</u>

The Ridgewood Board of Education upon the recommendation of the Superintendent of Schools approves the consulting agreement with E-Rate Consulting, Inc. to provide consulting services pursutan to NJSBA Procurement number #E-8801-ACES-CPS, as an independent contractor, from July 1, 2022 to June 30, 2023:

a. Provide comprehensive compliance expertise on E-Rate Program rules and eligible equipment and services;
b. Deliver efficient and effective customer service support on E-Rate related issues;
c. Calculate enrollment data to determine the applicable discount rates and whenever possible, explore strategic alternatives to achieve a higher discount rate;
d. Prepare FCC Forms 470 to request Category One and Category Two services and/or equipment;
e. As requested, aggregate bids submitted by service providers in response to FCC Forms 470 and assist in bid analysis;
f. Discuss procurement decisions relative to eligible equipment and services to ensure compliance with both E-Rate Program rules and the relevant provisions of the New Jersey Public School Contracts Law (Title 18A-18A-1 et seq.);
g. Leverage knowledge of telecommunications market to evaluate bids and offer recommendations to ensure members receive optimal service at a fair and reasonable market rate;
h. Manage preparation and submission of FCC Forms 471 and supporting documentation;
i. When necessary, manage processes and procedures attendant to reviews by USAC Program Integrity Assurance and, in concert with district staff, formulate timely and accurate responses;
j. Analyze Funding Commitment Decision Letters (“FCDLS”) to ensure all discounts due under E-Rate Program rules are received:
k. Prepare and manage the submission of FCC Forms 486 and other post-commitment forms, which, depending on the circumstances, may include FCC Forms 472,473, and/or 500;
l. Document retention relative to funding years covered by the Parties’ agreement;
m. Manage any appeals stemming from funding request denials;

To perform the scope of services set forth above, the District shall compensate ERC as follows:

Category One Filing Fee	$2,000 annual category one filing fee

Category Two and WAN Modulating Electronics	Minimum of $3,500 ($1,000 for 1st entry and $2500 for the next 10 entries) **if the District's Category Two funding commitments exceed $116,666.67, then an additional 3% fee to the additional committed amount will apply)*
Self-Provisioned or Dark Fiber Network	Minimum $5,000 fee *(fee may increase based on the scope and complexity of the project)*
Services for Prior Funding Years	$150 per hour *(prior funding year is defined as any funding application cycle for which ERC did not serve as the District's E-rate consultant)*

The Board has received background information.

Ms. Kwak moved Approval: Consulting Agreement with E-Rate, Consulting Inc.
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented D. Approval: AME Inc. Change Order #1 for Travell and Orchard Elementary Schools.

D. <u>Approval: AME Inc. Change Order #1 for Travell and Orchard Elementary Schools</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the AME Inc. Change Order #1 in the amount of $6,750 to retrofit/install three additional Alerton Controllers that were inadvertently overlooked during the initial planning stage to completely remove this outdated system of the District Energy Platform. This is in accordance with NJAC 5:30-11.4.

The Board has received background information.

Ms. Brogan moved Approval: AME Inc. Change Order #1 for Travell and Orchard Elementary School.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented E. Approval: Infant Toddler Development Center

E. <u>Approval: Infant Toddler Development Center</u>

WHEREAS, the Ridgewood Board of Education requested that the State of New Jersey Department of Children and Families permit its Infant Toddler Development Center

("ITDC") to participate in the Pilot Program in accordance with N.J.S.A. 30:5B-34; and

WHEREAS, by letter dated March 25, 2022, Assistant Commissioner Brian C. Ross, Esq. of the Department of Children and Families notified Ridgewood Board of Education that it would be eligible to participate in the Pilot Program in accordance with N.J.S.A. 30:5B-34, presuming that the ITDC is in compliance with applicable standards in the Manual of Requirements for Child Care Centers as set forth in N.J.A.C. 3A:52; and

WHEREAS, Assistant Commissioner Brian C. Ross, Esq. of the Department of Children and Families further advised the Ridgewood Board of Education that the ITDC can continue operating until September 25, 2022 when it is enrolled in the Pilot Program so long as it is in compliance with the applicable standards in the Manual of Requirements for Child Care Centers as set forth on N.J.A.C. 3A:52;

NOW THEREFORE BE IT RESOLVED THAT the Ridgewood Board of Education accepts the State of New Jersey Department of Children and Families permission to enroll in the Pilot Program pursuant to the provisions of N.J.S.A. 30:5B-34 and will fully comply with the applicable standards in the Manual of Requirements for Child Care Center in accordance with N.J.A.C. 3A:52 and has directed the Director of the ITDC to ensure full compliance with the Manual of Requirements for Child Care Centers in accordance with N.J.A.C. 3A:52 so that the ITDC Center can continue operating until September 25, 2022 when it is enrolled in the Pilot Program; and

Authorizes the Board Attorney to share this Resolution with the New Jersey Department of Children and Families to notify the Board's acceptance to be enrolled in the Pilot Program pursuant to the provisions of N.J.S.A. 30:5B-34 and that the ITDC will fully comply with the applicable standards in the Manual of Requirements for Child Care Center in accordance with N.J.A.C. 3A:52

Ms. Brogan moved Approval: Infant Toddler Development Center
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud, Ms. Brogan
NAYS: none

XI. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Mr. Mahmoud.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
Mar 29	Columbia Bank On-Line	105413	6,286.09
Apr 6	Columbia Bank On-Line	105414-105502	984,626.42

Apr 18	Columbia Bank On-Line	105503-105569	681,829.86
Mar 15	Payroll Transfer	P39240	3,357,367.73
Mar 30	Payroll Transfer	P39241	3,379,603.88
Feb 28	Electronic Transfer	F39238	13,064.00
Mar 4	Electronic Transfer	R39357	2,245.24
Mar 7	Electronic Transfer	R39358	1,296.33
Mar 31	Electronic Transfer	R39245	53,817.21
Mar 31	Electronic Transfer	F39429	12,127.01
Mar 31	Electronic Transfer	R39134	847,332.00
Apr 15	Electronic Transfer	H39359	1,080,082.35
Apr 18	Food Service	620379-620380	181,934.15
Mar 29	Columbia Bank Void Check	104901	(6,286.09)
Apr 5	Columbia Bank Void Check	105327	(281.08)
TOTAL			**10,595,045.10**

Mr. Mahmoud moved approval of bills reviewed by him.

Ms. Kwak seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XII. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan announced that based upon the conversation from the last board meeting, she put together a letter to legislation with an advocacy to put through the legislation regarding the staffing issues.

Ms. Brogan provided an update that Tenafly has moved their start time to 8:10 and the fifth day to 8:30. There are a couple of other school districts mentioned, the legislation that is being talked about in Trenton is going for an 8:30 start.

Mr. Lembo announced that the virtual presentation by Dr. Judith Owens "A Perfect Storm:

Sleep in Adolescents" will be on Wednesday night at 7:00 pm.

Mr. Lembo announced that Thursday night is the Ladies Night Out event at Hawes.

Ms. Kwak congratulated STEPSS and PERL were recently recognized by NJSBA for Innovation in Special Education award. These programs will be honored during a virtual event in conjunction with Special Education Week in New Jersey, May 8 - 14, 2022.

Ms. Kwak announced that residents are encouraged to learn more about the Village's Master Plan which integrates an Open Space and Recreation Element. This plan includes fields' concerns and impacts the entire community.

A conversation regarding fields and usage ensued. Scroll to 3:23 to view this portion of the meeting.

XIII. BOARD COMMITTEE REPORTS

None at this time.

XIV. DISCUSSION ITEMS

There was a request to move the June 27, 2022 Board of Education meeting to June 20, 2022.

The Board discussed the option for an RFP for landscaping and snow removal.

Ms. Brogan moved to go out with a Request for Proposal (RFP) to explore options for landscaping and snow removal.
Mr. Dani seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XV. ACCEPTANCE OF MINUTES

- March 14, 2022 Special Public Meeting
- March 21, 2022 Regular Public Meeting
- April 4, 2022 Regular Public Meeting

Ms. Brogan asked if they will see the Executive committee minutes.
Dr. Gorman will work on them this week and clarify what has happened.

Ms. Brogan moved acceptance of minutes.
Ms. Kwak seconded the motion, which was unanimously approved.

XVI. OTHER BUSINESS

None at this time.

XVII. COMMENTS FROM THE PUBLIC

Peter Moulton, 294 West End, he was hoping to hear more on a few items discussed at the last meeting. A detailed assessment on staffing, sectioning, permanent subs, pay increases and how it affects budget, reason for turnover. He did not hear much about this in the budget, there are items that have not been addressed. It does not seem like that data has been shared. There was mention of a task force and he has not heard anything. He has not heard how the staff is being shown support or how they are being heard.

Roberte Ramos, 389 Crest Road, parent of Ridge elementary students, thanked the board for service, expressing concern about the state of affairs and what seems to be a remedial approach for plans in the future. What he is hearing is a lot of historicals in terms of planning. In terms of behavioral issues that parents and teachers have brought up will only worsen. We need to approach this differently through visionary approach and planning while adhering to budget constraints. At the heart of excellence is small class sizes where relationships are built. We have heard how the board and the system have failed by not properly budgeting. From what he hears tonight it seems like we are heading in the same direction. We saw the most dramatic effect with stories from his daughter's kindergarten class where students were hurt. This is not acceptable. He encourages 4 class sizes for next year and asks that the retiring teacher be replaced for next year. This current K class size has done nothing more than trauma. The bigger picture is looking at smaller class sized will address all of the other issues. In close knit communities where neighbors speaks with each other, this level of noise cannot help primary objective to bring on new teachers. He implores you to have this as your foundational framework and approach to how you put the budget. Please explain the status of funding for the Ridge fourth section for the first grade next year.

XXI. ADJOURNMENT

At 10:39 p.m., on a motion made by Ms. Kwak, seconded by Mr. Lembo, and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

April 25, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Stefanie Gigante	American Classical League Diamond Jubilee Institute American Classical League, OH Charleston, SC 6/23/22 - 6/27/22	Professional Development	$1624.00	0
Lori Morris	Implementing the Middle Schools Civics Mandate NJ Center for Civic Education, NJ Drew University, Madison, NJ 4/27/22	Professional Development	$0.00	0
Laura Polk	Best, Most Powerful Strategies for Teaching World Languages Bureau of Education and Research, WA Virtual 5/6/22	Professional Development	$279.00	0
Lindsay Rubin	Collaborative and Proactive Solutions Lives in the Balance, ME Virtual 5/5/22 and 5/6/22	Professional Development	$203.97	0
Maria Sweeney	NJTESOL Spring Conference New Jersey Teachers of English to Speakers of Other Languages New Brunswick, NJ 6/2/22	Professional Development	$274	0
Lisa Wiater	Anatomy of Medicine in the Nazi Period Seton Hall University, NJ Virtual 4/25/22	Professional Development	$0.00	0
Suh Young Nam	Multi-Tiered Systems of Support: Effective Practices Summit New Jersey Principals and Supervisors Association, NJ Virtual 5/26/22	Professional Development	$150.00	0

The total cost for these conferences is $2,530.97. Upon Board approval of all of these conferences, the total expenditure for travel and conferences for 2021-22 will be $66,165.13 leaving a balance of $133,834.87 remaining in the $200,000 approved by the Board for travel and conferences. The total cost of substitutes for these conferences is $0. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2021-22 will be $16,847.50.

								ATTACHMENT	B
FIELD TRIPS FOR APPROVAL									
April 25, 2022									
ONE DAY TRIPS									
Date	**School**	**Location**	**Approx # and Group of Students**	**# of Chaperones**	**# Substitutes and dates for each**	**Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse**	**Anticipated Cost to District**	**Annual Event**	**Meets Requirements**
4/29/22	BF	Wawayanda State Park, Hewitt, NJ	9 LLD Students	3	0	$0	$241 (Driver)	No	Yes
5/4/22	RHS	Ridgewood In HIstory Walking Tour, Ridgewood, NJ	17 12th Grade Social Studies Students	1	0	$0	$0	No	Yes
5/5/22	Travell	BFMS "Grease" Performance, Ridgewood, NJ	62 Grade 5 Students	4	0	$0	$0	No	Yes
5/5/22	Hawes	BFMS "Grease" Performance, Ridgewood, NJ	75 Grade 5 Students	3	0	$0	$400 (Bus)	No	Yes
5/5/22	Somerville	BFMS "Grease" Performance, Ridgewood, NJ	75 Grade 5 Students	8	0	$0	$0	No	Yes
5/5/22	RHS	38th Annual Chamber Music Society (CMS) of Lincoln Center Young Musicians Concert, New York, NY	5 11th and 12th Grade Visual and Performing Arts Students	2	0	$0	$745.73 (Bus)	No	Yes
5/10/22	RHS	Ridgewood In HIstory Walking Tour, Ridgewood, NJ	17 12th Grade Social Studies Students	1	0	$0	$0	No	Yes
5/15/22	RHS	Brick House, Wyckoff, NJ	41 RHS Big Band & Jass Lab Ensemble Members	4	0	$0	$0	Yes	Yes
5/16/22	RHS	Ridgewood In HIstory Walking Tour, Ridgewood, NJ	17 12th Grade Social Studies Students	1	0	$0	$0	No	Yes

5/18/22	RHS	It's Greek to Me, Ridgewood, NJ	10 Latin V AP Students	1	0	$0	$0	Yes	Yes
5/19/22	RHS	Rockland Boulders Baseball Game, Pomona, NY	4 RISe Students	5	0	$0	$201 (Driver)	No	Yes
5/20/22	RHS	Storm King Art Center, New Windsor, NY	56 11th and 12th Grade AHLISA Students	5	0	$0	$1,650 (Bus)	No	Yes
5/20/22	Travell	Ridgewood Social Studies Walking Trip, Ridgewood, NJ	64 3rd Grade Students	12	0	$0	$0	No	Yes
5/21/22	RHS	New Jersey Junior Classical League (NJJCL) State Convention, Franklin HS, Somerset, NJ	25 Latin Team/Latin Club Members	2	0	$0	$945 (Bus)	Yes	Yes
5/23/22	Willard	Meadowlands Enviornment Center, Lyndhurst, NJ	78 4th Grade Students	8	0	$0	$0	Yes	Yes
5/24/22	Somerville	Ridgewood Walking Tour, Ridgewood, NJ	63 3rd Grade Students	12	0	$0	$0	Yes	Yes
5/26/22	RHS	James Rose Center, Ridgewood, NJ	17 Ridgewood in History Students	1	0	$0	$0	Yes	Yes
6/1/22	Hawes	Amazing Race, Downtown Ridgewood, NJ	72 3rd Grade Students	24	1 (Sub Nurse)	$170	$170 (Sub Nurse)	Yes	Yes
6/1/22	Willard	4th Grade/ GWMS Link Up Concert, GWMS, Ridgewood, NJ	78 4th Grade Students	6	0	$0	$0	Yes	Yes
6/1/22	Ridge	Link Up!, Ridgewood, NJ	85 4th Grade Students	6	1/2 Day	$58	$58 (Sub Teacher)	Yes	Yes
6/2/22	Travell	Schoolhouse Museum, Ridgewood, NJ	21 5th Grade Students	5	0	$0	$50 (Donation)	No	Yes
6/3/22	RHS	Senior Prom, 14th Street Pier, Hoboken, NJ	Approximately 500 Students	23	0	$0	$0	Yes	Yes

6/3/22	Hawes	Storm King Art Center, New Windsor, NY	70 Kindergarten and 5th Grade Students	10	1 (Sub Nurse)	$170	$170 (Sub Nurse)	No	Yes
6/9/22	BF	Graydon Pool, Ridgewood, NJ	230 8th Grade Students	15	1 (Sub Nurse)	$170	$170 (Sub Nurse)	Yes	Yes

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

I. CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani

Absent:
Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary; Ms. Ojetta Townes, Manager of Human Resources

A. MOTION TO MOVE INTO EXECUTIVE SESSION

Ms. Kwak moved the following resolution.

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session; now therefore,

Be it resolved, by the Ridgewood Board of Education, that it does hereby determine that it is necessary to meet in Executive Session.

Ms. Kwak announced the Board has been meeting in Executive Session pursuant to NJSA:12. The minutes from this meeting will be released when the need for confidentiality no longer exists. The Board was meeting to discuss issues of Personnel.

B. MOTION TO OPEN REGULAR SESSION

At 7:00 p.m., Ms. Kwak called the Regular Public Meeting to Order.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman, Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum & Instruction, Ms. Ojetta Townes, Manager of Human Resources

Visitors:
There were approximately 10 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Recognition of Retirees

Ruth Parks, Ridgewood High School - Mr. Ferreri shared remarks about Ms. Parks' career, recognizing her for forty-five years of distinguished service to the district. Ms. Parks will be retiring as of July 1, 2022.

B. Student Representative Report

Norah Train, Ridgewood High School presented the following report:

AP tests are being administered in the Campus Center and Learning Commons at the High School every day until the 13th. My last exam is tomorrow, and I cannot wait to have a weight lifted off my shoulders. Inductions into the RAHP program are on the 18th of May. May 1st, national college decision day, was the deadline for college deposits for incoming Freshman. Due to the climate of college admissions this year, the student government decided to postpone the t-shirt day (where seniors all wear their college shirts) until June 1st. Boys Lacrosse BCCA Tournament. Girls Varsity BCWCA Tournament. Boys Baseball played West Milford on the 6th. Golf BCWCA County Tournament on the 3rd. Girls Varsity Flag Football had their first home game against J.F.K High School on the 5th. Everyone wore green in support of Mental Health Awareness Month! ALPS Rafting Trip. The Ridgewood Club Crew team dominated at the Garden State Scholastic Championships last week. The boys and girls teams placed top 3 in all of their events! Some highlights include 1st place in Womens Sculling, 1st in Womens Lightweight (2x), and 1st in Men's Senior (2x). Orphan Train performance/Scotland trip. Jazz in the Wood on May 15th. Celebration of the Arts, RHS A Capella Performance on the 23rd

VI. PRESENTATIONS

A. Innovations in Special Education Awards 2022

Dr. Michelle Fenwick, Director of Special Programs shared that the second week in May is designated Special Education Week in New Jersey, and two of the district's programs were

recognized with certificates of appreciation by the New Jersey School Boards Association for two new programs: School Transition and Employment Program for Student Success (STEPSS) and the Program for Emotional Regulation and Learning (PERL).

Scroll to 17:50 to view this portion of the meeting.

VI. COMMENTS FROM THE PUBLIC

Jessie Long, 376 Beechwood Road, Here to talk about class sizes particularly in the early elementary classes. The guidelines established by the Board set the class sizes for kindergarten and first grade at 15 to 22. Many of the schools are at or near that upper end right now and at Ridge almost all class sizes are all maxed out. There are no aides, just imagine trying to manage 22 five and 6 year old children at the same time without anybody else there to help you. It is impossible to expect one teacher to manage 22 young children during any school year. This school year we faced new challenges related to the pandemic but this was not a new challenge. The pandemic just highlighted this trend of increasingly large class sizes and improper staffing. In the early school years children with greater behavioral, emotional or academic needs have yet to be identified. Teachers in smaller classes can diagnose and track these student learning and differentiate the instruction in response to their needs. Smaller class sizes and general aids in the classrooms can help ensure the whole class benefits from appropriate attention. Students in smaller classes typically display less disruptive behavior and teachers spend less time on discipline which leaves more time for instruction. Research has shown that in grades kindergarten through third, class sizes of no more than 18 students per teacher showed the greatest academic achievement levels. Its not just the class size but the make up of the class that need to be considered. As you heard at previous meetings the kindergarten classes at Ridge were hit particularly this year. The challenges and needs of some of the children were beyond what was expected and not addressed properly when they came to light. Our children have and continue to suffer huge learning loss it seems as though you didn't know about these problems until several of us spoke two meetings ago, but now you know so we urge you to fix it. It was brought up in reference to the athletic field at the last meeting. Investing more now will save you in the future. Investing in these young children now will help them meet their full learning potential and help further emotional behavioral and learning problems in the future. As a pediatrician, she does not just give vaccines and treat ear infections. She advocates for her patients and helps identify learning emotional behavioral problems that can impact their education and overall well being. The earlier these things are identified the better for the children. When kids are in classrooms with extra support these problems are often identified later and require much greater support and intervention to overcome them. Our children need to be advocated for now. We need to prioritize class size aids and the safety our children. This request is coming from the parents and the teachers. We have the opportunity to fix the things that went particularly wrong this year. A major step in being able to do so is to have four first grade sections at Ridge for the upcoming school year, so that our children will have the support they need and deserve. Seh also urges you to form a committee that includes elementary school teachers, administrators, parents and Board of Ed members to meet periodically throughout the year to communicate the needs of the elementary schools and discuss best practices. If such a committee existed smaller issues could be identified adn addressed before they become larger issues and larger issues can be addressed more effectively and efficiently. She hopes you agree that the 2022-23 school budget needs to

include a fourth section of first grade at Ridge and general aid guidelines for Kindergarten across the district.

Amy Hayes 140 Woodland Ave., thanked the board. The issues that have been outlined are not new and most have been rooted on decisions that have been made over the years. The good news is that you can address these and show us that the safety and education of the elementary children in Ridgewood is a priority for the District and is a priority for this Board. Parents and teachers do not want to enter the Kindergarten year with fingers crossed for low enrollment or that a class here or there was lucky enough to secure a student teacher. Standardized use of general aids in Kindergarten classrooms is needed. We now understand that general aids can be used in the classrooms, are used in many districts and should be standardized policy in Ridgewood. Teachers could then focus on learning and teaching the children they could properly manage situations and they can see them as the teacher who retired today said as people. She's always learning from teachers, even just tonight. They can't be seen as people when there are 25, five year olds running around the classroom with one adult. Parents and teachers want to have properly staffed bsi and iep resources and when those aren't fully offered or fulfilled, students do not reach their full potential. Ridgewood's long history of providing strong educational foundations at the elementary level, one of the main reasons many families come here can't be a continued reality if we don't fix some of the problems at the elementary level with proper staffing of bsi and iep. As you move forward, please engage with the elementary teachers who are on the front lines and can help prioritize what will make our classroom safe and what will make our students reach their individual potentials. It seems that many things weren't fully recognized at the Board level and we think that some sort of committee would be very helpful, We understand that this is a large district with many children, many schools and many needs but when conversations and ideas are cut off from the start because something would cost a quarter of a million dollars it's hard not to note that this is much less than a quarter of .1% of the total budget proposed for next year. When increased costs come up as a concern it's hard not to note that this Board has touted a hundred thousand dollars can be used for tax relief and/or six hundred thousand of reduced spending that was found and did not impact academics. I don't think we can say that has been the case. Thank you for taking the concerns brought forth in email, in email and via other means seriously. Thank you for showing us where your priorities truly are, thank you for acting with urgency so we do not continue but rather course correct from the start of the 22-23 school year.

Peter Moulton 294 West End Ave., wants to reiterate a few things that were already said. He thinks have a committee with administration, parents, teachers we are all in this together. You're not an island, any of you. Many of you don't have kids necessarily in the schools at all the ages that may be impacted. COVID was very impactful in many different ways and there are going to be social issues, emotional issues, learning loss and that is something that should be understood so you can make appropriate decisions moving forward, the budget being one of those. What needs to occur, what type of services, and how do you deal with these things in schools currently with the staff that you currently have. There might be things that we need to learn about, this is all new. Like he's addressed many times, this is a new financial situation, new inflation situation, things that we have not dealt with and you are not alone. Please utilize all of us and he reiterates its just something that he hasn't mentioned a few times during the meetings, a staffing task force in some regard. Try to accumulate ideas in regards to how to deal with keeping our staff, the pool issues that come up, we have not

heard much about actually what we are going to do about this and how we are going to address it. It did not seem that all the data was here last week to make decisions in regards to budget which hopefully we'll hear more about tonight. He has mentioned that his son as an aid. This week once again his aid was removed from the class as a substituted or another class. This is a constant issue. This is a child, who in his IEP specifically says to avoid transition, this is disruptive to his child, he cannot perform to his potential, he cannot learn properly, it disrupts this teachers' class and then when discussing with staff about this, it's like yeah that shouldn't happen. It continues to happen constantly and its not being addressed. He does not know if they are not being heard, but the substitutes are not there. We heard permanent substitutes or something that would be a great thing to have. He hopes to hear more about that because this is clearly a challenge and it has been a constant issue of pulling aids as substitutes. He reiterates the point of having the fourth section in first grade in Ridge for the first grade again. Part of that is a math item, that we are already maximized, it should not be a side item on the budget. It should be in the budget this year.

VII. PUBLIC HEARING ON THE 2022-2023 BUDGET

A. BUDGET OVERVIEW

➢ Mr. Bisig

Mr. Bisig reviewed updates to the 2022-2023 Budget.

Scroll to 34:18 to view the budget presentation review.

He responded to a question regarding the Emergency Reserve account that was adjusted after the auditor's report. Emergency Reserve money was withdrawn to purchase the radios leaving the balance for Emergency Reserves at $377,072.

A conversation ensued regarding Ms. Brogan's recommendation for a motion to increase the number for the Capital Reserve to include the woodshop project.

To view this portion of the meeting scroll to 46:08

Ms. Brogan discussed the items provided in several FYI's regarding increasing the aide salary by $1.00 per hour, increasing the substitute salary from $115 to $150 and increasing the long term sub amount and the nurse subs.

Dr. Gorman reviewed per the May 5 FYI , we can have a Kindergarten aide in each school to be shared amongst Kindergarten, three elementary world language teachers, and one fifth grade Orchard teacher that is needed because the whole section has increased.
From the ESSER money, which is a different pool of money, you can also have aides for first grades as well as lunch aides at the elementary schools, depending on how things work out in June we can look at a world language supervisor, two elementary PE teachers and a $1 increase to the classroom aides. The ESSER money will dry up at the end of next year, we would have to look at long-term fixes after that.

A discussion regarding class sizes, aides and budget ensued.
Scroll to 53:00 to view this portion of the meeting

A discussion ensued regarding Mr. Mahmoud's suggestion as communicated by Mr. Dani in Mr. Mahmoud's absence, of holding off on hiring of world language teachers, supervisors and creating new programs until after enrollment numbers are finalized in August and September.

A decision was made to hold off on this decision/discussion until the whole board is present at the next meeting.

To conclude the conversation, Ms. Brogan asked if the Board was confirming that they are not ready to make a decision on the pay rate for substitutes or for aides at this point.

Ms. Kwak responded that they understand where some of the ESSER funds are coming from., how they will be used to alleviate the need and in terms of the other components she believes the whole board has to be present.

Mr. Dani added that they are in agreement but they need a formal resolution to see what they are voting on, regarding any changes for the pay raise for supplements.

Mr. Bisig said that the resolution for the 22-23 budget if you increase aides salaries or more subs, you can always do it in June. If we roll out the new budget going into 2023 and we start hiring over the summer it's set. You can always wait until June, but it has to be done before June 30.

Ms. Kwak said to wait until the June 20 meeting to put any sub/aide raises in until they have a clearer picture.

To view this portion of the meeting scroll to 1:18.

B. COMMENTS FROM THE PUBLIC ON THE 2022-2023 BUDGET

Michael Yannone, 320 Kenilworth Road and President of the Ridgewood Education Association, from the last several meetings you have heard from members of the public the need for staffing in our elementary schools. They're not wrong, as he and others have been advocating for the same behind the scenes for years now and the pandemic has only exacerbated the problem. You've heard a great deal about classroom aides, we also need BSI teachers who can pull students out to supplement classroom instructions to those who are not enrolled in special education. We know this early intervention is critical yet our schools have less BSI teachers now than they did just a few years ago. The BSI teachers we do have now must be certified in special education that is the District policy and as such are routinely pulled to work with those students or they're pulled to serve as substitutes which one again its left to that one lone classroom teacher with 22 or more students. He believes the board understands the critical staffing needs for students, we just heard that, but hte question is why is this Board not using all of the resources it has to address the problem that everyone in this room in front of him and behind him knows exists. The Board

has 1.3 million dollars available to it via banked cap. He has not heard any conversation about using that 1.3 million dollars. He's asking that the Board commit to use that 1.3 million dollars in banked cap to alleviate the staffing issues. Using ESSER funds is not a viable solution since it only provides finances for one year. Staff that are hired via ESSER funds are going to be seen as temporary employees. If we hire them to work as aides, what personal investment are they going to make in our staff and our students knowing that they will be leaving in June because the government money has run out? The question is will the board use the resources available to it via banked again, that's 1.3 million dollars to give our staff and students the help they desperately need?

Amy Hayes, 140 Woodland Ave, thank you for the conversations tonight, it is great to hear them happening, it's messy and it sounds like it's moving in the right direction. She hopes that you will note that the school sizes are very different. Some of the schools are 80, 120 students more in total population than some others. When you're talking about a permanent sub adding one sub to a school that has that many fewer students, than many fewer sections, it needs to be taken into account that things have to be done on a ratio. She applauds the idea of some standardization, while trying to take into account the idiosyncrasies, that is obviously where the teachers' input is needed of how would that sub be used or what classroom. Please think about the standardization and the size of the school and where the new buildings have come and how it will change the dynamics.

Peter Moulton, 294 West End Ave, in regards to bsi, the few times that his daughter was in bsi it was truncated. This is something that is needed for especially elementary students now and learning loss is there. It has been disappointing this year in terms of what the program. The long term sub item, he understands the funding is through ESSER, he implores you that even with the permanent subs we do not have subs. We need to figure out where the equilibrium is in this environment. The top line items on our budget, there is 101 million in the budget increasing four and a half to nine percent. We are increasing things two percent. He understands that means going to ask for dollars, but remember the environment that the policy was put into by the government. That is not the environment we are in today. Things cannot function with that math for very long. Next year your going to face a reckoning with some of that when the ESSER funds are not here. As the Board that is going to be here, you guys are going to be here most of you, you need to think abou that going forward as well, how are we going to balance items that are increasing at that pace, we don't even have basic inflation, like we are going to raise some things by basic inflation this year which may not be enough because other schools might be raising theirs. He appreciates the conversations and deliberations, but for many months they have been trying to keep subs, aides, other staff in schools is a big issue that has been going on for awhile. The kids are suffering, what have we done about it? There has been more talk but there needs to be action.

Jessie Long, 376 Beechwood, she wants to clarify and make sense of this. I fyou change the class size numbers or your recommendations, it doesn't mean that you will need a new teacher in every school. What happened this year at Ridge is that Ridge almost always has four sections per grade, give or take, sometimes three, sometimes five. Last year, the decision was made to go to three, so that meant that our numbers were capped at your recommendations of up to 22. Then six families that they know of, got sprinkled to Orchard or Willard, the other West side school. Which then drove their numbers up, if things were

done right last year, all three west side elementary schools would have had lower numbers in each class size. You can't go back and fix it from last year, but looking at it now, Ridge kindergarten classes are at 20, 22 and 22. The enrollment numbers she got a week ago were 65. If two more kids come in and Ridge is the district with all of the big buildings and everything, its going to push to a fourth section. We don't want anymore of our kids sprinkled to other schools and pushing our problems to the other schools. Just look at the big picture and the sizes of the schools. When you are determining the aids. It can't just be by the numbers, it needs to be a ratio. Ridge is a lot bigger than Orchard. The schools are different sizes. There are lots of things that you have to take into account for, just ask the teachers, the staff, ask us who have experience in these elementary schools if you don't know the answers. We are a town of alot of resources and information and you should be reaching out.

Laura McKenna, 861 Bingham road, thanked everyone for talking about the staffing issues. She learned about it from other teachers who came to her to tell her about these issues. Teachers are concerned about the situation. She's trying to get a substitute license going through the rigamarole, the paperwork because she wants to be a part of the solution, it just takes months, by the way, you have to work for two days in order to actually make money as a substitute teacher because of all the licensing fees and everything. Your competition for a substitutes and aids isn't just other school districts that are paying more, it is amazon and the private sector. A minimum wage job, working for Amazon in a warehouse gets paid $25 per hour. Why would you work in a school district when you're putting out fires and now we're going to give them a $5 a day raise? We have to look at these salaries and treat these aides and substitutes who are doing the lord's work taking care of kids like hers who have special needs, we have to find the money. She has a big problem with using ESSER money for the permanent aids and substitutes, especially since parents are telling her that they are coming to the school saying please my son/daughter has learning loss and I'd like some extra help, some tutoring, summer school They are being told no, that is what part of the Esser money was supposed to be used for, helping the kids. Not just solving the staffing issues and as we're all talking about it, it is only a short-term solution. We have to find this money long-term. It has to mean something, it cannot be $5 per day. Lastly, the problem for aids and substitutes is not just for the kindergarten and first grade, it is all the way up the line. For example, the STEPSS program for 18-21, they do not have enough job coaches, they do not have a bus driver to take kids to job sites. THey don't have a van, they're not able to function as an 18-21 programs without job coaches and transportation. You are losing students from that program. Thank you for dealing with this.

C. CLOSE PUBLIC HEARING ON THE 2022-2023 BUDGET

Dr. Gorman presented the resolution to adopt the budget for the next school year.

i. Approval: Resolution for Adoption for the 2022-2023 Budget for Submission to the Executive County Superintendent of Schools

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

BE IT RESOLVED, that the Ridgewood Board of Education, County of Bergen, approves

the final 2022-2023 school year budget as follows for submission to the Executive County Superintendent of Schools:

	Budget	Tax Levy
General Fund	$118,864,395	$101,198,061
Special Revenue Fund	$1,417,674	$0
Debt Service Fund	$3,575,075	$3,441,293
Total Budget	$123,857,684	$104,639,354

The District has proposed additional staffing, programs and services in addition to the Core Curriculum Content Standards adopted by the State Board of Education.

Information on this budget and the programs and services it provides is available from the school district.

The General Fund Tax Levy is $101,198,061 for the ensuing School Year: (2022-2023).

CAPITAL RESERVE STATEMENT OF PURPOSE included in budget line 600, Budgeted Withdrawal from Capital Reserve - Excess Cost & Other Capital Projects, is $433,000 for the following capital projects: (2022-2023), additional Capital Outlay is $100,902 for SY 2022-2023 for a combined total of $533,902.

- High School Foods Lab $170,000
- Educational Center Digital Controller Upgrade $29,000
- High School Woodshop Air/Dust Collection System Upgrade $234,000
- Capital Outlay -
- SDA Debt Service $42,837
- B.F.M.S. $53,165
- Interest $4,900

Ms. Brogan moved approval of the budget as presented, and with the understanding that they will continue to have discussions about how we adjust staff.
Mr. Lembo seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani (also added for the record that they will continue the discussion at the next meeting when the full will be present, he requested not to go out for advertising except for the Orchard teacher), Ms. Kwak, Mr. Lembo
NAYS: none

VII. SUPERINTENDENT REPORT

The Alternative Schedules Initiative survey was launched last Friday, and there have been approximately 1,000 responses. Community members can access the survey from the district website, and the survey will close on Friday, May 20, 2022.

Schools were closed for students last Monday in observance of Eid Al Fitr, and some staff members participated in professional development on that day.

Since the district did not use all of the allotted emergency closing days this school year, schools will be closed on Friday, May 27, 2022 provided there is no need for an emergency day prior to that date.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration B. Administration.

B. ADMINISTRATION

i. <u>Approval: Receipt of Suspensions and Harassment, Intimidation, and Bullying (HIB) Reports</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB reports that have occurred since the last Board meeting.

ii. <u>Approval: Revision to Regular Public Meeting Dates</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revision of the following Regular Public Meeting Dates:

Cancel: June 27, 2022 Regular Public Meeting at 5:00 p.m.
Add: June 20, 2022 Regular Public Meeting at 7:00 p.m.

As listed in **Attachment B.**

Ms. Brogan moved approval of B. Administration.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

Ms. Brogan moved approval of C. Curriculum & Instruction.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration D. Human Resources, with the addendum and number iii. The salary list, attachment D, the treasurer of monies and the school physician are wrongly indicated with getting a raise, they received a raise last year so they will not be getting it this year.

D. HUMAN RESOURCES

i. Approval: Submission of Contract for the Assistant Superintendent for Curriculum, Instruction and Assessment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the contract for the Assistant Superintendent for Curriculum, Instruction and Assessment to the Executive County Superintendent for review and approval.

- Stacie Poelstra

The Board has received background information.

ii. Approval: Submission of Contract for the Business Administrator

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the contract for the Business Administrator to the Executive County Superintendent for review and approval.

- Scott Bisig

The Board has received background information.

iii. Ridgewood Public Schools Salary List for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Ridgewood Public Schools Salary List for all known positions and staffing as of May 9, 2022 for the 2022-2023 school year, as listed on **Attachment D**.

iv. Renewals: Non-tenured Teachers, Administrators, and Staff Members for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Renewals of the Non-tenured Teachers, Administrators, and

Staff Members for the 2022-2023 school year, as listed on **Attachment E**.

v. Approval: 2023-2024 Holiday Calendar for 12-Month Employees

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2023-2024 Holiday Calendar for 12-Month Employees, as listed on **Attachment F**.

vi. Equal Educational Officer for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Equal Education Officer for the 2022-2023 school year, as listed below.

- Ridgewood High School: Meredith Yannone, total stipend $3,081.

The Board has received background information.

Account # 11-000-251-104-00-23-023-001

vii. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teacher

GILLIO, Alexis - School Nurse (tenure track), Travell Elementary School, effective June 1, 2022, or as soon after as possible, through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Gillio possesses an NJDOE Emergency Certification as a School Nurse Non Instructional.

Salary: $70,892 prorated
Cl. BA+30, St. 6

Account #11-000-213-104-00-06-019-000

Long-term Substitute

CHUA, Kelly - Supplemental Mental Health Substitute, Education Center, effective May 17, 2022 through June 30, 2022, at a daily rate of $150 per day, until the assignment ends, to be funded by ARP ESSER III NJTSS Mental Health Support Staffing grant funds to a maximum amount of $5,636. Additional funding will move into the special education account line once the grant is exhausted. Ms. Chua possesses a NJDOE Standard Certificate as a Learning Disabilities Teacher-Consultant.

Account # 20-491-100-101-00-22-022-001
Account #

New Players Summer

VAN ZILE, Kelly - Director of New Players Summer 2022 Program, total stipend $5,638.

Account # 11-401-100-101-00-10-010-001

Revision: 2022 Spring Ridgewood Community School, approved by the Board at its meeting on March 21, 2022

Junior Edition (Irish Basketball Clinic)

From:
- **DeRisi, Michael**
- **Sullivan, Matthew**
- **Troy, Michael**

To:
- **Crane, Nicholas**
- **Rogers, Jordan**
- **Saraceno, Samuel**
- **Sullivan, Matthew**
- **Troy, Michael**

Account # 13-423-100-101-00-60-060-001

Additional: Classroom/Lunchroom Aides for the 2021-2022 School Year

Infant/Toddler Development Center

PREZZIA, Julianna - Aide (High School/College), effective May 10, 2022, or as soon after as possible, through June 30, 2022, 6 hours per day, 5 days per week, at an hourly rate of $13.00.

Account #62-990-100-106-00-62-060-001

viii. Change of Assignments for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2022-2023 School Year, as listed on **Attachment G**.

ix. Resignation for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation for the purpose of retirement, listed below.

Teacher

PARKS, Ruth - German Teacher, Ridgewood High School, effective July 1, 2022, with forty-five years of Ridgewood service.

Ruth Parks' career in Ridgewood:

- 1977-1983 - English Teacher, George Washington Middle School
- 1983-1984 - French Teacher, Ridgewood High School
- 1984-1986 - English Teacher, George Washington Middle School
- 1986-1989 - French Teacher, Ridgewood High School
- 1989-1991 - .40 FTE Executive Assistant to the Principal and .60 FTE French Teacher, Ridgewood High School
- 1991-1998 - .40 FTE French Teacher and .60 FTE German Teacher, Ridgewood High School
- 1998-2012 - .20 FTE French Teacher and .80 FTE German Teacher, Ridgewood High School
- 2012-2022 - German Teacher, Ridgewood High School

x. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Teachers

PAGLIARO, Kristen - Preschool Disabilities Teacher, Glen Elementary School, effective July 1, 2022.

VERES, William - STEPSS Teacher, Ridgewood High School, effective July 1, 2022.

xi. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absence, as listed below.

MASSOUD, Erin – English Teacher, George Washington Middle School, effective September 1, 2022 through November 30, 2022, with a reinstatement date of December 1, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

xii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

CAFARO, Stephanie - **from** Aide (High School/College), Infant/Toddler Development Center, **to** Teacher Assistant, Step I, Infant/Toddler Development Center, effective May 11, 2022 through June 30, 2022, 8 hours per day, 5 days per week.

From: $13.00 per hour
To: $15.00 per hour

Account #62-990-100-106-00-62-060-001

FARRAR, Eva - **from** 1.0 FTE Special Education (English) Teacher, Ridgewood High School, **to** 1.0 FTE Special Education (English) Teacher, and .20 FTE Spanish Elective Teacher, effective April 26, 2022 through June 23, 2022.

From: $86,367
Cl. MA, St. 13
To: $103,640
Cl. MA, St. 13

Account # 11-213-100-101-00-10-019-000 (Special Education)
Account # 11-140-100-101-07-10-019-000 (Spanish)

GRBIC, Ella - **from** Aide (High School/College), Infant/Toddler Development Center, **to** Teacher Assistant, Step I, Infant/Toddler Development Center, effective May 16, 2022, 8 hours per day, 5 days per week.

From: $13.00 per hour
To: $15.00 per hour

Account # 62-990-100-106-00-62-060-001

xiii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Travell Elementary School

Additional: Lunch Time Supervision

- **Romanek, Holly**, not to exceed 5 days per week, at an hourly rate of $25.90.

Account #11-120-100-101-00-06-006-001

Willard Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Drama Club

- **Sweeney, Marcella**, not to exceed 6 hours, at an hourly rate of $17.50 ($105).

Account # 11-401-100-101-00-07-007-001

George Washington Middle School

Spring Concert - May 17, 19, and 24, 2022

- **Eight Chaperones: Brown, Brian; Dabby, Maxwell; Feit, Deborah Ann; Kaukonen, Philip; King, Janelle; Petitt, Carol; Thomas-Candrilli, Anna;** and **Walker, Christine**, each not to exceed 2 hours, each at an hourly rate of $40.17

($964.08).

Account # 11-401-100-101-00-09-009-001

Benjamin Franklin Middle School

Additional: 2021-2022 Student Club Activity Advisors

Diversity Club

- **Employee #6558**, not to exceed 10 hours, at an hourly rate of $40.17 ($401.70).

Account # 11-401-100-101-00-08-008-001

Eighth Grade Spring Dance

- **Five Chaperones: Ayes, Charlotte; Gilbert, Kristen; Gilfedder, Jaime; Miller, Danielle;** and **Ordini, Jason**, each not to exceed three hours, each at an hourly rate of $40.17 ($602.55).

Account #11-401-100-101-00-08-008-001

Ridgewood High School

Secretarial and Technology Support for 2022 Senior Awards Assembly – June 9, 2022, each not to exceed seven hours, each at the contracted hourly rate ($1,595.16)

- **Crocamo, Janet** - $31.90 ($223.30)
- **D'Amico, Ann** - $34.15 ($239.05)
- **Faccone, Jamie** - $29.53 ($206.71)
- **Kazmierczak, Jennifer** - $32.87 ($230.09)
- **Ortega, Celinett** - $34.46 ($241.22)
- **Quinones, Ramon** - $28.57 ($199.99)
- **Whyard, Lesley** - $36.40 ($254.80)

Account # 11-000-240-105-00-10-010-001

Secretarial and Technology Support for 2022 Graduation, June 22, 2022, each not to exceed six hours, each at the contracted hourly rate ($1,909.14)

- **Altomare, Jacquelyn** - $30.52 ($183.12)
- **Crocamo, Janet** - $31.90 ($191.40)
- **D'Amico, Ann** - $34.15 (204.90)
- **Holand, Larry** - $44.68 ($268.08)
- **Kazmierczak, Jennifer** - $32.87 ($197.22)
- **Michels, James** - $44.64 (267.84)
- **Ortega, Celinett** - $34.46 ($206.76)
- **Quinones, Ramon** - $28.57 ($171.42)

- **Whyard, Lesley** - $36.40 ($218.40)

Account # 11-000-240-105-00-10-010-001

Music Support – Graduation – June 22, 2022, each not to exceed four hours, each at the contracted hourly rate ($692.12)

- **Cardillo, Natalie** - $41.43 ($165.72)
- **Haas, Jeffrey** - $77.69 ($310.76)
- **Luckenbill, John** - $53.91 ($215.64)

Account #11-401-100-101-00-10-010-001

Senior Prom Cornucopia Cruise Line – June 3, 2022, to be funded by student fundraising

- **Four Chaperones: Bourque, Steven; Dolby, Luke; Farrar, Eva;** and **Reilly, Nancy**, for the district provided bus, each not to exceed 6 hours, each at an hourly rate of $40.17 ($964.08).
- **Eleven Chaperones: Jannone, Christina; Kase, Sean; Kay, Peter; Lynaugh, Sean; Mitola, Candace; Murtha, Depinto, Lauren; Timothy; Schaefer, Margaret; Turano, Rebecca; Yannone, Meredith;** and **Yannone, Michael**, each not to exceed 4 hours, each at an hourly rate of $40.17 ($1,767.48).

Account # TBD

Special Programs

Compensatory Services - April 26, 2022 through June 30, 2022

- **Reilly, Nancy**, at an hourly rate of $70.99.

Account #11-150-100-101-00-24-024-001

Additional Coverage Hours

- **Collins, Carla**, STEPSS Job Coach, not to exceed 10 hours, at an hourly rate of $20.17 ($201.70).

Account # 11-212-100-106-00-12-024-001

xiv. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teachers: Fong, Man Luen*; and **Santos, Parker**

Nurse: Setoodeh, Cynthia

$115 Daily Rate
$170 Daily Rate

***Related to staff member**

Mr. Lembo moved approval of D. Human Resources, with the addendum and corrections..
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. <u>Acceptance of Restricted Donations:</u>
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Sustainable Jersey Corp	$2,000	To be used to replace trees that were cut down due to an Emerald Ash Borer Infestation and for landscaping gear at Ridgewood High School.	20-036-100-610-00-10-010-002
DECA	$109.97 (gift in kind)	A gift in kind of a garment rack for Ridgewood High School DECA store.	N/A
Somerville Girl Scouts	$499.46 (gift in kind)	A gift in kind of an outdoor bench for the Somerville reading nook.	N/A
Sustainable Jersey Corp	$2,000	To be used for the Travell Butterfly Garden.	20-036-100-610-00-06-006-000
Ridgewood High School Student Activity	$8,669	To be used to pay for chaperone stipend of the Central Europe Trip.	20-030-100-101-00-10-010-038 ($8,000 -STIPEND) 20-030-200-220-00-10-010-038 ($669 - FICA)

Account			
Hawes Home and School Association	$10,000	To be used to pay for Hawes' annual field trips.	20-025-100-890-00-02-002-004
Learning Services Home and School Association	$445.25	To be used for transportation for the SAIL and RISe students between Benjamin Franklin Middle School and Hawes.	20-039-200-580-00-24-024-002
Orchard Home and School Association	$3,000	To be used to pay for Orchard's annual field trips.	20-025-100-890-00-03-003-003
Ridgewood Alpine Race Team Inc.	$16,112.44	To pay for one coach and buses related to the Alpine Ski Team 2021-2022 season.	20-027-100-101-00-10-034-002 ($7,955-Stipend) 20-027-200-220-00-10-034-002 ($608.56- FICA) 20-027-200-512-00-10-034-002 ($7,548.88 - Transportation)

ii. <u>Approval: Disposal of Equipment</u>

THe Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of the items below. These items are no longer functional.

- ➢ Districtwide: 12 Medtronic LifePak CR Plus defibrillators

iii. <u>Approval: Budgeted Out-Of-District Placement for the 2021-2022 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 school year out-of-district budgeted tuition placement as listed below.

School	# of students
Bancroft, Cherry Hill, NJ	1

Ms. Brogan moved approval of E. Finance.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

Ms. Kwak read the donations into the record and thanked the responsible parties

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented for consideration A: Ridgewood High School Foods Lab Renovation Project..

A. Approval: Ridgewood High School Foods Lab Renovation Project

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools approves the Bid submission packet from Premier Building and Construction Management ("Premier"), 68 Hiawatha Court, Midland Park, New Jersey 07432 in accordance with the Public-School Contract Laws in the amount of $462,025.00. The following Bid Contract includes the Base Bid Price of $314,000.00, Alternate #1 in the amount of $24,400.00, Alternate #2 in the amount of $10,750.00, Alternate #3 in the amount of $2,000.00, Alternate #4 in the amount of $13,875.00, Alternate #5 in the amount of $97,000.00, for a combined Bid Contract Total of $462,025.00.

The Board has received background information.

Ms. Brogan moved approval of the Ridgewood High School Foods Lab Renovation Project
Mr. Lembo seconded the motion which carried by the following roll call vote:

AYES: Ms. Kwak, Mr. Lembo, Ms. Brogan
NAYS: none
ABSTAIN: Mr. Dani

Dr. Gorman presented the walk-in addendum for consideration B: Agreement with Hudson Energy.

B. Approval: Agreement with Hudson Energy

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Hudson Energy for Electric Pricing for the period of twenty-four months at the rate of $0.1529/kwh.

The Board has received background information.

Ms. Brogan moved Approval: Agreement with Hudson Energy
Mr. Lembo seconded the motion.

Mr. Dani requested what the PSEG rate will be if we don't sign a two year commitment today?

Mr. Bisig advised that PSE&G was not part of the procurement when the Aramex company went out to procure the energy cost.

A discussion ensued regarding the energy rates. To view this portion of the meeting scroll to 1:54.

The motion was followed by a roll call vote:
AYES: Ms. Brogan, Mr. Lembo
NAYS: Mr. Dani,

ABSTAIN: Ms. Kwak

Mr. Dani stated he would like this his statement on the record, he is voting no primarily because of the composition of renewable energy which is only 4.8 and the majority is coming from coal and gas.

The motion did not pass since the majority of the Board did not vote in favor.

Dr. Gorman stated that on the 23rd we will come back with new rates including a PSEG comp.

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Ms. Kwak.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
Apr 22	Columbia Bank On-Line	105570-105623	408,093.14
May 2	Columbia Bank On-Line	105624-105705	933,604.08
Apr 25	Columbia Bank On-Line Unemployment	821118	889.17
Apr 28	Columbia Bank On-Line Unemployment	821119	96.84
May 2	Columbia Bank On-Line Scholarship	831564	307.55
Mar 7	Electronic Transfer	C39430-C39431	6,367.26
May 2	Food Service	620381-620382	88,029.37
TOTAL			**1,437,387.41**

Ms, Kwak moved approval of bills reviewed by her.

Mr. Lembo seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan announced that the Alternative Schedules Initiative Community Survey will be

open through Friday, May 20, 2022.

Mr. Dani stated that he has brought the suggestion to change the time to 8:15, just for the high school and middle school and leave the elementary school alone. What is stopping us from doing this?

Ms. Poelstra stated that they were asked to create a committee and asked to get all community input. The purpose of the survey is to really see if we are doing what the community wants us to do. The idea when this committee was formed was to ensure that all stakeholders had a voice and we did not act unilaterally, that we took community input not only through the committee but also by creating a survey. We were trying to implement the process with fidelity that we were charged to implement when the board asked them to create a committee. To now just disregard that committee and unilaterally make a decision without community input is a real change in what they were charged to do.

Ms. Poelstra confirmed that the survey does not contain any specific questions regarding an 8:30 start time. We ask about a later start time, what we are trying to get a feel for is what are the concerns that people have, how do they feel about the cost benefit. She has answered a few emails from people that stated that it seems we are going in the direction of going later. Ms. Poelstra thought that they were still considering whether or not the community was going to have a say.

A conversation regarding the Alternative Start Initiative and the survey development ensued, to view this portion of the meeting scroll to 2:06.

Ms. Brogan announced that an Evening of "Jazz in the Wood" featuring the RHS Jazz Lab and Big Band with special guest Julius Tolentino is this Sunday, May 15 at the Brick House.

Mr. Lembo announced that registration for the Ridgewood Junior Police Academy is now available on Community Pass June 27 through July 1. The program is open to children going into fifth, sixth, and seventh grades.

Ms. Brogan announced that the Municipal Alliance and Federated Home and School Association are funding a presentation by Tim Shoemaker on May 25 at 7:00 pm. Between May 31-June 6, replays of the presentation will be available.

XII. BOARD COMMITTEE REPORTS

Ms. Kwak provided an update from the Fields Committee, They had a meeting and on May 11, they will have a demo of a software potential template that could be rolled out to different sports leagues to optimize the usage of sports fields. This has been an ongoing discussion.

Mr. Dani provided highlights from the Curriculum Committee including the hiring of a new Elementary Arts Supervisor, for science they are bringing in live videos and discussed the possibility of using that content in English language discussion. Some parents had brought up the concerns that the discussion should be content based and science is facts so when you have those 5-6 minute videos, they can engage in discussions and writing assignments related to the video.

Further discussion regarding new books and curriculum options ensued.

To view this portion of the meeting school to 2:22

XIII. DISCUSSION ITEMS

Ms. Brogan stated that perhaps the Board can discuss the topic of July 4 and possibly unlike last year they could all go together.

Ms. Kwak highlighted that a special meeting on Wednesday May 25 at 5:00 pm was added for an opportunity for the Superintendent search firms to present to the public, the public can attend in person or watch at home remotely.

XIV. ACCEPTANCE OF MINUTES

- March 1, 2022 Executive Session Meeting
- March 14, 2022 Executive Session Meeting
- April 25, 2000 Executive Session Minutes

Ms. Kwak stated that the March 1 executive minutes would only be for Mr. Lembo and Ms. Kwak.

Ms. Kwak stated that for the record, Ms. Brogan and Mr. Dani have abstained.

Mr. Lembo moved approval of the March 14 Executive Session Minutes with the revisions submitted by Ms. Kwak,
Mr. Dani seconded the motion

AYES: Mr. Lembo, Ms. Kwak, Mr. Dani
NAYES: Ms. Brogan, because she does not think they are reflective of the discussion.

Mr. Lembo moved approval of the April 25, Executive Session Minutes.
Mr. Dani seconded the motion, which were unanimously approved.

XV. OTHER BUSINESS

None at this time.

XVI. COMMENTS FROM THE PUBLIC

Boyd Loving 342 South Irving Street, with respect to the Alternative Schedule Survey, comments made tonight at the meeting suggest that the primary method of distribution is email. He realizes that you do not want to put out a paper survey and it would be quite difficult to do this on paper. However, there are going to be some email addresses that you just won't get. A web search reveals that a link to the survey is currently posted on the Board's website and is also posted on the Ridgewood blog. He suggests that you contact The Patch, tap into and get some agreement from the library and the village of Ridgewood to post a copy of the link on their websites. If you do want community wide input, that is a way of ensuring that many more people will see it if its posted on those additional

websites. He realizes that paper is not practical, but you're just not going to get everybody's email address. The more places you have a link to the survey posted the better your response rate.

Ms. Poelstra responded that they already have it set up with the village, Ms. Lavender has worked on that, but she will double check.

Ms. Brogan questioned if Ms. Kwak has sent the search firms to the Board members for review in preparation of the May 25 meeting.

Ms. Kwak responded that she is not sure if they get announced on May 25, the actual vendor names, although they are the ones that they have discussed.

Ms. Brogan stated she had mentioned some additional New Jersey firm names and is wondering if it is just the ones that they discussed or if there are any others.

Ms. Kwak confirmed that it is only the ones that they had discussed.

XVII. ADJOURNMENT

At 9:33 p.m., on a motion made by Ms. Kwak, seconded by Mr. Lembo, and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

May 9, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Melissa Miller	Five Pathways to Becoming the Best Version of Oneself Institute for Brain Potential, NJ Pompton Plains, NJ 5/26/22	Professional Development	$84.00	0
Mary Louise Handy	Implementing the Middle School Civics Mandate New Jersey Center for Civic Education, NJ Mahwah, NJ 5/26/22	Professional Development	$0.00	1
Amy Bernard Mason	American Classical League Diamond Jubilee Institute American Classical League, OH Charleston, SC 6/23/22 - 6/27/22	Professional Development	$1,512.00	0
Fred LaFemina	Teacher Symposium at Gettysburg College Gilder Lehrman Institute Gettysburg PA 7/9/22 - 7/12/22	Professional Development	$653.00	0

The total cost for these conferences is $2,249.00. Upon Board approval of all of these conferences, the total expenditure for travel and conferences for 2021-22 will be $68,714.13 leaving a balance of $131,285.87 remaining in the $200,000 approved by the Board for travel and conferences. The total cost of substitutes for these conferences is $115.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2021-22 will be $16,962.50.

Attachment B

OFFICIAL NOTICE
Schedule of the Public Meetings
for the Village of Ridgewood Board of Education
July 2021 – June 2022

Pursuant to the requirements of the Open Public Meetings Act, Chapter 231, P.L. 1975, notice is hereby given of the schedule of Public Meetings of the Ridgewood Board of Education to be held from July 2021 through June 2022. All meetings will be held on Mondays at **7:00 p.m**. unless otherwise noted.

Executive Sessions will be held before the scheduled Regular Public Meetings at 5:00, 5:30, 6:00 or 6:30 pm if necessary. Based upon updates made to the Governor's Executive Order 104 citing the CDC's recommendations for cancellation or postponement of public gatherings, the Regular Public Meetings may be held utilizing videoconferencing or at the Education Center.

	July 26, 2021 ***5:00 p.m. start time**	Regular Public Meeting	Videoconference or Education Center
	August 30, 2021 ***5:00 p.m. start time**	Regular Public Meeting	Videoconference or Education Center
	September 13, 2021	Regular Public Meeting	Videoconference or Education Center
	September 20, 2021	Regular Public Meeting	Videoconference or Education Center
	October 4, 2021	Regular Public Meeting	Videoconference or Education Center
	October 18, 2021	Regular Public Meeting	Videoconference or Education Center
	November 1, 2021	Regular Public Meeting	Videoconference or Education Center
	November 15, 2021	Regular Public Meeting	Videoconference or Education Center
	December 6, 2021	Regular Public Meeting	Videoconference or Education Center
	December 20, 2021	Regular Public Meeting	Videoconference or Education Center
	January 10, 2022	Regular Public Meeting & Reorganization Meeting	Videoconference or Education Center
	January 31, 2022	Regular Public Meeting	Videoconference or Education Center
	February 14, 2022	Regular Public Meeting	Videoconference or Education Center
	March 7, 2022	Regular Public Meeting	Videoconference or Education Center
	March 21, 2022	Regular Public Meeting	Videoconference or Education Center
	April 4, 2022	Regular Public Meeting	Videoconference or Education Center
	April 25, 2022	Regular Public Meeting	Videoconference or Education Center
	May 9, 2022	Regular Public Meeting	Videoconference or Education Center
	May 23, 2022	Regular Public Meeting	Videoconference or Education Center
	June 13, 2022	Regular Public Meeting	Videoconference or Education Center
Add	June 20, 2022	Regular Public Meeting	Videoconference or Education Center
Cancel	June 27, 2022 ***5:00 p.m. start time**	Regular Public Meeting	Videoconference or Education Center

ATTACHMENT C

FIELD TRIPS FOR APPROVAL

May 9, 2022

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
5/14/22	RHS	Richard W. DeKorte Park, Lyndhurst, NJ	12 RHS Fishing Club Members	2	0	$0	$0	No	Yes
5/16/22	Orchard	Ridgewood Public Library, Ridgewood, NJ	53 3rd Grade Students	22	1 sub nurse	$170	$170 (sub nurse)	No	Yes
5/17/22	BF	Lifetown, Livingston, NJ	20 RISe Students	11	0	$0	$0	No	Yes
5/18/22	RHS	Lina's Ristorante, Bloomingdale, NJ	2	1	0	$0	$10.70 (Car)	Yes	Yes
5/18/22 (Was previously approved for 4/6/22 on the 1/10/22 agenda	Willard	Fort Lee Historic Park, Fort Lee, NJ	21 5th Grade Students	4	1 sub nurse	$170	$170 (sub nurse)	Yes	Yes
5/20/22	Orchard	Thielke Arboretum, Glen Rock, NJ	42 5th Grade Students	5	1 sub nurse	$170	$170 (sub nurse)	Yes	Yes
5/20/22	Orchard	Thielke Arboretum, Glen Rock, NJ	59 Kindergarten Students	27	0	$0	$0	Yes	Yes
5/23/22	Ridge	Ridgewood Public Library, Ridgewood, NJ	67 3rd Grade Students	11	0	$0	$0	Yes	Yes
5/28/22	RHS	Richard W. DeKorte Park, Lyndhurst, NJ	12 RHS Fishing Club Members	2	0	$0	$0	No	Yes
5/31/22 (Was previously approved for 5/19/22 on the 3/21/22 agenda)	RHS	Chinatown - A Walk Through History by MOCA, New York, NY	30 Chinese Club Members	2	0	$0	$0	Yes	Yes
6/1/22	Orchard	Link-up Recorder Concert, George Washington Middle School, Ridgewood, NJ	65 4th Grade Students	10	0	$0	$0	Yes	Yes
6/1/22	Hawes, Willard, Ridge and Orchard	George Washington Middle School, Ridgewood, NJ	32 Special Education Students	6	0	$0	$0	Yes	Yes
6/3/22	RHS	Senior Prom, 14th Street Pier, Hoboken, NJ	Approximately 500 Students	REVISION: 6 unpaid and 14 paid	0	$0	REVISION: $964.08 (4 chaperones for up to 6 hours)	Yes	Yes

6/6/22	RHS	James Rose Center, Ridgewood, NJ	20 AHLISA Members	1	0	$0	$0	Yes	Yes		
6/6/22	GW	Ben & Jerry's Ice Cream, Ridgewood, NJ	19 Students (for Social Psychology Meet-up)	7	0	$0	$0	No	Yes		
6/7/22	Hawes	Ridgewood Link-up Ben Franklin Middle School, Ridgewood, NJ	62 4th Grade Students	5	0	$0	$0	Yes	Yes		
6/7/22	Hawes	Turtle Back Zoo, West Orange, NJ	59 2nd Grade Students	15	1 (Sub Nurse)	$170	$170 (Sub Nurse)	No	Yes		
6/9/22 (Was previously approved for 5/20/22 on the 4/25/22 agenda)	RHS	Storm King Art Center, New Windsor, NY	56 11th and 12th Grade AHLISA Students	5	0	$0	$1,650 (Bus)	No	Yes		
6/12/22	RHS	Richard W. DeKorte Park, Lyndhurst, NJ	12 RHS Fishing Club Members	2	0	$0	$0	No	Yes		

OVERNIGHT FIELD TRIPS - PAID

Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
11/28/22 - 12/2/22	RHS	Disney Leadership Conference, Walt Disney Resort, Orlando, FL	16 exCELL Club Members	0	3 (4 nights each)	$2,400.00	0	$0.00	$2,400.00	Yes	Yes
6/8/22 - 6/10/22	GW	Washington, DC	200 8th Grade Students	8	12 (2 nights each) plus 1 sub nurse	$5,710 ($4,800 + $910)	0	$0.00	$5,710.00	Yes	Yes
6/12/22 - 6/13/22	RHS	The Mount, Lenox, MA	27 American Studies Students	0	2 (1 night each)	$400.00	0	$0.00	$400.00	Yes	Yes
3/29/23 - 4/6/23	RHS	Athens, Greece and Sorrento, Rome and Pompeii, Italy	Estimated 24 Latin Students	0	3 (8 nights each)	$4,800.00	0	$0.00	$4,800.00	No	Yes

	Last Name	First Name	CSI Category Name	Assignment	Location	FTE 22-23	Step 22-23	Class 22-23	Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	New Salary 22-23	Doct 22-23	Growth 22-23	Long 22-23	Ratio 22-23	Total Salary 22-23
1	ABRUNZO	GEORGIA	SUPPRT	DATA SYSTEMS ADMINISTRATOR	ED CENTER	1.00			122,196					122,196	125,129					125,129
2	ACOSTA	KATHLEEN	TEACH	LDT-C	WILLARD	1.00	7	MA+30	77,992		300		3,900	82,192	81,567		300		4,078	85,945
3	ADAMS	BRIANNA	TEACH	SPECIAL EDUCATION	GWMS	1.00	6	MA	72,342		300			72,642	75,467		300			75,767
4	ADAY	DOUGLAS	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	14	MA+45	93,667		300		4,683	98,650	98,252		300		4,913	103,465
5	AGNELLO	KERI	TEACH	REACH 4PK	GLEN	1.00	7	MA	74,242					74,242	77,417					77,417
6	ALEXANDER	MARIE	SEC12	TRANSPORT COORD	ED CENTER	1.00	13	DS12	65,029			1,951		66,980	65,754			1,973		67,727
7	ALEXANDER	ELIANNE	TEACH	SPEECH LANGUAGE SPECIALIST	HAWES	1.00	6	MA	72,342					72,342	75,467					75,467
8	ALGOR	MONICA	SUPPRT	REGISTERED NURSE	GLEN	1.00			54,526					54,526	55,835					55,835
9	ALTOMARE	JACQUELYN	SEC12	ADMIN ASST TO ASST PRIN	RHS	1.00	5	AA12	51,269					51,269	52,959					52,959
10	ALVAREZ	LISETTE	TEACH	SCHOOL PSYCHOLOGIST	RHS	1.00	13	DR	97,017				4,851	101,868	98,192		300		4,910	103,402
11	AMOS	CASSANDRA	TEACH	EDUCATION SPECIALIST	WILLARD	1.00	9	MA	78,417		300			78,717	82,017					82,017
12	ANDERSON	CHRISTINE	TEACH	MATHEMATICS	RHS	1.00	11	MA+45	88,167		300			88,467	92,277		300			92,577
13	APPEL	CHARLES	TEACH	SOCIAL STUDIES	RHS	1.00	14	MA	86,367				5,182	91,549	90,642					90,642
14	ARANA	ADA	TEACH	SPANISH	GWMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
15	ARANEO	ANGELA	TEACH	SPEECH LANGUAGE SPECIALIST	GLEN	1.00	6	MA	72,342					72,342	75,467					75,467
16	ARDESE	LYNN	SEC10	LEAD SECY - FINE/APPLIED ARTS	RHS	1.00	4	AS10	40,342					40,342	41,648					41,648
17	ARDITO	JESSICA	TEACH	GRADE 2	RIDGE	1.00	18	MA	100,052					100,052	106,132					106,132
18	AROMANDO	KAREN	TEACH	ENGLISH	RHS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
19	AZZOPARDI	DEIRDRE	TEACH	OT	GLEN/ORCHARD	1.00	19	DR	122,062		300			122,362	123,212		300			123,512
20	BAILEY	DAVID	ADMN12	HS ASST PRIN	RHS	1.00			131,072					131,072	131,072					131,072
21	BARBA	ALLISON	TEACH	SCHOOL PSYCHOLOGIST	GWMS	1.00	3	MA+30	72,992				3,650	76,642	75,117				3,756	78,873
22	BARCLAY	LINDSEY	SEC11	CST/GUIDANCE SECRETARY	GWMS	1.00	6	AA11	48,075					48,075	49,714					49,714
23	BARKER	BARBARA	TEACH	SPANISH	RHS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
24	BARNARD	ELIZABETH	TEACH	K-2 LLD	HAWES	1.00	3	MA	69,242					69,242	70,967					70,967
25	BARNETT	SHULA	TEACH	SPEECH	SOMERVILLE	0.95	18	MA+45	108,900		285			109,185	109,993		285			110,278
26	BATISTA	GISELLE	TEACH	SCHOOL PSYCHOLOGIST	RHS	1.00	8	DR	86,842		300		4,342	91,484	90,267		300		4,513	95,080
27	BERK	ASHLEY	TEACH	SPECIAL EDUCATION	BFMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
28	BERNARD-MASON	AMY	TEACH	LATIN	BFMS/RHS	1.00	14	BA+30	83,817					83,817	88,302					88,302
29	BERRY	JULIEANNA	TEACH	GRADE 5	HAWES	1.00	16	MA+45	100,017		300			100,317	104,952		300			105,252
30	BESSER	LAUREN	TEACH	SOCIAL STUDIES	RHS	1.00	4	BA	62,642					62,642	64,867					64,867
31	BETRUS	ROBERT	TEACH	GRADE 8 MATHEMATICS	GWMS	1.00	18	MA+30	105,422		300			105,722	112,462		300			112,762
32	BETSTADT	MOLLY	TEACH	RESOURCE ROOM	RIDGE	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
33	BIELICKY	KATHRYN	TEACH	GRADE 3	SOMERVILLE	1.00	11	MA	80,867					80,867	84,667					84,667
34	BISIG	SCOTT	CENTRL	SCHOOL BUSINESS ADMIN/BOARD SEC	ED CENTER	1.00			194,560					194,560	199,229					199,229
35	BLATT	NICOLE	TEACH	KINDERGARTEN	RIDGE	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
36	BLOIS	KEVIN	TEACH	GRADE 5	WILLARD	1.00	16	MA+45	100,017		300			100,317	104,952		300			105,252
37	BODART	KRISTEN	TEACH	KINDERGARTEN	HAWES	1.00	18	MA	104,982			1,600		106,582	106,132			1,600		107,732
38	BODIWALA	TULSI	TEACH	BIOLOGY	RHS	1.00	8	MA+45	83,496		300			83,796	87,227		300			87,527
39	BONFANTI	JILL	TEACH	GRADE 3	ORCHARD	1.00	18	BA+30	101,662			1,500		103,162	102,812			1,500		104,312
40	BOSHART	JASON	TEACH	GRADE 3	TRAVELL	1.00	13	MA	83,517					83,517	87,542					87,542
41	BOSTLER	MONICA	SEC11	ADMIN ASST TO PRIN-EL	WILLARD	1.00	13	AA11	57,769			1,733		59,502	58,403			1,752		60,155
42	BOURQUE	STEVEN	TEACH	GRADE ADVISOR	RHS	1.00	11	MA	80,867				6,469	87,336	84,667				6,773	91,440
43	BOVASSO	KENNETH	SUPPRT	PURCHASING COORD	ED CENTER	1.00			72,820					72,820	74,568					74,568
44	BRADY	KATHERINE	TEACH	SPEECH	ORC/GLEN	1.00	12	MA+30	84,617		300			84,917	89,297		300			89,597
45	BRAY	ARIANA	TEACH	BEHAVIOR THERAPIST	RHS	1.00	4	MA	69,742				3,487	73,229	71,967				3,598	75,565
46	BRAY	NATALIE	TEACH	FAMILY & CONSUMER SCIENCE	RHS	1.00	6	DR	82,992		300			83,292	86,117		300			86,417
47	BRIGGS	AMY	TEACH	GRADE 8 SPANISH	BFMS	1.00	17	BA	93,592			1,600		95,192	94,742			1,600		96,342
48	EMPLOYEE #6558	EMPLOYEE #6558	TEACH	SPECIAL EDUCATION	BFMS	1.00	18	MA	104,982					104,982	106,132					106,132
49	BROWN	ANN	TEACH	LIBRARIAN/MEDIA SPECIALIST	GWMS	1.00	18	MA+45	114,632		300	1,500	6,878	123,310	115,782		300	1,500		117,582
50	BROWN	BRIAN	TEACH	MUSIC	GWMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
51	BRUNNER	JULIANNE	SEC10	GENERAL SECRETARY-EL	RIDGE	1.00	10	AS10	46,727					46,727	48,616					48,616
52	BRUNNER	ADAM	SUPPRT	DATA COORD	RHS	1.00			71,608					71,608	73,327					73,327
53	BRUNNER	DINA	TEACH	RESOURCE ROOM	WILLARD	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
54	BUNZEY	CRAIG	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
55	BURGER	REBECCA	SEC10	GENERAL SECRETARY-EL	RIDGE/WILLD	1.00	8	AS10	44,257					44,257	45,938					45,938
56	BUZZARD	MIA	TEACH	EDUCATION SPECIALIST	SOMERVILLE	1.00	16	MA+30	96,537		300			96,837	102,842		300			103,142
57	CAHILL	WILLIAM	TEACH	ESL	ORC/RIDGE	1.00	18	MA	104,982					104,982	106,132					106,132
58	CALAMAN	KERRY	TEACH	GRADE 2	SOMERVILLE	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
59	CALAMIA SCHECKEL	BETH	TEACH	LATIN	BFMS/GWMS	0.80	9	MA+45	68,573					68,573	71,702					71,702
60	CALANDRA	LAURA	TEACH	GRADE 1	SOMERVILLE	1.00	6	MA	72,342		300			72,642	75,467		300			75,767
61	CALIENDO	THERESE	SEC12	CST/GUIDANCE	BFMS	1.00	10	AA12	57,894			1,158		59,052	60,184			1,204		61,388
62	CAMPBELL	BETH	TEACH	SPECIAL EDUCATION	BFMS	1.00	18	BA+30	96,762					96,762	102,812					102,812
63	CAPOLONGO	JUSTINE	TEACH	SPECIAL EDUCATION (RISe)	BFMS	1.00	3	MA	69,242					69,242	70,967					70,967
64	CARDILLO	NATALIE	TEACH	MUSIC	RHS	1.00	3	BA	62,142					62,142	63,867					63,867
65	CAROLLO	ERIK	TEACH	ENGLISH	RHS	1.00	7	MA	74,242		300			74,542	77,417		300			77,717
66	CARR	LAUREN	TEACH	GRADE 3	SOMERVILLE	1.00	17	MA	96,192				5,772	101,964	101,602					101,602
67	CARRERA	AMY	TEACH	REACH 5TK	GLEN	1.00	18	MA	104,982					104,982	106,132					106,132
68	CARROLL	WENDY	TEACH	KINDERGARTEN	RIDGE	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
69	CARUSO	DEBRA	TEACH	RESOURCE ROOM	HAWES	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
70	CASEY	KIM	TEACH	RESOURCE ROOM	TRAVELL	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
71	CATALANO	NANCI	TEACH	GRADE 1	RIDGE	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
72	CATANZARO	BECKY	TEACH	GRADE 1	HAWES	1.00	16	MA	92,717					92,717	97,342					97,342
73	CENTRELLI	ERICA	TEACH	GRADE 6 SCIENCE	BFMS	1.00	8	BA	69,092					69,092	72,517					72,517
74	CERBASI	JOYCE	TEACH	GRADE 6 ENGLISH	GWMS	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
75	CHAKONIS	ASHLEY	SEC12	ADMIN ASST TO PRIN-EL	SOMERVILLE	1.00	4	AA11	46,147					46,147	47,581					47,581
76	CHAMESIAN	LINDA	TEACH	SOCIAL STUDIES	RHS	1.00	7	MA+45	81,542		300			81,842	85,027		300			85,327
77	CHANOD	MARGARET	TEACH	GRADE 1	WILLARD	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682

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All unaffliated employees will receive 2.4% pending settlement of RAA contract. Any differences will be adjusted.

	Last Name	First Name	CSI Category Name	Assignment	Location	FTE 22-23	Step 22-23	Class 22-23	Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	New Salary 22-23	Doct 22-23	Growth 22-23	Long 22-23	Ratio 22-23	Total Salary 22-23
78	CHEPLIC	MATTHEW	TEACH	ENGLISH	RHS	1.00	16	MA	92,717					92,717	97,342					97,342
79	CHIARAMONTE	MAUREEN	SEC12	SECY ATHLETIC DIR	RHS	1.00	10	AA12	57,894					57,894	60,184					60,184
80	CHICAS	CHRISTINA	TEACH	ART	ORC/WILLD	1.00	8	MA	76,192		300			76,492	79,617		300			79,917
81	CHRISTOPHER	SUSAN	SEC12	ADMIN ASST TO PRIN-MS	BFMS	1.00	13	AA12	62,929			3,146		66,075	63,654			3,183		66,837
82	CIGOLINI	LUCILLE	TEACH	GRADE 6 ENGLISH	BFMS	1.00	17	BA	93,592					93,592	94,742					94,742
83	CLARK	KELLY	TEACH	ART	BFMS/GWMS	0.40	17	BA	37,437					37,437	37,897					37,897
84	CLARKE	NOREEN	TEACH	SOCIAL STUDIES (ELECTIVE/BFBN)	BFMS	1.00	18	MA+30	111,312		300	1,600	6,679	119,891	112,462		300	1,600		114,362
85	COMISSIONG	OLGA	TEACH	HEALTH	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
86	CONNELLY	MATTHEW	TEACH	GRADE 4	TRAVELL	1.00	18	MA	100,052					100,052	106,132					106,132
87	CONNOR	DANIELLE	TEACH	GRADE 5	WILLARD	1.00	15	BA	82,367					82,367	86,792					86,792
88	CONSOL	MARY	TEACH	PE/HEALTH	RHS	1.00	6	MA	72,342					72,342	75,467					75,467
89	CONTRERAS	COLLEEN	TEACH	SE COLL (ENG)	RHS	1.00	17	BA	93,592					93,592	94,742					94,742
90	COOK	KEITH	ADMN12	SUPV ATHLETICS	RHS	1.00			151,710					151,710	151,710					151,710
91	COPPOLA	MICHELE	TEACH	LIBRARIAN/MEDIA SPECIALIST	RIDGE	1.00	18	MA+45	114,632		300	1,500	3,439	119,871	115,782		300	1,500		117,582
92	CORLETT	SUSAN	TEACH	SPECIAL EDUCATION (MATHEMATICS)	BFMS	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
93	CORNACCHIA	VANESSA	TEACH	ENGLISH/BSI	RHS	1.00	18	MA	100,052					100,052	106,132					106,132
94	CORRELL	MOIRA	TEACH	NURSE/TEACHER	SOMERVILLE	1.00	17	BA	93,592					93,592	94,742					94,742
95	COUCH	ANDREW	TEACH	LATIN	GWMS	1.00	16	BA	85,617					85,617	90,242					90,242
96	CRAWFORD	RYAN	TEACH	ADAPTED PHYSICAL SAIL	GLEN/BFMS	1.00	4	BA	62,642					62,642	64,867					64,867
97	CROCAMO	JANET	SEC12	MAIN OFFICE-LEAD SECY	RHS	1.00	7	AA12	53,594					53,594	55,534					55,534
98	CRONK	PAUL	TEACH	ART	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
99	CUELLAR	ANGELICA	TEACH	SPANISH	RHS	1.00	14	BA	79,267					79,267	83,542					83,542
100	CURCIO	JASON	TEACH	MUSIC	BFMS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
101	CURRIER	ROBERT	TEACH	PHYSICAL EDUCATION	GWMS	1.00	18	MA	104,982			1,600		106,582	106,132			1,600		107,732
102	DABBY	MAXWELL	TEACH	MUSIC	BFMS/GWMS	1.00	4	BA	62,642					62,642	64,867					64,867
103	DAIDONE	BRITTANY	TEACH	SPECIAL EDUCATION	GWMS	1.00	10	MA+45	85,717		300			86,017	89,627		300			89,927
104	D'AMICO	ANNA	SEC12	GUIDANCE/REGISTRAR	RHS	1.00	12	AS12	57,369					57,369	59,769					59,769
105	DANDREA	GABRIELLE	SUPPRT	ASSISTANT DATABASE SYSTEMS ADMINISTRATOR	ED CENTER	1.00			62,915					62,915	64,425					64,425
106	DARAKJY	CHRISTA	TEACH	SCIENCE	RHS	1.00	3	MA	69,242					69,242	70,967					70,967
107	DASILVA	DANIEL	TEACH	ART	RHS	1.00	17	BA	93,592			1,500		95,092	94,742			1,500		96,242
108	DASTIS-BUCKLER	DARIEN	TEACH	GRADE 1	TRAVELL	1.00	18	BA+30	96,762					96,762	102,812					102,812
109	DeARAUJO	CHRISTIE	TEACH	MULTI-SENSORY READING	ED CENTER	1.00	14	MA+45	93,667		300		4,683	98,650	98,252		300		4,913	103,465
110	DeCROIX	KRISTEN	TEACH	GRADE 5	RIDGE	1.00	3	MA+30	72,992					72,992	75,117					75,117
111	DEL ORBE-ANTHON	ANA	TEACH	GRADE 7 SPANISH	BFMS	1.00	13	MA	83,517					83,517	87,542					87,542
112	DELANEY	CYNTHIA	SUPPRT	CONF ADMIN ASST TO HR	ED CENTER	1.00			59,059					59,059	60,476					60,476
113	DELANEY	LYNNE	TEACH	GRADE 1	RIDGE	1.00	17	BA	93,592					93,592	94,742					94,742
114	DELIA	EILEEN	TEACH	ENGLISH	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
115	DELIA	SUSAN	TEACH	ENGLISH	GWMS	1.00	19	DR	117,422		300			117,722	123,212		300			123,512
116	DEMBIN	ROSS	TEACH	GRADE 3	SOMERVILLE	1.00	4	MA	69,742					69,742	71,967					71,967
117	DENUNZIO	MARY	TEACH	LIBRARIAN/MEDIA SPECIALIST	TRAVELL	1.00	2	MA	68,742					68,742	70,467					70,467
118	DEPINTO	LAUREN	TEACH	CRIS INTERVEN COUNS/DISTRICT COORDINATOR SCHOOL BASED MENTAL HEALTH SERVICES	BFMS/RHS	1.00	18	MA+45	107,542		300		12,905	120,747	115,782		300		13,894	129,976
119	DERIENZO	KRISTEN	TEACH	SPECIAL EDUCATION (RISe ABA)	GLEN	1.00	5	MA+45	78,042					78,042	81,177					81,177
120	DEROCHE	ANDREW	SUPPRT	TECH/MEDIA TECH	HAWES/SOMER/TRAL/GW	1.00			46,662					46,662	47,782					47,782
121	DESIMONE	ANGELO	SUPPRT	TREAS OF MONIES	ED CENTER	N/A			5,120					5,120	5,243					5,243
122	DETORA	CYNTHIA	TEACH	ENGLISH	RHS	1.00	12	MA	80,867					80,867	84,667					84,667
123	DEVANEY	EILEEN	TEACH	GRADE 1	WILLARD	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
124	DIBRITA	CHRISTINE	TEACH	DANCE	RHS	0.50	3	MA	34,621					34,621	35,484					35,484
125	DIFARNECIO	SHANI	SUPPRT	TECH/MEDIA TECH	HAWES/SOMER/TRAL	1.00			44,000					44,000	45,056					45,056
126	DIMODUGNO	GRACE	TEACH	SPECIAL EDUCATION	GWMS	1.00	2	BA	61,642					61,642	63,367					63,367
127	DINO	DEANNA	TEACH	GRADE 4	ORCHARD	1.00	3	BA	62,142					62,142	63,867					63,867
128	DIORIO	LINDA	TEACH	LIBRARIAN/MEDIA SPECIALIST	WILLARD	1.00	18	BA+30	101,662					101,662	102,812					102,812
129	DISTEFANO	ALISSA	TEACH	SPECIAL EDUCATION (COLLAB)	GWMS	1.00	13	MA+45	90,817		300			91,117	95,152		300			95,452
130	DODD	REBECCA	TEACH	KINDERGARTEN	WILLARD	1.00	9	MA	78,417		300			78,717	82,017					82,017
131	DODD	STEPHANIE	TEACH	PE/HEALTH	GW/RIDGE/WILLD	1.00	8	MA	76,192		300			76,492	79,617		300			79,917
132	DOLBY	LUKE	TEACH	GRADE ADVISOR	RHS	1.00	7	MA+45	81,542		300			81,842	85,027		300		6,802	92,129
133	DOLFI	DAWN-LYN	TEACH	EDUCATION SPECIALIST	WILLARD	1.00	18	MA+30	111,312		300	1,500		113,112	112,462		300	1,500		114,262
134	DONNELLY	JAMES	TEACH	ENGLISH	RHS	1.00	16	MA+30	96,537		300			96,837	102,842		300			103,142
135	DONNELLY	TRECIA	TEACH	RESOURCE/SPECIAL EDUCATION	BFMS	1.00	18	MA	104,982					104,982	106,132					106,132
136	DONOVAN	SUZANNE	SUPPRT	SCHOOL NURSE/RN	RHS	1.00			56,375					56,375	57,728					57,728
137	DORIS	MICHELLE	TEACH	MATHEMATICS/BSI	RHS	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
138	DOWNS	EMILY	TEACH	.20 FTE ART	BFMS	0.20	2	BA	12,328					12,328	12,673					12,673
139	DRISCOLL	SAMANTHA	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	9	MA	78,417		300			78,717	82,017					82,017
140	DROSKE	KATHRYN	TEACH	KINDERGARTEN	SOMERVILLE	1.00	15	MA	89,467					89,467	93,892					93,892
141	DURLING	DEREK	TEACH	GRADE 4	WILLARD	1.00	17	BA+30	93,852					93,852	98,312					98,312
142	ELBAUM	GILA	TEACH	SCHOOL PSYCHOLOGIST	ORCH/RIDGE	0.95	18	MA+45	108,900		285		5,445	114,630	109,993		285		5,500	115,778
143	ELKINS	JANET	TEACH	EDUCATION SPECIALIST	TRAVELL	1.00	15	MA+30	94,237		300			94,537	98,112		300			98,412
144	ENMORE	JAESON	SUPPRT	ASSOC SYSTEM ADM	ED CENTER	1.00			89,153					89,153	91,293					91,293
145	ENRIGHT	SUSAN	TEACH	GRADE 2	HAWES	1.00	18	MA	104,982					104,982	106,132					106,132
146	ESCOBAR	ALEJANDRO	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	4	MA+45	77,042					77,042	79,577					79,577
147	FABISH	CASSANDRA	TEACH	RESOURCE ROOM	SOMERVILLE	1.00	17	MA	96,192					96,192	101,602					101,602
148	FABISH	CHRISTOPHER	TEACH	GUIDANCE COUNSELOR	RHS	1.00	17	MA+30	101,692		300		7,118	109,110	106,972		300		7,488	114,760
149	FACCONE	JAIME	SEC10	GUIDANCE/CST	RHS/SOMERVILLE	1.00	3	AA10	41,347					41,347	42,569					42,569
150	FANOS	JACLYN	TEACH	RESOURCE ROOM	TRAV/WILLD	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
151	FARRAR	EVA	TEACH	SPECIAL EDUCATION (ENGLISH)	RHS	1.00	14	MA	86,367					86,367	90,642					90,642
152	FEDERICO	MILDRED	SEC12	LEAD SECY - C,I & A	ED CENTER	1.00	13	AS12	60,829					60,829	61,554			1,231		62,785
153	FEELEY	KEVIN	TEACH	CRIS INTERVEN COUNS	GWMS/RHS	1.00	18	MA+30	111,312		300		5,566	117,178	112,462		300		5,623	118,385

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	Last Name	First Name	CSI Category Name	Assignment	Location	FTE 22-23	Step 22-23	Class 22-23	Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	New Salary 22-23	Doct 22-23	Growth 22-23	Long 22-23	Ratio 22-23	Total Salary 22-23
154	FEENEY	LYNNE	TEACH	SCIENCE	RHS	1.00	17	MA	96,192					96,192	101,602					101,602
155	FEIT	DEBORAH ANN	TEACH	GRADE 6 SCIENCE	GWMS	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
156	FENWICK	MICHELLE	ADMN12	DIRECTOR SPECIAL PROGRAMS	DISTRICT	1.00			182,261	3,000				185,261	182,261	3,000				185,261
157	FERRARI KING	GABRIELLE	TEACH	GRADE 4	SOMERVILLE	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
158	FERRERI	MARK	ADMN12	SUPV WORLD LANG/SS	RHS	1.00			166,350			1,600		167,950	166,350			1,600		167,950
159	FERRERI	MARY	ADMN12	EL PRIN	ORCHARD	1.00			173,807					173,807	173,807					173,807
160	FERRERI	TODD	TEACH	SPECIAL EDUCATION (LLD)	BFMS	1.00	18	MA	104,982					104,982	106,132					106,132
161	FEUILLY	LAUREN	TEACH	GRADE 2	TRAVELL	1.00	13	MA	83,517					83,517	87,542					87,542
162	FINK	GARY	TEACH	MUSIC	RHS	0.20	5	BA+30	13,478					13,478	14,123					14,123
163	FINK	SUSAN	TEACH	SOCIAL WORKER	HAWES/TRAV	1.00	18	MA+30	111,312		300	1,500	5,566	118,678	112,462		300	1,500	5,623	119,885
164	FINNEGAN	KATHLEEN	TEACH	GUIDANCE COUNSELOR	SOMERVILLE	1.00	3	MA	69,242					69,242	70,967				4,968	75,935
165	FINUCANE	MELISSA	TEACH	EDUCATION SPECIALIST	TRAVELL	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
166	FISCHER	KATHERINE	TEACH	GRADE 5	ORCHARD	1.00	9	MA	78,417					78,417	82,017					82,017
167	FISCHETTI	ELIZABETH	TEACH	GRADE 4	SOMERVILLE	1.00	18	MA	104,982					104,982	106,132					106,132
168	FISHER	ISABELLE	TEACH	SCHOOL PSYCHOLOGIST	BFMS	1.00	3	MA+45	76,622				3,831	80,453	78,577				3,929	82,506
169	FLEMING	DAWN	TEACH	GRADE 5	TRAVELL	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
170	FONTANA	ELISABETH	TEACH	ART	BFMS	1.00	5	MA	70,742					70,742	73,567					73,567
171	FORFA	JASON	SUPPRT	TECH/MEDIA TECH	GWMS and BFMS	1.00			47,474					47,474	48,613					48,613
172	FORGASH	DREW	TEACH	SOCIAL STUDIES	RHS	1.00	2	MA	68,742					68,742	70,467					70,467
173	FOX	CHERYL	TEACH	KINDERGARTEN	HAWES	1.00	18	MA	104,982					104,982	106,132					106,132
174	FRIBERG	HONOR	SUPPRT	COORD GRANTS/TESTING	ED CENTER	1.00			70,255					70,255	71,941					71,941
175	FRIEL	DONALD	TEACH	GRADE 3	WILLARD	1.00	18	MA	100,052					100,052	106,132					106,132
176	FUNTSCH	KAITLYN	TEACH	SPECIAL EDUCATION	GWMS	1.00	9	MA+45	85,717		300			86,017	89,627		300			89,927
177	GALANTI	MEGAN	TEACH	LDT-C	ORCHARD	1.00	16	DR	103,367		300		5,168	108,835	107,992		300		5,400	113,692
178	GALASSO	PATRICIA	TEACH	SPANISH	RHS	1.00	13	BA	76,417					76,417	80,442					80,442
179	GALEAZZA	LUCIA	TEACH	GRADE 2	RIDGE	1.00	17	BA	93,592					93,592	94,742					94,742
180	GAO	JEANNE	TEACH	SCHOOL NURSE	HAWES	1.00	2	BA+30	65,392					65,392	67,517					67,517
181	GARVIN	NATALIE	TEACH	SPECIAL EDUCATION	GWMS	1.00	8	MA	76,192		300			76,492	79,617		300			79,917
182	GATHRIGHT	DONNA	SUPPRT	CONF ADMIN ASST TO HR	ED CENTER	1.00			56,320					56,320	57,672					57,672
183	GATTONI	REBECCA	TEACH	MATHEMATICS	RHS	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
184	GELENIUS	MARIANN	TEACH	LDT-C	BFMS	1.00	18	MA+45	114,632		300		5,732	120,664	115,782		300		5,789	121,871
185	GELLMAN	JENNIFER	TEACH	REACH 4PK	GLEN	1.00	17	BA	89,092					89,092	94,742					94,742
186	GERALD	JANE	TEACH	SOCIAL WORKER	SOM/WILLD	1.00	18	MA+30	105,422		300		5,271	110,993	112,462		300		5,623	118,385
187	GERARD	AMY	TEACH	SPECIAL EDUCATION (K-2)	WILLARD	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
188	GERONIMO	KRISTI	TEACH	MUSIC	RHS	1.00	15	MA	89,467					89,467	93,892					93,892
189	GERVOLINO	COLLEEN	TEACH	SCIENCE	RHS	1.00	18	BA+30	96,762					96,762	102,812					102,812
190	GIANNANTONIO	FRANK	TEACH	PE/HEALTH	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
191	GIANNETTI	COURTNEY	TEACH	GRADE 7 SCIENCE	GWMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
192	GIARDINO	STACY	TEACH	BEHAVIOR THERAPIST	DISTRICT	1.00	18	MA+30	111,312		300		5,566	117,178	112,462		300		5,623	118,385
193	GIDICH	CASEY	TEACH	GRADE 4	RIDGE	1.00	13	BA+30	80,967					80,967	85,202					85,202
194	GIGANTE	STEFANIE	TEACH	LATIN	RHS	1.00	18	MA+45	107,542		300		6,453	114,295	115,782		300			116,082
195	GILBERT	KRISTEN	TEACH	GRADE 7 SOCIAL STUDIES	BFMS	1.00	10	MA+45	85,717		300			86,017	89,627		300			89,927
196	GILFEDDER	JAIME	TEACH	PE/HEALTH	BFMS	1.00	8	MA+45	83,496		300			83,796	87,227		300			87,527
197	GILLIO	ALEXIS	TEACH	SCHOOL NURSE	TRAVELL	1.00	6	BA+30							72,517					72,517
198	GIORDANO	NICOLE	TEACH	GRADE 8 SCIENCE	BFMS	1.00	5	BA	63,642					63,642	66,467					66,467
199	GIZZI	NICOLE	TEACH	RESOURCE ROOM	TRAVELL/WILLD	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
200	GOLDBERG	SARAH	TEACH	LDT-C	HAWES	1.00	3	MA	69,742				3,487	73,229	70,967				3,548	74,515
201	GORDON	JULIE	TEACH	SPECIAL EDUCATION (COLLAB - ENGLISH)	RHS	1.00	18	MA	104,982					104,982	106,132					106,132
202	GORMAN	BRANDI	TEACH	SPECIAL EDUCATION (LLD 3-5)	HAWES	1.00	13	MA	83,517					83,517	87,542					87,542
203	GORMAN	MICHELLE	TEACH	SPECIAL EDUCATION	RHS	1.00	5	MA	70,742					70,742	73,567					73,567
204	GOULD	ALEXANDRA	TEACH	GRADE 8 MATHEMATICS	GWMS	1.00	15	MA	89,467					89,467	93,892					93,892
205	GRASSO	LAURA	TEACH	PHYSICAL EDUCATION	GWMS	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
206	GRAZIANO	NICOLE	TEACH	GRADE 5	TRAVELL	1.00	18	MA	104,982			1,600		106,582	106,132			1,600		107,732
207	GREGORY-FINK	DEBORAH	TEACH	MUSIC	HAWES	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
208	GRIBBEN	HAILEY	TEACH	KINDERGARTEN	ORCHARD	1.00	6	MA	74,242		300			74,542	75,467		300			75,767
209	GRIFFITH	ROSANNA	SEC10	ENGLISH/SOC ST-LEAD SEC	RHS	1.00	7	AS10	43,126					43,126	44,724					44,724
210	GROSS	STEVEN	TEACH	SPECIAL EDUCATION (SCIENCE)	RHS	1.00	7	MA+30	77,992		300			78,292	81,567		300			81,867
211	GRUDZIEN	JAIMEE	TEACH	SPECIAL EDUCATION (RISe)	GLEN	1.00	17	BA	93,592					93,592	94,742					94,742
212	GYULAY	JOSEPH	TEACH	MATHEMATICS	RHS	1.00	18	MA	104,982					104,982	106,132					106,132
213	HAAS	JEFFREY	TEACH	MUSIC	RHS	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
214	HACKETT	LOREN	TEACH	GRADE 8 ENGLISH	BFMS	1.00	13	MA+45	93,667		300			93,967	95,152		300			95,452
215	HALTER	WESLEY	TEACH	GRADE 4	WILLARD	1.00	10	MA+45	85,717		300			86,017	89,627		300			89,927
216	HANDY	MARY LOUISE	TEACH	GRADE 6 SOCIAL STUDIES	GWMS	1.00	18	MA+45	114,632		300	1,500	6,878	123,310	115,782		300	1,500		117,582
217	HANS	PATRICIA	TEACH	ENGLISH	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
218	HARNEY	THOMAS	TEACH	GRADE 3	HAWES	1.00	13	MA	83,517					83,517	87,542					87,542
219	HEAD	EILEEN	TEACH	SPEECH LANGUAGE SPECIALIST	TRAVELL	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
220	HEGEWALD	PATRICIA	TEACH	LDT-C	RHS	1.00	18	MA+45	114,632		300		5,732	120,664	115,782		300		5,789	121,871
221	HEIDER	ERIN	TEACH	GRADE 4	ORCHARD	1.00	14	MA+45	93,667		300			93,967	98,252		300			98,552
222	HIGGINS	PATRICIA	SEC10	GENERAL SECRETARY-EL	HAWES	1.00	13	AS10	50,944			2,547		53,491	51,521			2,576		54,097
223	HIGGINS	DANA	TEACH	EDUCATION SPECIALIST	RIDGE	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
224	HOFF	ERICA	TEACH	EDUCATION SPECIALIST	ORCHARD	1.00	2	MA	68,742					68,742	70,467					70,467
225	HOFFMAN	CAROLINE	ADMN12	EL PRIN	WILLARD	1.00			183,185			1,600		184,785	183,185			1,600		184,785
226	HOFFMANN	RICHARD	SUPPRT	ADMIN APPLICATION COORD	ED CENTER	1.00			95,020					95,020	97,300					97,300
227	HOLAND	LARRY	TEACH	ART/TV PROD	RHS	0.70	17	BA	65,514			1,500		67,014	66,319			1,500		67,819
228	HOOGERHYDE	MICHAEL	TEACH	SPECIAL EDUCATION (COLLAB - SCIENCE)	RHS	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
229	HORTON	CHRISTINA	TEACH	SCHOOL NURSE	ORCHARD	1.00	4	BA	62,642					62,642	64,867					64,867
230	HUTCHISON	TARA	TEACH	MUSIC	WILLARD	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392

RAA (Adminstrator's) salaries remain the same, subject to change pending settlement of RAA contract that expires 6-30-22.
All unaffliated employees will receive 2.4% pending settlement of RAA contract. Any differences will be adjusted.

	Last Name	First Name	CSI Category Name	Assignment	Location	FTE 22-23	Step 22-23	Class 22-23	Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	New Salary 22-23	Doct 22-23	Growth 22-23	Long 22-23	Ratio 22-23	Total Salary 22-23
231	IMBRUGLIA	LAUREN	TEACH	FRENCH	BFMS	1.00	18	BA+30	96,762					96,762	102,812					102,812
232	INGOGLIA	BRENDA	TEACH	MATHEMATICS	RHS	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
233	JAMES	KIMBERLY	SEC11	ADMIN ASST TO PRIN-EL	TRAVELL	1.00	6	AA11	48,075					48,075	49,714					49,714
234	JANNONE	CHRISTINA	TEACH	PE/HEALTH	RHS	1.00	3	BA	62,142					62,142	63,867					63,867
235	JANOWSKI	ELIZABETH	TEACH	GRADE 1	SOMERVILLE	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
236	JAROSZ	KATHLEEN	TEACH	GRADE 2	RIDGE	1.00	15	BA+30	86,917					86,917	91,552					91,552
237	JASINSKI	DANIELLE	TEACH	KINDERGARTEN	ORCHARD	1.00	16	MA	92,717					92,717	97,342					97,342
238	JEREJIAN	LISBETH	TEACH	EDUCATION SPECIALIST	RIDGE/SOMERVILLE	1.00	18	BA+30	101,662			1,500		103,162	102,812			1,500		104,312
239	JOHN	CARLIN	TEACH	ENGLISH	RHS	1.00	6	BA	65,242					65,242	68,367					68,367
240	JONES	MICHELLE	TEACH	RESOURCE ROOM	ORCHARD	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,600		117,682
241	JOSEPH	ANDREA	TEACH	SCIENCE	RHS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
242	JUNTA	SARAH	TEACH	GRADE 2	WILLARD	1.00	3	MA	69,242					69,242	70,967					70,967
243	KABASH	VANESSA	TEACH	GRADE 8 ENGLISH	GWMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
244	KADUS	CHRISTOPHER	TEACH	GRADE 8 SOCIAL STUDIES	GWMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
245	KALEBIC	TAMARA	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
246	KAPLAN	NANCY	TEACH	MEDIA SPECIALIST	SOMERVILLE	1.00	14	MA	86,367					86,367	90,642					90,642
247	KAPLYSH	INGRID	TEACH	SPANISH	GWMS	1.00	6	BA	65,242					65,242	68,367					68,367
248	KARAN	ELIZABETH	TEACH	SCIENCE	RHS	1.00	19	DR	122,062		300			122,362	123,212		300			123,512
249	KARCH	ELISA	SEC12	ADMIN ASST TO PRIN-MS	BFMS	1.00	12	AA12	59,469			1,189		60,658	61,869			1,237		63,106
250	KARTEN	ELAINE	TEACH	ENGLISH	RHS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
251	KASE	SEAN	TEACH	BUSINESS EDUCATION	RHS	1.00	15	MA	89,467					89,467	93,892					93,892
252	KASHMANIAN	KATHERINE	ADMN12	MS PRIN	GWMS	1.00			198,555	3,000				201,555	198,555	3,000				201,555
253	KAWASH	JUSTINE	TEACH	MUSIC	BFMS	1.00	16	BA	85,617					85,617	90,242					90,242
254	KAY	PETER	TEACH	PE/HEALTH	RHS	1.00	7	MA	74,242		300			74,542	77,417		300			77,717
255	KAZMIERCZAK	JENNIFER	SEC10	ADMIN ASST TO ASST PRIN-HS	RHS	1.00	8	AA10	46,016					46,016	47,696					47,696
256	KEARNS	CHRISTOPHER	TEACH	GRADE 1	WILLARD	1.00	18	BA+30	101,662					101,662	102,812					102,812
257	KELLY	JOAN	TEACH	RESOURCE ROOM	TRAVELL	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
258	KEPPEL	KATHERINE	TEACH	SPECIAL EDUCATION (LLD)	GWMS	1.00	10	MA+45	85,717		300			86,017	89,627		300			89,927
259	KHALOYAN	SHIVA	TEACH	EDUCATION SPECIALIST	SOMERVILLE	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
260	KIELY	MICHELE	TEACH	EDUCATION SPECIALIST	RIDGE	1.00	16	BA+30	90,047					90,047	95,002					95,002
261	KIERNAN	MEREDITH	TEACH	GRADE 5	SOMERVILLE	1.00	15	MA+30	94,237		300			94,537	98,112		300			98,412
262	KILCULLEN	MICHAEL	TEACH	TRANSITION COORD	RHS	1.00	12	MA	80,867					80,867	84,667					84,667
263	KILDAY	DANIEL	ADMN12	SUPV WELLNESS	RHS	1.00			144,654					144,654	144,654					144,654
264	KILLBY	KATE	TEACH	SCHOOL PSYCHOLOGIST	SOM/WILLD	1.00	11	DR	91,517				4,576	96,093	95,317				4,766	100,083
265	KIM	LINDA	TEACH	GRADE 8 SOCIAL STUDIES	BFMS	1.00	16	BA	85,617					85,617	90,242					90,242
266	KIMBELL	TRACEE	TEACH	GRADE 3	RIDGE	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
267	KING	JANELLE	TEACH	MUSIC	GWMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
268	KIRTANE	MEDHA	TEACH	SOCIAL STUDIES	RHS	1.00	16	MA+45	100,017		300			100,317	104,952		300			105,252
269	KLEIN-HELLMAN	LAUREN	TEACH	GUIDANCE COUNSELOR	RHS	1.00	16	MA	92,717				6,490	99,207	97,342				6,814	104,156
270	KLION	DANIELLE	TEACH	SPECIAL EDUCATION	BFMS	1.00	8	BA+30	72,842					72,842	76,927					76,927
271	KNEIS	DANA	TEACH	GUIDANCE COUNSELOR	GWMS	1.00	4	MA	69,742				4,882	74,624	71,967				5,038	77,005
272	KNOTT	RONALD	TEACH	PE/HEALTH	RHS	1.00	18	MA+30	111,312		300	1,600		113,212	112,462		300	1,600		114,362
273	KOROPCHAK	SABRINA	TEACH	GRADE 1	SOMERVILLE	1.00	3	BA	62,142					62,142	63,867					63,867
274	KOTT	GREGGORY	TEACH	SCIENCE	RHS	1.00	18	BA+30	101,662			1,500		103,162	102,812			1,500		104,312
275	KOWALCZYK	PATRICIA	SEC12	ADMIN ASST SPEC PRO (TECH ASST)	ED CENTER	1.00	13	AA12	62,929			1,888		64,817	63,654			1,910		65,564
276	KOWALSKI	ALEXANDRA	TEACH	GRADE 2	SOMERVILLE	1.00	2	BA	61,642					61,642	63,367					63,367
277	KREISMER	DREW	TEACH	MUSIC	ORC/WILLD	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,600		117,682
278	KROKUS	ROBERT	TEACH	ART	WILLARD	1.00	17	BA	93,592					93,592	94,742					94,742
279	KRSNAK	KATE	TEACH	GRADE 6 SCIENCE	BFMS	1.00	6	BA	65,242					65,242	68,367					68,367
280	KUBO	TOMOHIRO	SUPPRT	TECH/MEDIA TECH	BFMS	1.00			50,765					50,765	51,983					51,983
281	KUNZLE	SANDRA	TEACH	SCIENCE	RHS	1.00	18	MA	104,982			1,600	7,349	113,931	106,132			1,600	7,429	115,161
282	LABENDA	CHARLENE	SUPPRT	PUBLIC INFO OFFICER AND SPECIAL PROJECTS	ED CENTER	1.00			84,935					84,935	86,973					86,973
283	LABOWSKY	HSUAN	TEACH	SCIENCE	RHS	1.00	19	DR	117,422		300			117,722	123,212		300			123,512
284	LAFEMINA	FRED	TEACH	SOCIAL STUDIES	RHS	1.00	9	MA+30	82,167		300			82,467	86,167		300			86,467
285	LAURO	LIVIA	TEACH	PHYSICAL EDUCATION	TRAVELL	1.00	16	MA	92,717					92,717	97,342					97,342
286	LEBLANCQ	MARY	TEACH	GRADE 4	RIDGE	1.00	7	BA	67,142				2,015	69,157	70,317					70,317
287	LEE	BRIAN	TEACH	ENGLISH	RHS	1.00	18	MA	104,982					104,982	106,132					106,132
288	LEE	CHRISTINE	TEACH	CHINESE	RHS	1.00	11	MA+45	88,167		300			88,467	92,277		300			92,577
289	LEE	KELLY	TEACH	ENGLISH (ELECTIVE)	BFMS	1.00	5	MA	70,742					70,742	73,567					73,567
290	LEONARD	MARK	TEACH	SPECIAL EDUCATION (COLLAB)	BFMS	1.00	12	BA	73,767					73,767	77,567					77,567
291	LETAVISH	KELLY	TEACH	REACH 4PK	GLEN	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
292	LIM	CHRISTINA	TEACH	GRADE 3	TRAVELL	1.00	3	BA	62,142					62,142	63,867					63,867
293	LISA	ERICA	TEACH	RESOURCE ROOM	HAWES	1.00	10	MA+45	88,167		300			88,467	89,627		300			89,927
294	LITVAK	ROMAN	TEACH	MATHEMATICS	BFMS/GWMS	1.00	18	BA+30	101,662			1,500		103,162	102,812			1,500		104,312
295	LOCKER	ALYSSA	TEACH	SOCIAL WORKER	SOMERVILLE	0.05	3	MA	34,621				1,731	36,352	35,484				1,774	37,258
296	LOHR	SARAH	TEACH	KINDERGARTEN	WILLARD	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
297	LORA	CINDY	TEACH	BEHAVIORIST ANALYST (K-12)/BEHAVIOR ANALYST/COORDINATOR	DISTRICT/ED CENTER	1.00	14	MA+45	93,667				11,240.00	104,907	98,252				11,791	110,043
298	LOWICKI	BONNIE	TEACH	NURSE/TEACHER	WILLARD	1.00	15	MA+30	94,237		300			94,537	98,112		300			98,412
299	LUCCHESI	MICHAEL	TEACH	PHYSICAL EDUCATION	WILLARD	1.00	18	MA	104,982					104,982	106,132					106,132
300	LUCKENBILL	JOHN	TEACH	MUSIC	RHS	1.00	11	MA	80,867					80,867	84,667					84,667
301	LUO	MILES	TEACH	BIOLOGY	RHS	1.00	5	MA	70,742					70,742	73,567					73,567
302	LUPIA	SCOTT	TEACH	GRADE 4	SOMERVILLE	1.00	18	MA+30	111,312		300	1,500		113,112	112,462		300	1,500		114,262
303	LUTS	DANIEL	TEACH	ENGLISH	GWMS	1.00	7	MA	74,242		300			74,542	77,417		300			77,717
304	LYLE	ROSHANAK	TEACH	GRADE 3	WILLARD	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
305	LYNAUGH	SEAN	TEACH	SOCIAL STUDIES	RHS	1.00	15	BA+30	86,917					86,917	91,552					91,552
306	LYONS	KELLY	TEACH	SPECIAL EDUCATION (3-5)	WILLARD	1.00	10	MA	78,417		300			78,717	82,017					82,017

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All unaffliated employees will receive 2.4% pending settlement of RAA contract. Any differences will be adjusted.

	Last Name	First Name	CSI Category Name	Assignment	Location	FTE 22-23	Step 22-23	Class 22-23	Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	New Salary 22-23	Doct 22-23	Growth 22-23	Long 22-23	Ratio 22-23	Total Salary 22-23
307	MACOLINO	NADINE	SEC10	SECY	GLEN	1.00	8	AA10	46,016					46,016	47,696					47,696
308	MACRI	ELIZABETH	TEACH	RESOURCE ROOM	RIDGE	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
309	MADISON	MARISSA	TEACH	RESOURCE ROOM	ORCHARD	1.00	2	MA+30	72,492					72,492	74,617					74,617
310	MAHLER	ALLISON	TEACH	KINDERGARTEN	TRAVELL	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
311	MAHLER	CRAIG	TEACH	PE/HEALTH	BFMS	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
312	MAHONEY	MARISA	TEACH	GRADE 7 GUIDANCE	BFMS	1.00	13	MA+45	90,817		300		6,357	97,474	95,152		300		6,661	102,113
313	MAIN	LAURIE	TEACH	LDT-C	RIDGE	1.00	15	MA+45	96,767		300		4,838	101,905	101,502		300		5,075	106,877
314	MAKSIMOV	MELISSA	TEACH	ENGLISH	RHS	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
315	MANERI	JESSICA	TEACH	SCHOOL PSYCHOLOGIST	HAWES/TRAVELL	1.00	4	MA+30	73,492				3,675	77,167	76,117				3,806	79,923
316	MANKE	COLLEEN	TEACH	NURSE/TEACHER	RIDGE	1.00	18	MA	104,982				7,349	112,331	106,132				7,429	113,561
317	MANKE	JENNIFER	TEACH	ART	GWMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
318	MANNION	ERIN	SEC10	GENERAL SECRETARY-EL	SOMERVILLE	1.00	4	AS10	40,342					40,342	41,648					41,648
319	MANSBACH	MOLLY	TEACH	GRADE 1	ORCHARD	1.00	8	MA+30	79,942		300			80,242	83,767		300			84,067
320	MARCHIONI	ALICEN	TEACH	GRADE 5	SOMERVILLE	1.00	9	MA	78,417		300			78,717	82,017					82,017
321	MARGE	GEORGE	TEACH	SPEECH	WILLARD	1.00	18	MA+30	111,312		300	1,500		113,112	112,462		300	1,500		114,262
322	MARMO	JILL	TEACH	GRADE 5	RIDGE	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
323	MARTELL	MARISA	TEACH	PT	GLEN/WILLD/RIDGE	1.00	19	DR	122,062		300			122,362	123,212		300			123,512
324	MARZLOFF	SCOTT	TEACH	PHYSICS	RHS	1.00	17	MA	96,192					96,192	101,602					101,602
325	MASSOUD	ERIN	TEACH	GRADE 7 ENGLISH	GWMS	1.00	8	MA	76,192		300			76,492	79,617		300			79,917
326	MATTHEWS	JULIE-ANN	ADMN12	SUPV ELEM ED ENGLISH, LANGUAGE ARTS, AND SOCIAL STUDIES	ED CENTER	1.00			120,000	3,000				123,000	120,000	3,000				123,000
327	MAURER	LISA	SEC12	ADMIN ASST TO PRIN-MS	GWMS	1.00	10	AA12	57,894					57,894	60,184					60,184
328	MAXWELL	ATHENA	TEACH	ART	RHS	1.00	12	MA+30	84,617		300			84,917	89,297		300			89,597
329	MCALOON	STEPHANIE	TEACH	SOCIAL WORKER	RIDGE/ORCH	1.00	8	MA	76,192		300		3,810	80,302	79,617		300		3,981	83,898
330	MCCANN	MARISA	TEACH	GRADE 6 ENGLISH	BFMS	1.00	4	MA+30	73,492					73,492	76,117					76,117
331	MCCANN	MEREDITH	TEACH	GRADE 8 MATHEMATICS	BFMS	1.00	8	MA+45	83,496		300			83,796	87,227		300			87,527
332	MCCOY	LYDIA	TEACH	GRADE 4	WILLARD	1.00	18	BA+30	101,662			1,600		103,262	102,812			1,600		104,412
333	MCCULLOUGH	CHRISTOPHER	ADMN12	SUPV FINE AND APPL ARTS	RHS	1.00			171,573			1,600		173,173	171,573			1,600		173,173
334	MCCULLOUGH	AMANDA	TEACH	MATHEMATICS	RHS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
335	MCDERMOTT	MEGHAN	TEACH	GRADE 5	RIDGE	1.00	15	MA+45	96,767		300	1,500		98,567	101,502		300	1,500		103,302
336	MCDERMOTT	MICHAEL	TEACH	HEALTH/PE	RHS	1.00	3	MA	69,242					69,242	70,967					70,967
337	McGUIRE	ERIN	TEACH	BEHAVIORIST ANALYST	DISTRICT	1.00	4	MA	69,742				3,487	73,229	71,967				3,598	75,565
338	MCKINNON	EVELYN	TEACH	GRADE 6 SOCIAL STUDIES	GWMS	1.00	16	MA	92,717					92,717	97,342					97,342
339	MCNAMEE	RICHARD	TEACH	MATHEMATICS	RHS	1.00	19	DR	122,062		300			122,362	123,212		300			123,512
340	MEANY	JUDITH	TEACH	KINDERGARTEN	ORCHARD	1.00	8	BA+30	72,842					72,842	76,927					76,927
341	MELE	LAUREN	TEACH	MATHEMATICS	RHS	1.00	13	MA+45	90,817		300			91,117	95,152		300			95,452
342	MELLOZZO	KAREN	TEACH	SOCIAL WORKER	RHS	1.00	18	MA+45	114,632		300		5,732	120,664	115,782		300		5,789	121,871
343	MELUCCI	MICHELLE	ADMN12	MS ASST PRIN-MONROE HOUSE	GWMS	1.00			135,000					135,000	135,000					135,000
344	MENDE	ALLISON	TEACH	PE/HEALTH	RHS	1.00	6	MA	72,342					72,342	75,467					75,467
345	MENDEZ	KAREN	TEACH	BUSINESS EDUCATION	RHS	1.00	15	MA+45	96,767		300			97,067	101,502		300			101,802
346	MENZIES	LAUREN	TEACH	SPECIAL EDUCATION (ENGLISH)	BFMS	1.00	18	MA	104,982					104,982	106,132					106,132
347	MERHIGE-PETRICK	DONNA	TEACH	RESOURCE ROOM	SOMERVILLE	1.00	9	MA+30	82,167		300			82,467	86,167		300			86,467
348	MICHELS	JAMES	SUPPRT	TECHNOLOGY COORDINATOR - RIDGEWOOD HIGH SCHOOL	RHS	1.00			75,000					75,000	76,800					76,800
349	MILLER	MELISSA	TEACH	GUIDANCE COUNSELOR	TRAVELL	1.00	2	MA+30	72,492				5,074	77,566	74,617				5,223	79,840
350	MINICHINI	GINA	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	4	MA	69,742					69,742	71,967					71,967
351	MIRKOVICH	JESSICA	TEACH	MATHEMATICS	RHS	1.00	8	MA+45	83,496		300			83,796	87,227		300			87,527
352	MITCHELL	CHRISTOPHER	TEACH	SCIENCE	RHS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
353	MITCHELL	LINDSAY	TEACH	GUIDANCE COUNSELOR	RIDGE	1.00	14	MA+45	93,667		300		6,557	100,524	98,252		300		6,878	105,430
354	MITCHELL	MICHAEL	TEACH	GRADE 7 SOCIAL STUDIES	BFMS	1.00	10	MA+45	85,717		300			86,017	89,627		300			89,927
355	MITOLA	CANDACE	TEACH	PE/HEALTH	RHS	1.00	4	BA	62,642					62,642	64,867					64,867
356	MIXON	KARLA	TEACH	GRADE 7 SCIENCE	BFMS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
357	MONAHAN	TIMOTHY	ADMN12	MS ASST PRIN-GODWIN HOUSE	GWMS	1.00			128,000					128,000	128,000					128,000
358	MONNERAT	MARIA	SEC11	ADMIN ASST TO PRIN-EL	HAWES	1.00	10	AA11	53,147					53,147	55,219					55,219
359	MOOMJY	CHRISTINE	SEC11	AMIN ASST TO PRIN-EL	RIDGE	1.00	3	AA11							46,663					46,663
360	MORAN	KATHLEEN	SEC11	ADMIN ASST TO PRIN-EL	ORCHARD	1.00	4	AA11	46,147					46,147	47,581					47,581
361	MORGAN	MAUREEN	TEACH	NURSE	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
362	MORHUN	SERHIY	SUPPRT	MGR IT	ED CENTER	1.00			150,173					150,173	153,777					153,777
363	MORRIS	KAREN	TEACH	OT	BFMS/GWMS/RHS	1.00	16	DR	103,367		300			103,667	107,992		300			108,292
364	MORRIS	LORI	TEACH	GRADE 6 SOCIAL STUDIES	BFMS	1.00	11	BA	73,767					73,767	77,567					77,567
365	MOSS-KELLER	CORRINA	TEACH	MEDIA SPECIALIST	RHS	1.00	10	MA+30	82,167		300		4,930	87,397	86,167		300			86,467
366	MOYER	PAMELA	SEC12	ADMIN ASST SPEC PRO (TECH ASST)	ED CENTER	1.00	7	AA12	53,594					53,594	55,534					55,534
367	MOYNIHAN	MARYJANE	SEC12	BENEFITS COORD	ED CENTER	1.00	13	DS12	65,029			1,951		66,980	65,754			2,630		68,384
368	MULLIN	MICHAEL	TEACH	GODWIN HOUSE GUIDANCE	GWMS	1.00	18	MA+30	111,312		300	1,600	7,792	121,004	112,462		300	1,600	7,872	122,234
369	MURO	DANIEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA	104,982					104,982	106,132					106,132
370	MURPHY	LAURA	TEACH	OT	HAWES/SOMERVILLE	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
371	MURTHA	TIMOTHY	TEACH	BUSINESS EDUCATION	RHS	1.00	5	BA+30	67,392					67,392	70,617					70,617
372	NADI	PAOLA	TEACH	LIBRARIAN/MEDIA SPECIALIST	BFMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
373	NAGY	ZSUZSANNA	TEACH	ESL	TRAV/SOM	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
374	NAM	SUH YOUNG	TEACH	GUIDANCE COUNSELOR	HAWES	1.00	3	MA	69,242				4,847	74,089	70,967				4,968	75,935
375	NAST	JEANETTE	TEACH	LDT-C	SOMERVILLE	1.00	18	MA	104,982			1,500	5,249	111,731	106,132			1,500	5,307	112,939
376	NEBBIA	CHARLES	TEACH	GRADE 5	HAWES	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
377	NESE	JANEL	ADMN12	SUPV SPEC ED	ED CENTER	1.00			154,940					154,940	154,940					154,940
378	NEVILLE	BEN	TEACH	GRADE 7 SOCIAL STUDIES	GWMS	1.00	4	MA	69,742					69,742	71,967		300			72,267
379	NEYLAND	MARIA	TEACH	KINDERGARTEN	WILLARD	1.00	6	MA	72,342		300			72,642	75,467		300			75,767
380	NICHOLAIDES	NIKITAS	TEACH	ATHLETIC TRAINER	RHS	1.00	18	MA	104,982					104,982	106,132					106,132
381	NIZZA	AMBER	TEACH	GRADE 7 ENGLISH	BFMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
382	NOLAN	AMY	TEACH	ESL	RHS	1.00	15	MA+30	94,237		300			94,537	98,112		300			98,412

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	Last Name	First Name	CSI Category Name	Assignment	Location	FTE 22-23	Step 22-23	Class 22-23	Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	New Salary 22-23	Doct 22-23	Growth 22-23	Long 22-23	Ratio 22-23	Total Salary 22-23
383	NOLD	SUSAN	ADMN12	SUPV ENGLISH AND MEDIA	RHS	1.00			148,206					148,206	148,206					148,206
384	NOVAK	NICOLE	TEACH	SOCIAL STUDIES	RHS	1.00	16	MA+45	100,017		300			100,317	104,952		300			105,252
385	NUZZO	LAURA	SEC10	MEDIA SECRETARY	RHS	1.00	5	AS10	41,179					41,179	42,569					42,569
386	NYHUIS	JEFFREY	ADMN12	HS PRIN	RHS	1.00			183,400			1,600		185,000	183,400			1,600		185,000
387	NYHUIS	PHILIP	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	11	MA+30	84,617		300			84,917	89,297		300			89,597
388	OATES-SANTOS	LORNA JANE	ADMN12	EL PRIN	SOMERVILLE	1.00			191,855	3,000				194,855	191,855	3,000				194,855
389	OBRIEN	SHERYL	TEACH	SPEECH LANGUAGE SPECIALIST	GLEN/BFMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
390	OH	JUSTIN	TEACH	PHYSICAL EDUCATION	SOMERVILLE	1.00	2	BA	61,642					61,642	63,367					63,367
391	O'HERLIHY	CHRISTOPHER	TEACH	GRADE 4	TRAVELL	1.00	8	MA	76,192		300			76,492	79,617		300			79,917
392	OJEA	CHRISTAL	TEACH	SPANISH	RHS	1.00	10	BA	71,317					71,317	74,917					74,917
393	ONEILL	JEAN-ANNE	ADMN12	SUPV ELEM ED MATH AND SCIENCE	ED CENTER	1.00			158,980					158,980	158,980					158,980
394	ONG	JEROME	TEACH	GRADE 5	WILLARD	1.00	15	MA+45	96,767		300		5,806	102,873	101,502		300			101,802
395	ORDINI	JASON	TEACH	ENGLISH (ELECTIVE)	BFMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
396	ORFINI	CAITLIN	TEACH	SOCIAL STUDIES	RHS	1.00	9	MA+45	85,717		300			86,017	89,627		300			89,927
397	ORIONDO	JENNIFER	TEACH	PRESCHOOL DISABILITIES (RED)	GLEN	1.00	5	MA	61,642					61,642	73,567					73,567
398	ORSINI	ANTHONY	ADMN12	MS PRIN	BFMS	1.00			202,139			1,200		203,339	202,139			1,200		203,339
399	ORTEGA	CELINETT	SEC12	ADMIN ASST TO PRIN-HS	RHS	1.00	10	AA12	57,894					57,894	60,184					60,184
400	OSENBRUCK	JENNIFER	TEACH	SPECIAL EDUCATION (RED)	GLEN	1.00	11	BA+30	78,087					78,087	82,327					82,327
401	OTTERSTEDT	JOHN	TEACH	GRADE 3	HAWES	1.00	18	MA	104,982			1,500		106,482	106,132			1,600		107,732
402	OZAYDIN	MEAGHAN	TEACH	GRADE 8 ENGLISH	GWMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
403	PADYKULA	WENDY	TEACH	SPEECH	BFMS/GWMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
404	PALUMBO	HELENE	TEACH	FRENCH	RHS	1.00	13	MA	83,517					83,517	87,542					87,542
405	PAPAMICHAEL	LUCY	SUPPRT	EX CONF ADMIN ASST TO SUPT AND ASSISTANT BOARD SECRETARY	ED CENTER	1.00			77,441					77,441	79,300					79,300
406	PAPAPIETRO	MEAGAN	TEACH	GRADE 6 GUIDANCE COUNSELOR	BFMS	1.00	3	MA	69,242				4,847	74,089	70,967				4,968	75,935
407	PARIGI	JANE	SEC10	GENERAL SECRETARY-EL	WILLARD	1.00	13	AS10	49,449					49,449	51,521			1,030		52,551
408	PARRASCH	KELSEY	TEACH	GRADE 4	WILLARD	1.00	4	MA+45	77,042					77,042	79,577					79,577
409	PASPALAS	ALEXANDRA	SEC12	ADMIN ASST TO BUSINESS OFFICE	ED CENTER	1.00	3	AA12	49,369					49,369	50,859					50,859
410	PECORELLI	ANNMARIE	TEACH	MUSIC	RIDGE	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
411	PEPE	MICHAEL	TEACH	GRADE 7 MATHEMATICS	GWMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
412	PERVIZI	ALIM	SUPPRT	WAN MGR	ED CENTER	1.00			122,279					122,279	125,214					125,214
413	PETITT	CAROL	TEACH	GRADE 6 MATHEMATICS	GWMS	1.00	18	BA+30	101,662					101,662	102,812					102,812
414	PFEIFFER	DAVID	TEACH	GUIDANCE COUNSELOR	WILLARD	1.00	18	MA+45	114,632		300		8,024	122,956	115,782		300		8,105	124,187
415	PHELAN-HEBDITCH	ALICE	TEACH	GRADE 2	WILLARD	1.00	17	BA	93,592			1,600		95,192	94,742			1,600		96,342
416	PIA	SHANNON	TEACH	KINDERGARTEN	SOMERVILLE	1.00	18	MA+30	111,312		300	1,500		113,112	112,462		300	1,500		114,262
417	PIACENZA	MICHAEL	ADMN12	EL PRIN	RIDGE	1.00			164,500					164,500	164,500					164,500
418	PIFHER	ERIKA	TEACH	ART	TRAVELL/RIDGE	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
419	PILKINGTON	JACLYN	TEACH	GRADE 5	SOMERVILLE	1.00	3	MA	69,242					69,242	70,967					70,967
420	PINCHES	KATHARINE	TEACH	ENGLISH	RHS	1.00	18	MA	104,982					104,982	106,132					106,132
421	PISANI	LAURIE	TEACH	GRADE 2	WILLARD	1.00	18	MA+30	111,312		300	1,500		113,112	112,462		300	1,500		114,262
422	PIZZUTO	BASIL	ADMN12	HS ASST PRIN	RHS	1.00			173,168			1,600		174,768	173,168			1,600		174,768
423	POELSTRA	STACIE	CENTRL	ASST SUPT C,I,A	ED CENTER	1.00			180,849					180,849	185,189					185,189
424	POLANIN	STEPHEN	TEACH	MUSIC	TRAVELL/RIDGE	1.00	11	MA	80,867				4,852	85,719	84,667					84,667
425	POLAY	JESSICA	TEACH	SPEECH LANGUAGE THERAPIST	RIDGE	1.00	4	MA	69,742					69,742	71,967					71,967
426	POLK	LAURA	TEACH	FRENCH	RHS	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
427	PONCHAK	JAMES	TEACH	GRADE 7 MATHEMATICS	GWMS	1.00	18	BA+30	96,762					96,762	102,812					102,812
428	POROD	JASON	TEACH	GRADE 7 MATH/SCIENCE ELECTIVE	BFMS/GWMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
429	POROD	LEIGH	TEACH	GRADE 6 ENGLISH	GWMS	1.00	18	MA+30	111,312		300	1,500		113,112	112,462		300	1,500		114,262
430	POSILLICO	KERRY	TEACH	GRADE 2	TRAVELL	1.00	18	MA	104,982			1,600		106,582	106,132			1,600		107,732
431	POSPISCHIL	LEANNE	TEACH	SAIL K-5	HAWES	1.00	6	MA	72,342					72,342	75,467					75,467
432	POULIS	DESPINA	TEACH	KINDERGARTEN	RIDGE	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
433	POUNDS	MICHAEL	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
434	PRICE	MEGAN	TEACH	LIBRARIAN/MEDIA SPECIALIST	ORCHARD	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
435	PRIMAVERA	MICHELLE	TEACH	GRADE 7 ENGLISH	GWMS	1.00	12	MA	80,867					80,867	84,667					84,667
436	PURRINOS	DAMARY	TEACH	SPANISH	RHS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
437	QUINONES	RAMON	SUPPRT	TECH/MEDIA TECH	RHS	1.00			47,996					47,996	49,148					49,148
438	QUIRK	BRIAN	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
439	RAIANI	AMY	TEACH	SCIENCE	RHS	1.00	11	MA+45	88,167		300			88,467	92,277		300			92,577
440	RAN	BENJAMIN	TEACH	GRADE 7 SCIENCE	BFMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
441	RAN	SALLIANN	TEACH	GRADE 3	WILLARD	1.00	4	MA	69,742					69,742	71,967					71,967
442	RANSOM	ROBERT	TEACH	PHYSICAL EDUCATION	GWMS	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
443	RAPHAELS	JENNIFER	TEACH	SOCIAL STUDIES	RHS	1.00	17	MA	96,192					96,192	101,602					101,602
444	RATHGEBER	JOSEPH	TEACH	ENGLISH	RHS	1.00	9	MA	78,417		300			78,717	82,017					82,017
445	RAUPP	ANDREW	TEACH	GRADE 5	HAWES	1.00	18	MA	104,982					104,982	106,132					106,132
446	RAUPP	ELLEN	TEACH	GRADE 1	HAWES	1.00	18	MA	100,052					100,052	106,132					106,132
447	REDFERN	NICOLE	TEACH	GRADE 2	ORCHARD	1.00	14	MA+45	93,667		300		5,620	99,587	98,252		300			98,552
448	REILLY	KERRIANN	TEACH	NURSE	BFMS	1.00	18	BA+30	101,662					101,662	102,812					102,812
449	REILLY	NANCY	TEACH	SPECIAL EDUCATION (COLLAB - SCIENCE)	RHS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
450	REINKE	MICHAEL	SUPPRT	SCHOOL SAFETY SECURITY OFFICER	DISTRICT	1.00			46,269					46,269	47,379					47,379
451	RICHARDS	CAROLINE	TEACH	ENGLISH	RHS	1.00	18	MA	100,052					100,052	106,132					106,132
452	RICHARDSON	MONIKA	TEACH	COMPUTER SCIENCE/MATHEMATICS	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
453	RILEY	CELESTE	TEACH	FRENCH	GWMS	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
454	RINALDI	ROBERT	TEACH	PE/HEALTH	RHS	1.00	9	MA	78,417		300			78,717	82,017					82,017
455	RIORDAN	NICOLE	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA+30	111,312		300	1,500		113,112	112,462		300	1,500		114,262
456	ROBERTS	DEIRDRE	TEACH	ESL	BFMS/GWMS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
457	ROCKEY	COLLEEN	TEACH	GRADE 3	WILLARD	1.00	8	BA	69,092					69,092	72,517					72,517
458	ROESEMANN	MEGAN	TEACH	RISe K-1	RIDGE	1.00	11	MA+45	88,167		300			88,467	92,277		300			92,577

RAA (Adminstrator's) salaries remain the same, subject to change pending settlement of RAA contract that expires 6-30-22.
All unaffliated employees will receive 2.4% pending settlement of RAA contract. Any differences will be adjusted.

	Last Name	First Name	CSI Category Name	Assignment	Location	FTE 22-23	Step 22-23	Class 22-23	Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	New Salary 22-23	Doct 22-23	Growth 22-23	Long 22-23	Ratio 22-23	Total Salary 22-23
459	ROMANO	ODALYS	TEACH	SPECIAL EDUCATION (LLD)	GWMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
460	ROMITO	ELLEN	TEACH	GRADE 1	ORCHARD	1.00	11	MA	80,867					80,867	84,667					84,667
461	ROONEY	MICHAEL	TEACH	SPECIAL EDUCATION	BFMS	1.00	15	MA+30	94,237		300			94,537	98,112		300			98,412
462	ROSENFELD	LAUREN	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
463	ROSENFELD	PATRICIA	TEACH	SPECIAL EDUCATION (RED)	GLEN	1.00	18	BA+30	101,662					101,662	102,812					102,812
464	ROSOLANKO	KRISTEN	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
465	ROSS	BRIAN	ADMN12	EL PRIN	TRAVELL	1.00			160,768					160,768	160,768					160,768
466	ROSS	THERESA	TEACH	KINDERGARTEN	SOMERVILLE	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
467	ROTA	JILL	TEACH	GRADE 1	HAWES	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
468	ROTELLA	MEGAN	TEACH	SPANISH	RHS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
469	ROTH	JESSICA	TEACH	ART	HAWES	1.00	5	MA	70,742					70,742	73,567					73,567
470	RUBIN	LINDSAY	TEACH	GUIDANCE COUNSELOR	ORCHARD	1.00	10	MA+45	85,717				6,000	91,717	89,627				6,274	95,901
471	RUSSO	JUDITH	SEC12	ADMIN ASST TO ACCOUNTS PAYABLE	ED CENTER	1.00	4	AA12	50,269					50,269	51,859					51,859
472	SABATINO	ROBERT	TEACH	GRADE 3	TRAVELL	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
473	SAGLIMBENI	MARY	TEACH	GRADE 3	ORCHARD	1.00	9	MA	78,417		300			78,717	82,017					82,017
474	SALADINO	ALLYSON	TEACH	SOCIAL STUDIES	RHS	1.00	16	MA+45	100,017		300			100,317	104,952		300			105,252
475	SALERNO	CHRISTINE	TEACH	GUIDANCE COUNSELOR	RHS	1.00	12	MA+30	84,617				5,923	90,540	89,297				6,251	95,548
476	SANSONE	KIMBERLY	TEACH	OT	RIDGE/WILLARD	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
477	SARGENTI	LISA	TEACH	GRADE 3	HAWES	1.00	17	BA	89,092					89,092	94,742					94,742
478	SASON	BETSY	TEACH	GRADE 2	RIDGE	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
479	SCEVOLA	ADAM	TEACH	MATHEMATICS	RHS	1.00	11	MA+45	88,167		300			88,467	92,277		300			92,577
480	SCHAFFER	AMY	TEACH	GRADE 2	ORCHARD	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
481	SCHEMMEL	RACHEL	TEACH	ENGLISH	GWMS	1.00	18	MA+45	107,542		300			107,842	115,782		300			116,082
482	SCHICK	CASEY	TEACH	GRADE 4	TRAVELL	1.00	9	BA	71,317					71,317	74,917					74,917
483	SCHMARAK	JONATHAN	TEACH	MUSIC	WILLD/RIDGE/HAW/ORC/SOM/TRAV	1.00	11	BA	73,767					73,767	77,567					77,567
484	SCHULKE	KYLE	TEACH	GRADE 8 SOCIAL STUDIES	BFMS	1.00	16	MA+30	96,537		300			96,837	102,842		300			103,142
485	SCIRE-BANCHITTA	VICTORIA	TEACH	GRADE 3	RIDGE	1.00	4	MA+30	73,492					73,492	76,117					76,117
486	SCRUDATO	LISA	TEACH	GUIDANCE (MONROE HOUSE)	GWMS	1.00	4	MA	69,742				4,882	74,624	71,967				5,038	77,005
487	SEMENDINGER	PAUL	ADMN12	EL PRIN	HAWES	1.00			204,337	3,000				207,337	204,337	3,000				207,337
488	SHAH	ANJALI	TEACH	SCIENCE	RHS	1.00	18	BA+30	101,662					101,662	102,812					102,812
489	SHEER	LARA	TEACH	GRADE 8 GUIDANCE	BFMS	1.00	18	MA	104,982			1,500	7,349	113,831	106,132			1,500	7,429	115,061
490	SHINE	KRISTEN	TEACH	SPECIAL EDUCATION	GWMS	1.00	15	MA	92,717					92,717	93,892					93,892
491	SIECK	ALISON	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	10	MA+45	85,717		300			86,017	89,627		300			89,927
492	SILVERSTEIN	STACI	TEACH	GRADE 2	HAWES	1.00	7	BA	67,142					67,142	70,317					70,317
493	SIMONE	SUZANNE	TEACH	SPECIAL EDUCATION (COLLAB)	GWMS	1.00	11	BA	73,767					73,767	77,657					77,657
494	SIMPSON	VICTORIA	SEC12	ASST PAYROLL ACCOUNTANT	ED CENTER	1.00	13	AA12	62,929			1,888		64,817	63,654			2,546		66,200
495	SIOK	SUSAN	TEACH	MATHEMATICS	RHS	1.00	18	BA+30	101,662					101,662	102,812			1,500		104,312
496	SKETTINI	DONNA	TEACH	PE/HEALTH	BFMS	1.00	18	MA+30	111,312		300	1,600		113,212	112,462		300	1,600		114,362
497	SKETTINI	KELLY	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	5	MA	70,742					70,742	73,567		300			73,867
498	SPECTOR	STEFANIE	TEACH	MULTI-SENSORY READING	DISTRICT	1.00	9	MA+45	85,717		300			86,017	89,627		300			89,927
499	STADULIS	JULIE	TEACH	NURSE/TEACHER	GWMS	1.00	17	MA	96,192					96,192	101,602					101,602
500	STAHL	DAVID	TEACH	PHYSICAL EDUCATION	ORC/GLEN	1.00	11	MA+45	88,167		300			88,467	92,277		300			92,577
501	STANKIEWICZ	SAMANTHA	TEACH	ART	SOMERVILLE	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,600		117,682
502	STANTON	MICHELLE	SUPPRT	COORD RCS	ED CENTER	1.00			89,641					89,641	91,792					91,792
503	STAUNTON	JOSEPH	TEACH	GRADE 4	HAWES	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
504	STEWART	GAVIN	TEACH	ENGLISH	RHS	1.00	18	MA	104,982			1,600		106,582	106,132			1,600		107,732
505	STEWART	NICOLA	TEACH	ART	RIDGE	1.00	17	MA+45	103,802		300			104,102	109,092		300			109,392
506	STIPANOV	BARBARA	TEACH	GRADE 1	TRAVELL	1.00	18	MA+30	105,422		300			105,722	112,462		300			112,762
507	STOVELL	SHAUNA	ADMN12	MS ASST PRIN	BFMS	1.00			169,490			1,200		170,690	169,490			1,200		170,690
508	STREITMAN	RACHEL	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	7	MA+30	77,992		300			78,292	81,567		300			81,867
509	STUCKE	MALLORY	TEACH	CHEMISTRY	RHS	1.00	7	MA+30	77,992		300			78,292	81,567		300			81,867
510	SUDOL	ELIZA	SUPPRT	REGISTRAR RCS	ED CENTER	1.00			44,040					44,040	45,097					45,097
511	SULLIVAN	DOLORES	TEACH	GRADE 2	WILLARD	1.00	18	MA+30	111,312		300	1,500		113,112	112,462		300	1,500		114,262
512	SULLIVAN	JACQUELINE	TEACH	GRADE 3	RIDGE	1.00	10	MA	78,417		300			78,717	82,017					82,017
513	SUTERA	LISA	TEACH	SPECIAL EDUCATION	BFMS	1.00	18	MA+30	105,422		300			105,722	112,462		300			112,762
514	SWEENEY	MARIA	TEACH	ESL	HAWES	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
515	SYVRET	MARK	TEACH	SCIENCE	RHS	1.00	18	MA	104,982					104,982	106,132			1,500		107,632
516	TAMUZZA	LINDSAY	TEACH	GRADE 5	WILLARD	1.00	6	BA	65,242					65,242	68,367					68,367
517	TAN	XUE	TEACH	EDUCATION SPECIALIST	ORCHARD	1.00	9	MA	78,417		300			78,717	82,017					82,017
518	TARULLI	MATTHEW	TEACH	GRADE 4	RIDGE	1.00	4	MA	69,742					69,742	71,967					71,967
519	TAYLOR	TARA	ADMN12	SUPV SCIENCE	RHS	1.00			154,940					154,940	154,940					154,940
520	TELL	JENA	TEACH	GRADE 4	ORCHARD	1.00	18	MA	100,052					100,052	106,132					106,132
521	THOMAS-CANDRILLI	ANNA	SEC12	ADMIN ASST TO PRIN-MS	GWMS	1.00	6	AA12	52,369					52,369	54,184					54,184
522	THURLOW	PATRICK	TEACH	SOCIAL STUDIES	RHS	1.00	4	MA	69,742					69,742	71,967					71,967
523	TOBIN	DEIRDRE	TEACH	PHYSICAL EDUCATION	RIDGE	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
524	TOLVE	LAURA	TEACH	SPECIAL EDUCATION	RHS	1.00	11	MA+45	88,167		300			88,467	92,277		300			92,577
525	TORMEY	MELANIE	TEACH	KINDERGARTEN	TRAVELL	1.00	17	BA	93,592			1,600		95,192	94,742			1,600		96,342
526	TOWNES	OJETTA	CENTRL	MGR HUMAN RESOURCES	ED CENTER	1.00			163,841					163,841	167,773					167,773
527	TRACY	NATALIE	TEACH	GRADE 1	TRAVELL	1.00	11	MA	80,867					80,867	84,667					84,667
528	TREIBLE	CAROLYN	TEACH	GRADE 2	TRAVELL	1.00	16	MA+45	100,017		300			100,317	104,952		300			105,252
529	TRINGALI	JUDITH	SEC10	CST	RHS	1.00	13	AA10	52,703			1,054		53,757	53,278			1,598		54,876
530	TROY	MICHAEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300	1,500		117,582
531	TRUBAC	THOMAS	TEACH	GRADE 4	HAWES	1.00	15	MA	89,467				5,368	94,835	93,892					93,892
532	TRUNCALE	LAUREN	TEACH	MATHEMATICS	RHS	1.00	13	MA+45	90,817		300			91,117	95,152		300			95,452
533	TUCKER	ERIKA	TEACH	PE/HEALTH	GWMS	1.00	7	BA	67,142					67,142	70,317					70,317
534	TUFFY	MELISSA	TEACH	GRADE 2	HAWES	1.00	6	BA	65,242					65,242	68,367					68,367
535	TURANO	REBECCA	TEACH	GUIDANCE COUNSELOR	RHS	1.00	8	MA	76,192		300		5,333	81,825	79,617		300		5,573	85,490

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	Last Name	First Name	CSI Category Name	Assignment	Location	FTE 22-23	Step 22-23	Class 22-23	Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	New Salary 22-23	Doct 22-23	Growth 22-23	Long 22-23	Ratio 22-23	Total Salary 22-23
536	TURCHIOE	KRISTEN	TEACH	SPECIAL EDUCATION	BFMS	1.00	11	MA+45	88,167		300			88,467	92,277		300			92,577
537	TURKINGTON	SEAN	TEACH	MATHEMATICS	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
538	UPTON	LAUREN	TEACH	GRADE 8 SOCIAL STUDIES	GWMS	1.00	15	MA+45	96,767		300			97,067	101,502		300			101,802
539	VALENTI	LISA	TEACH	ART	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
540	VALENTINE	CHRISTA	TEACH	GRADE 1	WILLARD	1.00	18	MA+45	114,632		300	1,600		116,532	115,782		300	1,600		117,682
541	VALERE	NEIL	SUPPRT	TECHNOLOGY COORDINATOR K-8	BFMS	1.00			75,000					75,000	76,800					76,800
542	VALERI	AMANDA	TEACH	LDT-C	RHS	1.00	9	MA+45	85,717		300		4,286	90,303	89,627		300		4,481	94,408
543	VAN HISE	BRIAN	TEACH	MATHEMATICS	RHS	1.00	14	MA+45	93,667		300			93,967	98,252		300			98,552
544	VAN TREUREN	RYAN	TEACH	SCIENCE	RHS	1.00	3	MA	69,242					69,242	70,967					70,967
545	VANDERVELT	DANIELLE	TEACH	GRADE 1	RIDGE	1.00	16	BA+30	90,047					90,047	95,002					95,002
546	VANHORNE	MARY	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
547	VARGO	LAURA	TEACH	GUIDANCE COUNSELOR	RHS	1.00	3	MA+45	76,622				5,364	81,986	78,577				5,500	84,077
548	VASI	GILDA	TEACH	SPECIAL EDUCATION (SAIL)	BFMS	1.00	13	MA+30	87,747		300			88,047	92,422		300			92,722
549	VASQUEZ	JESSICA	TEACH	PT	DISTRICT	1.00	7	DR	84,892		300			85,192	88,067		300			88,367
550	VELAZQUEZ-WALTERS	MARIA	TEACH	OT	TRAVELL/RIDGE	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
551	VILLOSLADA	SAMANTHA	TEACH	SPECIAL EDUCATION (LLD)	GWMS	1.00	15	MA	89,467					89,467	93,892					93,892
552	VITALE	ALICIA	TEACH	MUSIC	SOMERVILLE	1.00	5	MA	70,742					70,742	73,567		300			73,867
553	VLAJIC-STEVANOVIC	PETRA	TEACH	COMPUTER SCIENCE	GWMS	1.00	10	MA+45	85,717		300			86,017	89,627		300			89,927
554	VRACHIMIS	PEGGY	TEACH	GRADE 5	TRAVELL	1.00	17	MA+30	101,692		300			101,992	106,972		300			107,272
555	WALKER	CHRISTINE	TEACH	GRADE 6 MATHEMATICS	GWMS	1.00	18	MA+30	111,312		300			111,612	112,462		300			112,762
556	WALSH	PAIGE	TEACH	KINDERGARTEN	TRAVELL	1.00	3	MA	69,242					69,242	70,967					70,967
557	WALTERS	KAREN	TEACH	SCIENCE	RHS	1.00	17	DR	106,842		300			107,142	112,272		300			112,572
558	WARD	TRACY	TEACH	KINDERGARTEN	WILLARD	1.00	14	MA	79,267					79,267	90,642					90,642
559	WARNER	HUE	SUPPRT	PAYROLL SUPV	ED CENTER	1.00			89,088					89,088	91,226					91,226
560	WATKINS	CHRISTOPHER	TEACH	GRADE 7 SOCIAL STUDIES	GWMS	1.00	16	MA+45	100,017		300			100,317	104,952		300			105,252
561	WATSON	ANDREA	TEACH	GUIDANCE COUNSELOR	RHS	1.00	4	MA+45	77,042				5,393	82,435	79,577				5,570	85,147
562	WATSON	TORRANCE	TEACH	PE/HEALTH	BFMS	1.00	17	MA	96,192					96,192	101,602					101,602
563	WEARLEY	MEREDITH	TEACH	GRADE 8 ENGLISH	BFMS	1.00	18	MA	104,982					104,982	106,132					106,132
564	WEHMEYER	NICOLE	SEC10	MATHEMATICS/SCIENCE-LEAD SECY	RHS	1.00	7	AS10	43,126					43,126	44,724					44,724
565	WEINKAUFF	JENNIFER	SUPPRT	CONF ADMIN ASST TO ASST SUPT	ED CENTER	1.00			59,906					59,906	61,344					61,344
566	WEINSTEIN	LAURA	TEACH	MATHEMATICS	RHS	1.00	15	MA+45	96,767		300			97,067	101,502		300			101,802
567	WEISS-CHROMECK	COURTNEY	TEACH	LDT-C	GWMS	1.00	6	MA+45	76,092				3,805	79,897	83,077		300		4,154	87,531
568	WHYARD	LESLEY	SEC12	GENERAL SECRETARY	RHS	1.00	13	AA12	61,144					61,144	63,654			1,273		64,927
569	WIATER	LISA	TEACH	SPECIAL EDUCATION (ENGLISH)	RHS	1.00	18	MA+45	114,632		300			114,932	115,782		300			116,082
570	WILLIAMS	JENNIFER	TEACH	RISe 2-3	RIDGE	1.00	12	MA	80,867					80,867	84,667					84,667
571	WINE	RAE	TEACH	SPECIAL EDUCATION	SOMERVILLE	1.00	2	MA	68,742					68,742	70,467					70,467
572	WITHAM	LYNNE	TEACH	GRADE 2	SOMERVILLE	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
573	WOHNER	JOHN	TEACH	STEAM/TECHNOLOGY & INNOVATION	RHS	1.00	6	MA	72,342		300		4,341	76,983	75,467		300			75,767
574	WOLFF	ELLEN	TEACH	GRADE 5	ORCHARD	1.00	18	BA+30	101,662			1,500		103,162	102,812			1,500		104,312
575	WONDRA	THOMAS	TEACH	GRADE 6 SCIENCE	GWMS	1.00	15	BA	82,367					82,367	86,792					86,792
576	WOOD	DANIELLE	ADMN12	SUPV SPEC ED	ED CENTER	1.00			151,710					151,710	151,710					151,710
577	WU	GREGORY	ADMN12	MS ASST PRIN	BFMS	1.00			169,490			1,600		171,090	169,490			1,600		171,090
578	YANKUS	WAYNE	SUPPRT	SCHOOL PHYSICIAN	DISTRICT	N/A			26,624					26,624	27,263					27,263
579	YANNONE	MEREDITH	TEACH	GRADE ADVISOR	RHS	1.00	18	MA	104,982			1,600	8,399	114,981	106,132			1,600	8,491	116,223
580	YANNONE	MICHAEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA	104,982			1,500		106,482	106,132			1,500		107,632
581	YOHANA	JULIA	SUPPRT	ASSISTANT TO THE BUSINESS ADMINISTRATOR AND MANAGE OF INFORMATION TECHNOLOGY	ED CENTER	1.00			70,962					70,962	72,665					72,665
582	YOOK	HAEJIN	SEC10	CST/GENERAL-EL	ORCHARD	1.00	12	AA10	49,805			996		50,801	51,784			1,036		52,820
583	ZAINO	GREGORY	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	13	MA+45	90,817		300			91,117	95,152		300			95,452
584	ZAMPINO	ERICA	TEACH	PHYSICAL EDUCATION	HAWES	1.00	1	BA	61,642					61,642	62,867					62,867
585	ZIELINSKI	LAUREN	TEACH	GRADE 6 SOCIAL STUDIES	BFMS	1.00	9	MA+30	82,167		300			82,467	86,167		300			86,467
586	ZILVETTI	SUZANNE	TEACH	GRADE 8 SCIENCE	GWMS	1.00	18	MA+45	114,632		300	1,500		116,432	115,782		300	1,500		117,582
587	ZLOTKIN	AMANDA	TEACH	MUSIC	BFMS	1.00	18	MA+45	114,632		300			114,932	115,782		300	1,500		117,582
588	ZWICKER	WILLIAM	SUPPRT	UTILITY PERSON	ED CENTER	1.00			49,904					49,904	51,102					51,102
589	ZYSK	BONNIE	SEC12	ADMIN ASST TO ACCOUNTS PAYABLE	ED CENTER	1.00	13	AA12	62,929			1,888		64,817	63,654			2,546		66,200
				Leave of Absence 2022-2023 School Year																
	CUNEO	TARA	TEACH	SPANISH	RHS	1.00	4	MA	69,742					69,742	71,967					71,967
	FISCHER	KACEY	TEACH	GRADE 1	HAWES	1.00	8	BA	71,317					71,317	72,517					72,517
	FRIEDMAN	LAURA	TEACH	LDT-C	RHS	1.00	11	MA+45	88,167		300		4,408	92,875	92,277		300		4,614	97,191
	PALMER	MEAGHAN	TEACH	GRADE 8 SCIENCE	GWMS	1.00	15	MA+45	100,017		300			100,317	101,502		300			101,802
	POLLITT	ASHLEY	TEACH	SPECIAL EDUCATION (ENGLISH)	RHS	1.00	8	MA+45	83,496		300			83,796	87,227		300			87,527
	THORNTON	JENNIFER	TEACH	LIBRARIAN/MEDIA SPECIALIST	HAWES	1.00	13	MA+45	90,817		300			91,117	95,152		300			95,452
				ITDC																
	FLANAGAN	MARION	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	35,304					35,304						
	KONTOS	LISA	ITDC	DIRECTOR	ITD-C - GLEN	1.00		12M	59,544					59,544						
	MIDDLEBROOKS	KATRINA	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	33,818					33,818						
	PISANI	LYNDA	ITDC	ADMIN ASST	ITD-C - GLEN	1.00		11M	39,472					39,472						
	RINALDO	DANIELLE	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00			33,000											
	SOUTHEY	DAWN	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	32,980					32,980						
	STEVENS	BARBARA	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	34,815					34,815						

RAA (Adminstrator's) salaries remain the same, subject to change pending settlement of RAA contract that expires 6-30-22.
All unaffliated employees will receive 2.4% pending settlement of RAA contract. Any differences will be adjusted.

Ridgewood, New Jersey
Renewals – 2022-2023 - Nontenured Staff Members

Location	Staff Member	Assignment	Year - Tenure
Glen	Keri Agnello	REACH Teacher	03.30.23
	Angela Araneo	Speech Language Specialist	03.03.25
	Ryan Crawford (Glen/BFMS)	Adapted Physical Education SAIL	09.01.23
	Kristen DeRienzo	Special Education RISe ABA	09.01.23
	Jennifer Oriondo	PreSchool Disabilities (RED)	01.06.25
Hawes	Elianne Alexander (Hawes and RHS)	Speech Language Specialist	02.03.25
	Elizabeth Barnard	K-2 LLD	09.01.25
	Jeanne Gao	Nurse	09.01.25
	Sarah Goldberg	Learning Disabilities Teacher-Consultant	09.02.25
	Jessica Maneri (Hawes/Travell)	School Psychologist	09.02.24
	Suh Young Nam	Guidance Counselor	09.01.25
	Leanne Pospischil	SAIL K-2	09.02.23
	Jessica Roth	Art	09.01.23
	Melissa Tuffy	Kindergarten	09.02.22
Orchard	Deanna Dino	Grade 4	09.01.25
	Katherine Fischer	Grade 5	09.02.22
	Christina Horton	School Nurse	09.02.24
	Erica Hoff	Education Specialist	09.01.25
	Marissa Madison	Resource Room	09.01.25
	Judith Meany	Kindergarten	09.01.23
	Lindsay Rubin	Guidance Counselor	09.01.23
Ridge	Kristen DeCroix	Grade 5	09.01.25
	Lindsay Mitchell	Guidance Counselor	09.01.23
	Jessica Polay	Speech Language Therapist	09.02.24
	Victoria Scire-Banchitta	Grade 3	09.01.23
	Matthew Tarulli	Grade 5	09.01.23
Somerville	Kate Killby (Somerville /Willard)	School Psychologist	12.19.22
	Ross Dembin	Grade 3	09.01.23
	Kathleen Finnegan	Guidance Counselor	09.01.25
	Nancy Kaplan	Media Specialist	09.01.23
	Alexandra Kowalski	Grade 2	09.01.25
	Sabrina Koropchak	Grade 1	09.02.24
	Alyssa Locker	0.50 FTE Social Worker	09.01.25
	Justin Oh	Physical Education	09.01.25
	Jaclyn Pilkington	Grade 5	09.01.25
	Alicia Vitale	Music	09.02.22
	Rae Wine	Special Education - PERL	09.01.25
Travell	Paige (Cattani) Walsh	Kindergarten	09.02.24
	Mary DeNunzio	Library Media Specialist	09.01.25
	Alexis Gillio	School Nurse	06.02.26
	Christina Lim	Grade 3	09.01.25
	Jessica Maneri (Hawes/Travell)	School Psychologist	09.02.24
	Melissa Miller	Guidance Counselor	09.01.25
Willard	Eileen Devaney	Grade 1	09.02.22
	Sarah Junta	Grade 2	09.01.25
	Kate Killby (Somerville /Willard)	School Psychologist	12.19.22
	Kelsey Parrasch	Grade 4	09.01.23
	Salliann Ran	Grade 3	09.01.23
BFMS	Charlotte Ayes	Science	01.19.26

Ridgewood, New Jersey

Location	Staff Member	Assignment	Year - Tenure
	Amy Bernard-Mason (RHS/BFMS)	Latin	09.01.25
	Beth Calamia-Scheckel (BFMS/GWMS)	0.80 FTE Latin	09.18.25
	Justine Capolongo	RISe Special Education	10.15.25
	Ryan Crawford (Glen/BFMS)	Adapted Physical Education SAIL	09.01.23
	Maxwell Dabby (BFMS/GWMS)	Music	09.02.24
	Emily Downs	0.20 FTE Art	09.01.25
	Nicole (Derise) Giordano	Grade 8 Science	09.01.23
	Isabelle Fisher	School Psychologist	09.02.24
	Elisabeth Fontana	Art	09.02.24
	Kate Krsnak	Grade 6 Science	09.01.23
	Kelly Lee	English (Elective)	02.01.26
	Marisa McCann	Grade 6 English	09.01.23
	Meagan Papapietro	Guidance Counselor	09.01.25
	Kelly Skettini	Grade 7 Mathematics	09.02.22
	Lauren Zielinski	Grade 6 Social Studies	09.02.22
GWMS	Lisa (Alfuso) Scrudato	Guidance Counselor	09.01.23
	Allison Barba	School Psychologist	09.02.24
	Beth Calamia-Scheckel (BFMS/GWMS)	0.80 FTE Latin	09.18.25
	Maxwell Dabby (BFMS/GWMS)	Music	09.02.24
	Grace DiModugno	Special Education	09.01.25
	Ingrid Kaplysh	Spanish	09.02.22
	Ben Neville	Grade 7 Social Studies	09.01.23
	Courtney Weiss-Chromeck	Learning Disabilities Teacher-Consultant	09.02.22
RHS	Elianne Alexander (Hawes and RHS)	Speech Language Specialist	02.03.25
	Amy Bernard-Mason (DHS/BFMS)	Latin	09.01.25
	Lauren Besser	Social Studies	09.01.23
	Ariana Bray	Behaviorist	09.01.23
	Natalie Cardillo	Music	09.01.25
	Mary Consol	Physical Education/Health	09.02.22
	Tara Cuneo	Spanish	09.01.23
	Christa Darakjy	Science	09.01.25
	Christine DiBrita	0.50 FTE Dance	11.12.24
	Alejandro Escobar	Special Education Social Studies	09.01.23
	Gary Fink	0.20 FTE Music	09.01.23
	Drew Forgash	Social Studies	09.01.25
	Michelle Gorman	Special Education	09.02.24
	Christina Jannone	Health and Physical Education	09.01.25
	Michael Kilcullen	Transition Coordinator	09.02.22
	Dana Kneis	Guidance Counselor	09.01.23
	Miles Luo	Biology Teacher	09.02.22
	Michael McDermott	Health/Physical Education	09.02.24
	Christine (McGovern) Salerno	Guidance Counselor	09.01.23
	Allison Mende	Physical Education/Health	09.02.22
	Gina Minichini	Special Education Mathematics	09.02.24
	Candace Mitola	Physical Education/Health	09.01.23
	Timothy Murtha	Business Education	09.02.22
	Carlin (O'Hagan) John	English	09.02.22
	Jennifer Raphaels	Social Studies	10.07.25
	Patrick Thurlow	Social Studies	09.02.24

Ridgewood, New Jersey

Location	Staff Member	Assignment	Year - Tenure
	Laura Vargo	Guidance Counselor	09.01.25
	Ryan Van Treuren	Science	09.02.24
	Andrea Watson	Guidance Counselor	09.02.24
	John Wohner	STEAM/Technology & Innovation Teacher	09.02.22

Administrators

Location	Administrator	Assignment	Year - Tenure
District	Scott Bisig	School Business Administrator/Board Sec	12.20.23
	Michelle Fenwick	Director of Special Programs	08.23.23
	Julie-Anne Matthews	Supervisor of Elementary Education: English Language Arts and Social Studies	07.02.2.25
Ridge	Michael Piacenza	Principal	08.02.23
Travell	Brian Ross	Principal	07.22.24
GWMS	Michelle Melucci	Assistant Principal	09.02.25
	Timothy Monahan	Assistant Principal	08.03.23
RHS	David Bailey	Assistant Principal	07.05.22
	Jeffrey Nyhuis	Principal	07.03.23

Unaffiliated

Location	Staff Member	Assignment	Year - Tenure
Glen	Monica Algor	Registered Nurse	None
RHS	Susan Donovan	School Nurse/RN	None
Ed Center	Honor Friberg	Coordinator of Federal Grants & Standardized Testing	None
	Cindy Lora	Behaviorist Analyst (K-12)	None
	Erin McGuire	Behaviorist Analyst (K-12)	None

Secretaries

Location	Secretary	Assignment	Year - Tenure
Orchard	Kathleen Moran	Administrative Assistant to Principal	08.25.23
Ridge	Rebecca Burger (Ridge/Willard)	General Secretary	09.25.22
	Christine Moomjy	Administrative Assistant to Principal	05.05.25
Somerville	Ashley Chakonis	Administrative Assistant to Principal	04.15.24
	Erin Mannion	General Secretary	02.03.24
	Jaime (Okoszko) Faccone	Guidance Secretary/Child Study Team Secretary	09.02.24
Travell	Kimberly James	Administrative Assistant to Principal	12.18.22
Willard	Rebecca Burger (Ridge/Willard	General Secretary	09.25.22
GWMS	Lindsey Barclay	CST/Guidance Secretary	08.20.22
RHS	Lynn Ardese	Lead Secretary Fine/Applied Arts	09.02.24
	Jacquelyn Altomare	Admin. Asst. Principal	09.01.23
	Rosanna Griffith	English/Social Studies Lead Sec.	12.19.22
	Laura Nuzzo	Library/Media Sec.	10.23.23
	Jaime (Okoszko) Faccone	Guidance Secretary/Child Study Team Secretary	09.02.25
	Nicole Wehmeyer	Math/Science Lead Secretary Sec.	12.19.22
Ed Center	Donna Gathright	Admin. Asst./ Conf. Secy HR	02.20.23
	Alexandra Paspalas	Admin. Asst. Business Office	07.21.24
	Judith Russo	Admin. Asst. Accounts Payable	07.09.23

2023-2024 Holiday Calendar

12 Month Employees

Tuesday, July 4, 2023	Independence Day
Monday, September 4, 2023	Labor Day
Monday, September 25, 2023	Yom Kippur
Thursday, November 9, 2023	NJEA Convention
Friday, November 10, 2023	NJEA Convention
Wednesday, November 22, 2023	Minimum Day - Education Center closes at 12:30 pm
Thursday, November 23, 2023	Thanksgiving Day
Friday, November 24, 2023	Thanksgiving Recess
Friday, December 22, 2023	Minimum Day - Education Center closes at 12:30 pm
Monday, December 25, 2023	Chrsitmas Day
Tuesday, December 26, 2023	Christmas Eve (alternate)*
Friday, December 29, 2023	New Year's Eve (alternate)*
Monday, January 1, 2024	New Year's Day
Monday, January 15, 2024	Martin Luther King Jr. Day
Monday, February 19, 2024	President's Day
Friday, March 29, 2024	Good Friday
Wednesday, April 10, 2024	Eid-Al-Fitr Day
Monday, May 27, 2024	Memorial Day
Wednesday, June 19, 2024	Juneteenth

* As per the RAA Contract

Staff Member	From Location	From Assignment	To Location	To Assignment
Dolby, Luke	RHS	English	RHS	Grade Advisor
Kneis, Dana	RHS	GWMS	Guidance Counselor	Guidance Counselor
Nadi, Paola	BFMS	Grade 7 English	BFMS	Librarian/Media Specialist (pending issuances of Emergency Media Specialist Certification)
Porod, Leigh	Orchard Elementary	Grade 3	GWMS	Grade 6 English
Price, Megan	Orchard Elementary	Grade 2	Orchard Elementary	Librarian/Media Specialist (pending issuances of Emergency Media Specialist Certification)
Zlotkin, Amanda	Travell/Orchard/Somerville /Ridge/Haw/Willard Elementary Schools	Music	BFMS	Music

MINUTES OF THE
SPECIAL PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

Minutes of the Special Public Meeting of the Board of Education held on May 25, 2022, at 5:00 p.m., at the Education Center.

I. CALL TO ORDER AND ROLL CALL

At 5:02 p.m. Ms. Kwak called the special public meeting to order and asked for a roll call.

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani;
Mr. Muhammad Mahmoud arrived at 5:13 pm.

Also Present:
Dr. Thomas Gorman; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary; Ms. Ojetta Townes, Manager of Human Resources

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. COMMENTS FROM THE PUBLIC

None at this time.

Dr. Gorman stated that there is a walk-in item for approval. A Field Trip request for Travell students to go to BF on June 7, 2022. He presented it for consideration.

Ms. Brogan moved approval of the field trip.
Mr. Lembo seconded the motion which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lemb
NAYES: none

Mr. Dani requested to follow up on a discussion from the last meeting. He asked one of the commenters who mentioned about a $140,000 budget cut, that line item is showing as basic skills/remedial instructions in general fund current expenses for instructions. The way it's coming up is it's account 11-230-100-xxx and 2020-21 actual was $1,211,176 but the revised was $1,359,700 and 2023 proposed it $1,215,557, so proposed is more than what was last

year, but actually spent more in remedial because of COVID, ESSER funds or something. That is why people may be thinking that it's there, but when we come back to that topic next and we explain it. This is where he just wanted to clarify why some people mentioned a 40,000 reduction because what's planned is more than what was planned last time, but what was spent actual last year was more, 140,000 more and that may be because of ESSER funds or how the accounting was done for those.

Ms. Poelstra also added that we do not receive Title 1 funds anymore because we did not hit the threshold to be approved for that program.

V. PRESENTATIONS

A. Superintendent Search Firm Interviews

Presenters provided an overview of the superintendent search process, including preparation, the scope of the search, timeline, stakeholder input, superintendent profile, interviewing, and contract negotiations. The organizations that were interviewed are Hazard Young Attea Associations (HYA), Ray and Associates, and New Jersey School Boards Association.

Hazard Young Attea Associations (HYA)
Dr. Adams presented virtually on behalf of HYA.

Scroll to 11:51 to view Dr. Adams presentation.

Ray and Associations
Dr. Michael Rush and Dr. Dale Caldwell presented in person on behalf of Ray and Associates

Scroll to 1:20 to view Dr. Rush and Dr. Caldwell's presentation.

New Jersey School Boards Association
Mr. Matt Lee presented in person on behalf of the New Jersey School Boards Association.

Scroll to 2:25 to view mr. Lee's presentation.

VII. DISCUSSION ITEMS

None at this time.

VIII. COMMENTS FROM THE PUBLIC

None at this time.

IX. MOTION TO GO INTO EXECUTIVE SESSION

At 9:13 Ms. Kwak moved that the Board go into an Executive Session pursuant to NJSA

10:4-12 to discuss matters pertaining to personnel.

Mr. Lembo seconded the motion, which was unanimously approved.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

Minutes of the Regular Public Meeting of the Board of Education held on May 23, 2022 at 7:00 p.m., at the Education Center.

I. CALL TO ORDER AND ROLL CALL

At 7:00 p.m. Ms. Kwak called the special public meeting to order and asked for a roll call.

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Muhammad Mahmoud

Also Present:
Dr. Thomas Gorman; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary; Ms. Ojetta Townes, Manager of Human Resources

Visitors: There were approximately 30 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Student Representative Report

- Emily Grathwohl, Saige Rogers and Chloe Ten-Ami, George Washington Middle School

Students from George Washington Middle School shared information about recent events and activities including the Medieval Mixer, the mural created by the Apprentice to Master II Public Art class, assemblies with guest speakers, concerts, and the eighth grade carnival and promotion ceremony.

B. Resolution of Appreciation for Outgoing Ridgewood High School Student Representative

It is recommended that the Board approve the following resolution of appreciation in honor of Norah Train.

WHEREAS, Norah has served as the student representative to the Board of Education

during the 2021-2022 school year; and

WHEREAS, It has been her responsibility to voice the student perspective to the Board at their public meetings and she has been diligent and conscientious in attending the Board of Education meetings; and

WHEREAS, Norah has conducted herself with poise and courtesy while listening attentively to many lengthy discussions pertaining to the governance of the school district; and

WHEREAS, Norah has presented thoughtful and informative reports to the Board of Education on issues and events at the high school; and

WHEREAS, Norah is a is a member of ClubexCELL, Mock Trial, and National Spanish Honor Society; and

WHEREAS, Norah is a student leader of the National Honor Society Chapter at RHS and RHS Ambassadors; and

WHEREAS, Norah co-founded the RHS College Club offering students the opportunity to connect with RHS alumni at various colleges; and

WHEREAS, Norah was selected as on of RHS' most promising student leaders, and participates in monthly leadership conferences; and

WHEREAS, Norah is the student liaison to the Ridgewood Education Foundation; and

WHEREAS, Norah will be attending Clemson Honors College in the fall to major in Criminal

Justice and Anthropology, with a minor in Psychology; and

WHEREAS, Norah is recognized and appreciated for her genuine interest in the democratic process and her recognition of the importance of students as stakeholders in the district; and

WHEREAS Norah 's passion for this process elevated the role of the student representative on the Board, therefore, be it

RESOLVED, That the members of the Ridgewood Board of Education express their gratitude and appreciation to Norah Train for her service to the student body and Board of Education and send her their best wishes for success in all future endeavors; and be it further

RESOLVED, That this resolution be entered into the official minutes of the Board of Education meeting held on the 23rd day of May, 2022.

Ms. Brogan moved approval of the resolution of appreciation for Outgoing Ridgewood High School Student Representative.
Mr. Lembo seconded the motion which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

D. Introduction of New Ridgewood High School Student Representative

- ➢ Ava Martin

Miss Train introduced Ava Martin, who will serve as the Ridgewood High School Student Representative in the 2022-2023 school year.

E. Student Representative Report

- ➢ Norah Train, Ridgewood High School

Miss Train provided an update on activities and events at Ridgewood High School; some highlights included NJSLA science testing, AP exams, Senior Awards Ceremony, Senior Prom, athletics highlights, Celebration of the Arts, the annual National Honor Society induction, and the RAX Program.

Ms. Kwak moved Consent Item v. to before public comments.

V. Approval: Appointment of Interim Superintendent

The Ridgewood Board of Education, approves the appointment as listed below, effective July 1, 2022 through June 30, 2023. The contract has been approved by the Interim Executive County Superintendent as required by law, at a rate of $860 per day.

- ➢ Dr. Leonard D. Fitts

Dr. Fitts credentials are as follows:

- ➢ Berlin Township Interim Superintendent, West Berlin, NJ, 2012-present
- ➢ Advisor-Excellence to Eminence, University of Pennsylvania, Philadelphia, Pennsylvania, 2009-2012
- ➢ Glassboro Public School District Interim Superintendent, Glassboro, NJ 2007-2009
- ➢ City of Camden Board of Education Interim Superintendent, Camden, NJ 1998-2000, 2006-2007
- ➢ Director of MSA Program/Advisor, Philadelphia, Pennsylvania, 2000-present
- ➢ Consultant - Drexel University, Mt. Laurel, NJ, 2000-present
- ➢ Interim Associate Dean Burlington County College, Mt. Holly, NJ, 2005-2006
- ➢ Charter School Director, Newark, NJ, 2001-2004
- ➢ Dean/Faculty School of Education, Newark, NJ, 2001-2004
- ➢ Dean/Faculty School of Education, Cheyney University of Pennsylvania, Cheyney, Pennsylvania, 1996-2000
- ➢ County Superintendent of Schools, Westfield, NJ, 1992-1996
- ➢ Superintendent of Schools, Penns Grove, NJ 1987-1992
- ➢ Assistant Superintendent, Atco, NJ, 1981-1987
- ➢ Director, Division of Special Services, Camden, NJ 1975-1981
- ➢ School Psychologist, Philadelphia, Pennsylvania 1971-1975
- ➢ Teaching Fellow, Philadelphia, Pennsylvania 1969-1971
- ➢ Administrator Equal Opportunity Programs, New York, NY 1968-1969
- ➢ Chief Guidance Counselor, Sparta, NJ 1967-1968
- ➢ Guidance Counselor, Sparta, Wisconsin 1966-1967

- ➢ National Defense Education Fellow, Boston Massachusetts 1965-1966
- ➢ Mathematics Coordinator and Associate Education Director, Tuskegee Institute, Alabama 1964-1965

Education:

- ➢ Ed.D., Educational Psychology, University of Pennsylvania
- ➢ M.B.A., Administration and Finance, Drexel University
- ➢ M.Ed., Administration and Counseling, Tuskegee University
- ➢ B.S., Science and Mathematics, Tuskegee University

Certifications:

- ➢ Diplomate - School Administration
- ➢ Diplomate - Vocational Knowledge
- ➢ National Register of Health Services Providers in Psychology
- ➢ Licensed Psychologist
- ➢ School Psychologist
- ➢ School Administrator
- ➢ Principal
- ➢ Supervisor
- ➢ Learning Disabilities Teacher Consultant
- ➢ School Psychologist
- ➢ Student Personnel Services
- ➢ Teacher of Mathematics
- ➢ Teacher of Science

v. Ms. Kwak moved approval of Interim Superintendent of Schools
Mr. Lembo seconded the motion which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

V. COMMENTS FROM THE PUBLIC

Vashniy Udashi, 658 Shelter North and Rihanna Seraghi, 582 Racetrack Road, 8th graders at BF and Girls Scouts. We have made a list of some drinks in particular that are sold in the cafeteria at the high school with the amount of calories, sugar, and caffeine they contain. This is a sign we made. We would like to inform the students of this information by having this sign hung in the cafeteria, where the drinks are kept. We noticed that there are a lot of signs and flyers in the highschool, and we hope ours would be beneficial.Many of these drinks contain caffeine, which is extremely unhealthy for students. Mountain Dew Kickstart has as many as 92 milligrams of caffeine in one can. The most common side effects from caffeine are restlessness, shakiness, Insomnia, Headaches, Dizziness, Fast heart rate, Dehydration, Anxiety, and dependence, according to Medlineplus.gov. Many high schoolers already go through so much anxiety and dilemmas, and we don't have to add more issues for the students by giving easy access to these drinks. Many students think that these energy drinks will help them focus, but they actually do quite the opposite. They give students an instant energy surge, but it goes away very quickly, causing students to have a lack of focus and attention throughout the rest of the day. Then, they feel that they should have another drink to

feel better. But that drink works for a short amount of time until that dies out too. Students will continue this cycle of addiction until they can't function without having an energy drink. According to Killcliff.com, "Fructose, the main sweetener in Kickstart, has been linked to insulin resistance, type 2 diabetes, obesity, fatty liver disease, and metabolic syndrome." This shows that Kickstart can lead to many harms from sugar and caffeine. If we don't act on this problem now it will be too late and students will not be aware of the damage they are causing to their body. The students' health is very important as they are the next generation of our people. A healthy body is a healthy mind. Therefore, we would like to put this warning sign or infographic near the drinks in the cafeteria, so students know the harms of drinks before putting it in their bodies. Thank you for your time and giving us the opportunity to express the concerns that we have.

Jenna Benson, 117 John Street, Here on behalf of RHS tired teams. A couple of months ago just over two-thirds of the Ridgewood High School student body signed our petition in favor of later start times. At the last meeting she mentioned how she had peers approaching her in class and asking if they can bet on this change happening next year. She's happy to say that interest has not died down, she still gets comments and questions in support of later school start time and now that the survey has gone out she hopes they'll have a concrete answer soon enough, specifically one in favor of an 8:30 start and frankly they are exhausted not just from academics and extracurriculars they participate in but because they are at a biological disadvantage when they get up for school each morning due to the teenage circadian rhythm. They hope that next year they don't have to learn while being severely sleep deprived day in and day out.

Lynn Peabody, 218 North Walnut Street, thanked for the time to provide her perspective as a Ridgewood resident and current first grade teacher at Ridge school, she's had the privilege to teach kindergarten, first grade and third grade for the last 34 years in Ridgewood at Hawes, Travel and Ridge. Each school was unique in their own with amazing children, families, colleagues and administrators. She is proud to say that her mother Jo Delaney taught at GW and completed her 25 year career as a learning consultant at the high school. There have been many changes in education over the years, some positive and some misguided. However, she believes that everyone wants what is best for children which is how she arrived here tonight. Dr. Gorman shared an article last week called in praise of anxiety, it hit home with her since she has felt anxious for the young learners in our district. Anxious that the Board, administrators and teachers have not done all that we can to advocate and support their needs. Not just during the pandemic, but in the years leading up to it as well. She felt anxious when the district cut aides for general education support, she was anxious about directives to phase out aide support for special education across the district. The anxiety crept in as the District developed a system that no longer relied on the classroom teachers knowledge, expertise, and data but rather created pages and pages of mandatory documentation, red tape in order to assign extra support to child in need all the while knowing teachers base their recommendations on many types of data, formal assessments, screening tools, thousands of hours of observation, one to one instruction and much more. Who better to know what students need than the person who meets them all day, every day? We should be wary about making decisions about children without having had the opportunity to meet them and see them in their class setting. Like the schools she has worked in, children are unique, each with their own personality and individual needs. A theme in the above article is that although feeling anxious is uncomfortable, we can reframe our

mindset regarding it. The author suggests that anxiety can be a force in reaching a goal and we can understand anxiety's essential, evolutionary role in motivating us to action. So, here she is motivated to take action for her students and any student in our district who may be impacted by these misguided changes. The district wide programs like basic skills instruction for reading and math in fact today, as she read the revised budget she saw funding dropped as much as $145,000 for the school year. On paper the argument was made that it didn't drop, but don't be fooled. Speak to the teachers in these important positions and ask who and what they are teaching. After a pandemic, this is unconscionable for our youngest learners. The district cut important reading specialists and reading programs and of course there were cuts to aides for special education and general education. To the Board and our district administrators, it is time for you to take action as well. It's time to reinstate and infuse the programs above. It's time for you to listen to your teachers. It's time for you to listen to the concerned parents. It's time for you to be informed about the needs of our little ones and its time for you to financially support our youngest learners so they can reach their full potential. She encourages you to visit the classrooms and schedule meetings with the teachers in order to best understand the needs at the elementary level. As she has stated above, she believes that everyone wants what is best for children, now you have to demonstrate that you agree by voting to support them. In closing, please use the bank cap to infuse money into programs and staff that the elementary experts recommend to be most beneficial to our students. There are many fabulous items listed in the budget such as world language teachers. Let's focus on that next year after we are back on the path to a tradition of excellence.

Wendy Carroll, teacher at Ridge Elementary school, she has taught in various parts of the country for the last 20 years, but has felt fortunate for the last 15 years to be part of the Ridge community. She has taught first grade and as an Ed specialist and now for the last bunch of years as a kindergarten teachers. She speaks in front of her students daily with comfort and confidence, however tonight I come here to present to this audience is not something we do as teachers comfortably, easily or often. In spite of this discomfort, we are because they care so deeply that their students throughout the district receive the support systems they deserve. She is here to share data. She believes this data shows that over recent years the district has cut services that negatively affected the support systems of our most striving students. She will begin with speaking about how difficult it has become for our learners with individualized education plans (IEP's) to meet the necessary criteria to have a teaching assistant (TA) as part of their IEP. In years past, the teachers and cst teams would meet during an eligibility meeting to thoughtfully discuss a child and decide if a TA is necessary to support that student's learning. A thoughtful discussion has been replaced by a direction to teachers to just fill out these forms. The forms ask teachers to provide information about a student's performance, they are unable to measure without a one to one interaction with students. This new criteria means that dozens of students who have been eligible for a TA no longer qualify for the support of a TA. What is just as concerning, is that the CST teams in all of the elementary schools have been directed to make it a goal to fade out one-to-one and shared aides for students with IEP's. Over the past six years they have 66 percent fewer students who have TA support in their plan , obviously this change also has caused a 66 percent decrease in the number of TA's that have been hired. OVer time the district's goals have changed, not the needs of our special ed students. This concern is significant and needs to be addressed. Now she will speak about basic skills instruction. BSI is a vital supplemental support in reading and math for our general aid students at Ridge the time

allotted to bsi students instruction has decreased over recent years. This is no fault to the excellent ed specialists who teach bsi. On paper it looks like we have the equivalent of a 2.0 Ed specialist, meaning two teachers. Which by the way is down from 2.5 which was cut a couple of years ago. Amongst the three full and part-time teachers, one of our teachers, our ed specialist on paper has only 75% her time spent towards bsi instruction, the other 25% has been directed to teach special ed students. Another teacher on paper is fifty percent ed specialist and fifty percent a resource teacher for special ed, however 100% of her time is spent towards special ed students. Sot he reality at our school is that we have equivalent of a 1.25 ed specialist and not 2.0, we are concerned that the distribution of ed specialists among the district is not being distributed with thought into enrollment numbers and educational needs and then what is written on paper is not the reality. Tonight she just heard about the $145,000 possibly being cut. At Ridge alone we have 158 students between k and 2 who we have not been able to serve through the bsi services because already our program is too small. This concern is significant and needs to be addressed. We are also concerned that we are losing an increasing number of qualified subs and ta's because of the pay that the Ridgewood school district has allotted for these positions. At times we've been told that if we could find the money to hire more ta's and permanent subs and they could not be hired because of the pandemic. This is not the whole story, the Ridgewood school district is not remaining competitive to their pay. One ta left this year and is being paid two times what she was being paid here and has the option to have benefits. Please consider reevaluating the pay and benefit offerings of all ta's. This concern is significant and needs to be addressed.

Betty Sansone, second grade teacher at Ridge, she and her husband moved to Ridgewood so that her two children can receive the finest public school education. She chose Ridgewood for herself because she wanted to be a part of tradition of excellence and proudly has done so for the past 23 plus years. Ridge and other elementary schools have always placed an emphasis on supporting our youngest learners with aides who reduce the student teacher ratio, help to identify our neediest learners, provide reteaching and extra practice and generally scaffold the academic, social and emotional learning of children. In past years, funds were earmarked for aides or shared aides. The belief was that these extra hands were vital to the education and well-being to our children. This time and money were well spent and helped create some of the most successful schools in New Jersey and around the country. In an effort to curve expenditures the state of NJ declared that aides only be provided for special education students at this point in our history, our incredible model of successful early intervention was strained, not only are aides invaluable to the learning process of children, they are vital to the day-to-day working of school monitoring children's arrival, departure , helping out with supporting our lunch aides, supervising playgrounds, coming to the aid of children in crisis, taking them to safe places to calm and support and serving as substitutes in emergencies, etc. with all of this in mind and knowing how successful these models of education and support were, teachers and administrators were clever in that carefully placed students with special needs across grade levels so that most classrooms had an aide or shared aid. This reduced the number of aids in each building but the support was still three. It is important to note that the intention of cutting support was to save money, both at the state level and the district level. I tis important to also highlight that other neighboring school districts have continued to fund aids in both their regular and specialized classrooms. Instead of advocating for our students in our schools, our district policy continued to demand fewer aids making them entirely IEP driven. The schools were directed to group special ed students together making these classrooms very difficult to

support. One aid in a classroom with so many children with iep's is simply not sufficient nor is it a good education. There are even classrooms with iep students who don't have aids. Our incredible model of successful early intervention is now broken. Everyone did and continues to do their best, but there are simply too many needs and not enough adults to provide what is necessary for a successful education. Our district continues to place high value on reducing costs. This is being done at the expense of our children. Let's be clear. So many of these issues we have faced in the past few years are structural. We can fix it. Even the regular education program is suffering from this ill-advised plan to cut costs, our schools have been asked to reduce the number of children who receive basic skill instruction. This is so short sighted, in that supporting these children especially our youngest learners helps provide reteaching and the extra practice needed to strengthen their skills. Extra hands allow the student ratio to be smaller, extra hands allow for more small group work reading, writing, math, word study, etc. extra hands permit more teacher time to assess and address learning and emotional needs. Extra hands help early learners be successful at following routines and school guidelines. Extra hands allow for the learning and behavioral process to be scaffolded providing more practice and successful interventions. The last two years have been extraordinarily challenging for a multitude of reasons. So many of these issues we have encountered in these past years are structural and can be fixed. Let's remember our shared commitment to the children of Ridgewood and partner to refocus our efforts and resources so that we can return to the tradition of excellence that we all strive for.

Jean Whitehead, 170 West Ridgewood Avenue, she is the Ridge HSA president. She has never been more proud that all three of her children will be learning from this incredible crew. She stands behind everything they say and every teacher at Ridge.

Susan Madison, 428 Sunwood Avenue, it is very hard to follow the remarks of those teachers but she wants to thank them for coming and lending their voice to what is happening in the district. It is very fair to say that the last two years are quite possibly the biggest disruption in public education since modern american public education system began, and yet two years in our teachers have to come to tell you all the things that are wrong because you continue to not engage with the community. The first thing she wants to say is to stop doing harm, stop hurting our children, that means no healthy child under any circumstances should not be in school in this day and age. There are vaccines, there are all kinds of protocols and there's test to stay and we now know the damage that was done, so we need to get these kids in school and keep them in school. Secondly, you cannot fix what you do not know and you do not know what you need to fix because you don't talk to us. You don't talk to the parents, you don't talk to the teachers, you don't talk to any of the people who have been impacted by what has been going on for the last two years and really its' unconscionable. She sat on the campaign trail with many of you at this table and she heard you talk about the need to engage with the community and the only thing that she can say to you and it includes the two that weren't running, is where have you been? It is June and you have not even had a coffee, so how can you know that there are children at Ridge, she heard a story that there's a second grader who is afraid when he hears them send aids to the Kindergarten on the intercom, he's afraid for his sister. Is that not the most basic thing that a school should provide is a safe place. No second grader should be afraid at their school. The problem is not contained to the elementary school. It rises up through all of our classes. Our geometry test the state start strong test, over 400 children took that test and 61 percent scored in the very bottom bucket. They do not know geometry and they're not going to be taught it because our

curriculum teaches it in eighth grade. What is the solution for the fact that 61 percent of our children are illiterate in geometry? We can go on and on. She has tried to come many different ways, she ran a survey, they came to you and told you that fifty percent of our high school parents say that they are using tutors. Think about that, you have thrown our children into the deep end and we are the ones who have to keep them afloat. We are tired and we want change and we do not want to come here and speak into space for four minutes at a time. She is requesting Miss Kwak that during discussion you bring up the idea of forming community committees where this information can come in a constructive way and something can be done about it because we are coming to the end of this school year, but we cannot let our kids go into a fourth year of this.

Jesse Long, 376 Beechwood Road, has spoken and emailed the board in the last few weeks so they know here well, she is proud of the Ridge teachers who got up and spoke tonight and she hopes that you realized that this was not just parent concerns they were bringing up all year, that they were concerns brought up by the parents and teachers and everybody involved with the children. She hopes you take everything that was said tonight and in the previous meetings very seriously and make plans for improvements and more support for our children.

Peter Moulton, 294 Westend Ave., Thanked the teachers for speaking, we've been coming to you for months hoping this wasn't going to be the day. Now our teachers have to come here and it's just a shame. Does this sound like a community that's been supported, heard, understood. We've discussed here bsi, aides, staffing issues, pay, supporting our teachers and making sure they are heard to keep them. Close the back door otherwise they will leave. Does this sound like a happy community amongst parents, amongst teachers? We've been here for months with limited action. How much longer can this go on? HE implores you as he has a number of times, to please start taking action. THis cannot continue otherwise the system is not going to work.

Nity Mystery 416 Calwell Court, calling to discuss the math program at Ridgewood Schools, specifically the double accelerated math track. She knows that we're about to go through a period of transition with a math director coming in, so its a good opportunity to share some of her observations and voice and concerts. She has three kids, the two older ones tracked in and her the youngest will be tracking in seventh grade. She has followed the program from the beginning and understands how the process works. Her concern is the way that kids are flagged and selected for the double accelerated track. The main opportunity for kids in Ridgewood is for kids to qualify at the end of fight grade given a test. the test is generated solely in the mind of our current math director with no external input or oversight it's not a standardized test. The test is it is administered at the schools and he grades the test himself determines a cut off if you score above you're in if you score below you don't. He and his test have served as the lone gatekeepers to math in the rigid schools performance on this test is currently the only variable used to determine eligibility for this accelerated program they do not factor in class grades standardized test scores or teacher recommendations and with all due respect that's too much power for one person in one test. While a test can certainly be one variable it shouldn't be the only one my oldest is now a senior getting ready to graduate he has been in the most advanced track and his overall experience has been good but i don't want to discuss his experience. I want to discuss the experience of some of the kids and his friends that just missed being in the accelerated track sometimes by one question or a

fraction of a point. These were math kids back in the day math nerds that loved math did extra math for fun and showed true talent and passion for the subject at the time they were devastated when they didn't get in they begged and appealed to be let in often getting the support of their teachers, principals and parents, but our director would not budge. They took summer classes to try to catch up but the director still would not budge they did everything they could and eventually gave up and many of them internal internalized experience and their confidence was shaken in the subject. Now fast forward to senior year even after some of them got perfect or near perfect scores under standardized math sat or act many still don't feel like they're good at math or that math is their subject. These kids are now going to college and this is just observation but some of these kids that just missed getting in are choosing pre-law pre-med or pre-business while these majors are nothing to see that i often wonder what they would have chosen if they hadn't been told they weren't good enough when they were just 11 or 12 years ol. In her opinion Ridgewood failed these kids. Her point is that our current selection process clearly misses some talented kids which then puts them in the disadvantaged position of having to play catch-up the process needs to be improved one test, on one day at the end of fifth grade should not determine a child's entire math trajectory in Ridgewood school district. It's nonsense our math program is currently run like an exclusive club and she thinks that needs to change when a child is on the borderline there should be an override mechanism in place. You should be using several variables for eligibility not just one you should factor in a child's class grades standardized scores as well as teacher recommendations it doesn't make sense not to a school should help children explore and build upon the subjects they're passionate about not tear them down and tell them they aren't good enough. Thank you for considering my statement.

John Hoag, 314 Westina, thank you to the teachers, it's amazing, you guys are amazing every day we really appreciate it. He also is sort of shocked that it's come to this, maybe not, I don't know, just maybe it's the last thing that needs to happen but he's here for two things and one question that he wants to say, I guess to the board, in particular to the president, what is so important on your laptop and your phones that you don't have the opportunity to stand here and look at the teachers in the eyes and they're speaking to you what exactly is so important? Just wondering. You have an ethical responsibility to refuse to surrender your independent judgment when you're voting about what you're going to do for our kids, you have that. Some of you ran as a block you don't have to do what that person who helped you win, you can vote on your own you should vote on your own, you have kids in the district, you have an ethical responsibility to make decisions in terms of the educational welfare of these children, not fiscal responsibility, educational responsibility. He hopes that you all understand exactly what has been what happened here tonight and appreciate what it took for the teachers to get up here and say these things, if you don't then maybe now he understands why you're still looking for those.

Ann Van Dijbender, 234 Bogart Ave., She is a fourth generation, or my granddaughter is a fourth generation kindergartner at ridge. Her father graduated from Ridgewood High School, she did, she has three children that all went through Ridge when her youngest graduated in 2015. She's embarrassed to say she kind of checked out paying attention what was happening at the board of education and sitting here tonight she's appalled. These are all people behind me that she considers friends and the fact that they're here is incredible. She hopes that you're all paying attention and boy she's embarrassed for herself that she hasn't been paying attention and hopes that a little bit you guys are all embarrassed also because it

should never have come to this tonight.

Tammy Smolansky, 289 West Ridgewood, her family moved here last year before her son started his kindergarten year. They moved here from New York City so that he would benefit from the exceptional reputation of the Ridgewood Schools that we'd heard so much about. They've been absolutely shocked to hear how much the children's needs at Ridge are being ignored. They truly hope that you will hear the opinions of our residents and our incredible teachers. Thank you so much for standing up and taking the action they request in the words of our second great teacher who just spoke, please provide the extra hands necessary to help our children.

Betty Sansone, while we're here advocating for our kids and what we're missing she'd like to thank you, especially Dr Gorman, principal Mr. Piacenza and our guidance counselor Mrs Mitchell for facilitating Ridge school's therapy dog and training this year. It would have been impossible without Dr. Gorman and his efforts creating a District policy, Rigins, our chocolate labrador has been a really positive force in our school this year so thank you very much we appreciate it.

Ms. Kwak commented that she has been taking notes. One of the things that was talked about is that the Board places a high value on reducing costs. That is categorically, emphatically not true, not accurate and not the reality. If you look at the budget, we have increased as permitted by law up to 2%, if they can go over they would have done so but they cannot. There has been some talk about bank cap, but they're waiting for the attorney's opinion on whether they can use it, or whether they can qualify, it was just not an option for them. There was a discussion that through the years they have cut services, she cannot speak to that. She asked Ms. Brogan if she would like to add information.
She added that they hear everything they are saying and appreciate you coming to the Board. They are taking notes and there will be another opportunity to speak.

VI. PRESENTATIONS

A. Professional Development Training Guide for Board Members

➢ James Shoop, School Business Administrator (Ret.)

This presentation will be rescheduled.

VII. SUPERINTENDENT REPORT

Dr. Gorman announced that the district is implementing a Test-to-Stay Program. Parents will be receiving information about the program requirements today, May 24, 2022.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Kwak moved approval of A. Attendance of Conferences
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration, with the exception of xxxvi and v. which was already voted on.

B. ADMINISTRATION

i. Approval: Receipt of Suspensions and Harassment, Intimidation, and Bullying (HIB) Reports

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB reports that have occurred since the last Board meeting.

ii. Approval: Contract for the Manager of Human Resources

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following contract, effective July 1, 2022 through September 1, 2022.

- Ojetta Townes

The Board has received background information.

iii. Approval: Contract for the Assistant Superintendent for Curriculum, Instruction and Assessment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following contract, effective July 1, 2022 through June 30, 2023. This contract has been approved by the Executive County Superintendent as required by law.

- Stacie Poelstra

The Board has received background information.

iv. Approval: Contract for the Business Administrator

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following contract, effective July 1, 2022 through June 30, 2023. This contract has been approved by the Executive County Superintendent as required by law.

- Scott Bisig

The Board has received background information.

vi. Approval: Continuation of Position of Student Representative to the Board

The Ridgewood Board of Education, upon the recommendation of the Superintendent

of Schools, approves the continuation of the position of student representative to the Board under the terms and conditions contained in Policy 0143.2, Pupil Representative to the Board of Education, as shown on **Attachment B.** The original proposal was approved on May 16, 1977. It is recommended that the student may leave at 10:00 p.m.

vii. Approval: Designation of Official Newspapers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves The Record and The Ridgewood News as official newspapers for all legal advertisements and notices for the 2022-2023 school year.

viii. Approval: Appointment of Architect

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Ridgewood Board of Education requires the professional services of an Architect, and

WHEREAS, the nature of the services to be performed meet the definition of "professional services" set forth in the Public School Contract Law, and

WHEREAS, funds are available to obtain such professional services, and

WHEREAS, the Public School Contract Law N.J.S.A. 18A:18A-5 authorizes the awarding of contracts for professional services by resolution of the Board of Education without publicly advertised competitive bids;

ACCORDINGLY, the Ridgewood Board of Education at the public meeting held on May 23, 2022, authorizes the award of the following professional services appointment and contract:

That the firm of FKA Architects, Oakland, NJ, be appointed Board of Education Architect for the period July 1, 2022 through June 30, 2023, at fees negotiated for each individual project, and as per the rates listed on **Attachment C,** not to exceed $50,000.

There is no increase in fee from the 2021-2022 school year.

This professional services contract is made and awarded without competitive bidding as the services will be rendered by persons experienced in the practice of a process requiring specialized knowledge and resources.

ix. Approval: Appointment of General Board Counsel

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Ridgewood Board of Education requires the professional services of Board Counsel, and

WHEREAS, the nature of the services to be performed meet the definition of

"professional services" set forth in the Public School Contract Law, and

WHEREAS, funds are available to obtain such professional services, and

ACCORDINGLY, the Ridgewood Board of Education, at the public meeting held on May 23, 2022, authorizes the award of the following professional services appointment and contract:

Cleary, Giacobbe, Alfieri, & Jacobs LLC, Oakland, NJ, be appointed Board Counsel for the period July 1, 2022 through June 30, 2023, not to exceed $125,000.

Hourly rates are as follows:
Partners and Counsel: $175 per hour
Associates: $165 per hour
All Law Clerks and Paralegals: $90 per hour

There is a $10 increase in the hourly fee for partners and counsel from the 2021-2022 school year.

This professional services contract is made and awarded without competitive bidding as the services will be rendered by the persons experienced in the practice of a process requiring specialized knowledge and resources.

x. <u>Appointment of Bond Counsel</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Ridgewood Board of Education requires the professional services of Bond Counsel, and

WHEREAS, the nature of the services to be performed meet the definition of "professional services" set forth in the Public School Contract Law, and

WHEREAS, funds are available to obtain such professional services, and

ACCORDINGLY, the Ridgewood Board of Education, at the public meeting held on May 23, 2022, authorizes the award of the following professional services appointment and contract:

McManimon, Scotland, & Baumann, LLC, Roseland, NJ, be appointed Bond Counsel for the period July 1, 2022 through June 30, 2023, at the rate of $215 per hour for attorney time and $135 per hour for legal assistant time.

There is no increase in the hourly rate from the 2021-2022 school year.

This professional services contract is made and awarded without competitive bidding as the services will be rendered by the persons experienced in the practice of a process requiring specialized knowledge and resources.

xi. Appointment of Special Education Counsel

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Ridgewood Board of Education requires the professional services of Special Education Counsel, and

WHEREAS, the nature of the services to be performed meet the definition of "professional services" set forth in the Public School Contract Law, and

WHEREAS, funds are available to obtain such professional services, and

ACCORDINGLY, the Ridgewood Board of Education, at the public meeting held on May 23, 2022, authorizes the award of the following professional services appointment and contract:

That David B. Rubin, Esq., P.C., of David B. Rubin, P.C. and The Busch Law Group, Metuchen, NJ, be appointed Special Education Counsel for the period July 1, 2022 through June 30, 2023, at the rate of $180 per hour, not to exceed $110,000.

There is no increase in fee from the 2021-2022 school year.

These professional services contracts are made and awarded without competitive bidding as the services will be rendered by the persons experienced in the practice of a process requiring specialized knowledge and resources.

xii. Appointment of Conflict Special Education Counsel

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Ridgewood Board of Education requires the professional services of a Conflict Counsel for Special Education, and

WHEREAS, the nature of the services to be performed meet the definition of "professional services" set forth in the Public School Contract Law, and

WHEREAS, funds are available to obtain such professional services, and

ACCORDINGLY, the Ridgewood Board of Education, at the public meeting held on May 23, 2022, authorizes the award of the following professional services appointment and contract:

That Isabel Machado, Esq., of the Machado Law Group, Springfield, NJ, be appointed Conflict Counsel for Special Education for the period July 1, 2022 through June 30, 2023, at the rate of $180 per hour, not to exceed $25,000. There is no increase in fee from the 2021-2022 school year.

These professional services contracts are made and awarded without competitive

bidding as the services will be rendered by the persons experienced in the practice of a process requiring specialized knowledge and resources.

xiii. Appointment of Continuing Disclosure Agent and Independent Registered Municipal Advisor of Record for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of Phoenix Advisors, LLC as the Continuing Disclosure Agent and Independent Registered Municipal Advisor of Record for the 2022-2023 School Year, at a base fee of $1,100 and $450 per issue set-up charge, discounted to $200 if Phoenix Advisors serves as Municipal Advisor on the transaction.

There is a $100 increase in the base fee from the 2021-2022 school year.

xiv. Appointment of Financial Advisor

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Ridgewood Board of Education requires the professional services of a Financial Advisor to advise the Board in connection with the issuance of Bonds and Notes and other matters relating to Fiscal Management, and

WHEREAS, the nature of the services to be performed meet the definition of "professional services" set forth in the Public School Contract Law, and

WHEREAS, funds are available to obtain such professional services, and

ACCORDINGLY, the Ridgewood Board of Education, at the public meeting held on May 23, 2022, authorizes the award of the following professional services appointment and contract:

That Phoenix Advisors LLC, 625 Farnsworth Avenue, Bordentown, NJ, be appointed Financial Advisor for the period July 1, 2022 through June 30, 2023 at the following compensation:

For Debt Issuance Advisory Services:

Bond Issuance
$0.75 per $1,000 of Bonds Issued, Minimum of $12,500
No Additional Charge for Out of Pocket Expenses Fees are contingent upon a closing of the Bonds

Note Issuance
$1,500 plus $0.20 per $1,000 issued

For Lease Financing Services
$2,500 per Lease Financing up to $1,000,000 Financed
$3,500 per Lease Financing over $1,000,000 Financed

There is one increase in fee 2021-2022 school year of $500 for lease financing.

These professional services contracts are made and awarded without competitive bidding as the services will be rendered by the persons experienced in the practice of a process requiring specialized knowledge and resources.

xv. **Approval: Consulting Agreement with IMAC Insurance Management & Consulting**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a consulting agreement with IMAC Insurance Management & Consulting as the district Health Benefits Broker of Record, for the period October 1, 2022 through September 30, 2023, in the amount of $29,500. There is no increase in fee from the 2021-2022 school year.

The Board has received background information.

xvi. **Appointment of Board Secretary**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of Scott Bisig as Secretary to the Ridgewood Board of Education for the period July 1, 2022 through June 30, 2023.

xvii. **Approval: Appointment of Qualified Purchasing Agent**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of Scott Bisig as the Qualified Purchasing Agent for the Ridgewood Public Schools, effective July 1, 2022 through June 30, 2023 in accordance with N.J.A.C. 5:35-5 et. seq.

xviii. **Appointment of Public Agency Compliance Officer**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Board Secretary as the Public Agency Compliance Officer for the period July 1, 2022 through June 30, 2023.

xix. **Approval: Open Public Meetings Act**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Open Public Meetings Act as follows:

Section 1. Except as provided in Section 7b of the Act, all meetings of the Board shall be open to the public at all times.

Section 2. At every Regular Public Meeting, the public may actively participate during the time or times designated for that purpose in Order of Business and the Board might take formal action.

Section 3. At every meeting, the public may participate or be heard subject to the rules outlined in Policy #0162 of the Board, as shown on **Attachment D**.

Section 4. All public meetings, as set forth in the Annual Meeting Schedule below, shall be held in the designated location as indicated below. All meetings will be held on Mondays at 7:00 p.m., unless noted.

Official action may be taken at any public meeting to hold an executive session to handle matters which by law may be discussed in closed session. Such matters include negotiations, personnel, security, real estate, litigation, investments, residency hearings, and Harassment, Intimidation, and Bullying hearings.

The Board may take action in public session at any meeting scheduled as a public meeting for executive session.

Public comments are permitted at the beginning of the meeting and just prior to adjournment. At the discretion of the presiding officer, public comments may be permitted at other times.

All Regular Public Meetings will be aired live on television, Optimum Channel 77 and FIOS Channel 33, and streamed via the "Link in Live" tab on the district website at www.ridgewood.k12.nj.us.

Executive Sessions will be held before the scheduled Regular Public Meetings at 5:00 p.m., 5:30 p.m., 6:00 p.m., or 6:30 p.m. if necessary. *Based upon updates made to the Governor's Executive Order 104 citing the CDC's recommendations for cancellation or postponement of public gatherings, the Regular Public Meetings may be held utilizing videoconferencing or at the Education Center.*

July 25, 2022 ***5:00 p.m. start time**	Regular Public Meeting	Ed Center
August 29, 2022 ***5:00 p.m. start time**	Regular Public Meeting	Ed Center
September 12, 2022	Regular Public Meeting	Ed Center
September 19, 2022	Regular Public Meeting	Ed Center
October 3, 2022	Regular Public Meeting	Ed Center
October 17, 2022	Regular Public Meeting	Ed Center
November 7, 2022	Regular Public Meeting	Ed Center
November 21, 2022	Regular Public Meeting	Ed Center
December 5, 2022	Regular Public Meeting	Ed Center
December 19, 2022	Regular Public Meeting	Ed Center
January 9, 2023	Regular Public Meeting	Ed Center
January 23, 2023	Regular Public Meeting	Ed Center
February 13, 2023	Regular Public Meeting	Ed Center
March 6, 2023	Regular Public Meeting	Ed Center

March 20, 2023	Regular Public Meeting	Ed Center
April 17, 2023	Regular Public Meeting	Ed Center
May 8, 2023	Regular Public Meeting	Ed Center
May 22, 2023	Regular Public Meeting	Ed Center
June 12, 2023	Regular Public Meeting	Ed Center
June 26, 2023 ***5:00 p.m. start time**	Regular Public Meeting	Ed Center

Section 5. Within 7 days following the adoption of this resolution and any revising or modifying resolution,

a. A copy shall be filed with the Ridgewood Public Library.
b. A copy shall be mailed to The Record and The Ridgewood News.
c. A copy shall be filed with the Village Clerk of the Village of Ridgewood.

xx. Approval: District Organization Chart

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the District Organization Chart as listed on **Attachment E.**

xxi. Appointment: Affirmative Action Officer

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Superintendent of Schools as the Affirmative Action Officer for the Ridgewood Public Schools for the 2022-2023 school year.

xxii. Appointment: Equal Education Officers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Equal Education Officers for the Ridgewood Public Schools for the 2021-2022 school year, as follows:

- tbd, elementary schools
- tbd, middle schools
- Meredith Yannone, high school

xxiii. Appointment: Title II ADA/Section 504 Coordinator

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Director of Special Programs as the Title II ADA/Section 504 Coordinator for the Ridgewood Public Schools for the 2022-2023 school year.

xxiv. Appointment: Homeless Children Liaison

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Director of Special Programs as the Homeless Children Liaison for the Ridgewood Public Schools for the 2022-2023 school year.

xxv. Appointments: Civil Rights Coordinators for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Coordinators for the 2022-2023 school year, as listed below:

- Title IX: Manager of Human Resources
- Title IX: Student Athletic Issues: Athletic Director
- Title IX: Student Curricular Issues: Director of Special Programs
- Employee Disabilities Issues (Americans with Disabilities Act): Manager of Human Resources

xxvi. Appointment: Asbestos Hazard Emergency Response Act (AHERA) Coordinator

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Manager of Maintenance & Custodial Services as the AHERA Coordinator for the 2022-2023 school year.

xxvii. Appointment: Chemical Hygiene Officer

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Supervisor of Science as the Chemical Hygiene Officer for the 2022-2023 school year.

xxviii. Appointment: Custodian of Records

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Business Administrator/Board Secretary and the Manager of Human Resources as Custodians of Records for the Ridgewood Public Schools for the 2022-2023 school year.

xxix. Appointment: Data Coordinator

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of Georgia Abrunzo as the Data Coordinator for the 2022-2023 school year.

xxx. Appointment: Indoor Air Quality Designee

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Manager of Maintenance & Custodial Services as the Indoor Air Quality Designee for the 2022-2023 school year.

xxxi. Appointment: Integrated Pest Management Coordinator

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Manager of Maintenance & Custodial Services as the Integrated Pest Management Coordinator for the 2022-2023 school year.

xxxii. Appointment: Right to Know Officer

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Manager of Maintenance & Custodial Services as the Right to Know Officer for the 2022-2023 school year.

xxxiii. Appointment: School Safety Specialist

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the School Safety Security Officer as the School Safety Specialist for the 2022-2023 school year.

xxxiv. **Appointment: Substance Awareness Coordinator**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Supervisor of Wellness as the Substance Awareness Coordinator for the 2022- 2023 school year.

xxxv. **Appointment: Toxic Hazard Preparedness Officer**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of the Manager of Maintenance & Custodial Services as the Toxic Hazard Preparedness Officer for the 2022-2023 school year.

xxxvii. **Approval: Continuation of Insurance Broker of Record for Property/Casualty Insurance and Risk Manager**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the continuation of The Burton Agency, Westwood, NJ, to be the insurance broker of record for property/casualty insurance and risk manager for the period July 1, 2022 through June 30, 2023.

The Board has received background information.

xxxviii. **Approval: Renewal for Student Accident Insurance through Bob McClosky Insurance**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewal for student accident insurance through Bob McClosky Insurance for the period August 1, 2022 through August 1, 2023.

The Board has received background information.

Ms. Brogan moved approval of B. Administration, with the exception of xxxvi and v. which was already voted on.

Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Brogan asked for clarification on the resolution because in the budget there is money for positions that aren't existing at Kindergarten aides. We also have three world language teachers. She notices on the agenda tonight there is a fifth grade teacher that would be new at Orchard, so that would be excluded adn then this could possibly exclude hiring teachers based upon enrollments that could change as we are still looking at enrollments.

Mr. Dani said from his perspective he hears that Ms. Brogan is saying there are Kindergarten aides in the budget and the world language. He does remember discussing world language but does not remember the aids. Regardless, any position that they are hiring for, those positions they should be voting on. Any positions, the Board should be voting on, you have to go out for advertisement, interviews, it's a long process. We are meeting every month, so if there is a new position, they can vote for that position.

Mr. Lembo questioned if it is in the budget, those positions are existing.

Mr. Dani responded that if they are in the budget, they needed to be presented here and those positions were not presented here.

Dr. Gorman clarified that at the last budget meeting he presented that they would do this from the unassigned fund balance, the kindergarten aide at each school, the three elementary world language teachers and the one orchard teacher. That was all out of the unassigned fund balance that was in the last board meeting and in budget that was approved.

Ms. Kwak stated that at that meeting they wanted to get the full board to weigh in on that one particular component which was the world language teachers which are new versus the Orchard which are more enrollment based.

A conversation regarding new/existing positions including aids, world language teachers, the use of bank cap and unassigned fund balance ensued.

To view the full conversation scroll to 1:13.

xxxvi. **Approval: Authorization for the Superintendent to Hire Employees During the Summer Months**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the authorization for the Superintendent to hire employees during the summer months for existing positions with the approval of two Board members.

Ms. Kwak amended the original resolution as follows:

Approval: Authorization for the Superintendent to Hire Employees During the Summer Months
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the authorization for the Superintendent to hire employees during the summer months for existing or enrollment-based positions with the approval of two Board members.

Ms. Kwak moved approval of the revised item xxxvi. Authorization for the Superintendent to Hire Employees During the Summer Months.
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none
ABSTAIN: Ms. Brogan - because it is confusing since they've already put a budget in together with the position names.

Dr. Gorman presented for consideration C. Curriculum & Instruction with the addendum for an additional field trip.

C. CURRICULUM & INSTRUCTION

i. **Approval: Field Trips**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment F.**

ii. **Approval: School Transition and Employment Program for SAIL/RISe/STEPSS**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips within the Village of Ridgewood for the purpose of community based instruction and internships for students in the SAIL/RISe/STEPSS program for the 2022-2023 school year. Any opportunities that require transportation will be submitted for Board approval.

iii. **Approval: Existing Curriculum for the 2022-2023 School Year**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

Resolved, that the Board of Education does hereby approve continuation of existing curriculum for high school, and middle schools' Program of Studies, and existing elementary curriculum, as per the courses of study listed on https://sites.google.com/ridgewood.k12.nj.us/2022-2023programofstudieswebpa/home?authuser=0 and **Attachment G**, for the 2022-2023 school year, in accordance with N.J.S.A. 18A:33-1 and the Thorough and Efficient requirements; and be it further

Resolved that the curriculum may be modified on the recommendation of the Superintendent of Schools and the approval of the Board of Education.

iv. **Approval: Textbooks for the 2022-2023 School Year**
The Ridgewood Board of Education, upon the recommendation of the Superintendentof Schools, resolved, that the Board of Education approves the list of new textbooks as listed on **Attachment H,** for the 2022-2023 school year, in accordance with N.J.S.A 18A:33-1 and the Thorough & Efficient Education requirements; and be it further

Resolved, that the textbook list may be modified on the recommendation of the Superintendent of Schools and the approval of the Board of Education.

v. **Approval: Renewal of District Membership in the TMI Professional Learning Consortium for the 2022-2023 School Year**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewal of the district membership in the TMI Professional Learning Consortium for the 2022-2023 school year, in the amount of $5,450. There is a $500 increase from the 2021-2022 school year.

The Board has received background information.

vi. **Approval: 2022 New Players Summer Program**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 New Players Summer Program, an intensive theater experience for students in Grades 4 through 12. The program will run June 27, 2022 through July 30, 2022. The Senior Company, a group of over 50 high school students,

will produce two plays and a musical production.

The Junior Company, a group of up to 90 students in Grades 4 through 8, will produce original plays commissioned from New Players Alumni.

In addition, the Summer New Players Program provides employment for 25-30 students who work as lighting and set technicians, costume and sound assistants, and directors for the Junior Company.

This is a tuition-based program.

vii. Approval: 2022 Elementary Summer Enrichment Program

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 Elementary Summer Enrichment Program (Summer Adventure 2022) for Pre-Kindergarten through Grade 5 students. Classes to be offered include reading, writing, mathematics, science, children's theater, dance, computers, cooking, sporting activities, art and more.

The program will run five days a week from 8:30 a.m. to 3:00 p.m. for six weeks, June 27, 2022 through August 5, 2022, at Ridge School. There will be three sessions: each session is two weeks in duration.

The program is offered through the Ridgewood Community School. This is a tuition-based program.

viii. Approval: 2022 Middle School and High School Summer Enrichment Program (Ridgewood Summer Academies)

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 Middle School and High School Summer Enrichment Program (Ridgewood Summer Academies 2022) for Grades 6-12 students. Classes to be offered include language arts, mathematics, science, computer science, coding, art, business finance and more.

The program will run four days per week, (Monday -Thursday) from 8:30 a.m. to 3:30 p.m. for six weeks, June 27, 2022 through August 4, 2022, at Ridgewood High School. There will be three sessions: each session is two weeks in duration.

The program is offered through the Ridgewood Community School. This is a tuition-based program.

ix. Approval: 2022 Middle School Grades 6-8 Enrichment Summer Program

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 Middle School Enrichment Summer Program for students currently in Grades 6 through 8 in a special education program during the school year at BFMS and GWMS.

The program will run four days a week (Tuesday-Friday) from 8:30 am to 11:30 pm, for four weeks, June 28, 2022 through July 22, 2022.

This program will be held at Ridgewood High School and is tuition free.

x. Approval: 2022 Preschool Special Needs Summer Program

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 Preschool Special Needs Summer Program for students currently in the Preschool Special Needs Program.

The summer program will be held four hours per day, from 9:00 a.m. to 1:00 p.m., five days per week, for four weeks, from June 27, 2022 through July 22, 2022.

The program will be held at Glen School and is tuition free.

xi. Approval: 2022 Elementary K-5 Special Needs Summer Program

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 Elementary K-5 Special Needs Summer Program for students currently in Kindergarten through Grade 5.

The summer program will meet from 8:30 a.m. to 11:30 a.m., five days per week, for four weeks, June 27, 2022 through July 22, 2022.

This program will be held at Glen School and is tuition free.

xii. Approval: 2022 Middle School Grades 6-8 Special Needs Summer Program

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 Middle School Grades 6-8 Special Needs Summer Program for students currently in Grades 6 through 8 in self-contained programs during the school year at Benjamin Franklin and George Washington Middle Schools.

The summer program will meet at Ridgewood High School School from 8:30 a.m. to 11:30 a.m., five days per week, for four weeks, June 27, 2022 through July 22, 2022.

This program will be held at Ridgewood High School and is tuition free.

xiii. Approval: 2022 Grades K-8 Social Emotional Learning Summer Program

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 Grades K-8 Social Emotional Learning Program for students currently in Grades Kindergarten through 8.

The summer program will meet at Ridge School (grades K-5) and Ridgewood High School (Grades 6-8) from 8:30 a.m. to 11:30 a.m., five days per week, for four weeks, June 27, 2022 through July 22, 2022.

This program is tuition free.

xiv. Approval: 2022 Summer RISe Program/SAIL Program

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 Summer RISe Program/SAIL Program for students who are currently in the RISe Program/SAIL Program.

Classes for the Pre-K RED RISe program will meet at Glen School, five days per week, from 9:00 a.m. to 2:00 p.m., for six weeks, June 27, 2022 through August 5, 2022.

Classes for the elementary ABA RISe program will meet at Glen School, five days per week, from 8:30 a.m. to 1:30 p.m., for six weeks, June 27, 2022 through August 5, 2022.

Classes for the elementary SAIL program will meet at Glen School, five days per week, from 8:30 a.m. to 12:30 p.m., for five weeks, June 27, 2022 through July 29, 2022.

Classes for the middle school SAIL program will meet at Ridgewood High School, five days per week, from 8:30 a.m. to 12:30 p.m. for five weeks, June 27, 2022 through July 29, 2022.

Classes for the middle school RISe program will meet at Ridgewood High School, five days per week, from 8:30 a.m. to 1:30 p.m., for six weeks, June 27, 2022 through August 5, 2022.

Classes for the high school RISe program will meet at Ridgewood High School, five days per week, from 8:30 a.m. to 1:30 p.m. for six weeks, June 27, 2022 through August 5, 2022.

These programs are tuition free.

xv. <u>Approval: 2022 Multisensory Reading Program</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 Multisensory Reading Program.

Classes for the K-5 Multisensory Reading Program will meet at Ridge School, four days per week (1.25 hours each session/per student), Monday through Thursday, from 9:15 a.m. to 12:00 p.m., for four weeks, June 27, 2022 through July 21, 2022.

Classes for the 6-12 Multisensory Reading Program will meet at Ridgewood High School, four days per week (1.25 hours each session/per student), Monday through Thursday, from 9:15 a.m. – 12:00 p.m., for four weeks, June 27, 2022 through July 21, 2022.

The program is tuition free.

xvi. <u>Approval: 2022 Summer PERL Program</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 Summer PERL Program for students who are currently in the PERL Program.

Classes for the elementary PERL program will meet at Ridgewood High School, five days per week, from 8:30 a.m. to 11:30 a.m., for five weeks, June 27, 2022 through July 29, 2022.

The programs are tuition free.

xvii. **Approval: 2022 Summer STEPSS (18-21) Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 STEPSS Program for students who are currently in the STEPSS Program.

Classes for the STEPSS program will meet at Ridgewood High School (week 1 only) and Oak Street (weeks 2-5), five days per week, from 8:30 a.m. to 12:30 p.m., for five weeks, June 27, 2022 through July 29, 2022.

The program is tuition free.

xviii. **Approval: Agreement with ABA Clinic, LLC**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with ABA Clinic, LLC for the delivery of Applied Behavior Analysis services or the consultation regarding maintenance and delivery of ABA technologies through Extended School Year Services for STEPSS and PERL for the period June 27, 2022 through August 5, 2022 at the sum of $105.00 per hour, up to 25 hours per week of BCBA Consultation Services through ESY Programming.

The Board has received background information.

xix. **Approval: Service Agreement with CarePlus New Jersey**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a service agreement with CarePlus New Jersey to provide school-based counseling and related behavioral healthcare services, at the high school and middle schools, in the amount of $225,000 for the period September 2022 through June 2023. There is a $25,000 increase since the 2021-2022 school year.

The Board has received background information.

xx. **Approval: Renewal of the Software Licensing Agreement with Rubicon, International for the Atlas Curriculum Management System**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewal of the software licensing agreement with Rubicon, International, for the Atlas Curriculum Management System for the period July 1, 2022 through June 30, 2025, in the total amount of $62,106.

The Board has received background information.

Ms. Brogan moved approval of C. Curriculum & Instruction.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan,, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
Mr. Dani - except for item Approval: Existing Curriculum for the 2022-2023 School Year
NAYS: none
ABSTAIN: Mr. Dani - item iii. Approval: Existing Curriculum for the 2022-2023 school year.

Mr. Dani would like his following comment on the record. He thinks that we have a lot of great improvements in the curriculum, but he has some questions about some advanced course of ninth grade and why their weightage and those questions are yet to be answered.

Dr. Gorman presented for consideration D. Human Resources.

D. HUMAN RESOURCES

i. Revision: Ridgewood Public Schools Salary List for the 2022-2023 School Year, approved by the Board at its meeting May 9, 2022

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Ridgewood Public Schools Salary List for all known positions and staffing as of May 9, 2022 for the 2022-2023 school year.

DeSIMONE, Angelo - Treasury of Monies, Education Center, effective July 1, 2022 through June 30, 2023.

From: $5,243
To: $5,120

Account #11-000-230-104-00-45-019-000

KARAN, Elizabeth - Science Teacher, Ridgewood High School, effective September 1, 2022 through June 30, 2023.

From: $123,512 ($123,212 + $300 CP)
Cl. DR, St. 19
To: $125,012 ($123,212 + $300 CP + $1,500 longevity)
Cl. DR, St. 19

Account #11-140-100-101-02-10-019-000

YANKUS, Wayne - School Physician, District, effective September 1, 2022 through June 30, 2023.

From: $27,263
To: $26,624

Account #11-000-213-104-00-00-019-000

ii. Approval: Reaffirmation of Existing Job Descriptions for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the reaffirmation of existing job descriptions for the 2022-2023 school year.

iii. 2021-2022 Teacher Recognition Nominees

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following nominees for the 2021-2022 Teacher Recognition Program.

Educational Services Professional	Lindsay Mitchell
Glen Elementary School	Jennifer Osenbruck
Hawes Elementary School	Kristen Bodart
Orchard Elementary School	Nicole Redfern
Ridge Elementary School	Elyse Mager
Somerville Elementary School	Donna Merhige-Petrick
Travell Elementary School	Kim Casey
Willard Elementary School	Tracy Ward
Benjamin Franklin Middle School	Jason Ordini
George Washington Middle School	Andrew Couch
Ridgewood High School	Ashley Pollitt

The members of the panel which reviewed and approved the nominations were Ms. Mary Micale, Ms. Val Auyeung, Mr. Todd Rothman, Mr. Mark Ferreri, Ms. Jeannie O'Neill, Ms. Amber Nizza, Mr. Jerome Ong, Ms. Nancy Reilly and Ms. Ojetta Townes, Facilitator. The Ridgewood Teacher Recognition Award Reception will be held at the Benjamin Franklin Middle School Auditorium on Tuesday, June 14, 2022 at 7:00 pm for the award recipients, their families, school parents, teachers and friends. Each of the award recipients will receive a stipend of $500 ($250 awarded by the individual Home and School Association and $250 by the Board) for use in their classrooms next year.

iv. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Administrators

ONEMBO, Ashley - Supervisor of Mathematics & Computers Science, Ridgewood High School, effective August 8, 2022, or as soon after as possible, through June 30,

2023, pending verification of employment as outlined by Chapter 5.

Ms. Onembo's credentials are as follows:

- Mathematics Coordinator, Valley Middle School, Oakland, NJ, September 2015 to present
- Mathematics Teacher, Valley Middle School, Oakland, NJ, September 2012 to present
- Board of Education - Trustee, Ringwood School District, Ringwood, NJ, January 2014 to January 2017
- A+ Educators, June 2011 to June 2013
- Mathematics/Science Teacher, Assumption Academy, Emerson, NJ, September 2010 to June 2012

Education:

- William Paterson University, Master of Education, Educational Leadership, and Professional Studies, May 2020
- William Paterson University, Supervisory Endorsement, May 2015
- Quinnipiac University, Master's Degree, Elementary Education and Cross-endorsement in Secondary Education, May 2010
- Quinnipiac University, Bachelor of Arts, Mathematics, May 2009

Possesses the following New Jersey Standard Certificates:

- Supervisor
- Teacher of Mathematics
- Elementary School Teacher in Grades K-6

Possesses the following New Jersey Certificate of Eligibility

- Principal

Salary: $120,000 pro-rated

Account #11-000-221-102-00-22-019-000

SMITH, Daimian - Manager of Custodial and Maintenance Services, effective July 1, 2022 through June 30, 2023.

Mr. Smith's credentials are as follows:

- District General Manager, Aramark, 2020 to present
- High School Building Manager, Aramark, 2016 to 2020
- Head Custodian, Aramack, 2015 to 2016
- Lead Custodian/Custodian, GCA, 2013 to 2015

Education and Training:

- Rutgers University, Certified Education Facility Manager, pending completion as of November 2022
- Associate Degree in Graphic Design, Passaic County Community College, pending completion as of May 2023
- Edna Manley College, Certificated Graphic Art Course II, December 2011

- Clantrorft Institute for Continuing Education, December 2006
- Holmwood Technical High School, General Studies

Certification/Achievements:
- Maroon Excellence Award
- Achieved 100% in an inspection done by outside company
- Maintained over 90% standard district wide
- High School Diploma

Salary: $105,000

Account #11-000-261-104-00-42-019-000

Teachers

ALPAUGH, Kristen - Guidance Counselor (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023. Ms. Alpaugh possesses a NJDOE Standard Certificate as a School Counselor.

Salary: $77,005 ($71,967 + $5,038 ratio)
Cl. MA, St. 4

Account #11-000-218-104-00-10-019-000

AUER, Stephanie - Fifth Grade Teacher (tenure track), Orchard Elementary School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Auer possesses a NJDOE Standard Certificate as an Elementary School Teacher in Grades K-5.

Salary: $70,967
Cl. MA, St. 3

Account #11-120-100-101-09-03-019-000

BURKETT, Jessica - First Grade Teacher (tenure track), Orchard Elementary School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Burkett possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Burkett will be registered into the NJDOE Provisional Teacher Program.

Salary: $70,967
Cl. MA, St. 3

Account #11-120-100-101-09-03-019-000

CHUA, Kelly - Leave of Absence Replacement Learning Disabilities Teacher-Consultant (non-tenure track), Travell Elementary School, effective September 1, 2022 through June 30, 2023. Ms. Chua possesses a NJDOE Standard Learning Disabilities Teacher-Consultant Certification.

Salary: $62,867
Cl. BA, St. 1

Account #11-000-219-104-00-06-019-000

DONOVAN, Jennifer - Special Education Teacher (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023. Ms. Donovan possesses a NJDOE Standard Certificate as a Teacher of the Handicapped.

Salary: $70,467
Cl. MA, St. 2

Account #11-213-100-101-00-10-019-000

FANELLI, Alyssa - Mathematics Teacher (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Fanelli possesses a NJDOE Standard Certificate as a Teacher of Mathematics.

Salary: $63,367
Cl. BA, St. 2

Account #11-140-100-101-01-10-019-000

GARLASCO, Casey - Chemistry Teacher (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Garlasco possesses a NJDOE Standard Certificate as a Teacher of Chemistry.

Salary: $77,417
Cl. MA, St. 7

Account #11-140-100-101-02-10-019-000

GREENBERG, Abigail - Music Teacher (tenure track), George Washington Middle School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Greenberg is pending issuance of an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Music.

Salary: $62,867
Cl. BA, St. 1

Account # 11-130-100-101-04-09-019-000

LIGNOS, Ashley - Sixth Grade Mathematics Teacher (tenure track), Benjamin Franklin Middle School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Lignos possesses a NJDOE Standard Certificate as a Elementary School Teacher in Grades K-6 and Elementary

School Teacher with Mathematics Specialization: in Grades 5-8.

Salary: $63,867
Cl. BA, St. 3

Account #11-130-100-101-01-08-019-000

LINTNER, Jessica - Second Grade Teacher (tenure track), Orchard Elementary School, effective September 1, 2022 through June 30, 2023. Ms. Lintner possesses a NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6.

Salary: $70,467
Cl. MA, St. 2

Account #11-120-100-101-09-03-019-000

McKEARY, Julieann - Seventh Grade Science Teacher (tenure track), George Washington Middle School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. McKeary possesses a NJDOE Standard Certificate as an Elementary School Teacher with Mathematics Specialization: in Grades 5-8, Elementary School with Subject Matter Specialization: Science in Grades 5-8, Teacher of Students with Disabilities, and Elementary School Teacher in Grades K-6.

Salary: $70,967
Cl. MA, St. 3

Account #11-130-100-101-02-09-019-000

POLICELLI, Amy - American Sign Language Teacher (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Policelli possesses a NJDOE Standard Certificate as a Teacher of American Sign Language.

Salary: $74,917
Cl. BA, St. 9

Account #11-140-100-101-07-10-019-000

POWELL, Renee - Elective Teacher (tenure track), Benjamin Franklin Middle School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Powell possesses a NJDOE Standard Certificate as a Elementary School Teacher with Mathematics Specialization: in Grades 5-8, Elementary School Teacher with Language Arts Specialization: in Grades 5-8 and Elementary School Teacher Grades K-5.

Salary: $81,177
Cl. MA+45, St. 5

Account #11-130-100-101-03-08-019-000
Account #11-130-100-101-08-08-019-000

TANELLA, Annalyn - Sixth Grade Mathematics Teacher (tenure track), Benjamin Franklin Middle School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Tanella possesses a NJDOE Standard Certificate as a Teacher of Mathematics.

Salary: $70,467
Cl. MA, St. 2

Account #11-130-100-101-01-08-019-000

WOLMAN, Andie - Third Grade Teacher (tenure track), Ridge School, effective September 1, 2022 through June 30, 2023. Ms. Wolman possesses a Provisional Certificate as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities.

Salary: $70,467
Cl. MA, St. 2

Account #11-120-100-101-09-04-019-000

WOODS, Jamie - Fourth Grade Teacher (tenure track), Orchard Elementary School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Woods is pending issuance of a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6 and a Teacher of Students with Disabilities. Ms. Woods will be registered into the NJDOE Provisional Teacher Program.

Salary: $67,017
Cl. BA+30, St. 1

Account #11-120-100-101-09-03-019-000

Secretary

DeLUCCA, Brianne - General Secretary, Travell Elementary School, effective September 1, 2022 through June 30, 2023.

Salary: $40,811
Cl. AS10, St. 3

Account #11-000-240-105-00-06-019-000

Long-term Substitute

SALADINO, Joshua* - Special Education Teacher, George Washington Middle School, effective May 18, 2022 through June 30, 2022, at a daily rate of $150, until the assignment ends. Mr. Saladino possesses a NJDOE Standard Certificate as a Teacher of Social Studies and Certificate of Eligibility as a Teacher of Student with Disabilities.

Account #11-213-100-101-00-09-019-000

Field Placements

BERKNER, Krya - Dominican College, Physical Therapy Clinical Intern, to shadow Jessica Vasquez, District, effective September 6, 2022 through December 9, 2022.

MONNERAT, Brian* - Felician University, Clinical Practice I & II, to shadow Thomas Harney, Special Education Teacher, Hawes Elementary School, effective September 6, 2022 through December 16, 2022.

SEIDERS, Kaylee - Felician University, field experience, to shadow Casey Gidich, Fourth Grade Teacher, Ridge Elementary School, effective September 12, 2022 through December 9, 2022.

Additional: Classroom/Lunchroom Aides for the 2021-2022 School Year

MERHIGE, Marguerite - Lunchroom Aide, Ridge Elementary School, effective May 24, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-000-262-107-00-04-004-001

SCHLETT, Scott - Lunchroom Aide, Ridge Elementary School, effective May 24, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

Account #11-000-262-107-00-04-004-001

WOOD, Noah* - Applied Behavior Analyst Aide (ABA), Glen Elementary School, effective May 24, 2022, or as soon after as possible, through June 22, 2022, 5.75 hours per day, 5 days per week, at an hourly rate of $21.23.

Account #11-212-100-106-00-01-024-001

Additional: Home Instructors, on an as-needed basis, for the 2021-2022 School Year

George Washington Middle School

- **Tolve, Laura**, Special Education Teacher, at an hourly rate of $60.32.

Account #11-219-100-101-00-24-024-001

***Related to staff member**

v. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

Revision: BARKER, Barbara - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 1, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, subject to change, approved by the Board at its meeting of April 25, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022.

From: $106,482 ($104,982 + $1,500 longevity)
Cl. MA, St. 18
To: $127,478 ($125,978 + $1,500 longevity)
Cl. MA, St. 18 (March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022)
To: $148,475 ($146,975+ $1,500 longevity)
Cl. MA, St. 18 (April 25, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

Revision: CUELLAR, Angelica - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 1, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, subject to change, approved by the Board at its meeting of April 25, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022.

From: $79,267
Cl. BA, St. 13
To: $95,120
Cl. BA, St. 13 (March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022)
To: $110,974
Cl. BA, St. 13 (April 25, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

ELIZONDO-FALLAS, Sofia - **from** Aide (High School/College), Infant/Toddler Development Center, **to** Teacher Assistant, Step I, Infant/Toddler Development Center, effective May 11, 2022 through June 30, 2022, 8 hours per day, 5 days per week.

From: $12.00 per hour
To: $15.00 per hour

Account #62-990-100-106-000-62-060-001

Revision: FINUCANE, Melissa - **from** 1.0 FTE Education Specialist Teacher, Travell Elementary School, **to** 1.0 FTE Education Specialist Teacher and .20 FTE Resource Room Teacher, Travell Elementary School, **from** effective March 28, 2022 through May 11, 2022, approved by the Board at its meeting April 4, 2022, **to** effective March 28, 2022 through June 30, 2022.

From: $111,612 ($111,312 + $300 CP)
Cl. MA+30, St. 18
To: $133,874 ($133,574 + $300 CP)
Cl. MA+30, St. 18

Account #11-230-100-101-00-06-019-000

Revision: GALASSO, Patricia - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 1, 2022, and April 18, 2022 through June 23, 2022, subject to change, approved by the Board at its meeting on April 25, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through June 23, 2022.

From: $76,417
Cl. BA, St. 12
To: $91,700
Cl. BA, St. 12

Account #11-140-100-101-07-10-019-000

MACOLINO, Nadine - Secretary, Glen Elementary School, effective September 1, 2022 through June 30, 2022.

From: $47,696
Cl. AA10, St. 8
To: $52,283
Cl. AA11, St. 8

Account #11-000-219-105-00-01-019-000

Revision: OJEA, Christal - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 1, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23,

2022, subject to change, approved by the Board at its meeting of April 25, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022.

From: $71,317
Cl. BA, St. 9
To: $85,580
Cl. BA, St. 9 (March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022)
To: $99,844
Cl. BA, St. 9 (April 25, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

Revision: PURRINOS, Damary - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 1, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, subject to change, approved by the Board at its meeting of April 25, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022.

From: $116,432 ($114,632 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18
To: $139,358 ($137,558 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18 (March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022)
To: $162,285 ($160,485 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18 (April 25, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

vi. Resignations for the Purpose of Retirement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations for the purpose of retirement, listed below.

Teacher

KHALOYAN, Shiva - Education Specialist, Somerville Elementary School, effective July 1, 2022, with twenty five years of Ridgewood service.

Shiva Khaloyan's career in Ridgewood:
- 1997-1998 - Instructional Aide, Somerville Elementary School
- 1998-1999 - Instructional Aide, Somerville Elementary School
- 1999-2000 - Basic Skills Teacher, Somerville and Willard Elementary Schools
- 2000-2022 - Education Specialist, Somerville Elementary School

vii. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Teacher

RINALDI, Robert - Physical Education/Health Teacher, Ridgewood High School, effective July 1, 2022.

ROONEY, Michael - Special Education Teacher, Ridgewood High School, effective July 1, 2022.

Infant/Toddler Development Center

Classroom Aide

AVENDANO, Kayla - Teacher Assistant, effective May 9, 2022.

viii. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absence, as listed below.

Revision: ADAMS, Brianna – Special Education Teacher, George Washington Middle School, **from** effective May 12, 2022 through June 30, 2022 and September 1, 2022 through November 4, 2022, with a reinstatement date of November 7, 2022, approved by the Board on March 21, 2022, **to** effective May 9, 2022 through June 30, 2022 and September 1, 2022 through November 4, 2022, with a reinstatement date of November 7, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

DODD, Stephanie – Health and Physical Education Teacher, Ridge Elementary School, effective September 6, 2022 through January 20, 2023, with a reinstatement date of January 23, 2023, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

STEWART, Nicola – Art Teacher, Ridge Elementary School, effective May 25, 2022 through May 26, 2022, with a reinstatement date of May 31, 2022, utilizing the FMLA and/or NJFLA leave entitlement.

ix. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Ridge Elementary School

Additional: Clubs and Activities for the 2021-2022 School Year

Glee Club

- **Coughlin, Wendy**, not to exceed 12 hours, at an hourly rate of $17.50 ($210).
- **Minardi, Jacqueline**, not to exceed 12 hours, at an hourly rate of $21.23 ($254.76).

Account #11-401-100-101-00-04-004-001

Benjamin Franklin Middle School

Mystic Seaport - June 1-3, 2022

- **Sixteen Chaperones (including one nurse): Briggs, Amy; Centrelli, Erica; Del Orbe-Anthon, Ana; Donnelly, Trecia; Gilbert, Kristen; Klion, Danielle; Menzies, Lauren; Nizza, Amber; Orsini, Anthony; Pfeiffer, Courtney; Rosolanko, Kristen; Stovell, Shauna; Sutera, Lisa; Watson, Torrence;** and **Wearley, Meredith**, each for 2 nights, each at $200 per night ($6,400); and **One Substitute Nurse, Eickmeyer-Tze, Denise**, for two nights, at $200 per night ($400) and at $170 per day for three days ($510), for a total of $7,310.

Account #11-401-100-101-00-08-008-001

Eighth Grade Overnight Field Trip to Washington D.C. - June 8-10, 2022

- **Twelve Chaperones (including one nurse): Handy, Mary Lou; Kabash, Vanessa; Kashmanian, Katherine; Kneis, Dana; Monahan, Timothy; Neville, Ben; Pizzuto, Basil; Scrudato, Lisa; Tucker, Erika;** and **Wood, Danielle; Zilvetti, Suzanne**, each for 2 nights, each at $200 per night ($4,800); and **One Substitute Nurse, TBD**, for two nights, at $200 per night ($400) and at $170 per day for three days ($510), for a total of $5,710.

Account #11-401-100-101-00-08-008-001

Ridgewood High School

Revision: Senior Prom Cornucopia Cruise Line – June 3, 2022, to be funded by student fundraising, approved by the Board at its meeting on May 9, 2022

From: Eleven Chaperones: Depinto, Lauren; Jannone, Christina; Kase, Sean; Kay, Peter; Lynaugh, Sean; Mitola, Candace; Murtha, Timothy; Schaefer, Margaret; Turano, Rebecca; Yannone, Meredith; and **Yannone, Michael**, each not to exceed 4 hours, each at an hourly rate of $40.17 ($1,767.48).

To: Eleven Chaperones: Depinto, Lauren; Kase, Sean; Kay, Peter; Luo, Miles; Lynaugh, Sean; Murtha, Timothy; Schaefer, Margaret; Shah, Anjali; Turano, Rebecca; Yannone, Meredith; and **Yannone, Michael**, each not to exceed 4 hours, each at an hourly rate of $40.17 ($1,767.48).

Account #TBD

Revision: Co-curricular Activity Advisors and Stipends for the 2021-2022 School Year, as listed (Remuneration in accordance with negotiated Agreement;

ratio is applied to the 2021-22 BA Maximum of $93,592, approved by the Board at its meeting on September 20, 2021

Debate Team

Remove: **Clarke-Anderson, Kathleen**
Replace: **Commission, Olga**, not to exceed 12.5 hours, at an hourly rate of $40.17 ($502.13).
Replace: **LaFemina, Fred**, not to exceed 23.5 hours, at an hourly rate of $40.17 ($944).

Account #11-401-100-101-00-10-010-001

Special Education

- **Crawford, Ryan**, to provide support for special educations participating in extracurricular and non academic school activities, not to exceed 40 hours, at an hourly rate of $41.76 ($1,670.40).

Account #11-000-219-104-00-24-024-001

- **Miller, Danielle**, to provide support for special educations participating in extracurricular and non academic school activities, not to exceed 40 hours, at an hourly rate of $21.23 ($849.20).

Account #11-000-219-104-00-24-024-001

Mr. Lembo moved approval of D. Human Resources
Ms. Brogan seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration E. Finance.

Dr. Gorman stated before the vote, they should discuss the substitute pay raise that is on the agenda.

Ms. Brogan requested to pull out xi. and xxvi for a separate discussion and vote.

E. FINANCE

i. Acceptance of Restricted Donations:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the 2021-2022 school year, to be used as indicated.

Donations

Donor	Amount	Use	Account Number
Federated Home and School Association	$2,750	To be used to pay a $250 stipend to each of the 2021-2022 Teacher Recognition Honorees.	20-056-100-890-00-24-024-003 20-056-100-890-00-01-001-003 20-056-100-890-00-02-002-003 20-056-100-890-00-03-003-003 20-056-100-890-00-04-004-003 20-056-100-890-00-05-005-003 20-056-100-890-00-06-006-003 20-056-100-890-00-07-007-003 20-056-100-890-00-08-008-003 20-056-100-890-00-09-009-003 20-056-100-890-00-10-010-003
Ridgewood High School Home and School Association	$5,993.27	To be used to purchase musical instruments.	20-025-100-610-00-10-010-007
Ridgewood High School Alumni Association	$190,000	To be used for the Food Labs.	20-057-100-732-00-10-010-003

ii. **Approval Requisition of Taxes**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution,

Be it Resolved, that the amount of the district taxes needed to meet all obligations of the Ridgewood Board of Education for the 2022-2023 school year is $104,639,354 and the Village of Ridgewood is hereby requested to place in the hands of the Treasurer of School Monies that amount in accordance with Title 54-4-75, as listed below:

Due Date	Amount Due	% Due
July 1, 2022	$4,185,574	4%
July 15, 2022	$4,185,574	4%
August 1, 2022	$10,463,935	10%
September 2, 2022	$10,463,935	10%
October 3, 2022	$4,185,574	4%
October 14, 2022	$4,185,574	4%
November 4, 2022	$4,185,574	4%
November 18, 2022	$4,185,574	4%

December 2, 2022	$6,278,361	6%
January 5, 2023	$5,231,968	5%
January 20, 2023	$5,231,968	5%
February 1, 2023	$8,371,148	8%
March 1, 2023	$10,463,935	10%
April 3, 2023	$2,092,787	2%
April 14, 2023	$2,092,787	2%
May 1, 2023	$6,278,361	6%
May 19, 2023	$4,185,574	4%
June 2, 2023	$8,371,148	8%
Total	$104,639,354	
General Fund	$101,198,061	
Debt Service Fund	$3,441,293	

iii. **Approval: 2022-2023 Infant/Toddler Development Center (ITDC) Tuition Rates**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022-2023 ITDC tuition rates, as listed on **Attachment I.**

iv. **Approval: Lease of Unused Classrooms for the 2022-2023 School Year**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the lease of unused classrooms for the 2022-2023 school year as listed on **Attachment J.** This reflects a 2% increase in the fees.

v. **Approval: Children of Non-Resident Employees Attending Ridgewood Public Schools**
Approval to allow 52 children of non-resident employees to attend Ridgewood Public Schools.

vi. **Approval: 2022-2023 Received Tuition Students Paid by Parents**
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools approves the following received tuition students for the 2022-2023 school year, listed below. Tuition will be paid by the parents.

- 1 student attending Somerville Elementary School
- 6 students attending Ridgewood High School

vii. **Approval: Contracted Therapists to Provide Special Education Services for the 2022-2023 School Year**
The Ridgewood Board of Education, upon the recommendation of the Superintendent

of Schools, approves contracted therapists to provide special education services for the 2022-2023 school year, as listed on **Attachment K.**

viii.. Approval of Depositories of School Funds

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following authorized accounts and the required signatures:

Depository	**Required # of Signatures**
Columbia Bank General Funds	**Three:** Board President **and** Business Administrator **or** Assistant Business Administrator **and** Treasurer of School Monies
Columbia Bank Salary Funds	**One:** Treasurer of School Monies
Columbia Bank Salary Deduction Funds	**One:** Treasurer of School Monies
Columbia Bank RHS Memorial Fund and other scholarship funds	**Three:** Board President **and** Business Administrator **or** Assistant Business Administrator **and** Treasurer of School Monies
Columbia Bank Ridgewood Public Schools Cafeteria Fund	**Three:** Board President **and** Treasurer of School Monies and Business Administrator **or** Assistant Business Administrator
Columbia Bank Employees' Share of State Unemployment Insurance Contributions	**Three:** Board President **and** Business Administrator **or** Assistant Business Administrator **and** Treasurer of School Monies
Columbia Bank RHS Athletic Department for Athletic Events	**Two:** Athletic Director **and/or** Business Administrator **and** Supervisor of Wellness
Columbia Bank RHS Athletic Department Hall of Fame Funds	**Two of three:** Business Administrator **and/or** Assistant Principal **and/or** Athletic Director
Columbia Bank Referendum Funds	**Three:** Business Administrator **and** Assistant Business Administrator **and** Treasure of School Monies
Columbia Bank Capital Reserve Account	**Three:** Board President **and** Business Administrator **or** Assistant Business Administrator **and** Treasurer of School Monies
Columbia Bank	**Three:** Board President **and** Business

Employees' Flexible Spending Plan	Administrator **or** Assistant Business Administrator **and** Treasurer of School Monies
Columbia Bank Ridgewood High School Association Funds	**Two:** Principal **and/or** Assistant Principal for Guidance **and/or** Assistant to the Principal
Columbia Bank BFMS Association Funds	**Two:** Principal **and** Secretary
Columbia Bank BFMS Association Funds	**Two:** Principal **and** Secretary
Columbia Bank Hawes School Association Funds	**Two:** Principal **and** Secretary
Columbia Bank Orchard School Association Funds	**Two:** Principal **and** Secretary
Columbia Bank Ridge Schools Association Funds	**Two:** Principal **and** Secretary
Columbia Bank Somerville Schools Association Funds	**Two:** Principal **and** Secretary
Columbia Bank Travell Schools Association Funds	**Two:** Principal **and** Secretary
Columbia Bank WIllard Schools Association Funds	**Two:** Principal **and** Secretary
Columbia Bank STEPSS 18-21 Program	**Two:** Special Programs Director or Supervisor and Secretary
Columbia Bank Ridgewood High School RISe Program	**Two:** Special Programs Director or Principal and Secretary
Columbia Bank BFMS RISe/SAIL Program	**Two:** Special Programs Director o**r** Principal and Secretary

That Morgan Stanley be named administrator for the trust funds for the William E. Remington Memorial Scholarship Fund and the Kurth Scholarship Fund. Duties of the bank include safekeeping of all securities, income collection, disposition of income as directed, maintaining all records, and investment counseling. The bank's fee for the service is 1% of market value annually, based on the first day of each calendar quarter charged at .25%.

BNY Mellon will act as Trustee for the Kraft Scholarship Fund.

ix. <u>Authorization of Petty Cash Columbia Bank Checking Accounts</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following maximum amounts for petty cash Columbia Bank checking accounts with the following account signatories:

School/Department	Amount	Required # of Signatures
Benjamin Franklin Middle School	$1,000	**Two:** Principal **or** Assistant Principal **and** School Secretary
George Washington Middle School	$500	**Two:** Principal **or** Assistant Principal **and** School Secretary
Ridgewood High School	$1,000	**Two:** Principal **or** Assistant Principal **and** Secretary
Hawes School	$500	**Two:** Principal **and** School Secretary
Orchard School	$500	**Two:** Principal **and** School Secretary
Ridge School	$500	**Two:** Principal **and** School Secretary
Somerville School	$500	**Two:** Principal **and** School Secretary
Travell School	$500	**Two:** Principal **and** School Secretary
Willard School	$500	**Two:** Principal **and** School Secretary
Infant Toddler Program	$500	**Two:** Business Administrator **and** Director of Special Programs
Central Business Office	$500	**One:** Business Administrator **or** Assistant Business Administrator
STEPSS 18-21 Program	$1,000	**Two:** Special Programs Director or Supervisor and Secretary
Ridgewood High School RISe Program	$500	**Two:** Special Programs Director or Principal and Secretary
BFMS RISe/SAIL Program	$500	**Two:** Special Programs Director or Principal and Secretary

x. <u>Authorization to Use State and County Contracts and NJ and National Cooperative Purchasing Agreements</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, authorizes the Business Administrator to use New Jersey and Bergen County Purchasing Contracts and NJ and National Cooperative Purchasing Agreements whenever it is determined that this method of purchasing is in the best interest of the school district, as listed below.

New Jersey Cooperatives

- Hunterdon County Educational Services Commission
- Educational Data Services
- Educational Services Commission of New Jersey Cooperative
- Somerset County Purchasing
- Sterling High School Shared Services (SJTP)

National Cooperatives

- BuyBoard National Purchasing Cooperative
- E&I Cooperative Services
- Keystone Purchasing Network
- National IPA (an OMNIA Partner)
- U.S. Communities (an OMNIA Partner)
- Sourcewell Cooperative Purchasing
- PEPPM Purchasing
- The Interlocal Purchasing System (TIPS)

xii. Authorization for the Business Administrator/Board Secretary to Award Bids During the Summer

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, authorizes the Business Administrator/Board Secretary to award bids during the months of July and August to the lowest responsive bidder as needed, for projects not to exceed $44,000. All awards will be placed on the next agenda for ratification.

xiii. Authorization to Secure Bids, Contracts, and Quotations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, authorizes the Business Administrator, as the district's purchasing agent, to secure all bids, contracts, and quotations in compliance with Chapter 440, Law of 1999, and New Jersey Statute 18A:18A.

xiv. Approval: Bid and Quote Threshold for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the bid threshold of $44,000 and quote threshold of $6,000 in awarding contracts in accordance with N.J.S.A. 18A:18A-3a and N.J.A.C. 5-34.5 for the 2022-2023 school year.

xv. Approval of RAMM Environmental Services as Right-to-Know Consultant

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves RAMM Environmental Services, Fair Lawn, NJ, as the district's right-to-know consultant, for the 2022-2023 school year.

xvi. Approval of EnviroVision as Environmental Consultant

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves EnviroVision, Glen Rock, NJ, as the district's environmental consultant, for the 2022-2023 school year.

xvii. Approval: Tax Shelter Annuity Brokers for the 2022-23 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Tax Shelter Annuity Brokers for the 2022-2023 school year as listed below:

- Ameritas (Union Central)
- Equitable
- Franklin Templeton
- Lincoln Investment
- Omni Financial Group
- Prudential
- Security Benefit
- VALIC/AIG
- Invesco

xviii. Approval: Rental Fees for Use of Facilities

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rental fees for the use of facilities for the 2022-2023 school year, as listed on **Attachment L.** This reflects a 2% increase in the fees.

xix. Approval: Report of Awarded Contracts

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution: Pursuant to PL 2015, Chapter 47, the Village of Ridgewood Board of Education intends to renew, award, or permit to expire the contracts previously awarded by the Board of Education. These contracts are, have been, and will continue to be in full compliance with all state and federal statutes and regulations; New Jersey Title 18A:18, et. seq., N.J.A.C. Chapter 23, and Federal Procurement Regulations 2CFR Part 200.317 et. seq.

xx. Approval: Garden State Coalition of Schools Membership

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves membership in the Garden State Coalition of Schools for the 2022-2023 school year.

xxi. Approval: Toilet Room Facilities for Early Intervention, Pre-Kindergarten and Kindergarten Classrooms at Glen and Willard Schools for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the use of the alternate method of compliance in accordance with N.J.A.C. 6A:26-6.3(h) 4ii and iii by providing toilet rooms adjacent to or outside the classroom in lieu of individual toilet rooms in each classroom for the Early Intervention, Pre-Kindergarten and Kindergarten Classrooms at Glen and Willard Schools.

xxii. Approval: Agreement with First Presbyterian Church for Use of Their Parking Lot

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an agreement with First Presbyterian Church and the Ridgewood Board of Education to permit enrolled Ridgewood High School (RHS) students to park a maximum of seventy-two (72) automobiles in the parking lot, Monday through Friday, during which RHS is in session from September 1, 2022 to June 22, 2023, from 7:00 a.m. to 5:00 p.m., at a cost of $38,500.

There is no increase in fee from the 2021-2022 school year. The fee is paid for by the students.

The Board has received background information.

xxiii. Approval: Student Activity Fee

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the student activity fee of $100 at the middle schools and $150 at the high school for those students who participate in any co-curricular activity for the 2022-2023 school year.

xxv. Approval Agreement with Bergen County Special Services School District for Services to Non-Public Schools Chapters 192-193 for the 2022-2023 School Year

Approval of an agreement between the Bergen County Special Services School District (BCSSSD) and the Ridgewood Public Schools, for services to non-public schools Chapters 192-193 for the 2022-2023 school year as listed below, at rates to be determined by the New Jersey Department of Education.

- A minimum of 30 minutes per week of compensatory education.
- A minimum of 30 minutes per week of ESL instruction.
- A minimum of 30 minutes per week of speech correction.
- A minimum of 30 minutes per week of supplemental instruction.
- Evaluation and Determination of eligibility as deemed necessary by the Child Study Team.
- Annual Review services deemed necessary by the Child Study Team.
- Maintenance/Mobile Vans
- Home Instruction

The Board has received background information.

xxvi. Approval: Secretary's Line Item Certification

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the Report of the Secretary for the month of **February and March 2022**,

WHEREAS, in compliance with N.J.A.C. 6:20-2A.10(d), the secretary has certified that, as of the date of the report(s), no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district board of education, now, therefore, be it,

RESOLVED, the Board of Education accepts the above referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and Be it Further Resolved, in compliance with N.J.A.C. 6:20-A10(e), the Board of Education certifies that, after review of the secretary's monthly financial reports (appropriate section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been over

expended in violation of N.J.A.C. 6:20-2A.10(a)(1), and that sufficient funds are available to meet the district's financial obligations for the remainder of the school year.

The Board has received background information.

xxvii. Approval: Acceptance of the Board Secretary and Treasurer Report

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

WHEREAS, the Board of Education has received the report of the Secretary and Treasurer for the month of **February and March 2022;** now, therefore,

BE IT RESOLVED, the Board of Education accepts the above referenced reports and orders that it be attached to and made part of the official record of this meeting.

xxviii. Approval: Budget Appropriation Transfers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **February and March 2022** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information

xxix. Approval: Agreement with Valley Medical Group (VMG) to provide Drug and Alcohol Testing Services

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Valley Medical Group (VMG) to provide drug and alcohol testing services for the 2022-2023 school year.

The Board has received background information.

Ms. Brogan moved approval of E. Finance with the exception of xi and xxiv..
Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Ms. Kwak read the donations into the record and thanked the responsible parties

Ms. Kwak made a motion to approve resolution xi. as it is written.

Dr. Gorman pointed out that the last sentence is not something that has been added in the past.

Ms. Brogan requested to discuss the rationale for having two finance committee members giving the approval when in the past it was one. She wants to know if it is needed and if it is realistic.

Ms. Kwak replied that everyone is communicated through email and phone and they should both get a vote. She requested a roll-call vote.

xi. <u>Authorization for the Business Administrator/Board Secretary to Make Payments to Contractors During the Summer Months</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, authorizes the Business Administrator/Board Secretary to make payments to contractors between June 21, 2022 through August 30, 2022 after review by the Business Administrator and with approval of the Superintendent and both members of the Finance Committee, not to exceed $44,000.

Mr. Lembo seconded the motion.

AYES: Mr. Lembo, Ms. Kwak, Mr. Dani
NAYES: Ms. Brogan
ABSTAIN: Mr. Mahmoud - stated he is confused about what is changing, so he will abstain.

Dr. Gorman stated the sub rates that he had built into the budget are going from $115 for the teachers for the first 5 days into $150.

He wants to recommend moving the daily and long term subs from $150 to $185 and the nurse rates from $170 to $205, each one would see a $35 increase. The cost to increase all three substitute positions by $35 per Dr. Gorman's recommendation is $19,600.

Conversation regarding teacher substitute rates and nurses ensued.

To view this portion of the meeting scroll to 1:53.

Ms. Kwak made a motion to vote on the substitute rates as written in the resolution.

Mr. Mahmoud asked if there is a different proposal on the table.
Ms. Brogan added that they have been talking about adding $35 to the rates.

Mr. Dani asked why we are differentiating substitute teachers for the first 5 days? We should pay them all the same rate.

Ms. Townes explained that when a substitute is in the same assignment for more than 5 days, they are paid more because they are expected to do more. They are will the same kids, they are consistent and they're providing the same instruction in one place. If they are in the same assignment for 5 months, they are retroed back to a BA step one, which next year will be $62,000. The permanent subs can be from 6 days to 20 days. When they stay in that same assignment, the expectations are greater. They may start doing lesson plans, they are providing a more intense instruction, so we should be paying more, that's why it was always differentiated.
Dr. Gorman added that the $35 increase would make the district more competitive. We will still have the same problem with the pool that is out there.

Ms. Kwak made a motion to change the substitute rates of pay for the first five days to $150 per diem, daily permanent teachers will be $185, long term will be$185 per diem, nurses at $185 per diem.

xxiv. **<u>Approval: Substitute Rates of Pay</u>**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitute rates of pay for the 2022-2023 school year as listed below:

Teachers *(1st five days of one consecutive assignment)*	$150 per diem
Daily/Permanent Teacher *(6th day of consecutive assignment in system)*	$150 per diem
Long-term	$150 per diem
Nurse	$170 per diem
Secretaries	$12.50 per hour
Former RAES/REAS members	$13.25 per hour
Long-term	$17.00 per hour

Ms. Kwak made a motion to approve the substitute Rates of Pay as listed below:

Teachers *(1st five days of one consecutive assignment)*	$150 per diem
Teachers *(6th day of consecutive assignment)*	$185 per diem
Long-term	$185 per diem
Nurse	$200 per diem
Secretaries	$12.50 per hour
Former RAES/REAS members	$13.25 per hour
Long-term	$17.00 per hour

Ms. Brogan seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Mahmoud, Mr. Dani, Mr. Lembo, Ms. Kwak
NAYES: none

Mr. Mahmoud asked for the next meeting, he would like to know how we pay aides, how many aides are in the district, how they are distributed by school, what do the numbers look like with a recommendation of how to solve the problem. He asked Mr. Bisig for the next meeting to provide a clear analysis for all the positions that they are proposing and what's the long-term funding for those positions. How are we going to pay for those positions in the next five years.

Mr. Bisig replied that he can provide that answer now, to make the 23-24 budget work we will have to take fund balance from the prior year bring forward funds to cover the pending hires, the inflation costs. The Board chose that route and moved using 1.3 million plus in bank cap, if you use the bank cap that raised the tax levy. However, that permanently puts that funding in your budget moving forward and you have to be careful on next year's budget what additional hires you make. With next year's budget with inflation being undetermined, where it's going to wind up on all our costs, we don't know yet what's going to go on for your budget and allowances just in case it goes high but it may not be high enough pay what happens. The breakage, that is done year to year based on what staff leave or retire and what's rehired the subsequent years. You can't give a number on that you can't predict it.

Ms. Townes clarified that aides are not placed by school, but are assigned by a student's iep. The allocation of aides is determined by the special programs department based upon student's ieps.

A conversation regarding the parameters for allocating aides ensued.

To view this portion of the meeting scroll to 2:11.

Ms. Poelstra requested to go on the record by saying that we will have QSAC coming up in a few years and she really does appreciate the need and hears what everyone is saying, and she knows that we are working with a really tight budget and it is really hard to take care of all of these priorities. She wants to make it clear that when we go into our next QSAC which she believes may be next year, maybe the year after that, we are out of compliance that those surrounding districts in Bergen County all have teachers. We are one of the few that do not have in-person teachers and we are out of compliance also with PE we have during the pandemic cut back minutes, we are trying to get it back, but we are not getting our kids as close to PE minutes as they should have. Ultimately the decision is yours, but she wants you to be very well aware of what the State regulations are and where we should be. She would advocate that all of these needs are important and as our budgets get tighter, we really need to think thoughtfully about long term solutions for providing these programs for our kids. You used to be able to count lunch recess as PE minutes, but now we are no longer able to do that. We have to demonstrate 150 minutes per week, which we definitely are falling short on. We sent out a survey on PE and wellness and we had a lot of parent feedback at the elementary level that it is not enough.

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

Dr. Gorman presented A. 2022-2023 Tax Levy Certification - Form A for approval.

A. Approval: 2022-2023 Tax Levy Certification - Form A

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 Tax Levy Certification - Form A in the amount of $104,639,354.

Ms. Kwak moved approval of A. Approval: 2022-2023 Tax Levy Certification - Form A
Ms. Brogan seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

The following resolution was a walk-in by Mr. Bisig

B. Approval: Agreement with Constellation Energy Resources

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the award of energy agreement for electric with Constellation Energy Resources for the period of 24 months at the rate of $0.14050/kwh.

The Board has received background information

The Board discussed options for energy rates.
To view this portion of the meeting scroll to 2:28

The Board requested to make the resolution agreement contingent upon that Constellation is a part of Aces.

Ms. Kwak made a motion to accept the resolution as written below:
Approval: Agreement with Constellation Energy Resources
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the award of energy agreement for electric with Constellation Energy Resources contingent upon confirmation that constellation energy is part of ACES program, this agreement will run for the period of 24 months at the rate of $0.14050/kwh.

Mr. Dani seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Mr. Lembo.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
May 16	Columbia Bank On-Line	105706-105824	655,058.40
Apr 15	Payroll Transfer	P39577	3,415,926.81
Apr 30	Payroll Transfer	P39578	3,298,680.97
Apr 6	Electronic Transfer	R39579	1,248.31
Apr 8	Electronic Transfer	R39580	722.05
May 9	Electronic Transfer	L39573	455,949.00
May 9	Electronic Transfer	R39574	13,600.00
May 15	Electronic Transfer	H39576	1,073,345.31
May 15	Electronic Transfer	B39575	78,600.00
May 16	Food Service	620383-620384	142,781.90
May 9	Columbia Bank Void Check	105675	(550.00)
TOTAL			**9,135,362.75**

Mr. Lembo made a motion to approve the bills reviewed by him.
Ms. Kwak seconded the motion which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan congratulated the RHS Applied Engineering's FireGone Team on winning second place in the international Thomas Edison Pitch Contest.

Ms. Brogan provided a reminder that Tim Shoemaker will be giving his vaping presentation virtually on Wednesday, May 25 at 7:00 p.m.

Ms. Brogan congratulated the RHS jazz musicians on their Jazz in the Wood performance at the Brick House.

Ms. Brogan appreciates the Board members invitation to the recent Maroon Awards Ceremony at Ridgewood High School. Congratulations to the students who were recognized.

Ms. Brogan announced that she and Ms. Kwak will be participating in the Civics Night hosted by the Ridgewood League of Women Voters tomorrow, May 25.

Mr. Mahmoud announced that Travell hosted their May Fair over the weekend, and it was a great event.

XII. BOARD COMMITTEE REPORTS

None at this time.

XIII. DISCUSSION ITEMS

Ms. Brogan requested to discuss the status of the rooftop units at three schools. She added that as per the Superintendent's FYI it has been indicated that June 1 is the date that they must sign off on this. She is not sure of a downside to having PSE&G pay for at least 50% of the rooftop, the rest she believes can come out of maintenance reserve because it is not a capital. We have that money and it saves to replace all of those units, almost 1 million dollars.

Mr. Dani replied that he does not see a downside either, he requested at the facilities committee meeting that they look at incentives and Aramark did look at it. In the original referendum these units were projected at millions of dollars and if we can do that work for three to four hundred thousand dollars, that is definitely a savings. He has two questions, the proposal is only for three schools, and is asking if we are doing those three schools as a pilot or di dthey say that other buildings do not qualify for it?

Mr. Bisig replied that the 23 they selected are the only ones that qualify.

Mr. Dani asked that they selected the 23 only in the three schools, would is the criteria that the other schools did not qualify?

Mr. Bisig replied that they would have to be between 10 and 18 years old, aging out as per the PSE&G criteria.

Mr. Dani commented that it is weird because we have other rooftops that are older that we are replacing, that was one concern. The second concern, as Ms. Brogan is stating, it sounds too good to be true, but do we need to validate with some professional before we pull the trigger, like our architect? Who is saying yes to the specs from our side? Who is owning that the specs are good and we will not be replacing again?

Mr. Bisig replied that he is relying on the Aramark Energy Specialist who works for us indirectly, they walk the grounds with PSE&G and are the ones who provided the back up to give to the Board.

Mr. Dani wants to make sure that it is not the Board who is making the decision on what units, since they also are not the experts. Asked Mr. Bisig if he has done his due diligence since they are bypassing the architect and construction management cost and of that which was part of the referendum and that is a huge savings, but he wants to make sure that it's not going to cut corners or do anything wrong that we have to fix later.

Mr. Bisig added that with that price they will replace the controllers to work with our current systems, so they can talk to them as part of the whole energy improvement process.

Mr. Dani questioned why Hawes was 29% and RHS and Ridge were 80%.

Mr. Bisig could not answer that since it's coming from the PSE&G incentive program.

Mr. Mahmoud confirmed that someone from Aramark will be checking the PSE&G work.

Mr. Bisig said that the work will be guaranteed through PSE&G, so if something falls or breaks it's on them, they are supplying all of the installation , cranes, the whole nine yards with a one year warranty.

Ms. Kwak asked how many other units will need to be replaced? She understands the rationale for entering this program, there is a lot of defrayed expenses that PSE&G will cover. She asked what will be left for us to do.

Dr. Gorman replied that we budget for about 2-3 per year.

Mr. Dani added that when we replace them it comes from the normal maintenance budget, this will come from maintenance reserve.

Ms. Brogan made a motion to go ahead with the plan to replace the 23 rooftop units using PSE&G based upon the recommendation that we have received for the price **that we were quoted.**

Mr. Mahmoud seconded the motion, which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

XIV. ACCEPTANCE OF MINUTES

- April 25, 2022 Regular Public Meeting

Ms. Brogan moved acceptance of minutes,
Ms. Kwak seconded the motion, which were unanimously approved.

XV. OTHER BUSINESS

Mr. Bisig thanked the facilities committee for the resolution that passed because this has been a long process to get this through, we've been trying over and over to get some sort of incentive and finally we have one that works. This will save the District a lot of funds.

XVI. COMMENTS FROM THE PUBLIC

Michael Yannone, 320 Kenilworth Road he teaches at the high school and is also president

of the Ridgewood Education Association, first on behalf of the teachers and secretaries i want to welcome Dr. Fitts, thank you very much, welcome good luck. First off you should know that the board meetings are not always like this they're usually much longer
and and they're laughing because they know it's true, so there's a but, thank you and welcome. First off a couple of things about budget, first off breakage is forever money right, that's in the budget right that's forever money, that's not like you know extra money that we just got this year that's always there. So you can use use breakage, you can budget breakage. A second question cannot be used for staffing. You can't do a second question for any recurring costs, so if you're talking about doing a second question for all these needs that we've now established that we do need, that's off the table. What does that leave? That leaves 1.3 million in banked cap just sitting there, that if you don't use it this year, it goes down next year. The question is why not use that 1.3 million bank cap to address all of these needs that you have just said we need. I'm a taxpayer here too and I should do my own due diligence so I don't know if Mr. Bisig, you have this number, but what would that cost me? The board has made a decision to not use 1.3 million dollars to address the needs that they say we actually do need. I just want to make sure of that, right, yes, because I know you're all elected and I know they vote behind me.He just heard that you can't use the bank cap. I just heard that you're not going to use 1.3 million that you actually have, you're foregoing that right? After you've established again tonight and that you have these you have these needs, you've been listening to parents, teachers today come and talk about this again. I don't understand that. I don't get that and just just for for fun, how much would more of my taxes affect if we would use the 1.3 million? I remember when the village council made the $600,000 cut like, that was like 20 bucks back. I have a smaller house, I live on the side and my wife's a teacher, so we're looking at maybe 40 bucks. Is that what we're talking about? I don't know maybe, not even. That's disappointing, especially when you have acknowledged the need and all these people have come here saying the need and you just ignored them. That's pretty rough.

Janet Reilly, 487 Dorchester Road, It was great to hear the discussion, it's amazing to see the teachers there and great to see the board is taking the matter about getting aides and paying them correctly seriously. She was disheartened though to see it, and then presented as an either or between that and world language teachers. You know, as Ms. Brogan said she doesn't see why the solution goes directly to cutting other services for elementary kids. It can't be the only option. You know using the bank cap or something else, but pitting world language and or PE against the need for aids in elementary schools seems unnecessary and also just not the direction she wants to be going in. As was mentioned, these are areas that we're underperforming in, we're not excellent in any way. Other surrounding towns have world language programs. Ridgewood used to have world language teachers or spanish teachers, she believes in the schools and we haven't for many years. And as Ms. Poelstra said there was a survey they went out you know asking elementary parents to identify needs that they felt their children had and PE is among them. Mr Dani when he said though there's no one here advocating for world languages, she just doesn't think that's the strategy that you should be going with. She thinks it's wonderful that the parents, the teachers are there advocating for something that they really shouldn't need to. That's something that the Board of Ed, the Superintendent should be aware of that. We shouldn't have class sized this big without aids, but it shouldn't be that no on'es here asking for more languages so let's cut that. That is an identified need in elementary schools and she really hopes that the discussion does not proceed down the path of getting rid of those things in

order to fund aids. Aids should be the priority but paying them well, but it shouldn't be that we lose other things and she also hopes that the first grade aids are also kept in the budget. She knows that ESSER money, but if it is only for one year, these kids didn't have the advantage of those aids in kindergarten and heavily suffered. They were kids that came in without a lot of preschool, so even if it's something that's not taken out, just because its ESSER funding in those frist grade aides.

Amy Hayes, 140 Woodland Avenue, thanked Dr. Gorman for recognizing the crossroads that the District is at. We have been limping along for a few years and have been pushing this discussion and sweeping things under the road. She wanted to thank the teachers for bravely standing up and putting voices and numbers to things that have been discussed for months and months. She also wanted to talk about some semantics. It was said by some Board members that the budgets have not been cut. While budgets may not have been cut they have not been growing as needed and as inflation and other things have cost more, programs have been cut. Its very clear that aides and that bsi resources that ensured for many years that our kids would graduate and go into middle school with a solid elementary education has been cut and the fact that for next year, the proposal includes an additional $140 thousand to cut two bsi aids completely goes against everything that seems to have been acknowledged tonight and that you've been hearing for months and months. She also wants to say that saying that you've been pushed and used the two percent that you're able to quote, unquote, again without going to the public for a vote each year is incorrect. You wouldn't have a bank cap meaning banked capital, if you had actually used the full two percent. We have been coming to you again for months asking you to find solutions and the fact that you may not use the bank cap for the 22-23 year seems like a complete coming to the table and addressing what your teachers and students and what the community needs. Also board members saying that they're unaware of maybe staffing cuts and what happened previous to them being on the board to her shows that you haven't put in the research that anyone taking over that position in this climate and hearing everything that happened should have. This Board has definitely put fiscal responsibility far far ahead of student and teacher needs in campaign messaging its' talked about finding 100K of funds and tax relief finding 600K in reduced spending. Please focus on the things that not only the community is asking of you, that the teachers are asking of you, that she believes principles are asking of you and certainly the students need.

Laurie Weber, Irving Street, thanked for being allowed to speak at the end of a long meeting. Staffing deficiencies is a very serious issue and it doesn't have to have your children still in school to appreciate what all these parents and members of our faculty have been saying. That being said the word bank cap has been thrown around a few times this evening and she's like to make a couple of comments about that. Each year has its own budgetary needs, whether those needs fall above or below the quote, unquote two percent cap and the bank cap is not money that's just sitting there waiting to be used. Banked cap represents an additional tax levy beyond the two percent cap that will not trigger a vote. We used to be able to vote on our school budgets every year and now we only get to vote on the school budget when the two percent cap is exceeded. So her comment in regards to using banked cap as though it's money that's just sitting there is to say that as a resident as a taxpayer as someone who put two children through our schools and continues to attend these meetings and stay interested in the quality of our schools. She resents the idea of taking that vote away, taking the power away from the public and then sliding in the

increase. If all these people really wanted these things in the budget where were you? Ask for a budget that represented all of these needs and goes over the two percent cap and then explain this to the community to make sure that that budget passes. That's what we used to have. Now we have smoke and mirrors and it's very disappointing to see people pressing this forward as though it's money just sitting there. It is not, it represents a tax levy that is beyond the two percent cap, a permanent increase in our tax levy that will be compounded on each year that has skirted the public vote and she cannot stand behind that as much as she stands behind everyone who's spoken regarding the staffing deficiencies and how to solve them. She cannot support doing it in that way, to her it is careless and it lacks the proper planning and oversight to run our schools properly and into the future.

Peter Moulton, 294 West End Avenue, You've heard various deeds tonight, compliance issues and there are clearly some math issues that need to be resolved. You know we've discussed many of these items in the last handful of meetings. One of the first items after the teachers spoke, it was addressed - we're not cutting the budget, but it is shrinking, that is math. It is the math, your top budget items are going up six to nine percent, but you're only raising by two percent. That means bsi programs are getting smaller. You are stretching the resources that are going to break. You have a math issue and you need to figure that out. Raising by two percent, he understands that that's what you'd like to do, but when you're in this type of environment after a pandemic, you're dealing with old rules and you have compliance issues. You have needs in schools from teachers that were just here. Trying to stick to an old rule system is something that needs to be looked at. This is breaking. He's mentioned that his bsi daughter, his iep son, these teachers here are telling you tis and the immediate response is, well we're not lowering the budget. HOw are you supporting them and how are you supporting the kids? That's what we want to hear. There wasn't a discussion tonight of class size which was discussed at the last meeting in reference to your budget. It would be great if that was discussed a little bit further. There was no discussion of the first grade Ridge class. That additional class also, he was informed that there's apparently a fifth grade teacher who is retiring and maybe leaving the school. He does not know about that, maybe with all these issues we have consultants that come in for all these other things. Maybe you guys haven't put together a staffing task force, maybe there's a staffing consultant to address other schools and to talk to teachers because right now, you're guessing at what you need. You don't actually know what you need., A few meetings ago you didn't know you could actually have more aids than just for ieps. You thought there was a state mandate that wasn't allowed, we're guessing at this point at wages. We're guessing at numbers. You don't know what you actually need. He's sitting with teachers that are saying that this is futile. You need to ask them to gather information from the community and the teachers to make better decisions. You're totally guessing at this point. As mentioned, it was addressed that a TA left his daughter's class, he got more information on that. After four and a half years, she left the school and was making about eighteen thousand dollars with no health or dental benefits. She went to Franklin Lakes and was offered a choice of forty thousand dollars or thirty two thousand dollars with benefits. If you didn't know, now you know. That is what actually occurred this year and that was an aid that left his daughters class, got paid basically double to go to Franklin Lakes. A dollar increase here or there is not fixing it. There is an issue with COVID that is not going away. His wife was the first person that contracted covid twice within one month, it took three days for all of our tests to basically be positive from when they were

symptomatic, so testing to stay is basically futile, but the point is that that's not going away. That's going to need to be addressed as a staffing issue because this is probably not going away and actually these state is saying what he's getting from the health board is that the rules may be changing and you need to be aware of that. He wants to make sure that you're aware.

Dan Murphy 184 West Ridgewood Ave., his daughter is a second grader at RIdge. She has had the good fortune of being taught by some of the teachers who were here this evening. He really wanted to welcome Dr. Fitts and thank him for being here. He things that you probably got a sense today from some of the issues facing the district. He would say that the staffing issue that seems like it's being discussed here for the first time has been on the agenda at least at the last four board meetings and has not been able to move forward to action. He thinks that the report that was discussed this evening of really getting to the granular level of understanding where is the staffing now, where do we expect the staffing to be at the school and even the classroom level for next year and the year beyond that's critical to have an informed discussion about that. That was discussed at three board meetings and it hasn't been brought to action. He would urge to bring that sense of urgency to this, it's sorely needed. He also wants to address the comment that was made by the last caller who suggested somehow irresponsible for this Board to exceed the two percent because that's not been approved by the voters, we've heard discussion this evening of respects in which we know this district is in non-compliance, we've heard other respects in which it's not serving our children, let's be honest about that. Let's put those issues on the table and he would suggest it's irresponsible then not to spend the money to address those issues.

Board Trustees responded to public comments:

Mr. Dani requested to comment about the public comment, from where they are doing the budget for this year, two percent is the increase in the property taxes and more than one percent is coming from the state income taxes because we are getting one percent increase from the state and Ridgewood residents are probably paying proportion wise more just because of the median income is h higher compared to the State. The total budget is increasing recurring three percent, and even after that we are not able to meet some of these needs because of inflation of some of the cost of items are going up by 20.

Dr. Gorman will look into what the $140,000 reduction in BSI that was mentioned in public comments is.

Ms. Kwak discussed a comment regarding breakage. A speaker stated affirmatively that you can budget for that. Mr. Bisig, I heard you say earlier that you cannot. Can you clarify?

Mr. Bisig explained that you won't know the exact number until you get the official staff that's leaving the District. You can look at that probably around this time, May and June. You can anticipate, but you can't have a fixed number.

Ms. Kwak stated in reference to the banked cap issue of 1.3 million, she wants to reiterate the veracity, the legality, the feasibility of using that 1.3 million was never fully clarified. Part of that 1.3 million was from the voter budget turned on when we could vote on the budget.

She was not sure if they could go against the community vote. They never got clarity on that. Her understanding is that there was 1.3 million there, but those three things were never fully answered. The 2% is a statutory cap and the Board is not permitted to go over except for certain criteria that we did not qualify for, healthcare saving, enrollment waivers, and a referendum, which they did not plan for.

Mr. Mahmoud addressed a comment from Mr. Yannone, he stated that the discussion today was trying to address everything that they were hearing from everybody over the last many meetings. Before making decisions on funding or not funding, it's a matter of understanding the situation first, looking at the data and the proposals that are on the table, and what is the remedy plan.

Ms. Brogan stated that she is reluctant to use bank cap because that does put an added burden on the citizens. She always hopes for an intergenerational community where they can all afford to stay in their home. The second thing is to look at what we have in reserve and that is 1.3 million in bank cap that we took 1.3 million out of our reserve and put that in. It does not build your base, we are in a period where the state is adjusting the state aid numbers, where we should expect to get another increase in state aid next year. We are looking at the State government and how well they are doing and what kind of tax relief they're going to put provide.

To view all Board Trustee responses to public comments scroll to 3:09.

XIX. ADJOURNMENT

At 10:20 p.m., on a motion made by Ms. Kwak, seconded by Ms. Brogan and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

May 23, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Scott Bisig	NJASBO Conference New Jersey Association of School Business Officials (NJASBO), NJ Atlantic City, NJ 6/7/22 - 6/10/22	Professional Development	$1,068.00	0
Christine Salerno (Note: This PD was already approved for Laura Vargo, who was not able to attend the event.)	University of New Hampshire Counselor Visit University of New Hampshire, NH Durham, NH 3/29/22 - 3/30/22	Professional Development	$154.00 (already approved on 3/21/00 agenda so not included in total below)	0

The total cost for these conferences is $1,068. Upon Board approval of all of these conferences, the total expenditure for travel and conferences for 2021-22 will be $69,782.13 leaving a balance of $130,217.87 remaining in the $200,000 approved by the Board for travel and conferences. The total cost of substitutes for these conferences is $0. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2021-22 will be $16,962.50.

0143.2 PUPIL REPRESENTATIVES TO THE BOARD OF EDUCATION

The Board recognizes that pupils are the primary reason for the existence of the school district. It considers the experience gained by pupils in the district to be a valued source for improving the operation of the school district. The Board is also desirous of furthering the experience of pupils in the governance process and providing opportunities for pupils to contribute to the future direction of the school district. To this end, the Board authorizes the appointment of one pupil representative to the Board.

Term

Pupil representatives to the Board shall serve a term of one year, and shall be limited to one term of service.
Each pupil representative shall be appointed by the High School Principal.

Appointment shall occur at least four weeks prior to the organizational meeting of the Board.

Pupil representatives shall attend all public meetings of the Board and shall be entitled to speak at the discretion of the Board President on all matters before the Board except as may be prohibited by New Jersey Statute or Code. Pupil representatives shall not be entitled to vote. All confidential information obtained by virtue of membership shall be held as such by pupil representatives. Pupil representatives shall be held to the same code of ethics as elected and appointed members of the Board.

Duties and Responsibilities

Pupil representatives:

1. Attend all public Board meetings.

2. Shall be excluded from executive sessions of the Board.

3. Represent the views of the student body.

4. Suggest through appropriate channels Board agenda items.

5. Participate in Board discussions and deliberations at the discretion of the Board President.

6. Serve on Board committees and attend committee meetings at the discretion of the Committee Chairperson.

7. Shall be excluded from sensitive and confidential discussions and communications (e.g. matters involving personnel, grievances, negotiations, litigation, real property purchase and other sensitive matters).

8. Receive all Board public agendas.

9. May attend the Board orientation sponsored by the New Jersey School Boards Association.

10. Perform such duties as determined by the Board President in consultation with the Superintendent.

Pupil representatives are expected to adhere to all bylaws, policies and regulations of the Board in their role. The Board in no way relinquishes any of its authority, powers, prerogatives or responsibilities but rather adds to its membership a non-voting pupil representative(s) for the mutual benefit of the Board, student body, and the school district.

Adopted: 7 December 2009
Revised: 5 October 2020

Rate Schedule through June 30, 2023

HOURLY BILLING RATES:

Principal	*$ 175 / hour*
Associate	*$ 145 / hour*
Project Manager	*$ 110 / hour*
Job Captain	*$ 100 / hour*
CAD Draftsperson	*$ 80 / hour*
Clerical	*$ 60 / hour*

SERVICES for NEW CONSTRUCTION & RENOVATIONS:

- Compensation for **Basic Services** would be negotiated with the Owner utilizing the following Fee Schedule as a starting point.
- See "Services Offered" Section for description of Basic Services.

	All New Construction	75% New 25% Renovated	50% New 50% Renovated	25% New 75% Renovated	All Renovations
Projects Under 150,000	*Negotiated*				
150,000 – 250,000	8.75%	9.00%	9.25%	9.50%	9.75%
250,000 – 500,000	8.50%	8.75%	9.00%	9.25%	9.50%
500,000 – 750,000	8.25%	8.50%	8.75%	9.00%	9.25%
750,000 - 1,000,000	8.00%	8.25%	8.50%	8.75%	9.00%
1,000,000	7.75%	8.00%	8.25%	8.50%	8.75%
2,000,000	7.50%	7.75%	8.00%	8.25%	8.50%
3,000,000	7.25%	7.50%	7.75%	8.00%	8.25%
4,000,000	7.00%	7.25%	7.50%	7.75%	8.00%
5,000,000	6.75%	7.00%	7.25%	7.50%	7.75%

REIMBURSABLE EXPENSES

- Out of pocket expenses associated with the above services (i.e.: reproduction costs, express mail, etc.) will be submitted to the Owner at cost plus a multiplier of 1.1 to cover administrative costs.
- Reimbursable expenses would be submitted monthly with our invoices.

Ridgewood Board of Education
Architect of Record Services

Rate Schedule Submitted by:

Michael Bieri, AIA, PP
Vice President, FKA Architects

Accepted by:

_____
Ridgewood Board of Education

BYLAWS

RIDGEWOOD
BOARD OF EDUCATION

0162 NOTICE OF BOARD MEETINGS

The Board of Education will give notice of all meetings in accordance with law.

Public Notice

The Board Secretary shall notify, in writing and no later than forty-eight hours in advance of the meeting, each Board member and each person who has duly requested such notification of the time, date, location, and, to the extent it is known, the agenda of any regular, special, or rescheduled meeting. Forty-eight hour notice shall also be posted in a public place reserved for such announcements, delivered to two newspapers designated by the Board, and filed with the clerk of the municipality, except that forty-eight hour notice is not required where the time, date, and location of the meeting has been published in the annual list of meetings approved by the Board in accordance with law.

Upon the affirmative vote of three-quarters of the members present, the Board may meet in the absence of adequate notice, provided that discussion and action is limited to specific and unforeseen or unforeseeable matters of such urgency and importance that delay for the provision of notice would be likely to result in substantial harm to the public interest and that notice is given as soon as possible after the call of the meeting in accordance with the provisions of law and this bylaw.

Personal Notice of Meeting

The Board shall provide personal notice in writing to an adult pupil, the parent(s) or legal guardian(s) of a minor pupil, an employee or officer of this district, or a prospective employee whose privacy may be invaded or whose employment may be affected by the Board's deliberations in private session. Such personal notice will include the date and time of the private meeting, the subject or subjects scheduled for discussion at the private meeting, and the right of the individual given notice to request that the discussions be conducted at a public meeting. Personal notice will be given no less than two days in advance of the private meeting.

A written request for public discussion must be signed by the person making the request and must be submitted to the Board Secretary prior to the commencement of the meeting. Any such properly submitted request will be granted. In the event that one or more, but fewer than all, of a group of persons whose employment will be discussed request a public meeting, the discussion regarding the person or persons who have submitted the request will be severed from the rest and will be conducted publicly.

BYLAWS

RIDGEWOOD
BOARD OF EDUCATION

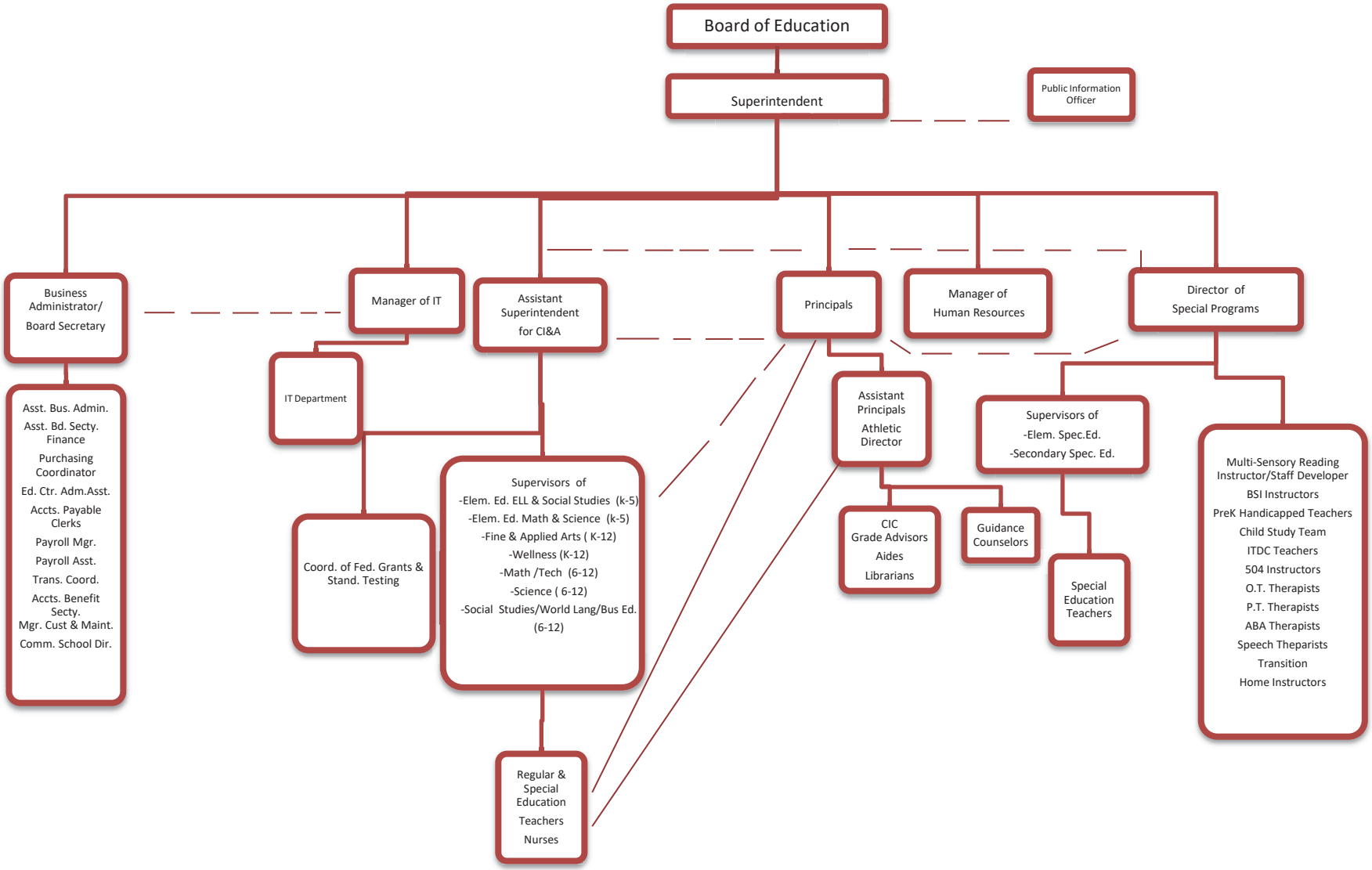
A discussion held in public by reason of the written request of an individual will be conducted at a regularly scheduled meeting for which annual notice has been given or at a meeting for which adequate public notice has been given in accordance with law.

Nothing in this bylaw will permit an employee to request or the Board to grant the public discussion of tenure charges or permit the public disclosure of information regarding a disabled pupil.

N.J.S.A. 10:4-6 et seq.; 10:4-8d; 10:4-9b
N.J.S.A. 18A:6-11; 18A:10-6
N.J.A.C. 6A:32-3.1

Adopted: 7 December 2009

Attachment E



ATTACHMENT F

FIELD TRIPS FOR APPROVAL

May 23, 2022

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
6/6/22	BF	BF Musical Performance, Juniper Village, Paramus, NJ	10 8th Grade BF Musical Members	4	0	$0	$0	No	Yes
6/7/22	Ridge	Walking tour of Ridgewood, Ridgewood, NJ	67 3rd Grade Students	14	0	$0	$0	Yes	Yes
6/7/22	Somerville	Link Up, Ben Franklin Middle School, Ridgewood, NJ	66 4th Grade Students	6	1 (for 1/2 day)	$57.50	$57.50	Yes	Yes
6/8/22	GW	Graydon Pool, Ridgewood, NJ	9 LLD Students	3	0	$0	$0	No	Yes
6/8/22	GW	Fairy Trail, Millburn, NJ	9 LLD Students	3	0	$0	$0	No	Yes
6/9/22	GW	Turtle Back Zoo, West Orange, NJ	9 LLD Students	3	0	$0	$0	No	Yes
6/10/22	GW	Liberty Science Center, Jersey City, NJ	9 LLD Students	3	0	$0	$0	No	Yes
6/10/22	RHS	Ernst & Young, New York, NY	17 Accounting 2 Students	1	0	$0	$0	No	Yes
6/21/22	Somerville	5th Grade Visit to Ben Franklin Middle School, Ridgewood, NJ	75 5th Grade Students	6	0	$0	$0	Yes	Yes

OVERNIGHT FIELD TRIPS - PAID

Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
6/8/22 - 6/10/22	GW	Washington, DC	200 8th Grade Students	Update: 9 (was 8 - previously board approved on 5/9/22 agenda)	12 (2 nights each) plus 1 sub nurse	$5,710 ($4,800 + $910)	0	$0.00	$5,710.00	Yes	Yes

RIDGEWOOD PUBLIC SCHOOLS
Elementary Program of Study
2022-2023

Language Arts

Mathematics

Science

Social Studies

Spanish

Library

Music

Art

Physical Education

Health

Open Circle

English as a Second Language

RIDGEWOOD PUBLIC SCHOOLS
Middle Schools Program of Studies for 2022-23

SUBJECT	COURSE	GRADE	DURATION
Art			
Required	Art	6 and 7	quarter
Elective	2D Art	8	quarter
Elective	3D Art	8	quarter
Elective	Apprentice to Master I	8	quarter
Elective	Apprentice to Master II (Public Art)	8	quarter
Elective	Digital Imaging	8	quarter
English/Language Arts			
Required	English	6, 7 and 8	year
Required	Literary Analysis	6	quarter
Required	Word Study	6	quarter
Elective	A Study of Poetry	8	quarter
Elective	Creative Writing	7 or 8	quarter
Elective	Journalism and Newspaper Production	7 and 8	quarter
Elective	Mythology	7	quarter
Elective	Public Speaking	7 or 8	quarter
Elective	Shakespeare	8	quarter
Elective	Speech and Debate	8	quarter
Mathematics			
Required	Mathematics 6	6	year
Required	Pre-Algebra	6 or 7	year
Required	Mathematics 8	8	year
Required	Algebra	8	year
Required	Geometry	7 or 8	year
Elective	Math Activities	7	quarter
Music			
Required	Band, Orchestra, or Chorus	6 and 7	year
Elective	Soundology	7	semester
Elective	Band	8	year
Elective	Chorus	8	year
Elective	Orchestra	8	year
Science			
Required	Science	6, 7 and 8	year
Required	Environmental Science	6	quarter
Social Studies			
Required	Social Studies	6, 7 and 8	year

RIDGEWOOD PUBLIC SCHOOLS
Middle Schools Program of Studies for 2022-23

SUBJECT	COURSE	GRADE	DURATION
Technology Literacy			
Elective	Digital Citizenship	6	quarter
Elective	Multimedia	8	quarter
Elective	Technology Literacy	7	quarter
Wellness			
Required	Health	6, 7, and 8	quarter
Required	Physical Education or Adaptive Physical Education	6, 7 and 8	year
World Languages			
Required	Survey of French	6	quarter
Required	Survey of Latin	6	quarter
Required	Survey of Spanish	6	quarter
Required	French, Latin, Spanish or Conversational Spanish	7 and 8	year
Interdisciplinary			
Required	Primary Source Research and Analysis (required in Grade 8 eff. 2017-18)	8	quarter
Elective	Academic Skills (required if assigned)	6, 7 and/or 8	flexible
Elective	Dramatic Expressions	7 and 8	quarter
Elective	BFTV/GWTV	8	quarter
Elective	Broadcast News/BFBN/GWBN	7 and 8	semester
Elective	Peer Leadership	8	quarter
Elective	Creating By Design	7 or 8	quarter
Elective	Systems Design	8	quarter
Learning Center			
Elective	Learning Center (required if assigned)	6, 7 and/or 8	flexible
Special Programs			
Elective	ESL (required if assigned)	6, 7 and/or 8	year
Elective	Resource Center Replacement (required if assigned)	6, 7 and/or 8	year
Elective	Social Psychology (required if assigned)	6, 7 and/or 8	flexible

Mathematics

Advanced Algebra/Trigonometry - Grades 11 & 12
Algebra and Trigonometry 2e, by Jay Abramson, Publisher: Open Stax, Copyright 2021

World Language

American Sign Language - Grades 9, 10, 11, 12
Master ASL! Level One, by Jason E. Zinza, Publisher: Sign Media Inc., Copyright 2006
Latin I - Grades 9, 10, 11, 12
Suburani, Publisher: Hands Up, Copyright: 2020

Science

Biology Advanced - Grades 10 & 11
Campbell Biology: Concepts & Connections, 10th Edition with Mastering Biology eText, by Taylor et al, Publisher: Savvas, Copyright: 2021
Environmental Science - Grade 9
E*nvironmental Science 2021,* by Jay Withgott, Publisher: Savvas, Copyright: 2021
AP Environmental Science - Grade 12
Environment: The Science Behind the Stories, by Withgott & LoPosata, Publisher: Savvas, Copyright: 2021
Genetics & Biotechnology - Grades 11 & 12
Human Genetics: Concepts and Applications, 13th Edition, by Ricki Lewis, Publisher: McGraw Hill, Copyright: 2021
Chemistry - Grades 10 & 11
Chemistry: Atoms First, by Flowers, Neth, Robinson, Publisher: Open Stax, Copyright: 2016
Physics Honors - Grades 11 & 12
College Physics, by Paul Peter Urone & Roger Hinrichs, Publisher: Open Stax Copyright: N/A

English

English 10 CP / English 10 Honors
Long Way Down, by Jason Reynolds, Publisher: Atheneum/Caitlyn Dlouhy, Copyright: 2019
English 10 Prep
Long Way Down Graphic Novel, by Jason Reynolds, Publisher: Atheneum , Caitlyn Dlouhy, Copyright 2019
English 11 / English 11 Honors
Disability Visibility, by Alice Wong, Publisher: Knopf Doubleday, Copyright: 2020
English 12 / English 12 Honors
Crying in H Mart, by Michelle Zauner, Publisher: Knopf Doubleday, Copyright 2021
Philosophy & Literature Honors / Philosophy of Race CP & Honors
I*nterior Chinatown,* by Charles Yu, Publisher: Knopf Doubleday, Copyright 2020
American Humanities
The Lines We Cross, by Abdel-Fattah, Randa, Publisher: Scholastic, Copyright 2018
Poet X, by Elizabeth Acevedo, Publisher: Harper Teen, Copyright: 2020
Sea Prayer, by Khaled Hosseini, Publisher: Penguin, Copyright: 2018
Tell Me Your Story - All Core ELA Courses
One Life, by Megan Rapinoe, Publisher: Penguin, Copyright 2020
The Closer, by Mariano Rivera, Publisher: Little Brown & Co., Copyright 2014
Broken Places, Outer Spaces, By Nnedi Okorafor, Publisher: Ted eBooks, Copyright: 2019
Almost American Girl: An Illustrated Memoir, by Robin Ha, Publisher: Balzer and Bray, Copyright: 2020
Funny, You Don't Look Autistic, by Michael McCreary, Publisher Annick Press, Copyright: 2019

Infant/Toddler Development Center

A Program of the Ridgewood Board of Education
865 East Glen Avenue
Ridgewood, New Jersey 07450
201-445-0642 FAX 201-493-8790
itdc@ridgewood.k12.nj.us

2022 - 2023 Tuition Schedule 7:00-6:30

INFANTS (6 weeks +)		
TODDLERS (1 year)	Five days	$1,940.00
	Four days	1,614.00
	Three days	1,218.00
	Extra day rate	92.00
TWOS	Five days	1,815.00
	Four days	1,506.00
	Three days	1,130.00
	Extra day rate	90.00
THREES/FOURS	Five days	1,688.00
	Four days	1,459.00
	Three days	1,050.00
	Extra day rate	87.00

(2) Sibling full time discounts on two (or more) children enrolled is $50.00 per mo./per child.

(1) Sibling part time discount on two (or more) children enrolled is $50.00 per/month.

Tuition is due on the first of the month with a grace period until the 10th.
A $30.00 late fee will apply after the 10th.
The Center reserves the right to make changes to tuition rates on an annual basis

Registration Deposits:
A $50.00 registration fee and tuition deposit is required per child at the time of registration.
Full time - $500.00 Part time - $300.00
***DEPOSIT AND FEES ARE NON-REFUNDABLE AND ARE NOT TRANSFERABLE FOR FUTURE SEMESTER ENROLLMENT.**

Tuition fees are effective as of July 1, 2022

Infant Toddler Development Center

A Program of the Ridgewood Board of Education

itdc@ridgewood.k12.nj.us

RIDGEWOOD BOARD OF EDUCATION
DISTRICT EMPLOYEE TUITION 2022-2023

Infants/Toddlers	$1,650.00
Twos	$1,542.00
Threes/Fours	$1,435.00

Rates only apply for full time enrollment (5 days)
No other discounts apply on employee tuition rates

***Military Discount**

Military families will receive same discount as district employee.
(applied when family is not receiving subsidized military fee assistance)

Revised Rent
2% Increase

Leases for 2022-2023								
	2021-2022				2022-2023			
	School/ Square Foot	**Rate per Square Foot**	**Monthly Rent**	**Annual Rent**	**School/ Square Foot**	**Rate per Square Foot**	**Monthly Rent**	**Annual Rent**
Infant Toddler	Glen School 3,782	$25.71	$8104.26	$97,251.10	Glen School 3,782	$26.22	$8,263.67	$99,164.04
Ridgewood Community School	Various	n/a	$9,759.17	$117,109.99	Various	n/a	$9,954.26	$119,451.18
						TOTALS	**$18,217.93**	**$218,861.22**

Contracted Therapists/ Providers for Special Education Student Services for the 2022- 2023 School Year			
Contractor	**Service**	**Schedule**	**Rates**
ABA Clinic	ABA services for the STEPSS & PERL Programs	2022-2023	$105/hr
Bayada Home Health Care	Nursing Services, 1:1 & Home Health Aide	2022-2023	$46 - LPN, $55 - RN, $24 - HHA
Care Plus, NJ Inc	Licensed Therapists @ RHS, BFMS & GWMS	2022-2023	$22,500/month
New Jersey Coalition for Inclusive Education	Onsite/Virtual coaching/consulting	2022-2023	$1,600 per full day

RENTAL FEES FOR USE OF FACILITIES

2022-2023

RENTAL FEES FOR USE OF FACILITIES

Classroom and Elementary Auditorium fees are not inclusive of applicable temperature control and monitoring fees.

• Auditorium at Benjamin Franklin Middle School - $805 for use of the auditorium. In the event air conditioning is installed, a separate charge will be instituted. (tech support fee included)

Aditional fee for use of classrooms – $66 per room per hour.

Auditorium rental fee is for a four-hour period; additional charges prorated.
Use of concert grand piano: $267 including tuning.

• Other Auditoriums
George Washington Middle School $495 (tech support fee included)
Elementary Auditoriums $244
Auditorium rental fee is for a four-hour period; additional charges prorated.

• Libraries
Fee: $278
Library rental fee is for a four-hour period; additional charges prorated.

• Cafeterias

George Washington Middle School, Benjamin Franklin Middle School, and Ridgewood High School

Fee: $172 with auditorium rental
$334 without auditorium rental
Cafeteria rental fee is for a four-hour period; additional charges prorated.

All foods served from school kitchens must be prepared by the authorized food provider for the district. Arrangements may be made through the Business Office.

• Gymnasiums
The rental of school gymnasiums for groups under proper supervision is on the basis of use during regular custodial working hours with no additional overtime costs and assumes a three-hour maximum use.

High School Gym #1	$428
High School Gym #2	$239
High School Gym #3	$239
Benjamin Franklin Middle School	$239
George Washington Middle School (New)	$428
George Washington Middle School (Old)	$239
Elementary Schools	$172

• Other Facilities
Board Room – Education Center $200

Classroom $66/hour

*The Custodial Overtime fee is $30/hour.

MINUTES OF THE
REGULAR PUBLIC MEETING OF THE
RIDGEWOOD BOARD OF EDUCATION

Minutes of the Regular Public Meeting of the Board of Education held on June 13, 2022 at 7:00 p.m., at the Education Center.

I. CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani, Mr. Mahmoud

Also Present:
Dr. Thomas Gorman, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

A. MOTION TO MOVE INTO EXECUTIVE SESSION

Ms. Kwak moved the following resolution. Ms. Brogan seconded the motion, which was unanimously approved.

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session; now therefore,

Be it resolved, by the Ridgewood Board of Education, that it does hereby determine that it is necessary to meet in Executive Session to discuss a personnel and/or litigation matter and/or negotiations and/or contract matter.

Ms. Kwak announced the Board has been meeting in Executive Session pursuant to NJSA:10:4-12. The minutes from this meeting will be released when the need for confidentiality no longer exists.

B. MOTION TO OPEN REGULAR SESSION

At 7:05 p.m., Ms. Kwak called the Regular Public Meeting to Order.

C. REGULAR PUBLIC MEETING SESSION CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Mr. Michael Lembo, Vice President; Ms. Sheila Brogan; Mr. Saurabh Dani

Also Present:
Dr. Thomas Gorman, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources.
Visitors:

There were approximately 20 visitors.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. West Point - Dwight D. Eisenhower Leadership Award

Kirsten Dickson presented the Dwight D. Eisenhower Leadership Award on behalf of the West Point Society of New Jersey, an organization of graduates and friends of West Point who live in New Jersey. This award is presented annually at approximately 100 high schools throughout New Jersey, recognizing students who excel in academics, athletics, community service, good citizenship, and leadership.

This year's Ridgewood High School award recipient is Emily Schmitt.

B. RAHP Student Presentation: Use of EHR Data to Identify the Influence of Pre-existing Conditions on COVID-19 Outcomes

➢ Anisha Tehim, RAHP Senior Student Representative

Anisha Tehim provided an overview of her capstone RAHP research project - Use of EHR Data to Identify the Influence of Pre-existing Conditions of COVID-19 Outcomes. The Ridgewood Academy for Health Professions (RAHP) three-year program was developed in partnership with The Valley Hospital and Bergen Community College to integrate honors-level academic courses with experiences and content in a healthcare setting.

To view this portion of the meeting scroll to 10:05.

C. Student Representative Report

➢ Norah Train, Ridgewood High School

Norah Train provided an update on activities and events at Ridgewood High School; some highlights included the senior awards ceremony, yearbook signing, New Players Senior Ceremony, and the last choir concert. Project Interact recently won the Spirit of Americanism Award, and the boys and girls track team won state sectionals with several students breaking school records.

V. COMMENTS FROM THE PUBLIC

Christine Doyle, 43 East Prospect Street, Aide at Glen School, She is reading a letter on behalf of aides at Glen School. Dear Board members, Glen school is a multifaceted program, the children are aged between five and three and have a diverse level of needs. We foster

social skills , provide educational instruction, assist with preparation of learning materials, assist with personal care needs such as toilet training, changing diapers, and clothing and collect data on a daily basis. We nurture and care for the children, we run the classroom and implement the lesson plans when the teachers are absent. All the support is provided and requires us the ability to support the children with special educational needs. We are supported by the Administrators in our building in our daily roles, but we don't feel like our contracts provided by the Board of Education compensate us appropriately. The BOE has increased the pay of substitutes that either act as a teacher or as an aide from $115 per day to $150 per day, the rate goes up $185 after five consecutive days. We work a half an hour longer and get paid $50 less and act as the teacher most of the time. If a substitute is scheduled to work they're paid regardless of the impact of inclement weather and changes to the school schedule. We are not paid for snow days or for the hours that are reduced due to the inclement weather. We researched the pay scale within the Bergen County Region. This District is one of the lowest paying. Most districts have higher paying scales ranging from minimum of $19 per hour all the way up to an hourly rate of $30 plus pension and benefits. T here are districts that reward experience and commitment by increasing hourly rates for returning aids. The aids in our building have a range of experience from 10 years to new hires and have only seen a $1 and one cent raise in the last five years and some saw no increase. There needs to be an increase for cost of living. All aids must take a safe school training and most need to complete this on their own time, as time away from our students is not possible. Completing this training on a paid professional development day is more appropriate and beneficial for our students. This year is demonstrating what happens when aides in the district have one of the worst hourly wages, no benefits, no training, no pay for inclement weather and no reward for experience or commitment. There's a chronic shortage of aids in the school district. Why become a contracted employee when one can earn far more as a substitute? This district rewards and values substitutes far more than aids who work full time. The children in our class suffer, the teachers in our class suffer and the morale of the overworked aides are suffering. We request that you review the information and reconsider reevaluating what we're worth for the support we provide to the teachers and the students of Ridgewood. There should be set professional development days for safe school training. There needs to be a yearly increase in our salary and aides should be compensated for longevity and our time should be valued in times of inclement weather and paid or those days. Respectfully the aides of Glen School.

Antoinette Lam, Ridgewood resident an ABA paraprofessional aide at Glen School, she started at Glenn School eight years ago, she never imagined how involved the job would be. They are constantly working with students and most importantly keeping them safe. She feels deep connections with the students. Their achievements are our biggest rewards. We are hard working, dedicated employees and she does not understand how raises are not given to show all of their hard work is incredibly important. She eventually resigned because of the lack of compensation, she works elsewhere and receives higher pay and health insurance. She came back to Glen during the pandemic as an ABA paraprofessional. She has always enjoyed working at Glen School. We are all committed to every student's developments and are constantly in touch with the teachers and BCBA's on the students progress. Working as an ABA paraprofessional can be emotionally and fiscally draining since we don't get paid for the holidays, when schools are closed for a week her payked was about $500 a week for the paycheck. It's so sad that she doesn't look at her paycheck anymore and no one would believe what they do day in and day out and how little they get compensated. We have not

received any pay increase since 2020. She is not sure if they will get one this year. THe current teacher assistant;s annual salary is $18,515 working 5.75 hours per day. The ABA professionals earn $22,460 working 5.75 hours a day. Let's compare that to the new substitute teacher rate for the 2022-2023 school year, $150 for daily subs and $185 for permanent subs, if working 184 days a year, that would be earning $27,600, as a permanent sub they would be making $34,225. We can dispute that teacher assistants and ABA professionals get 14 paid sick days, if she were a daily sub working 170 days her salary would be $25,500 and a permanent sub $31,450, working less hours with less responsibility and getting paid more. Glen Rock ensures that no sub earns more than permanent employees, but not Ridgewood. What kind of person would want to be permanent aides in Ridgewood, the one who deeply cares. At Midland Park, they pay $29,450 with eight years experience, Franklin Lakes pays $31,000, both schools offer benefits and annual raises. We are not asking you to give us health insurance, we both know that would be detrimental, this will be for our property tax. We are asking for paid holidays, snow days and annual raises. Most of the aids are Ridgewood residents. We are fully invested in our students and the communities. She urges the Board to act swiftly, if not, we will be losing more of us. You will spend more money on a substitute instead of someone who can run the classrooms and can rely on daily.

Julia Hoag, 314 Westina Terrace, she wants to address some of the ongoing budget discussions over the past year and especially in the last meeting. There was a lot of discussion from parents, teachers, the Board and the Superintendent about what is needed for the Education of our children. Mostly general aids, increased pay for aides and subs, BSI aides, world language teachers, a return to per-pandemic phys ed hours and smaller class sizes just to name a few. These are needs not wants to maintain our standards as well as be compliant with state standards. In addition to these needs, this Board has consistently acknowledged rising costs and expenses, what was made clear in the last meeting is that we don't have the funding for our needs in the long term. If this is the situation, then she feels it was a major miss to not determine the legality, veracity and feasibility of all funds available to us including the banked cap. This Board is very quick to acknowledge that they haven't made any cuts, but not so quick to acknowledge that our increased costs may exceed our existing budget beyond the two percent cap. She asks that you explore all options and asks that you focus on the kids and the community. She asks that you stop putting band-aids on major issues.

Lynn Benson, 117 John Street, thanked the Board for having remote access, it's greatly appreciated. She's calling in regard to later school start times, when she was 16 years old and clearly a sleep deprived teen like most teens are these days, she fell asleep on the wheel and crashed in the center divider and rolled and totaled her car. She is lucky to survive the crash and grateful she's around today to be an advocate. The districts that have made the change to a later school start time have had strong and vocal leaders at the top who lead with values of mental health and wellness above all else which in return supports academic achievement. When tuning into Board of Ed meetings, there are consistent accolades regarding student achievements and it's well deserved. Just listening to the students achievements is fantastic that our students are working hard in trying to achieve a tradition of excellence in all areas academics, athletics, the arts, etcetera. The list goes on. What we don't hear about is the depth of how many of our teens are struggling, there's many teens that are just depleted, exhausted, they're self-medicating, engaging in self-harm and

becoming hospitalized to address their mental health needs. Our teens need more proactive supportive measures and they need this now. We know there is a mental health crisis impacting our youth and that sleep deprivation, that the epidemic that's taking place is greatly increases this. We know there's decades of research with regards to later school start times that can make a great difference to support teens safety, their mental health, physical health and academics, learning loss. Day in and day out teens experience chronic sleep deprivation which our district's early school start times it contributes to these chronic challenges that create havoc and have real and potential devastating outcomes of becoming acute and life-threatening. She asks you please Dr. Gorman, to make this a priority along with addressing these urgent staffing needs and before you depart do whatever you can to do this. To the Board of Ed to make this a priority, many on this board especially the voting majority have shown during a pandemic that they're capability of getting this done. For example, the focus, time and money spent to get a new architect and a lawyer were not critical needs. A policy of a later school start time and these staffing issues are the critical needs. As a side note, there is no data or research to show that more instructional minutes matter and Ridgewood is in the top of instructional minutes while other high performing districts with less instructional minutes outperform us, so to the Board of Ed members that are hyper focused on instructional minutes, please focus on quality, not quantity and put our students first if you prioritize their health and wellness it will contribute to their academic outcomes which is in line with the tradition of excellence.

Deborah Steinbaum 295 Grand View Circle, calling for two reasons, thanked the Board hybrid meetings it is truly appreciated, Also wanted to commend Norah Train for her excellent reports this year. She wants to dovetail onto what she said about the quiz bowl nationals, she's not sure if it was really entirely clear to everybody but the quiz bowl team had to qualify for nationals that were held in Atlanta over Memorial day weekend. There were 272 teams and almost 2,000 kids participating and these are the kids who made it to nationals, so the fact that Ridgewood team was 39th out of the qualifying teams and made the semifinals was really a remarkable achievement. Aiden Dartly placed fifth in the country. She wishes all of you could have seen it because he's a superstar and she just wants to sing his praises because he really is fabulous. The second thing she wants to talk about is school start time and she wants to see if we can get some updates about that. As you know she's worked with the American Academy of Pediatrics on this and she's been meeting with state leaders about implementing this on a statewide basis having a high school start no earlier than 8:30. She was really hoping that Ridgewood would be a leader in this, she wanted to speak with these legislators and say that her town did it and here's what we can show. We've had this success, but unfortunately we are lagging. Chattham just changed, East Brunswick just changed. We know that high performing districts and not high performing districts around the state are changing and we're not. So we've had committees formed, she never saw reports from them, we've had surveys sent out, we've had a bunch of really excellent amazing lectures but she does not know what our plan is and she's hoping that you can really provide some clarity for us because our families want this. There's always going to be people who don't want change and don't want things different but the majority of people do want our kids to have this benefit and my final point is that in talking with the state leaders, we've been talking a lot about mental health benefits of a later school start for adolescents and its reality if any of you attended any of the lectures that were supported by the Board of Ed, it's really obvious why that is but the other thing that she thinks has not been communicated well is post pandemic learning loss. Providing later school start is a real help for post-pandemic

learning loss for our teens and pre-teens. The kids who benefit the most academically from the shift in start times are the kids who are performing the least. So kids with special needs, with 504 plans, ieps, kids who aren't doing well, they're the ones who are going to gain the most from this kind of change so she implores you to do what you can to make the change as soon as possible and keep Ridgewood a leader.

Ann Burton Walsh, 112 South Irving, she is speaking about later start times, she agrees with everything that was just said by the previous two callers and she is very hopeful that the change can be implemented this coming fall and secondly she wants to say that she listened to the comments at the last several board meetings regarding aides and substitute teachers and she recognizes the importance of sufficient aides and substitute teachers and of compensating all at competitive rates as many commenters referenced, money was earmarked for three world language teachers in k-5 for the upcoming year and it may be that we can't afford both the k-5 world language teachers and competitively compensating sufficient aids and subs however, we shouldn't ignore the fact that world language is a core academic content area that is required in K-12 and moreover world language instruction is part of our tradition of excellence. World Language instruction in the early years is very beneficial to students with research showing that it improves cognition and increases math and reading scores, but simply evidence shows that kids with knowledge of a second language which is more easily obtained in K-5 than later, outperform kids academically who are monolingual. She asks that if we don't implement the three world language teachers this year that we recognize the sacrifice that we're making to our tradition of excellence with K-5 world language promotes.

VI. SUPERINTENDENT REPORT

The 2021-2022 Parent/Guardian Survey was e-mailed last week and will remain open through Monday, June 20, 2022. The purpose of the climate survey is to gather input pertaining to the student experience, programs, services, facilities, activities, athletics, and communication. Additionally, surveys are administered for each content area as part of the five-year curriculum review cycle.

The district received the results of the Alternative Schedules Initiative survey yesterday and will be meeting with K12 Insight next week to review the data. The survey results will be shared with the Board of Education, and a timeline for a public presentation will be determined. The Alternative Schedules Task Force will meet over the summer to determine the next steps.

A discussion regarding the Alternative Schedules Initiative ensued.
To view this portion of the meeting scroll to 54:00

VII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Kwak moved approval of A. Attendance of Conferences
Mr. Mahmoud seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration

B. ADMINISTRATION

i. Approval: Receipt of Suspensions and Harassment, Intimidation, and Bullying (HIB) Reports

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, acknowledges it has received confidential information regarding suspensions and HIB reports that have occurred since the last Board meeting.

ii. Approval: Settlement Agreement SE#11/2021-2022

The Ridgewood Board of Education upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#11/2021-2022 between the parents of Student #910449 and the Ridgewood Board of Education.

The Board has received background information.

iii. Approval: Settlement Agreement SE#12/2021-2022

The Ridgewood Board of Education upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#12/2021-2022 between the parents of Student #902647 and the Ridgewood Board of Education.

The Board has received background information.

iv. Approval: Settlement Agreement SE#13/2021-2022

The Ridgewood Board of Education upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#13/2021-2022 between the parents of Student #506139 and the Ridgewood Board of Education.

The Board has received background information.

Ms. Brogan moved approval of B. Administration
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud, Ms. Brogan
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. Approval: Field Trips

The Ridgewood Board of Education, upon the recommendation of the Superintendent

of Schools, approves field trips as listed on **Attachment B.**

ii. **Approval: Professional Development Workshop Proposal from Pamela Koutrakos**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional development k-5 workshop proposal from Pamela Koutrakos for eight days of literacy professional development from July 11, 2022 through July 14, 2022 and from July 18, 2022 through July 22, 2022 in the amount of $16,000. This professional development will be paid for with ESSER III Educator Support funds.

The Board has received background information.

iii. **Approval: Professional Development Workshop Proposal from Amy E. Herman, The Art of Perception, Inc.**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional development workshop proposal from Amy E. Herman, The Art of Perception Inc. for one day of professional development titled "New Lenses for Effective Problem Solving" on July 19, 2022 in the amount of $7,500. This professional development will be paid for with ESSER III Educator Support funds.

The Board has received background information.

iv. **Approval: 2022 High School Grades 9-12 Special Needs Summer Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022 High School Grades 9-12 Special Needs Summer Program for students currently in Grades 9 through 12 in self-contained programs during the school year at Ridgewood High School.

The summer program will meet at Ridgewood High School from 8:30 a.m. to 11:30 a.m., five days per week, for four weeks, June 27, 2022 through July 22, 2022.

This program is tuition free.

v. **Approval: Professional Development Workshop Proposal from Seattle Girls' School, Rosetta Lee**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional development workshop proposal from Seattle Girls' School, Rosetta Lee. Ms. Lee will provide two days of diversity, equity, and inclusion professional development on August 1, 2022 and August 2, 2022 for the amount of $6,000. This professional development will be paid for with ESSER III Educator Support funds.

The Board has received background information.

Ms. Brogan moved approval of C. Curriculum & Instruction.
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Ms. Kwak, Mr. Lembo, Mr. Mahmoud, Mr. Dani
NAYES: none

Dr. Gorman presented for consideration D. Human Resources.

D. HUMAN RESOURCES

i. Approval: Revision to Current Job Description and Title Change

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revision to current job description, and revision to the current job description and title change, as listed below and on **Attachment C.**

From: Manager of Human Resources
To: Manager of Human Resources/Director of Human Resources

ii. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Administrator

CANGIALOSI-MURPHY, Jaime - Director of Human Resources, Education Center, effective September 15, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5.

Ms. Cangialosi-Murphy's credentials are as follows:

- Director of Human Resources, Fort Lee Public Schools, January 2016 to present
- Assistant Principal, Great Falls Academy, Paterson Public Schools, August 2015 to December 2015.
- Director of Human Resources Services, Paterson Public Schools, December 2012 to August 2015.
- Interim Director of Human Resource Services, Paterson Public Schools, August 2012 to December 2012.
- Supervisor Human Resource Services, Paterson Public Schools, February 2011 to July 2012.
- Certification Coordinator (part-time), Paterson Public Schools, January 2011 to February 2011.
- Guidance Counselor (evening), Silk City 2000 Academy, Paterson Public Schools, September 2008 to December 2010.
- Clinician, New Bridge Services, July 2006 to November 2008.
- Guidance Counselor, Paterson Adult GrHigh School, September 2006 to December 2010.
- Social Studies Teacher, Silk City 2000 Academy, Paterson Public Schools, September 2000 to June 2008.

- ESL Citizenship Teacher, Paterson Adult High School, January 2001 to June 2002.

Education:
- Montclair State University, Master of Education, Educational Leadership, 2010-2012
- Montclair State University, Master's Degree, School Counselor and Individual Clinical Counseling, 2002-2006
- Muhlenberg College, Bachelor of Arts, History/Social Studies and Secondary Education Certification, 1996-2000

Possesses the following New Jersey Standard Certificates:
- School Administrator Certification
- Supervisor Certification
- Director of Student Personnel Services/Guidance Certification
- School Counselor Certification
- Social Studies Certification

Possesses the following New Jersey Certificate of Eligibility
- Principal Certification
- School Business Administrator

Salary: $155,000 pro-rated

Account #11-000-251-104-00-23-019-000

Teachers

BUCKLE, Vijay - English Teacher (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Mr. Buckle possesses a NJDOE Certificate of Eligibility as a Teacher of English. Mr. Buckle will be registered into the NJDOE Provisional Teacher Program.

Salary: $67,017
Cl. BA+30 , St. 1

Account #11-140-100-101-03-10-019-000

LEVY, Daniela - Leave of Absence Replacement First Grade Teacher (non-tenure track), Hawes Elementary School, effective September 1, 2022 through June 30, 2023. Ms. Levy possesses a NJDOE Provisional Certificate as an Elementary School Teacher. Ms. Levy will be registered into the NJDOE Provisional Teacher Program.

Salary: $62,867
Cl. BA, St. 1

Account #11-120-100-101-09-02-019-000

MAKHLOUF, Nehrin - German Teacher (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Makhlouf possesses a NJDOE Standard Certificate as a Teacher of German.

Salary: $79,617
Cl. MA, St. 8

Account #

OSSO, Susan - Special Education (RISe) Teacher (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Osso possesses a NJDOE Standard Certificate as a Teacher of the Handicapped and Elementary School Teacher.

Salary: $77,717
Cl. MA+30, St. 5

Account #11-212-100-101-00-10-019-000

SALADINO, Joshua* - Social Studies Teacher (tenure track), Ridgewood High School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Mr. Saladino possesses a NJDOE Standard Certificate as a Teacher of Social Studies.

Salary: $70,967
Cl. MA, St. 3

Account #11-140-100-101-05-10-019-000

SARGENTI, Ava* - Third Grade Teacher (tenure track), Ridge Elementary School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Sargenti possesses a NJDOE Provisional Certificate as an Elementary School Teacher in Grades K-6. Ms. Sargenti will be registered into the NJDOE Provisional Teacher Program.

Salary: $62,867
Cl. BA , St. 1

Account #11-120-100-101-09-04-019-000

Long-term Substitute

GERAGHTY, Laura - Special Education Teacher, Benjamin Franklin Middle School, effective May 31, 2022 through June 30, 2022, at a daily rate of $150, until the assignment ends. Ms. Geraghty possesses a NJDOE Standard Certificate as a Teacher of the Handicapped.

Account #11-213-100-101-00-08-019-000

Field Placements

CORNELL, Rebecca - William Paterson University, practicum placement, to shadow Andra Watson, Ridgewood High School, Guidance Counselors, and Michael Mullin, Guidance Counselors, Benjamin Franklin Middle School, effective September 1, 2022 through May 15, 2023.

JACKSON, Shannon - Montclair State University, Clinical Practice I & II, to shadow Elizabeth Janowski, First Grade Teacher, Somerville Elementary School, effective September 1, 2022 through May 5, 2023.

Revision: MONNERAT, Brian* - Felician University, Clinical Practice I & II, to shadow Thomas Harney, Special Education Teacher, Hawes Elementary School, **from** effective September 6, 2022 through December 16, 2022, approved by the Board at its meeting on May 23, 2022, **to** effective September 6, 2022 through June 22, 2023.

SMITH, Kelly - Montclair State University, Clinical Practice I & II, to shadow Lauren Carr, Fifth Grade Teacher, Somerville Elementary School, effective September 6 through May 5, 2023.

VASOLL, Jannal - Montclair State University, Clinical Practice I & II, to shadow Kerry Calaman, Second Grade Teacher, Somerville Elementary School, effective September 6 through May 5, 2023.

VENDITTI, Nicole - Montclair State University, Clinical Practice I & II, to shadow Meredith Kiernan, Fifth Grade Teacher, Somerville Elementary School, effective September 6 through May 5, 2023.

Additional: Classroom/Lunchroom Aides for the 2021-2022 School Year

Infant/Toddler Development Center

DICUFFA, Cara - Aide (High School/College), effective June 14, 2022, or as soon after as possible, through June 30, 2022, 5 hours per day, 5 days per week, at an hourly rate of $13.00.

Account #62-990-100-106-62–60-001

2022 Summer School Special Programs Staffing

As listed on Attachment D.

2022 Ridgewood High School Summer School Staffing

As listed on **Attachment E**.

2022 Summer Ridgewood Community School Employees

As listed on **Attachment F**.

***Related to staff member**

iii. Change of Assignments for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2021-2022 school year, as listed below.

Revision: ADAY, Douglas - **from** 1.0 FTE Special Education (Social Studies) Teacher, Ridgewood High School, **to** 1.0 FTE Special Education (Social Studies) Teacher and .20 FTE Special Education (Mathematics Teacher), Ridgewood High School, **from** effective April 25, 2022 through June 14, 2022, approved by the Board at its meeting on April 25, 2022, **to** effective April 25, 2022 through June 30, 2022.

From: $98,650 ($93,667 + $300 CP + $4,683 ratio)
Cl. MA+45, St. 13
To: $118,320 ($112,400 + $300 CP + $5,620 ratio)
Cl. MA+45, St. 13

Account #11-213-100-101-00-10-019-000

Revision: BARKER, Barbara - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, approved by the Board at meeting on May 23, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 3, 2022, and 1.20 FTE Spanish Teacher, Ridgewood High School, effective June 6, 2022 through June 23, 2022.

From: $106,482 ($104,982 + $1,500 longevity)
Cl. MA, St. 18
To: $127,478 ($125,978 + $1,500 longevity)
Cl. MA, St. 18 (March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022)
To: $148,475 ($146,975+ $1,500 longevity)
Cl. MA, St. 18 (April 25, 2022 through June 3, 2022)
To: $127,478 ($125,978 + $1,500 longevity)
Cl. MA, St. 18 (June 6, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

COUGHLIN, Wendy - **from** Applied Behavior Analyst Aide (ABA), Ridge Elementary School, **to** One-to-One Special Education Classroom Aide, Ridge Elementary, effective May 1, 2022, 5.75 hours per day, 5 days per week.

From: $21.23 per hour

To: $17.50 per hour

Account #11-000-217-106-00-04-024-001

Revision: CUELLAR, Angelica - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, approved by the Board at meeting on May 23, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 3, 2022, and 1.20 FTE Spanish Teacher, Ridgewood High School, effective June 6, 2022 through June 23, 2022.

From: $79,267
Cl. BA, St. 13
To: $95,120
Cl. BA, St. 13 (March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022)
To: $110,974
Cl. BA, St. 13 (April 25, 2022 through June 3, 2022)
To: $95,120
Cl. BA, St. 13 (June 6, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

Revision: GALASSO, Patricia - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through June 23, 2022, approved by the Board at its meeting on May 23, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through June 6, 2022.

From: $76,417
Cl. BA, St. 12
To: $91,700
Cl. BA, St. 12

Account #11-140-100-101-07-10-019-000

Revision: MINICHINI, Gina - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, **from** effective April 25, 2022 through June 14, 2022, approved by the Board at its meeting on April 4, 2022, **to** effective April 25, 2022 through June 30, 2022.

From: $69,742
Cl. MA, St. 3
To: $83,690
Cl. MA, St. 3

Account # 11-213-100-101-00-10-019-000

Revision: NYHUIS, Philip* - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, **from** effective April 25, 2022 through June 14, 2022, approved by the Board at its meeting on April 4, 2022, **to** effective April 25, 2022 through June 30, 2022.

From: $84,917 ($84,617 + $300 CP)
Cl. MA+30, St. 10
To: $101,840 ($101,540 + $300 CP)
Cl. MA+30, St. 10

Account # 11-213-100-101-00-10-019-000

Revision: OJEA, Christal - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, approved by the Board at meeting on May 23, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 3, 2022, and 1.20 FTE Spanish Teacher, Ridgewood High School, effective June 6, 2022 through June 23, 2022.

From: $71,317
Cl. BA, St. 9
To: $85,580
Cl. BA, St. 9 (March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022)
To: $99,844
Cl. BA, St. 9 (April 25, 2022 through June 3, 2022)
To: $85,580
Cl. BA, St. 9 (June 6, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

Revision: PURRINOS, Damary - **from** 1.0 FTE Spanish Teacher, Ridgewood High School, **to** 1.20 FTE Spanish Teacher, Ridgewood High School, **from** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 23, 2022, approved by the Board at meeting on May 23, 2022, **to** effective March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022, and 1.40 FTE Spanish Teacher, Ridgewood High School, effective April 25, 2022 through June 3, 2022, and 1.20 FTE Spanish Teacher, Ridgewood High School, effective June 6, 2022 through June 23, 2022.

From: $116,432 ($114,632 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18

To: $139,358 ($137,558 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18 (March 31, 2022 through April 5, 2022, and April 18, 2022 through April 24, 2022)
To: $162,285 ($160,485 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18 (April 25, 2022 through June 23, 2022)
To: $139,358 ($137,558 + $300 CP + $1,500 longevity)
Cl. MA+45, St. 18 (June 6, 2022 through June 23, 2022)

Account #11-140-100-101-07-10-019-000

Revision: ROSENFELD, Lauren - **from** 1.0 FTE Special Education (Mathematics) Teacher, Ridgewood High School, **to** 1.20 FTE Special Education (Mathematics) Teacher, effective April 25, 2022 through June 14, 2022, approved by the Board at its meeting on April 4, 2022, **to** effective April 25, 2022 through June 30, 2022.

From: $114,932 ($114,632 + $300 CP)
Cl. MA+45, St. 18
To: $137,858 ($137,558 + $300 CP)
Cl. MA+45, St. 18

Account # 11-213-100-101-00-10-019-000

***Related to staff member**

iv. Change of Assignments for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2022-2023 school year, as listed below.

JEREJIAN, Lisbeth - **from** Education Specialist, Ridge Elementary School and Somerville Elementary School, **to** Special Education Teacher, Benjamin Franklin Middle School, effective September 1, 2022 through June 30, 2023.

Salary will remain the same.

$104,312 ($102,812 + $1,500 longevity)
Cl. BA+30, St. 18

Account #11-213-100-101-00-08-019-000

LAURO, Livia - **from** Physical Education, Travell Elementary School, **to** Physical Education, Ridgewood High School, effective September 1, 2022 through June 30, 2023.

Salary will remain the same.

$97,342

Cl. MA, St. 16

Account #11-140-100-101-06-10-019-000

Revision: MACOLINO, Nadine - Secretary, Glen Elementary School, **from** effective September 1, 2022 through June 30, 2022, approved by the Board at its meeting on May 23, 2022, **to** effective September 1, 2022 through June 30, 2023.

From: $47,696
Cl. AA10, St. 8
To: $52,283
Cl. AA11, St. 8

Account # 11-000-219-105-00-01-019-000

MARCHIONI, Alicen - **from** Fifth Grade Teacher, Somerville Elementary School, **to** Education Specialist, Somerville Elementary School, effective September 1, 2022 through June 30, 2023.

Salary will remain the same.

$82,017
Cl. MA, St. 9

Account # 11-213-100-101-00-09-019-000

POSPISCHIL, Leanne - **from** SAIL K-5 Teacher, Hawes Elementary School, **to** Preschool Disabilities Teacher, Glen Elementary School, effective September 1, 2022 through June 30, 2023.

Salary will remain the same.

$75,467
Cl. MA, St. 6

Account #11-216-100-101-00-019-000

v. Resignations

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignations, as listed below.

Classroom Aide/Lunchroom Aide

CIVITA, Alyce, Lunchroom Aide, Ridge Elementary School, effective May 23, 2022.

GOODMAN, Nancy - Resource Room Special Education Classroom Aide, George Washington Middle School, effective June 13, 2022.

Infant/Toddler Development Center

Classroom Aides

KISSIL, Ifat - Teacher Assistant, effective May 24, 2022.

VELEBER, Grace - Teacher Aide, effective May 9, 2022.

Permanent Substitute

TAYLOR, Marcee - Permanent Substitute, George Washington Middle School, effective June 3, 2022.

vi. Rescind Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rescinding of the appointments of the employee listed below.

Lunchroom Aide

MERHIGE, Marguerite - Lunchroom Aide, Ridge Elementary School, effective May 24, 2022, or as soon after as possible, through June 22, 2022, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of $17.50.

vii. Leave of Absences

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences, as listed below.

Revision: ADAMS, Brianna – Special Education Teacher, George Washington Middle School, **from** effective May 12, 2022 through June 30, 2022 and September 1, 2022 through November 4, 2022, with a reinstatement date of November 7, 2022, approved by the Board on March 21, 2022, **to** effective May 9, 2022 through June 30, 2022 and September 1, 2022 through November 18, 2022, with a reinstatement date of November 21, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

Revision: DRISCOLL, Samantha – Mathematics Teacher, Ridgewood High School, **from** effective April 25, 2022 through June 13, 2022, with a reinstatement date of June 14, 2022 and September 1, 2022 through November 23, 2022, with a reinstatement date of November 28, 2022, approved by the Board on February 14, 2022, **to** effective April 25, 2022 through June 23, 2022 and September 1, 2022 through November 23, 2022, with a reinstatement date of November 28, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

viii. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Glen Elementary School

2022 Summer Secretarial Support

- **Macolino, Nadine**, not to exceed 45 hours, at an hourly rate of $32.87 ($1,479.15).

Account #11-000-219-105-00-01-024-001

Hawes Elementary School

2022 Summer Secretarial Support

- **Higgins, Patricia**, not to exceed 20 hours, at an hourly rate of $38.21 ($764.20).

Account # 11-000-240-105-00-02-002-001

2022 Summer Hours - Nurse

- **Gao, Jeanne**, not to exceed 20 hours, at an hourly rate of $43.59 ($871.80).

Account # 11-000-213-104-00-02-002-001

Guidance Department – 2022 Summer Hours

- **Nam, Suh Young**, not to exceed 20 hours, at an hourly rate of $46.31 ($926.20).

Account # 11-000-218-104-00-02-002-001

Moving Classroom

- **Head, Eileen**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account # 11-120-100-101-00-02-002-001

Orchard Elementary School

2022 Summer Hours - Nurse

- **Horton, Christina**, not to exceed 20 hours, at an hourly rate of $41.76 ($835.20).

Account # 11-000-213-104-00-03-003-001

Guidance Department – 2022 Summer Hours

- **Rubin, Lindsay**, not to exceed 20 hours, at an hourly rate of $57.32 ($1,146.40).

Account # 11-000-218-104-00-03-003-001

Moving Classrooms, each not to exceed 12 hours, each at an hourly rate of $40.17 ($3,856.32)

- **Azzopardi, Deirdre**
- **Cahill, William**
- **Heider, Erin**
- **Hoff, Erica**
- **Jones, Michelle**
- **Madison, Marissa**
- **Price Megan**
- **Tan, Zue**

Account # 11-120-100-101-00-03-003-001

Ridge Elementary School

2022 Summer Hours - Nurse

- **Manke, Colleen**, not to exceed 20 hours, at an hourly rate of $74.89 ($1,497.80).

Account # 11-000-213-104-00-04-004-001

Guidance Department – 2022 Summer Hours

- **Mitchell, Lindsay**, not to exceed 20 hours, at an hourly rate of $62.83 ($1,256.60).

Account # 11-000-218-104-00-04-004-001

2022 Summer Library Organization and Media Specialist

- **Coppola, Michele**, not to exceed 6 hours, at an hourly rate of $79.91 ($479.46).
- **Marmo, Jill**, not to exceed 6 hours, at an hourly rate of $69.40 ($416.40).
- **McDermott, Meghan**, not to exceed 6 hours, at an hourly rate of $65.71 ($394.26).

Account # 11-120-100-101-00-04-004-001

Additional: 2021-2022 Student Club Activity Advisors

Play Club

- **Dodd, Stephanie;** and **Tobin, Deirdre**, each not to exceed 30 hours, each at an hourly rate of $40.17 ($2,410.20).

Account # 11-401-100-101-00-04-004-001

Moving Classrooms, each not to exceed 12 hours, each at an hourly rate of $40.17 ($2,410.20)

- **Betstadt, Molly**
- **Kiely, Michele**
- **Petitt, Carol**
- **Scire-Banchitta, Victoria**
- **Wolman, Andie**

Account # 11-120-100-101-00-04-004-001

Somerville Elementary School

2022 Summer Secretarial Support

- **Mannion, Erin**, not to exceed 20 hours, at an hourly rate of $28.82 ($576.40)

Account # 11-000-240-105-00-05-005-001

2022 Summer Hours - Nurse

- **Correll, Moira**, not to exceed 20 hours, at an hourly rate of $62.39 ($1,247.80).

Account # 11-000-213-104-00-05-005-001

Guidance Department – 2022 Summer Hours

- **Finnegan, Kathleen**, not to exceed 20 hours, at an hourly rate of $46.16 ($923.20).

Account # 11-000-218-104-00-05-005-001

2022 Summer CST/Library Secretary and Media Specialist

- **Faccone, Jamie**, not to exceed 15 hours, at an hourly rate of $29.53 ($442.95).
- **Kaplan, Nancy**, not to exceed 15 hours, at an hourly rate of $57.58 ($863.70).

Account #11-000-222-104-00-05-005-001

2022 Summer Website Maintenance/Upgrade

- **Carr, Lauren**, not to exceed 6 hours, at an hourly rate of $67.98 ($407.88),

Account #11-000-223-104-00-22-022-001

Moving Classroom

- **Carr, Lauren**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account # 11-120-100-101-00-05-005-001

Travell Elementary School

2022 Summer Hours - Nurse

- **Gillio, Alexis**, not to exceed 20 hours, at an hourly rate of $47.26 ($945.20).

Account # 11-000-213-104-00-06-006-001

Guidance Department – 2022 Summer Hours

- **Miller, Melissa**, not to exceed 20 hours, at an hourly rate of $48.48 ($969.60).

Account # 11-000-218-104-00-06-006-001

Moving Classroom

- **Alexander, Elianne**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account # 11-120-100-101-00-06-006-001

Additional: 2021-2022 Student Club Activity Advisors

Kindness Club

- **Tormey, Melanie**, additional 8 hours, at an hourly rate of $40.17 ($321.36).

Account #11-401-100-101-00-06-006-001

Willard Elementary School

2022 Summer Secretarial Support

- **Parigi, Jane**, not to exceed 12 hours, at an hourly rate of $35.32 ($423.84).

Account # 11-000-240-105-00-07-007-001

2022 Summer Hours - Nurse

- **Lowicki, Bonnie**, not to exceed 20 hours, at an hourly rate of $63.02 ($1,260.40).

Account # 11-000-213-104-00-07-007-001

Guidance Department – 2022 Summer Hours

- **Pfeiffer, David**, not to exceed 20 hours, at an hourly rate of $76.85 ($1,537).

Account #11-000-218-104-00-07-007-001

Additional: 2021-2022 Student Club Activity Advisors

Drama Club

- **Dolfi, Dawn-Lyn**, not to exceed 3 hours, at an hourly rate of $40.17

($120.51).

Account #11-401-100-101-00-07-007-001

Moving Classrooms

- **Blois, Kevin**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).
- **Dodd, Rebecca**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).
- **Lyons, Kelly**, not to exceed 6 hours, at an hourly rate of $40.17 ($241.02).
- **Halter, Wasley**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account #11-120-100-101-00-07-007-001

Benjamin Franklin Middle School

2022 Summer Hours - Nurse

- **Reilly, Kerriann**, not to exceed 55 hours, at an hourly rate of $67.77 ($3,727.35).

Account # 11-000-213-104-00-08-008-001

Guidance Department – 2022 Summer Hours

- **Gelenius, Mariann**, not to exceed 30 hours, at an hourly rate of $75.42 ($2,262.60)
- **Papapietro, Meagan**, not to exceed 110 hours, at an hourly rate of $46.31 ($5,094.10).

Account # 11-000-218-104-00-08-008-001

Spring Concerts

- **Four Chaperones:** 6th Grade Concert, May 12, 2022: **Christopher, Susan; Curcio, Jason; Morris, Lori;** and **Ran, Benjamin**, each not to exceed 2 hours, each at an hourly rate of $40.17 ($321.36).
- **Three Chaperones:** 7th Grade Concert, May 25, 2022: **Dabby, Maxwell; Gilbert, Kristen;** and **Sharar, Carol**, each not to exceed 2.5 hours, each at an hourly rate of $40.17 ($301.28).
- **Three Chaperones:** 8th Grade Concert, May 18, 2022: **Christopher, Susan; Gilbert, Kristen;** and **Litvak, Roman**, each not to exceed 3 hours, each at an hourly rate of $40.17 ($361.53).
- **Four Chaperones:** Chamber & Jazz Machine Concert, June 9, 2022: **Employee # 6558; Gilbert, Kristen; Kawash, Justine;** and **Skettini, Kelly**; each not to exceed 2.5 hours, each at an hourly rate of $40.17 ($401.70).

Account #11-401-100-101-00-08-008-001

Moving Classrooms, each not to exceed 12 hours, each at an hourly rate of

$40.17 ($3,856.32)

- **Ayes, Charlotte**
- **Giordano, Nicole**
- **Lee, Kelly**
- **Mitchell, Michael**
- **Morris, Lori**
- **Nadi, Paola**

Schulke, Kyle

- **Zielinski, Lauren**

Account # 11-120-100-101-00-08-008-001

George Washington Middle School

2022 Summer Hours - Nurse

- **Stadulis, Julie**, not to exceed 55 hours, at an hourly rate of $64.13 ($3,527.15).

Account # 11-000-213-104-00-09-009-001

Guidance Department – 2022 Summer Hours

- **Mullin, Michael**, not to exceed 55 hours, at an hourly rate of $75.63 ($4,159.65).
- **Scrudato, Lisa**, not to exceed 55 hours, at an hourly rate of $46.64 ($2,565.20).
- **Weiss-Chromeck, Courtney**, not to exceed 30 hours, at an hourly rate of $49.94 ($1,498.20).

Account # 11-000-218-104-00-09-009-001

Revision: Eighth Grade Overnight Field Trip to Washington D.C. - June 8-10, 2022, approved by the Board at its meeting on May 23, 2022

From: **Twelve Chaperones (including one nurse): Handy, Mary Lou; Kabash, Vanessa; Kashmanian, Katherine; Kneis, Dana; Monahan, Timothy; Neville, Ben; Pizzuto, Basil; Scrudato, Lisa; Tucker, Erika;** and **Wood, Danielle; Zilvetti, Suzanne**, each for 2 nights, each at $200 per night ($4,800); and **One Substitute Nurse, TBD**, for two nights, at $200 per night ($400) and at $170 per day for three days ($510), for a total of $5,710.

To: **Thirteen Chaperones (including one nurse): Handy, Mary Lou; Kabash, Vanessa; Kashmanian, Katherine; Kneis, Dana; Monahan, Timothy; Neville, Ben; Ozaydin, Meaghan; Pizzuto, Basil; Scrudato, Lisa; Tucker, Erika; Wood, Danielle;** and **Zilvetti, Suzanne**, each for 2 nights, each at $200 per night ($5,200); and **One Substitute Nurse, Wong, Emily**, for two nights, at $200 per night ($400) and at $170 per day for three days ($510), for a total of $6,110.

Account #11-401-100-101-00-09-009-001

Revision: Spring Concert - May 17, 19, and 24, 2022, approved by the Board at its meeting on May 9, 2022

From: **Eight Chaperones: Brown, Brian; Dabby, Maxwell; Feit, Deborah Ann; Kaukonen, Philip; King, Janelle; Petitt, Carol; Thomas-Candrilli, Anna;** and **Walker, Christine**, each not to exceed 2 hours, each at an hourly rate of $40.17 ($642.72).

To: **Nine Chaperons: Brown, Brian; Dabby, Maxwell; Feit, Deborah Ann; Kaukonen, Philip; King, Janelle; Petitt, Carol; Thomas-Candrilli, Anna; Sharar, Connie**; and **Walker, Christine**, each not to exceed 2 hours, each at an hourly rate of $40.17 ($723.06).

Account #11-401-100-101-00-09-009-001

Ridgewood High School

2022 Summer Secretarial Support

- **Ardese, Lynn**, not to exceed 40 hours, at an hourly rate of $28.82 ($1,152.80).
- **Griffith, Rosanna**, not to exceed 40 hours, at an hourly rate of $30.80 ($1,232).
- **Kazmierczak, Jennifer**, not to exceed 60 hours, at an hourly rate of $32.87 ($1,972.20).
- **Tringali, Judith**, not to exceed 40 hours, at an hourly rate of $38.40 ($1,536).
- **Wehmeyer. Nicole**, not to exceed 60 hours, at an hourly rate of $30.80 ($1,848).

Account # 11-000-221-105-00-10-010-001

2022 Summer Hours - Nurse

- **Donovan, Suzanne**, 50 hours not to exceed, at an hourly rate of $37.58 ($1,879).
- **Morgan, Maureen**, 50 hours not to exceed, at an hourly rate of $76.62 ($3,831).

Account # 11-000-213-104-00-10-010-001

Guidance Department – 2022 Summer Hours

- **Alpaugh, Kristen**, not to exceed 20 hours, at an hourly rate of $47.16 ($943.20).
- **Fabish, Christopher**, not to exceed 60 hours, at an hourly rate of $68.19 ($4,091.40).
- **Klein-Hellman, Lauren**, not to exceed 50 hours, at an hourly rate of $62.00 ($3,100).

- **Salerno, Christine**, not to exceed 35 hours, at an hourly rate of $56.59 ($1,980.65).
- **Turano, Rebecca**, not to exceed 50 hours, at an hourly rate of $51.14 ($2,557).
- **Watson, Andrea**, not to exceed 25 hours, at an hourly rate of $51.52 ($1,288).

Account # 11-000-218-104-00-10-010-001

2022 Project Graduation - June 22, 2022

- **Ten Chaperones: Bourque, Steven; Contreras, Colleen; Cronk, Paul; Dolby, Luke; Fabish, Christopher; Mendez, Karen; Minichini, Gina; Schaefer, Margaret; Tolve, Laura;** and **Yannone, Meredith**, each not to exceed 6 hours, each at an hourly rate of $40.17 ($2,410.20).

Account # 11-401-100-101-00-10-010-001

World Language Honor Society Induction Ceremony - May 18, 2022

- **Two Chaperones: Lee, Christine, and Parks, Ruth**, each not to exceed 4 hours, each at an hourly rate of $40.17 ($321.36).

Account # 11-401-100-101-00-10-010-001

ACT Administrative Duties - October 22, 2022, February 11, 2023, & June 10, 2023

- **Valerie, Amanda**, total stipend of $300 per date ($900).

Account #11-000-218-104-00-10-010-001

Freshman Mixer - May 26, 2022

- **Five Chaperones: Darakjy, Christa; Comissiong, Olga; Fabish, Christopher; John, Carlin; and Murtha, Timothy**, each not to exceed 3 hours, each at the hourly rate of $40.17 ($602.55), to be paid for by student funding.

Account #20-030-100-101-00-10-010-042

Curriculum, Instruction & Assessment

Summer Professional Development (Presenter), to be funded by the American Rescue Plan (ESSER III)

- Staff members as listed on **Attachment G**.

Proctors for Seal of Bi-Literacy Exam - May 21, 2022

- **Griffith, Rosanna**, not to exceed 4 hours, at an hourly rate of $30.80 ($123.20).

Account #11-000-223-104-00-22-022-001

Special Programs

STEPSS Job Coach

- **Collins, Carla**, not to exceed 15 hours, at an hourly rate of $20.17 ($302.55).

Account #11-212-100-106-00-12-024-001

Information Technology Department

IT Support for Seal of Bi-Literacy Exam - May 21, 2022

- **Michels, James**, not to exceed 4 hours, at an hourly rate of $44.64 ($178.56).

Account #11-000-252-104-08-31-031-001

Custodial and Maintenance Department - June 20-25, 2022

- **Smith, Daimian**, not to exceed 35 hours, at a daily rate of $437.50 ($2,187.50).

Account #11-000-262-104-00-42-048-001

Superintendent of School Department - June 14, 2022, June 15, 2022 & June 20, 2022

- **Dr. Fitts**, not to exceed 21 hours, at a daily rate of $860 ($2,580).

Account #11-000-230-104-00-20-019-000

ix. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Teacher: Goodman, Nancy; Sharar, Connie*; and **Taylor, Marcee**

Nurse: Wong, Emily

$115 Daily Rate
$170 Daily Rate

***Related to staff member**

Mr. Lembo moved approval of D. Human Resources
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration E. Finance.

E. FINANCE

i. Acceptance of Restricted Donations:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Clyde Spotts	$2,500 (gift in kind)	A gif of a Yamaha Drum Set to be used at Ridgewood High School.	N/A
Ridgewood Ice Hockey Foundation Inc.	$45,632.44	To be used to cover ice hockey expenses for the 2021/2022 season.	20-025-200-220-00-10-034-148 (FICA $1,917.32) 20-025-200-512-00-10-034-148 (Busing- $14,992.40) 20-025-100-890-00-10-034-148 (Fees - $990) 20-025-100-101-00-10-034-148 (Salaries - $25,063.02) 20-025-100-340-00-10-034-148 (Officials - $2,669.70)
Ridgewood High School Student Activity Account	$3,467.60	To be used to pay overnight chaperones for the ALPS summer trip.	20-030-100-101-00-10-010-039 (Stipend - $3,200) 20-030-200-220-00-10-010-039 (FICA - $267.60)
Ridge Student Activity Account	$12,892.42	To be used to pay for Glee Club teachers	20-025-100-101-00-04-004-009 (Stipend - $11,906.15) 20-025-200-220-00-04-004-009 (FICA - $986.27)
Ridgewood High School Activity Account	$433.45	To be used to pay for Erin McAlister as an overnight chaperone for Alps Farm trip. (May 6 - 8)	20-030-100-101-00-10-010-040 (Stipend - $400) 20-030-200-220-10-010-040 (FICA $33.45)
Ridgewood High School Activity	$433.45	To be used to pay for Erin McAlister as an overnight chaperone for the Alps	20-030-100-101-00-10-010-041 (Stipend - $400) 20-030-200-220-10-010-041

Account		Whitewater trip. (May 20-22)	(FICA $33.45)
GENYouth/ACME Foundation Program	$2,500 (gift in kind)	A gift in kind of ACME gift cards.	N/A
Orchard Student Activity Account	$799.95	To be used to purchase a bluetooth speaker for Orchard Elementary School.	20-030-100-890-00-03-003-002

ii. Approval: 2022-2023 Additional Received Tuition Students Paid by Parents

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools approves the following received tuition students for the 2022-2023 school year, listed below. Tuition will be paid by the parents.

- 3 students attending Ridgewood High School

iii. Approval: Shared Services Agreement with the Glen Rock Board of Education for Landscaping, Tree Removal, Snow Removal, and Storm Clean up Services

WHEREAS, the Ridgewood Board of Education ("Board") desires to procure landscaping, tree and snow removal, and storm-clean up services for the 2022-2023 school year; and

WHEREAS, pursuant to N.J.S.A. 18A:18A-42, the Board is authorized to renew for a one-year term its existing landscape contract with Monello Landscape Industries, LLC ("Monello Landscape"); and

WHEREAS, pursuant to N.J.S.A. 18A:18A-42 and the parties' agreed-upon terms, the contract rate for the 2022-2023 school year will reflect a 6% increase in the amount of **$7,649.04**; and

WHEREAS, pursuant to N.J.S.A. 40A:65-1 et seq., the Board desires to enter into a shared services agreement with the Glen Rock Board of Education ("Glen Rock") for the provision of landscape services; and

WHEREAS, Glen Rock has agreed to reimburse the Board an amount equivalent to thirty-six percent (36%) of the total costs associated with the procurement of the landscape services, as well as thirty-six (36%) percent of any applicable attorneys' fees.

NOW, THEREFORE BE IT RESOLVED, on behalf of the Ridgewood Board of Education, that the Business Administrator, is hereby authorized to execute a renewal for a one-year term of the Board's landscape contract with Monello Landscape in the amount of $135,133.05,

BE IT FURTHER RESOLVED, that the Business Administrator, is hereby authorized to

execute the shared services agreement with Glen Rock for the provision of landscape services.

iv. <u>Approval: Disposal of Equipment</u>

The Ridgewood Board of Education, upon the recommendation of the recommendation fo the Superintendent of Schools, approves the disposal of the items listed below. These items are no longer functional.

Districtwide:

- ➢ John Deere 2720 tractor
- ➢ John Deere 2720 2 snow blower attachments
- ➢ John Deere 2720 1 snow plow attachment

Ms. Brogan moved approval of E. Finance
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
Mr. Dani - except for item iii.
NAYS: Mr. Dani - item iii.

Ms. Kwak read the donations into record and thanked the responsible parties.

Dr. Gorman presented VIII. Resolutions and Motions Not Included in Consent Agenda

Mr. Bisig explained the below resolution includes $585,000 in desktops, laptops, and chromebooks. Network voip infrastructure $70,000, projectors, audios, printers $247,000, security building access is 30,000 and legal professional services $7,500. This equals $940,000.
The details are also contained on slide 7 from the May 9 budget presentation.

To view this portion of the meeting scroll to 1:08.

VIII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA Dr. Gorman

A. <u>Approval: DETERMINING TO ACQUIRE AND TO FINANCE EQUIPMENT BY MEANS OF A LEASE PURCHASE FINANCING IN AN AMOUNT NOT EXCEEDING $940,000, AUTHORIZING AN ADVERTISEMENT FOR BIDS TO FINANCE THE EQUIPMENT IF NECESSARY, DELEGATING THE AWARD OF THE BID, AUTHORIZING THE EXECUTION OF THE LEASE AND RELATED DOCUMENTS AND AUTHORIZING OTHER ACTIONS NECESSARY TO COMPLETE THE TRANSACTION</u>

WHEREAS, The Board of Education of the Village of Ridgewood in the County of Bergen, New Jersey (the "Board") is created and is charged by law with the responsibility of providing a system of public education within the school district over which it has jurisdiction and to acquire equipment therefor; and

WHEREAS, the Board has determined to fund the acquisition and as necessary installation of various technology and computer equipment consisting of computers,

network/VoIP infrastructure, projectors, audio equipment, printers, security/building access equipment and other similar IT equipment, including financing and incidental or related costs (the "Equipment") by means of a lease purchase financing for a term that does not exceed five (5) years pursuant to the provisions of *N.J.S.A.* 18A:20-4.2(f) and *N.J.S.A*. 18A:18A-1 *et seq*.; and

WHEREAS, the Board has selected Phoenix Advisors, LLC as municipal advisor (the "Municipal Advisor") and McManimon, Scotland & Baumann, LLC as special counsel (the "Special Counsel") for the purpose of advising and assisting with the proposed lease purchase financing of the Equipment; and

WHEREAS, in accordance with the procedures set forth in *N.J.S.A.* 18A:18A-1 *et seq*. (the "Public School Contract Law") and the regulations promulgated thereunder, a notice of the bid will be published if required and bids or quotes (hereinafter simply referred to as bids) are scheduled to be returned to the Business Administrator/Board Secretary, who, with the assistance of the Special Counsel and the Municipal Advisor, will determine the lowest responsive and responsible bidder to purchase the Lease (as hereinafter defined) from the Board (hereinafter referred to as the "Purchaser"); and

WHEREAS, the Board will enter into a lease purchase agreement (the "Lease") and other related documents with the Purchaser in an amount not to exceed $940,000 to finance the Equipment; and

WHEREAS, the Board desires to authorize the delegation of the award of the bid to the Business Administrator/Board Secretary and further authorizes the Board President, Business Administrator/Board Secretary, Municipal Advisor and Special Counsel to prepare and to execute the Lease and certain other documents and agreements necessary or incidental to the transactions contemplated thereby;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE VILLAGE OF RIDGEWOOD IN THE COUNTY OF BERGEN, NEW JERSEY as follows:

Section 1. The Board hereby determines to finance the Equipment by means of a lease purchase financing in a principal amount not exceeding $940,000 in accordance with the requirements of the Public School Contracts Law. The Business Administrator/Board Secretary, the Municipal Advisor, the Special Counsel and other appropriate representatives of the Board are hereby authorized to prepare the necessary timetables and bid documents and other related documents as may be necessary and to take other steps necessary to prepare for and to implement the proposed financing.

Section 2. The Board hereby authorizes the publication of a request for bids if required in accordance with the Public School Contracts Law or the solicitation of quotes in order to prepare for the proposed transaction.

Section 3. The Board President and/or the Business Administrator/Board Secretary and/or the Assistant Business Administrator are authorized to award the bid and the Lease in accordance with the terms of this resolution to the lowest bidder in accordance with the bid proposals or quotes submitted to the Business Administrator/Board

Secretary/Assistant Business Administrator, which winning bid proposal or quote will be retained on file in the Business Administrator/Board Secretary's office. The Purchaser's interest rate will be held fixed for a period of thirty (30) days from the date of the bid or as may be set forth in the bid specifications. If the closing does not occur within thirty (30) days of the date of the bid, the interest rate will be calculated in accordance with the index rate suggested by the Municipal Advisor as may be set forth in the bid specifications.

Section 4. The Board President and/or the Business Administrator/Board Secretary are hereby authorized to negotiate, execute and deliver, subject to the review of Special Counsel, the Lease, an agent or an escrow agreement, an assignment agreement, if necessary, and such other documents as may be necessary to consummate the transaction. Specifically, the Board authorizes the Board President or the Business Administrator/Board Secretary to establish an escrow account for the deposit of the Lease proceeds and to direct the deposit and investment of the Lease proceeds in the escrow for the term of the Lease in accordance with the requirements of law. The Board hereby authorizes and directs the Board President or the Business Administrator/Board Secretary to approve any changes, additions, or deletions to the Lease or such other documents as may, in the judgment of Special Counsel, be necessary or advisable, such approval to be evidenced by the execution of the Lease or such other documents by the Board President or the Business Administrator/Board Secretary. The Business Administrator/Board Secretary is also authorized to pay any agreed upon fees of the escrow agent, if any. The Board President and/or Business Administrator/Board Secretary are also authorized and directed to take on behalf of the Board such other actions as shall be necessary and appropriate to accomplish the lease purchase financing for the Equipment in accordance with the terms of the Lease and this resolution and pursuant to the terms of the agreements and instruments authorized to be prepared hereby and to accomplish the performance of the obligations of the Board in respect thereto.

Section 5. The payment of rent or other monies due under the Lease shall be made only from the General Fund of the Board. Neither the Board, nor any agency, department or political subdivision thereof shall be obligated to pay any sum to the Purchaser under the Lease from any taxing source for the payment of any sums due under the Lease unless an appropriation is made in a duly approved budget of the Board. The obligations of the Board shall not constitute indebtedness of the Board or of the Village of Ridgewood or of any department, agency or political subdivision thereof. The Lease shall set forth the term of the lease purchase agreement for the Equipment, the rental payments to be paid by the Board in respect thereof and the dates on which such rent shall be due and payable.

Section 6. The Board hereby covenants that it will comply with any conditions subsequent imposed by the Internal Revenue Code of 1986, as amended (the "Code"), in order to preserve the exemption from taxation of interest on the Lease, including the requirement to rebate all net investment earnings on the gross proceeds above the yield on the Lease, if applicable. The Board authorizes the Business Administrator/Board Secretary to act and determine on behalf of the Board whether the Lease will be designated as "bank qualified" within the meaning of Section 265 of the Code. The

Board hereby declares its intent to issue the Lease in the expected maximum principal amount of the Lease set forth herein and to use the proceeds of the Lease to pay or to reimburse expenditures for the costs of the purpose for which the Lease is authorized herein. This resolution is a declaration of intent within the meaning and for the purposes of Treasury Regulations Section 1.150-2 or any successor provisions of federal income tax law.

Section 7. The reference to officers of the Board herein and in actions taken on behalf of the Board includes any assistant, interim, acting or successor officers holding those positions, and any action taken prior hereto with respect to the actions authorized herein are hereby ratified and deemed taken pursuant to this resolution.

Section 8. This resolution shall take effect immediately.

Ms. Brogan moved approval of A. DETERMINING TO ACQUIRE AND TO FINANCE EQUIPMENT BY MEANS OF A LEASE PURCHASE FINANCING IN AN AMOUNT NOT EXCEEDING $940,000, AUTHORIZING AN ADVERTISEMENT FOR BIDS TO FINANCE THE EQUIPMENT IF NECESSARY, DELEGATING THE AWARD OF THE BID, AUTHORIZING THE EXECUTION OF THE LEASE AND RELATED DOCUMENTS AND AUTHORIZING OTHER ACTIONS NECESSARY TO COMPLETE THE TRANSACTION

Mr. Lembo seconded the motion which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented the walk-in resolution B. Agreement with Alliance for Competitive Energy Services.

B. <u>Approval: Agreement with Alliance for Competitive Energy Services</u>

WHEREAS, the Alliance For Competitive Energy Services (hereinafter referred to as "ACES"), an alliance composed of the New Jersey School Boards Association (hereinafter referred to as "NJSBA"), the New Jersey Association of School Administrators, and the New Jersey Association of School Business Officials, will from time to time during the Effective Period as defined below solicit bids from electric power suppliers for electric generation services through an energy aggregation program in which NJSBA will act as Lead Agency of the ACES Cooperative Pricing System #E8801-ACESCPS in accordance with the "Public School Contracts Law", N.J.S.A. 18A:18A-1 *et seq.,* and the Electric Discount and Energy Competition Act, N.J.S.A. 48:3-49 *et seq*. ("EDECA") and the regulations promulgated thereunder; and

WHEREAS, the Ridgewood Public School District is a Participating member of the ACES Cooperative Pricing System and is eligible thereby to obtain electric generation services for its own use through one or more contracts to be awarded to electric power suppliers following said bids for electric generation services pursuant to the aggregation program; and

WHEREAS, the Lead Agency will from time to time during the Effective Period (from date of adoption through May, 2023 hereinafter referred to as "Effective Period") issue one or more Requests for Bids for electric generation services on behalf of the ACES Cooperative Pricing System pursuant to the Public School Contracts Law and EDECA; and

WHEREAS, due to significant volatility and the potential for price increases in the wholesale electric market, Participating Members will preauthorize the Lead Agency to award contracts for Electric Generation Service in each service territory to one or more electric power suppliers that submit bids which are reasonably forecasted to provide estimated savings to the Participating Member based upon its previous electric usage and utility provided Basic Generation Service rates; and

WHEREAS, the Lead Agency will only award contracts for said electric generation services to electric power suppliers that submit bids with pricing reasonably estimated to be lower than the utility-provided basic generation service; and

WHEREAS, the District agrees to purchase all electric power needed for its own use (exclusive of on-site electric generation sources) during the Effective Period through any electric power supplier(s) awarded a contract, it being understood that the term of any one contract shall be subject to the provisions of Public School Contracts Law;

WHEREAS, the Lead Agency will notify the Department of Community Affairs' Division of Local Government Services by mail prior to the issuance a Request for Bids for electric generation services, with the understanding that if the Division of Local Government Services does not respond within 10 business days, it will be deemed to have approved the issuance of the Request for Bids or the Request for Rebids.

Mr. Dani moved approval of B. Agreement with Alliance for Competitive Energy Services
Ms. Kwak seconded the motion which carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

IX. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Mr. Dani.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
May 23	Columbia Bank On-Line	105825-105894	639,743.82
June 1	Columbia Bank On-Line	105895-105941	102,915.74
June 6	Columbia Bank On-Line	105942-106034	1,488,228.51

Apr 30	Electronic Transfer	C39741-39742	9,347.06
Apr 30	Electronic Transfer	F39738	11,196.17
Apr 30	Electronic Transfer	R39737	29,019.04
May 17	Electronic Transfer	L39704-39705	294,455.99
May 19	Electronic Transfer	L39736	35,580.00
May 20	Electronic Transfer	R39739-39740	13,000.00
June 2	Electronic Transfer	L39860	21,700.00
	Columbia Bank Void Check		
TOTAL			**2,773,244.71**

Mr. Dani moved approval of bills approved by him.
Ms. Kwak seconded the motion which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

X. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan congratulated the students who were recognized at the Senior Awards Ceremony and to Dave Bailey, Assistant Principal at Ridgewood High School, on a well-organized event.

Mr. Lembo announced that a farewell barbecue was held in honor of Hawes Principal Dr. Paul Semendinger, who is retiring.

Ms. Kwak announced that on June 11, the Village of Ridgewood held its annual Pride Event. Two student leaders of the SAGA (Sexuality and Gender Association) club spoke about their personal journeys. RHS Principal Jeff Nyhuis also spoke about how supportive and welcoming the community is.

XI. BOARD COMMITTEE REPORTS

Mr. Dani provided an update from the Green Ridgewood Committee.
The Village Council has passed a new resolution that anyone who is a liaison to any of the committees should be attending the meetings.
The Ridgewood Project 1000 Acres is a new project designed to make Ridgewood a more sustainable place. Individual properties can be part of the program by adopting five of the ten actions listed. A group of high school students is working on a recycling project to increase recycling at the schools.

Ms. Kwak provided an update from the final Fields Committee meeting.
The committee is working on identifying a software program to help manage the usage of fields among all stakeholders.

XII. DISCUSSION ITEMS

The Board discussed the new and revised policies as provided by Strauss Esmay and listed on the agenda.

Ms. Brogan discussed two policies that were only in the FYI, since they are bylaws and are considered work of the Board they could be discussed as a Board to avoid a further delay.

Dr. Gorman reviewed that both Strauss Esmay and the Board attorney have seen the bylaws and provided the guidance on them.

The Board discussed the policy requests and decided to put the information on the agenda for the next meeting after people have time to read it.
To view this portion of the meeting scroll to 1:26.

A. New Policies/Regulations and Revisions to Policies/REgulations as listed below and in Attachment H:

New:
- ➢ Regulation 2460.30: Additional/Compensatory Special Education and Related Services
- ➢ Policy 5541: Anti-Hazing
- ➢ Policy 1648.15: Recordkeeping for Healthcare Settings in School Buildings-COVID-19
- ➢ Policy 2416.01: Postnatal Accommodations for Students

Revised:
- ➢ Policy 2415.05: Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment
- ➢ Policy and Regulation 2431.4: Preventions and Treatment of Sports-Related Concussions and Head Injuries
- ➢ Policy and Regulation 2622: Student Assessment
- ➢ Policy 3233: Political Activities
- ➢ Policy 5460: High School Graduation
- ➢ Policy and Regulation 8465: Bias Crimes and Bias-Related Acts
- ➢ Policy 9560: Administration Of School Surveys
- ➢ Policy 2417: Student Intervention and Referral Services
- ➢ Policy 3161: Examination for Cause
- ➢ Policy 4161: Examination for Cause
- ➢ Policy 5512: Harassment, Intimidation, and Bullying
- ➢ Policy 7410: Maintenance and Repair
- ➢ Regulation 7410.01: Facilities Maintenance, Repair Scheduling, and Accounting
- ➢ Policy 8420: Emergency and Crisis Situations

- ➢ Policy and Regulation 9320: Cooperation with Law Enforcement Agencies

Abolished:

- ➢ Policy 1648.14: Safety Plan for Healthcare Settings in School Buildings - COVID-19

Dr. Gorman brought up a discussion regarding the remote call-in option for public comments that was created during COVID and if we are or are not continuing for the next school year. This is something for the Board to think about and discuss.

Mr. Dani brought up the topic of limiting the first public comment section to 40 minutes.

Ms. Kwak stated that one way to ensure that the Board can continue with their business is to conform the first public comment to just the items on the agenda. A lot of Boards do that and the other thing that she has seen other Boards do is to limit to a three minute time frame instead of four minutes.

The Board discussed the structure of public comments for future meetings.

To view this portion of the meeting scroll to 1:33.

Dr. Gorman started the third discussion item which was aides.

Mr. Mahmoud stated that the goal is to get to action. How do we make changes? Obviously we have a challenge with aids from everything we've been hearing from teachers, parents, etc.

Ms. Townes reviewed that the need for aides fluctuates, some are driven by the ieps, some people resign, there may be numerous reasons for the fluctuation in numbers.

Mr. Mahmoud added that there are two issues; one is retaining and one is hiring aides.

The Board discussed various scenarios to assist with the aide shortage issue, items contained within the approved budget, breakage and rate increases for aides.

To view the full conversation regarding elementary staffing scroll to 1:38.

The Board decided to give special education aides a one time 10% raise to address the immediate issue. Dr. Gorman will add a resolution on the June 20 agenda.

The Board decided to hold off on hiring the three new elementary world language teachers for next year. Dr. Gorman confirmed that they will continue the elementary permanent subs next year because of ESSER money, two years from now, the Board will have to address this and see if they want to build it into the budget.

The Board decided to move forward with hiring 6 Kindergarten aides, one for each of the elementary schools, having one aide work between the classes.

The Board discussed the physical education curriculum and decided to not move forward with hiring additional elementary physical education teachers at this time.

To view this portion of the meeting scroll to 2:37.

The Board discussed the state mandate for having certified world language teachers to provide language instruction in the elementary schools.

To view this portion of the meeting scroll to 2:41.

Ms. Kwak summarized the conversations: she stated that they have agreed to put a pause on the world language, a pause on PE. Those are very important needs but for right now, they're including a 10% increase for the special education aides, adding the six kindergarten aides and pausing on the world language supervisor.

The Board discussed the option to create a stand alone second question for the November election to raise money for the World Language Teachers. Mr. Bisig will reach out to the County Office for information.

To view this portion of the meeting scroll to 2:28.

The Board agreed to hire six first grade aides for one year to be paid through the ESSER money.

Dr. Gorman discussed the issue at Ridge Elementary school that they had agreed to review at the end of this month. Next year's Ridge first grade is over the limit by one child. In the past, this has been handled several different ways. One option, the district has been one child over and did nothing and made it work. Another option is you can put an aid in that classroom or the third option is you split those classrooms and hire a fourth teacher for Ridge first grade next year.

Dr. Gorman stated that since they have decided to aide the first grade aides through ESSER, that is the best option that could solve the problem. If that one classroom needs a little more attention, that aid could stay there a little bit more.

Dr. Gorman confirmed that there is emergency money allocated in the budget for teachers for additional sections if needed due to enrollment numbers.

To view this portion of the meeting scroll to 2:55.

XIV. ACCEPTANCE OF MINUTES

- ➢ May 9, 2022 Regular Public Meeting
- ➢ May 25, 2022 Special Public Meeting

Ms. Kwak moved acceptance of minutes, which were unanimously approved.

XV. OTHER BUSINESS

None at this time.

XVI. COMMENTS FROM THE PUBLIC

Julia Hoag, she has a kindergartener at Ridge now who's going to first grade next year. She knows you have been hearing from al of parents for quite some time about how important it is to have more aids in that class. To hear now that the classes might be maxed out even further and have one-third of an aid in each class, she does not know if its going to do it. She thinks it was interesting because if she was hearing correctly, it sounded like there was one scenario with six aids and there was one scenario with nine aids. She understands the budget concerns. When she heard the nine aids she that that could be amazing because then that flexibility would just be so incredible. She thinks it was very clear that if they had been able to be flexible among the schools, among the classes possibly even among the grades between Kindergarten and first grade, she thinks that might have changed things significantly. She is thrilled with the increase of 10% and thrilled with the additional general aids for the elementary level, but she is concerned that the Ridge first grade, knowing the issues that had happened this past year, that it is just not going to be quite enough or if there is a possibility to get an aide to float between the schools as per the needs.

Laurie Weber, 235 South Irving Street, she has always said what is not broke don't fix it. The Board has done a wonderful thing for the community by continuing the hybrid meeting format. Public comments at the meetings is the community's best tool to communicate with not only the board, but with the community. The first public comment period is without a doubt the more significant opportunity, limiting the subjects to agenda items only serves to stifle the community and judging from the variety of comments she's heard over the years we would lose a lot of information the public wants to hear. She agrees with Mr. Dani that not everyone speaks for the entire four minutes and Miss Brogan pointed out that with the four-minute maximum less speakers wind up interrupted. Limiting the first public comment period might work when the agenda is packed, but not necessarily as a rule. Please just pat yourselves on the back, you got this one right and maybe you should leave it alone.

Ann Burton Walsh, 112 South Irving Street, she wants to say regarding world language, in response to the query raised by Mr. Dani, based on her understanding of census data, she would just venture a guess that 70 to 75 percent of Ridgewood students are monolingual and she thinks these students deserve more than the quote - unquote, technological options in terms of world language instruction, which some of them have engaged in pretty exhaustive efforts to show do not work or at the very least there's no evidence that they work and whether the other 25 to 30 students should be exempted or can pursue other options is a really interesting question. It seems that should be addressed by legislature and there are also benefits with respect to learning any given language. She also wants to point out that K-5 world language is a topic that some of them have compiled research on and raised with the district in earnest since April 2021 and later start time has been raised and advocated for since 2009 adn the district agreed to examine later start time 18 months ago and has been doing so. To say that an 8:30 start time for high school can't happen in any part due to a need to study elementary school start times is frustrating to hear. After the extensive efforts that the district has made to engage parents on later start and provide education on this critical student health measure, the District would be well within its rights to make the decision today to move to an 8:30 start time for the high school. The survey was a good faith attempt to collect the public's feedback. She knows that we don't have the results yet, but she thinks that the questions were pretty skewed to

towards prompting a concern about later start time and she doesn't know how many people took it, but if it was a small number of people, given the skewed questions she thinks that the results are going to be inconclusive at best and she thinks therefore that the district can move forward on this. As the Board decided with prioritizing aids tonight, health and safety should come first. We shouldn't wait until somebody crashes a car or some other accident or tragedy occurs before a later start time is put into place. She thinks the District can and should act now to enact a later start for high school this coming year.

Mr. Dani requested to make a comment. He stated that the questions he is asking, are because he's trying to understand the world language program and trying to understand if there are efficient ways to deliver that program to more for more than one language and if it comes down that there is only one way to do that, then we need to find the money.

XVII. ADJOURNMENT

At 10:05 p.m., on a motion made by Ms. Kwak, seconded by Mr. Lembo and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

June 13, 2022 **ATTACHMENT A**

2021-2022 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Jennifer Raphaels	AP Macroeconomics Exam Reading Educational Testing Service, Cincinnati, OH 6/2/22 - 6/10/22	Professional Development	$0	7
Jamie Woods	Morphology Plus Virtual Institute for Multisensory Education, Virtual 6/27/22-7/1/22	Professional Development	$1275	0
Laura Vargo	Boston Area College Visits Bentley University, Waltham, MA 6/16/22-6/17/22	Professional Development	$527	0

The total cost for these conferences is $1802. Upon Board approval of all of these conferences, the total expenditure for travel and conferences for 2021-22 will be $71,584.13 leaving a balance of $128,415.87 remaining in the $200,000 approved by the Board for travel and conferences. The total cost of substitutes for these conferences is $0. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2021-22 will be $154.50.

June 13, 2022 **ATTACHMENT A**

2022-2023 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Stephanie Auer	Comprehensive Orton-Gillingham Training Institute for Multi-Sensory Education, Virtual 9/19/22-9/30/22	Professional Development	$1275	0
Ariana Bray	Handle With Care Instructor Recertification Handle With Care Behavior Management System, Gardiner, NY 8/4/22	Professional Development	$492	0
Jessica Burkett	Comprehensive Orton-Gillingham Training Institute for Multi-Sensory Education, Virtual 7/18/22-7/29/22	Professional Development	$1275	0
Jessica Lintner	Comprehensive Orton-Gillingham Training Institute for Multi-Sensory Education, Virtual 7/18/22-7/29/22	Professional Development	$1275	0

Cindy Lora	Handle With Care Instructor Recertification Handle With Care Behavior Management System, Gardiner, NY 8/4/22	Professional Development	$492	0
Erin McGuire	Handle With Care Instructor Recertification Handle With Care Behavior Management System, Gardiner, NY 8/4/22	Professional Development	$511	0

The total cost for these conferences is $5,320.00. Upon Board approval of all of these conferences, the total expenditure for travel and conferences for 2022-23 will be $5320.00 leaving a balance of $194,680.00 remaining in the $200,000 approved by the Board for travel and conferences. The total cost of substitutes for these conferences is $0. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2022-23 will be $0.

ATTACHMENT B

FIELD TRIPS FOR APPROVAL

June 13, 2022

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
5/30/22	RHS	Memorial Park at Van Neste Square, Ridgewood, NJ	40 9-12th Grade Students	3	0	0	0	Yes	Yes
6/2/22	RHS	Kasschau Memorial Band Shell at Veterans Field, Ridgewood, NJ	160 9-12th Grade Students	10	0	0	0	Yes	Yes
6/6/22	Somerville	PERL trip to Ridgewood High School, Ridgewood, NJ	4 PERL Students	5	0	$0	$0	No	Yes
6/7/22	Travell	Ridgewood Recorder LinkUp, Ben Franklin Middle School, Ridgewood, NJ	62 4th Grade Students	6	1 - 1/2 Day	$57.50	$57.50 (Sub)	Yes	Yes
6/15/21	RHS	Graduation /End of Year Trip, PF Changs, Hackensack, NJ	5 RISe Students	5	0	$0	$121.00 (Driver)	No	Yes
6/17/22	Somerville	Bow Tie Cinema, Ridgewood, NJ	75 5th Grade Students	6	0	$0	$0	No	Yes
6/17/22 (was previously approved for 6/10/22 on the 12/6/21 agenda)	Ridge	Graydon Pool, Ridgewood, NJ	70 5th Grade Students	5	0	$0	$0	Yes	Yes
6/20/22	RHS	Student Congress Senior Delegate Dinner, Mt. Fuji, Hillburn, NY	16 Members of Student Congress	4	0	0	0	Yes	Yes
6/21/22	Travell	6th Grade Orientation, Ben Franklin Middle School, Ridgewood, NJ	62 5th Grade Students	6	0	0	0	Yes	Yes

OVERNIGHT FIELD TRIPS											
Date	**School**	**Location**	**Approx # and Group of Students**	**# of Unpaid Chaperones**	**# Paid Chaperones And # of Overnights for each**	**Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight**	**# Substitutes and dates for each**	**Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse**	**Est. Total Cost to District**	**Annual Event**	**Meets Requirements**
2/17/23 - 2/26/23	RHS	Spanish Trip 2013, Sevilla, Cádiz and Granada, Spain	30 Mixed level Spanish 2CP-5H/AP Students	0	3	$5,400 (Paid out of student fundraising)	0	$0	$800 (Bus)	No	Yes

JOB DESCRIPTION

I. Title: Manager of Human Resources/Director of Human Resources

II. Qualifications:

A. Undergraduate degree required.
B. Graduate work preferred.
C. Broad human resources experience including contract negotiations, related federal/state law and mandates, contract management, and health benefits administration required.
D. Director must hold School Administrator endorsement

III. Position Summary:

To plan, administer, and supervise the operations of the Personnel/Human Resources department of the Ridgewood Public Schools.

IV. Reports to: Superintendent

V. Supervises: Human Resources Department staff

VI. Major Duties and Responsibilities:

A. Monitors staff evaluation program, assesses effectiveness of evaluation practices in local schools, and ensure compliance of the district's policies and standards on staff evaluation.
B. Plans, directs, and participates in the recruitment, selection, and assignment of all professional and non-certificated personnel.
C. Develops job descriptions and vacancy announcements for position openings.
D. Maintains contact with school placement officials through active participation in state, regional, and national associations.
E. Determines personnel needs of the district through cooperation with building principals and central office administrators, and helps develop the annual school budget.
F. Supervises the development and maintenance of all personnel records, including personnel data stored by computer services for active and former employees.
G. Supervises the program of fringe benefits.
H. Monitors course enrollments and the tuition refund program.
I. Organizes, supervises, and evaluates the substitute service program for professional and secretarial staff.
J. Issues contracts or salary notifications to staff, recommends personnel for appointment in accordance with approved procedures, certifies salary classifications, and verifies eligibility for salary guide adjustments.
K. Supervises the processing of applications for New Jersey teacher and substitute certification in accordance with state codes.
L. Establishes and monitors the provisional program.

M. Prepares statistical data relevant to negotiations, assists in the drafting of board proposals, plans negotiation strategies, and serves as a Board negotiator.
N. Administers contracts negotiated with all employee associations.
O. Authorizes the monthly payroll including adjustments, deductions, and substitute payment.
P. Monitors staff absences.
Q. Updates policies and contracts to conform to the Board action and/or negotiated agreements.
R. Maintains district enrollment data and projections.
S. Serves as a continuing member of the Personnel Policies Council and Superintendent's Cabinet.
T. Participates in Board meetings, and advises the Superintendent and Board in areas of responsibility.
U. Responds to surveys requesting information on the district's personnel program and to requests of district personnel on matters not clearly covered by regulation, policy, or legislation.
V. Supports the Superintendent in his overall administrative efforts; interprets his ideas and decisions to staff and public; keeps him informed of pertinent personnel developments; and seeks his counsel or decision, as necessary.
W. Advocates and promotes the rights of all persons, with particular reference to the personnel department activities.
X. Assumes responsibility for staff development in relation to acclimating new staff in consultation with the Assistant Superintendent.
Y. Coordinates the application and selection process for Governor's Teacher Recognition Award and Lloyd Ashby Award.
Z. Oversees district compliance with PEOSHA blood borne pathogens and other mandated training requirements.
AA. Chairs the committees for calendar development and career leaves.
BB. Works with Business Administrator in area of Payroll and benefits.
CC. Performs other duties or responsibilities, as assigned by the Superintendent of Schools.

VII. Terms of Employment: Twelve months

VIII. Evaluation:

In accordance with New Jersey Administrative Code and Board of Education policy on evaluation of staff.

IX. Salary: Competitive and negotiable

Thomas Gorman, Ed.D
Superintendent of Schools

Approved by Board: 10/26/2009
Revised: 05/01/2017
Revised 06/13/2022

	Teacher	Assignment	2021-22 Salary	Sum.School Full Salary	Hourly Rate	Sum. School Salary
	Glen School	11-212-100-101-66-01-024-001				
	Pira, Carolyn (169 Hrs.)	RISe Program	---	---	$50.00	$8,450
	Kreismer, Alexis (169 Hrs.)	RISe Program	---	---	$42.00	$7,098
	Grudzien, Jaimee (100 Hrs.)	RED Program	$93,592	$8,423	$56.16	$5,616
	An, Yeon Gyeong (100 Hrs.)	RED Program	---	---	$36.99	$3,699
	Classroom Aides					
	Lauritano, Scott	RED Program			$17.50	T/C
	LaChapelle, Victoria	RED Program			$17.50	T/C
	TBD	RED Program				T/C
	TBD	RED Program				T/C
	Amaral, Carla	RED RISe Program			$21.23	T/C
	Yucis, Jessica	RED RISe Program			$20.00	T/C
	Burgess, Jennifer	RED RISe Program			$20.00	T/C
	Coughlin, Ryan	RED RISe Program			$20.00	T/C
	Manzelli, Teri	RED RISe Program			$20.00	T/C
	Hong, Yong	RED RISe Program			$21.23	T/C
	Baloch, Fahad	RED RISe Program			$20.00	T/C
	Kim, Tae Young	RED RISe Program			$20.00	T/C
	Dohi, Nao	RED RISe Program			$20.00	T/C
	TBD	RED RISe Program				T/C
	TBD	RED RISe Program				T/C
	TBD	RED RISe Program				T/C
	Glen School	11-212-100-101-00-24-024-001				
	Gemignani, Laura (169 Hrs.)	RISe Program - K-2 Grades		---	$46.00	$7,774
	Sosa, Anthony (169 Hrs.)	RISe Program - 3-5 Grades		---	$42.00	$7,098
	Classroom Aides					
	Minardi, Jacqueline	RISe Program			$21.23	T/C
	Cancio, Josylin	RISe Program			$20.00	T/C
	Taylor, Caroline	RISe Program			$20.00	T/C
	Tarulli, Matthew	RISe Program			$21.23	T/C
	Fierro, Judy	RISe Program			$21.23	T/C
	Hamilton, Elizabeth	RISe Program			$21.23	T/C
	Barclay, Andrea	RISe Program			$20.00	T/C
	Nelson, Madison	RISe Program			$20.00	T/C
	TBD	RISe Program				T/C
	TBD	RISe Program				T/C
	TBD	RISe Program				T/C
	Glen School	11-204-100-101-00-04-024-001				
	Barnard, Elizabeth (74 Hrs.)	LLD Special Needs - K-2 Grades	$69,242	$6,232	$41.55	$3,074
	Simone, Suzanne (74 Hrs.)	LLD Special Needs - 3-5 Grades	$73,767	$6,639	$44.26	$3,275
	McGinnis, Lauren (74 Hrs.)	SEL Club - K-5 Grades	---	---	$45.00	$3,330
	TBD (74 Hrs.)	SEL Club - K-5 Grades	---	---	$0.00	$0
	Classroom Aides					
	Fischer, Susan	LLD Special Needs - K-5 Grades			$17.50	T/C
	Glen/BF Middle School	11-204-100-101-66-04-024-001				
	Saltalamacchia, Julianne (117 Hrs	SAIL Program - K-5 Grades	---	---	$36.99	$4,328
	Brophy, Nancy (117 Hrs.)	SAIL Program - 6-8 Grades	$104,982	$9,448	$62.99	$7,370
	Classroom Aides					
	Chaiken, Kamber	SAIL Program			$20.00	T/C
	Elmoazz, Karima	SAIL Program			$20.00	T/C
	Sand, Grace	SAIL Program			$20.00	T/C
	TBD	SAIL Program				T/C
	TBD	SAIL Program				T/C
	TBD	SAIL Program				T/C
	TBD	SAIL Program				T/C
	Ridgewood High School					
	Wine, Rae (95 Hrs.)	PERL Program - K-5 Grades	68,742	$6,187	$41.25	$3,918
	Classroom Aides					
	Finn, Kasey				$21.23	T/C
	TBD					T/C
	Ridge School	11-212-100-101-00-10-024-001				
	DeAraujo, Christie (80 Hrs.)	Multisensory Reading Program	$98,650	$8,879	$59.19	$4,735
	Keppel, Katie (70 Hrs.)	Multisensory Reading Program	$86,017	$7,742	$51.61	$3,613
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Garvin, Natalie (55 Hrs.)	ELA/Math Enrichment - Grades 6-8	$76,492	$6,884	$45.90	$2,524
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Romano, Odalys (74 Hrs.)	Special Needs - Grade 6	$104,982	$9,448	$62.99	$4,661

	Teacher	Assignment	Salary	Full Salary	Rate	Salary
	Gordon, Julie (74 Hrs.)	Special Needs - Grades 7-8	$104,982	$9,448	$62.99	$4,661
	Classroom Aides					
	Tucker, Anette	Special Needs - Grade 6			$15.01	T/C
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Donnelly, Trecia (74 Hrs.)	Special Needs - Grades 9-12	$104,982	$9,448	$62.99	$4,661
	Classroom Aides					
	Siohan, Chloe	RISe Program			$20.00	T/C
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Minichini, Gina (150 Hrs.)	RISe Program Grades 6-8	$69,742	$6,277	$41.85	$6,277
	Classroom Aides					
	Cardew, Charlie	RISe Program			$20.17	T/C
	Carpentieri, Anthony	RISe Program			$20.00	T/C
	Rocque-Seraphin, Diamond	RISe Program			$20.00	T/C
	Connelly, Molly	RISe Program			$20.17	T/C
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Donovan, Jennifer (150 Hrs.)	RISe Program Grades 9-12	$61,642	$5,548	$36.99	$5,548
	Classroom Aides					
	Crabbe, Joseph	RISe Program			$21.23	T/C
	Shovlin, Emily	RISe Program			$21.23	T/C
	Florida, Sophia	RISe Program			$20.00	T/C
	Moran, Christ	RISe Program			$20.00	T/C
	Oak Street Location	11-204-100-101-66-10-024-001				
	Tolve, Laura (100 Hrs.)	STEPPS Program (18-21)	$88,467	$7,962	$53.08	$5,308
	Classroom Aides					
	Hiller, Ari	STEPPS Program			$21.23	T/C
	Cardew, Cate	STEPPS Program			$20.00	T/C
	TBD	STEPPS Program				T/C
	TBD	STEPPS Program				T/C
		11-204-100-101-00-66-050-001				
	Kilcullen, Michael (85 Hrs.)	**Transition Coordinator**	$80,867	$7,278	$48.52	$4,124
	Crawford, Ryan (60 Hrs.)	**Physical Education (RISe/SAIL)**	$62,642	$5,638	$37.59	$2,255
	Armstrong, Tara (100 Hrs.)	**BCBA**		$0	$105.00	$10,500
	Lora, Cindy (70 Hrs.)	**BCBA**	$104,907	$9,442	$62.94	$4,406
	Bray, Ariana (100 Hrs.)	**BCBA**	$73,229	$6,591	$43.94	$4,394
	Manke, Colleen (214 Hrs.)	**Nurse**	$104,982	$9,448	$62.99	$13,480
	Clunie, Eureka (214 Hrs.)	**Nurse**	---	---	$31.95	$6,837
	Charles, Josiane (214 Hrs.)	**Nurse**	---	---	$31.95	$6,837
	Aday, Douglas	**Summer Programs Coordinator**	---	---	**---**	**$18,000**
	Calculated at Summer School hourly rate: Annex 13 REA Agreement					
	MA Max $104,982					
	Substitutes					
	Wang, Jue					
	Student Volunteers					

Name	Assignment	Hours	Prep Hours	# of Classes	Salary	Salary	Hourly Rate	School
Appel, Charles	World History (Remedial)	60	15	0.50	91,549	8,239	54.93	4,119.71
Appel, Charles	US History I (Remedial)	60	15	0.50	91,549	8,239	54.93	4,119.71
Appel, Charles	US HIstory II (Remedial)	60	15	0.50	91,549	8,239	54.93	4,119.71
Farrar, Eva	College Essay Writing (Enrichment)	12	3	0.12	86,367	7,773	51.82	777.30
Farrar, Eva	Creative Writing (Enrichment)	12	3	0.12	86,367	7,773	51.82	777.30
Farrar, Eva	SAT PREP - Verbal	12	3	0.12	86,367	7,773	51.82	777.30
Farrar, Eva	SAT PREP - Verbal	12	3	0.12	86,367	7,773	51.82	777.30
Gyulay, Joseph	Honors Algebra II (New Credit)	120	30	1.0	104,982	9,448	62.99	9,448.38
Kase, Sean	Intro to Marketing (New Credit)	30	7.5	0.25	89,467	8,052	53.68	2,013.01
Kase, Sean	Intro to Marketingn (New Credit)	30	7.5	0.25	89,467	8,052	53.68	2,013.01
Kase, Sean	Entrepreneurship (New Credit)	30	7.5	0.25	89,467	8,052	53.68	2,013.01
Kase, Sean	Entrepreneurship (New Credit)	30	7.5	0.25	89,467	8,052	53.68	2,013.01
Maxwell, Athena	Art 101 (Enrichment)	12	4	0.12	84,917	7,643	50.95	815.20
Maxwell, Athena	Fundamentals of Painting (Enrichment)	12	4	0.12	84,917	7,643	50.95	815.20
Maxwell, Athena	STEAM Maker Camp - Grades 6-7 (Enrichm	12	4	0.12	84,917	7,643	50.95	815.20
Maxwell, Athena	STEAM Maker Camp - Grades 8-9 (Enrichm	12	4	0.12	84,917	7,643	50.95	815.20
Mendez, Karen	Intro to Business (New Credit)	30	7.5	0.25	97,067	8,736	58.24	2,184.01
Mendez, Karen	Intro to Business (New Credit)	30	7.5	0.25	97,067	8,736	58.24	2,184.01
Mendez, Karen	Intro to Business (New Credit)	30	7.5	0.25	97,067	8,736	58.24	2,184.01
Mendez, Karen	Finance (New Credit)	30	7.5	0.25	97,067	8,736	58.24	2,184.01
Murtha, Timothy	Finance (New Credit)	30	7.5	0.25	67,392	6,065	40.44	1,516.32
Murtha, Timothy	Finance (New Credit)	30	7.5	0.25	67,392	6,065	40.44	1,516.32
Nyhuis, Philip	Geometry (Remedial)	60	15	0.50	84,917	7,643	50.95	3,821.27
Nyhuis, Philip	Algebra I (Remedial)	60	15	0.50	84,917	7,643	50.95	3,821.27
Nyhuis, Philip	Algebra II (Remedial)	60	15	0.50	84,917	7,643	50.95	3,821.27
Pinches, Katharine	English 9 (Remedial)	60	15	0.50	104,982	9,448	62.99	4,724.19
Pinches, Katharine	English 10 (Remedial)	60	15	0.50	104,982	9,448	62.99	4,724.19
Pinches, Katharine	English 11 (Remedial)	60	15	0.50	104,982	9,448	62.99	4,724.19
Van Hise, Brian	Algebra I (New Credit)	120	30	1.0	93,967	8,457	56.38	8,457.03
Van Hise, Brian	Algebra II (New Credit)	120	30	1.0	93,967	8,457	56.38	8,457.03
Van Hise, Brian	Honors Geometry (New Credit)	120	30	1.0	93,967	8,457	56.38	8,457.03
TBD	Intro to Algebra I (Enrichment)	12	3	0.12		0	-	-
TBD	Intro to Algebra II (Enrichment)	12	3	0.12		0	-	-
TBD	Intro to Geometry (Enrichment)	12	3	0.12		0	-	-
TBD	Biology (Remedial)	60	15	0.50		0	-	-
TBD	Chemistry (Remedial)	60	15	0.50		0	-	-
TBD	Physics (Remedial)	60	15	0.50		0	-	-
TBD	Intro to Chemistry (Enrichment)	12	3	0.12		0	-	-
TBD	Intro to Biology (Enrichment)	12	3	0.12		0	-	-
TBD	Wellness (Remedial)	15	4	0.13		0	-	-
TBD	Wellness (Remedial)	15	4	0.13		0	-	-
TBD	Wellness (Remedial)	15	4	0.13		0	-	-
TBD	Learn to Code (Enrichment)	12	3	0.12		0	-	-
TBD	Creative Coding (Enrichment)	12	3	0.12		0	-	-
TBD	Intro to Computer Programming (Enrichment	12	3	0.12		0	-	-
TBD	SAT PREP - Math	12	3	0.12		0	-	-
TBD	SAT PREP - Math	12	3	0.12		0	-	-
Demirjian, Linda	Principal							9,000.00

JUNE 13, 2022 **RIDGEWOOD COMMUNITY SCHOOL** **ATTACHMENT F**

SUMMER 2022 EMPLOYEES

Adult Education
Account #13-602-100-101-00-60-060-001
DiCostanzo, John
Livingstone, Robert

Summer Music Academy
Account #13-423-100-101-00-60-060-001
Alcaro, Annamaria
Brescia, Kenneth
Curcio, Jason
Gregory-Fink, Deborah*
Fink, Gary*
Friedman, Mark
Haas, Cynthia*
Luckenbill, John
Rimelis, David
Sharar, Carol
Shore, Trey
Zlotkin, Amanda

Driver Education
Account #13-424-100-101-00-60-060-001
Cosgove, James
Currier, Robert
Kay, Peter*
Mitola, Candace
Knott, Ronald
Ransom, Robert
Ross, Jennifer
Watson, Andrea *

Summer Camps
Account #13-423-100-101-00-60-060-001
Aday, Douglas
Blaskovic, Jett
Brewer, Luke
Buchsbaum, Jarret
Bunzey, Craig
Burns, Vivian
Choong, Ronan
Consul, Mary
Currier, Robert
DeLucca, Shane
Gelshenen, Katie
Geraghty, Michael
Gilfedder, Jaime
Green, Todd
Halm, Heather
Harney, Thomas
Jackson, John
Kaczmarski, Brady
Kadus, Christopher
Kim, Braden
Kirtane, Medha
Lah, Ian
Luther, Vincent
McHugh, Peter
Mitchell, Michael
Mitola, Candace
Nesland, Tyler
Neville, Benjamin
O'Reilly, Evan
Pelekis, Andreas
Phillips, Marcus
Quirk, Brian
Reid, Evan
Rogers, Jordan
Saraceno, Samuel
Schick, Casey
Sieck, Alison
Skettini, Donna*
Skettini, Kelly
Skoric, Joseph
Son, Rick
Tobin, Deirdre
Troy, Michael
Trubac, Thomas
Tucker, Erika
Walsh, Aidan
Watson, Torrance
Zaitsev, Maksim

Summer Volunteers
Hogan, Kathryn
Kearny, Clare
Pires, Lauren
Reilly, Morgan
Tornatore, Paisley

***related to a staff member**

Summer Adventure

Account # 13-422-100-101-00-60-060-001
Batista, Giselle *
Brusey, Sheana
Bukowski, Stacey
Cancio, Josilyn
Champy-Adams, Brianna
Chanod, Margaret
Contreras, Colleen
Coughlin, Wendy
Darienzo, Robert
Darienzo, Shea
Dodd, Rebecca*
Dodd, Stephanie*
Dorsey, Jennifer
Escobar, Alejandro*
Gilbert, Kristen
Halter, Wesley
Jones, Michelle
Kearns, Christopher
Krsznak, Kate
Lauro, Liv*
Linton, Kris
Mendez, Karen
Montelbano, Tara
Porod, Jason *
Raupp, Ellen *
Rosolanko, Kaitlyn*
Rosolanko, Kristin
Schaffer, Amy
Schaffer, Emily*
Stahl, David
Strickland, Linda
Tormey, Melanie
Watson, Torrance

Account #13-422-200-103-00-60-060-001
Aday, Douglas
Ong, Jerome

Account # 13-422-200-105-00-60-060-001
Chicas, Christina
Collins, Carla

Account # 13-422-200-104-00-60-060-001
Manke, Colleen

Ridgewood Summer Academies

Account # 11-000-240-103-00-65-050-001
Demirjian, Linda

***related to a staff member**

2022 Summer Professional Development Program			
Elementary Literacy Boot Cam	**18 hours each @ $53.33 per hour = $959.94**		
Name	**School**		
Auer, Stephanie	Orchard		
Brunner, Dina	Willard		
Burkett, Jessica	Orchard		
Carroll, Wendy	Ridge		
Chanod, Margaret	Willard		
Connor, Danielle	Willard		
Delaney, Lynne	Ridge		
Dino, Deanna	Orchard		
Enright, Susan	Hawes		
Friel, Donald	Willard		
Higgins, Dana	Ridge		
Hoff, Erica	Orchard		
Kowalski, Alexandra	Somerville		
LeBlancq, Mary	Ridge		
Lintner, Jessica	Orchard		
Lyle, Roshanak	Willard		
Mahler, Allison	Travell		
McDermott, Meghan	Ridge		
Pilkington, Jaclyn	Somerville		
Pisani, Laurie	Willard		
Ran, Salliann	Willard		
Rockey, Colleen	Willard		
Walsh, Paige	Travell		
Woods, Jamie	Orchard		
Teacher-Led Workshops	**6 hours each @ $53.33 per hour = $319.98**		
Azzopardi, Deirdre	Glen/Orchard		
Bielicky, Kathryn	Somerville		
Coppola, Michele	Ridge		
DeAraujo, Christie	Ed Center		
DePinto, Lauren	BFMS/RHS		
Farrar, Eva	RHS		
Finnegan, Kathleen	Somerville		
Hans, Patricia	RHS		
Lauro, Livia	Travell		
Lohr, Sarah	Willard		
Luo, Miles	RHS		
Maxwell, Athena	RHS		
Neyland, Maria	Willard		

Name	**School**		
Parrasch, Kelsey	Willard		
Saladino, Allyson	RHS		
Scire-Banchitta, Victoria	Ridge		
Tucker, Erika	GWMS		
Valentine, Christa	Willard		
Ward, Tracy	Willard		
Watkins, Christopher	GWMS		
Wohner, John	RHS		
Zielinski, Lauren	BFMS		
Proficiency PLCs	**18 hours each @ $53.33 per hour = $959.94**		
Bodiwala, Tulsi	RHS		
Darakjy, Christa	RHS		
Droskey, Kathryn	Somerville		
Feeney, Lynne	RHS		
Gervolino, Coflleen	RHS		
Giordano, Nicole	BFMS		
Joseph, Andrea	RHS		
Kimbell, Tracee	Ridge		
Kott, Greggory	RHS		
Luo, Miles	RHS		
McCoy, Lydia	Willard		
McKreary, Julieann	GWMS		
Mixon, Karla	BFMS		
Raiani, Amy	RHS		
Reilly, Nancy	RHS		
Stucke, Mallory	RHS		
Van Treuren, Ryan	RHS		
Zilvetti, Suzanne	GWMS		
Barker, Barbara	RHS		
Del Orbe-Anthon	BFMS		
Galasso, Patricia	RHS		
Ojea, Christal	RHS		
Polk, Laura	RHS		
Purrinos, Damary	RHS		
Rotella, Megan	RHS		
Appel, Charles	RHS		
Besser, Lauren	RHS		
Catalano, Nancy	Ridge		
Dembin, Ross	Somerville		
Marmo, Jill	Ridge		
Orfini, Caitlin	RHS		
Thurlow, Patrick	RHS		

Name	**School**		
Brown, Ann	GWMS		
Coppola, Michele	Ridge		
D'Iorio, Linda	Willard		
Denunzio, Mary	Travell		
Kaplan, Nancy	Somerville		
Moss-Keller, Corrina	RHS		
Nadi, Paola	BFMS		
Price, Megan	Orchard		
Calaman, Kerry	Somerville		
Cerbasi, Joyce	GWMS		
D'Elia, Eileen	RHS		
Donnelly, James	RHS		
Farrar, Eva	RHS		
Hackett, Loren	BFMS		
John, Carlin	RHS		
Kabash, Vanessa	GWMS		
Lee, Kelly	BFMS		
McCann, Marisa	BFMS		
Menzies, Lauren	BFMS		
Nizza, Amber	BFMS		
Ozaydin, Meaghan	GWMS		
Primavera, Michelle	GWMS		
Sansone, Kimberly	Ridge/Willard		
Wearley, Meredith	BFMS		
Dabby, Maxwell	BFMS/GWMS		
Hutchison, Tara	Willard		
Maxwell, Athena	RHS		
Pecorelli, Annie	Ridge		
Roth, Jessica	Hawes		
Vitale, Alicia	Somerville		
Wohner, John	RHS		
Bray, Natalie	RHS		
Mitola, Candace	RHS		
Anderson, Christine	RHS		
McNamee, Richard	RHS		
Walker, Christine	GWMS		

2415.05 STUDENT SURVEYS, ANALYSIS, ~~AND/OR~~ EVALUATIONS**, EXAMINATIONS, TESTING, OR TREATMENT**

The Protection of Pupil Rights Amendment (PPRA) (20 USC §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education (USDOE). The PPRA requires written consent from parents or the emancipated student the opportunity to opt out of participation in a survey, analysis, evaluation, examination, testing, or treatment funded in whole or in part by a program of the United States Department of Education that concerns one or more of the areas outlined in this Policy.

A. Definitions

"Instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments. 20 USC §1232h(c)(6)(A).

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. 20 USC §1232h(c)(6)(B).

"Prior consent" means prior consent of the student, if the student is an adult or emancipated minor or prior written consent of the parent, if the student is an unemancipated minor. 34 CFR §98.4(b).

"Psychiatric or psychological examination or test" means a method of obtaining information, including a group activity, that is not directly related to academic instruction and that is designed to elicit information about attitudes, habits, traits, opinions, beliefs, or feelings. 34 CFR §98.4(c)(1).

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"Psychiatric or psychological treatment" means an activity involving the planned, systematic use of methods or techniques that are not directly related to academic instruction and that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group. 34 CFR §98.4(c)(2).

"Research or experimentation program or project" means any program or project in any program that is funded in whole or in part by the Federal Government and is designed to explore or develop new or unproven teaching methods or techniques. 34 CFR §98.3(b).

B. Parents' or Emancipated Students' Right to Inspection of Materials - 34 CFR §98.3 and 20 USC §1232(c)

1. All instructional material, including teachers' manuals, films, tapes, or other supplementary instructional material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program or any research or experimentation program or project shall be available for inspection by the parents of the children engaged in such program or project in accordance with 20 USC §1232h(a) and 34 CFR §98.3(a).

    a. The district shall provide reasonable access to instructional material within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(C)(ii).

2. The parent shall have the right, upon request, to inspect a survey created by a third party before the survey is administered or distributed to their student pursuant to 20 USC §1232h(c)(1)(A)(i).

    a. The district shall provide reasonable access to such survey within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(A)(ii).

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3. The parent shall have the right, upon request, to inspect any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), before the instrument is administered or distributed to their student pursuant to 20 USC §1232h(c)(1)(F)(i).

    a. The district shall provide reasonable access to such instrument within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(F)(ii).

C. Protection of Students' Privacy in Examination, Testing, or Treatment with Prior Consent - 34 CFR §98.4

1. In accordance with 34 CFR §98.4(a) no student shall be required, as part of any program funded in whole or in part by a program of the USDOE, to submit without prior consent to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning one or more of the following:

    a. Political affiliations;

    b. Mental and psychological problems potentially embarrassing to the student or the student's family;

    c. Sex behavior and attitudes;

    d. Illegal, anti-social, self-incriminating, and demeaning behavior;

    e. Critical appraisals of other individuals with whom the student has close family relationships;

    f. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or

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g. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.

D. Protections of Students' Rights for Surveys, Analysis, or Evaluation - 20 USC §1232h

1. In accordance with 20 USC §1232h(b) no student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation, without prior consent, that reveals information concerning:

a. Political affiliations or beliefs of the student or the student's parent;

b. Mental and psychological problems of the student or the student's family;

c. Sex behavior or attitudes;

d. Illegal, anti-social, self-incriminating, or demeaning behavior;

e. Critical appraisals of other individuals with whom the student has close family relationships;

f. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;

g. Religious practices, affiliations, or beliefs of the student or student's parent; or

h. Income, (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program).

2. Parents' or Emancipated Students' Right to Opt Out - 20 USC §1232h(c)(2)

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a. The district shall provide notice and offer an opportunity for parents to opt their student out or for emancipated students to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

(2) The administration of any survey containing one or more of the items listed in D.1. above.

(3) Any nonemergency, invasive physical examination or screening that is:

(a) Required as a condition of attendance;

(b) Administered by the school and scheduled by the school in advance; and

(c) Not necessary to protect the immediate health and safety of the student, or of other students.

b. The district shall directly notify parents at least annually at the beginning of the school year of the specific or approximate dates during the school year when activities described in D.2.a. above are scheduled or expected to be scheduled in accordance with 20 USC §1232h(c)(2)(B).

3. Exceptions – 20 USC §1232h(c)(4)

a. The provisions of 20 USC §1232h do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

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(1) College or other postsecondary education recruitment, or military recruitment in accordance with Policy 9713;

(2) Book clubs, magazines, and programs providing access to low-cost literary products;

(3) Curriculum and instructional materials used by schools in the district;

(4) Tests and assessments used by schools in the district to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(5) The sale by students of products or services to raise funds for school-related or education-related activities; and

(6) Student recognition programs.

b. The provisions of this Policy:

(1) Shall not be construed to preempt applicable provisions of New Jersey law that require parental notification; and

(2) Do not apply to any physical examination or screening that is permitted or required by an applicable New Jersey law, including physical examinations or screenings permitted without parental notification.

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4. Policy Adoption or Revision – 20 USC §1232h(c)(2)(A)(i)

   The district shall provide this Policy to parents and students at least annually at the beginning of the school year, and provide notice within a reasonable period of time after any substantive change is made to this Policy.

E. Student Privacy – 20 USC §1232h and 34 CFR §98

   The district shall ensure a student's privacy is protected regarding any information collected in accordance with this Policy.

F. Violations of the PPRA – 20 USC §1232h and 34 CFR §98

   Parents or students who believe their rights under PPRA may have been violated may file a complaint with the USDOE.

In addition to the provisions of 20 USC §1232h, 34 CFR §98, and this Policy, the Superintendent or designee shall ensure compliance with the provisions of N.J.S.A. 18A:36-34 and Policy 9560 – Administration of School Surveys before students are required to participate in any academic or nonacademic survey, assessment, analysis, or evaluation.

The Protection of Pupil Rights Amendment (PPRA)
20 USC §1232h
34 CFR Part 98
Elementary and Secondary Education Act of 1965 (20 USC 2701 et seq.) as amended by the Every Student Succeeds Act
N.J.S.A 18A:36-34

Adopted:

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2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that students participating in athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student to return to athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

For the purpose of this Policy and Regulation 2431.4, programs of athletic competition shall include high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

The school district shall adopt an athletic head injury safety training program. The program shall be completed by the school physician, any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse. The training program shall be in accordance with guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41.2.

The school district shall annually distribute the NJDOE-developed educational fact sheet regarding sports-related concussions and other head injuries to all parents of students participating in any athletic competition or practice and shall obtain a signed acknowledgement of the receipt of the fact sheet by the student and their parent in accordance with N.J.S.A. 18A:40-41.2(c).

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A student who participates in an athletic competition or practice and who sustains or is suspected of sustaining a concussion or other head injury shall be immediately removed from athletic competition or practice. A student removed from athletic competition or practice shall not participate in further athletic competition or practice until they are evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to athletic competition or practice; and the student returns to regular school activities and is no longer experiencing symptoms of the injury when conducting those activities in accordance with N.J.S.A. 18A:40-41.4.

The return of a student to athletic competition or practice shall also be in accordance with the graduated, six-step "Return to Play Progression" recommendations and any subsequent changes or other updates to these recommendations as developed by the Centers for Disease Control and Prevention (CDC). The Board shall revise this Policy and Regulation 2431.4 whenever the CDC changes or otherwise updates the "Return to Play Progression" recommendations.

The school district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than $50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a "youth sports team organization" means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.



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This Policy and Regulation 2431.4 shall be reviewed and approved by the school physician annually and updated as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and other head injuries in accordance with N.J.S.A. 18A:40-41.3.

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.3; 18A:40-41.4; 18A:40-41.5

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2622 STUDENT ASSESSMENT

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments are utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

The Commissioner of Education, in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may implement assessments of student achievement in any grade(s) and by such assessments as the Commissioner deems appropriate. The system and related schedule of Statewide assessments shall be approved by the New Jersey State Board of Education. The school district shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments pursuant to N.J.A.C. 6A:8-4.1(c) and (d).

Pursuant to N.J.A.C. 6A:8-4.1(c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. The school district will provide accommodations or modifications to the Statewide assessment system in accordance with the provisions of N.J.A.C. A:8-4.1(d).

Students with disabilities as defined in N.J.A.C. 6A:14-1.3 shall participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10. The school district shall administer the alternative State assessment for students with disabilities in accordance with the provisions of N.J.A.C. 6A:8-4.1(d)3.

The school district shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(a)6, (f), (g), (h), or (i), as applicable.

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The school district shall maintain an accurate record of each student's performance on Statewide assessments and maintain for every student a ninth grade through graduation transcript in accordance with the provisions of N.J.A.C. 6A:8-4.2(d). The Superintendent shall report assessment results to the public and provide educators, parents, and students with assessment results in accordance with the provisions of N.J.A.C. 6A:8-4.3.

N.J.S.A. 18A:7C-1 et seq.; 18A:7E-2; 18A7E-3
N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7; 6A:14-4.10

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3233 POLITICAL ACTIVITIES

The Board of Education recognizes and encourages the right of all citizens, including teaching staff members, to engage in political activity. **However, t**~~T~~he Board prohibits the use of school **grounds** ~~premises~~ and school time~~, however,~~ for partisan political purposes.

The Board establishes the following guidelines to govern teaching staff members in their political activities:

1. A teaching staff member shall not engage in political activity on school **grounds** ~~premises~~ unless permitted in accordance with Board Policy No. 7510 - Use of School Facilities and/or applicable Federal and State laws;

2. A teaching staff member shall not post political circulars or petitions on school **grounds** ~~premises~~ nor distribute such circulars or petitions to students nor solicit campaign funds or campaign workers on school **grounds** ~~premises~~;

3. A teaching staff member shall not display any material that would tend to promote any candidate for office on an election day **on** ~~in a~~ school **grounds** ~~facility~~ that **are** ~~is~~ used as a polling place;

4. A teaching staff member shall not engage in any activity in the presence of students while on school **grounds** ~~property~~, which ~~activity~~ is intended and/or designed to promote, further or assert a position(s) on labor relations issues.

In accordance with N.J.S.A. 18A:6-8.1., a ~~A~~ **teaching** ~~certificated~~ staff member employed by this district who is a member of the Senate or General Assembly of the State of New Jersey shall be entitled to time off from school district duties, without loss of pay, during the periods of **the teaching staff member's** ~~his/her~~ attendance at regular or special sessions of the legislature and hearings or meetings of any legislative committee or commission.

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In accordance with N.J.S.A. 18A:6-8.2., a ~~A~~ teaching ~~certificated~~ staff member employed by this district who is a member of the Board of **County Commissioners** ~~Chosen Freeholders~~ of any county of New Jersey shall be entitled to time off from **the teaching staff member's** ~~his/her~~ duties, without pay, during the periods of **the teaching staff member's** ~~his/her~~ attendance at regular or special meetings of the Board **of County Commissioners** and of any committee thereof and at such other times as **the teaching staff member** ~~he/she~~ shall be engaged in performing the necessary functions and duties of **the teaching staff member's** ~~his/her~~ office as a member of the Board **of County Commissioners**.

No other teaching staff member who holds elective or appointive office is ~~so~~ entitled to time off, except as such time off may be provided for by Board policy or negotiated agreement.

The provisions of this **P**~~p~~olicy do not apply to the discussion and study of politics and political issues appropriate to the curriculum, the conduct of student elections, or the conduct of employee representative elections.

Nothing in this Policy shall be interpreted to impose a burden on the constitutionally protected speech or conduct of a **teaching** staff member or a student.

~~N.J.S.A. 11:17-2~~
N.J.S.A. 18A:6-8.1.; 18A:6-8.2.; 18A:6-8.4.; 18A:42-4
N.J.S.A. 19:34-42
Green Township v. Rowe, Superior Court of New Jersey - Appellate Division
A-2528-98T5

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5460 HIGH SCHOOL GRADUATION

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation in accordance with N.J.A.C. 6A:8-5.1 et seq. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma and has met the requirements for graduation.

As defined in N.J.A.C. 6A:8-1.3, "credit" means the award for the equivalent of a class period of instruction, which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2 and A.1.b. below.

A. High School Graduation Requirements – N.J.A.C. 6A:8-5.1

1. For a State-endorsed diploma, the Board shall develop, adopt, and implement graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:

   a. A graduating student must have earned a minimum of one hundred twenty credits in courses designed to meet all of the New Jersey Student Learning Standards (NJSLS), including, but not limited to, the following credits:

      (1) At least twenty credits in English language arts aligned to grade nine through twelve standards;

      (2) At least 15 credits in mathematics, including Algebra I or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;

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(3) At least fifteen credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;

(4) At least fifteen credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;

(5) At least three and three-quarters credits in financial, economic, business, and entrepreneurial literacy;

(6) At least ten credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;

(7) At least ten credits in visual and performing arts;

(8) At least two and one-half credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2) and A.1.b.(2)(b) below;

(9) Technological literacy, consistent with the NJSLS, integrated throughout the curriculum;

(10) At least five credits in 21st century life and careers, or career-technical education; and

(11) Electives as determined by the high school program sufficient to total a minimum of 120 credits.

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b. The 120-credit requirement set forth in N.J.A.C. 6A:8-5.1(a)1. and in A.1.a. above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities, as follows:

(1) The district shall establish a process to approve individualized student learning opportunities that meet or exceed the NJSLS.

(a) Individualized student learning opportunities in all NJSLS areas include, but are not limited to, the following:

(i) Independent study;

(ii) Online learning;

(iii) Study abroad programs;

(iv) Student exchange programs; and

(v) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.

(b) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall:

(i) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;

(ii) Include demonstration of student competency;

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(iii) Be certified for completion based on the district process adopted according to N.J.A.C. 6A:8-5.1(a)2.ii. and A.1.b.(2) below; and

(iv) Be on file in the school district and subject to review by the Commissioner of Education or designee.

(c) Group programs based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall be permitted and shall be approved in the same manner as other approved courses.

(2) The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLS at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated at N.J.A.C. 6A:8-5.1(a)2 and A.1.b. above. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.

(a) The district shall choose assessments that are aligned with or exceed the NJSLS and may include locally designed assessments.

(b) The district shall choose from among the following assessment options to determine if students have achieved the level of language

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proficiency designated as Novice-High as

defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSLS:

(i) The Standards-based Measurement of Proficiency (STAMP) online assessment;

(ii) The ACTFL Oral Proficiency Interview (OPI) or the Modified Oral Proficiency Interview (MOPI); or

(iii) New Jersey Department of Education-approved locally designed competency-based assessments.

(3) The district shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions.

(a) The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the NJSLS.

c. Local student attendance requirements;

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d. Any statutorily mandated requirements for earning a high school diploma;

e. The requirement that all students demonstrate proficiency by achieving a passing score on the English Language Arts (ELA) and mathematics components of the State graduation proficiency test or through the alternative means at N.J.A.C. 6A:8-5.1(h) and A.7. below, if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at N.J.A.C. 6A:8-5.1(g) and (i) and A.6. and A.8. below:

(1) Students in the graduating classes of 2019, 2020, 2021, and 2022 shall be required to demonstrate proficiency by achieving a passing score on the high school end-of-course PARCC assessments in ELA 10 and Algebra I or through alternative means set forth at N.J.A.C. 6A:8-5.1(f), (h), and (i) and A.5., A.7., and A.8. below.

f. For students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity for the following will be provided:

(1) Remediation, pursuant to N.J.S.A. 18A:7C-3.; and

(2) One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test, pursuant to N.J.S.A. 18A:7C-6; and

g. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through alternative means set forth at N.J.A.C. 6A:8-5.1(f) through (i) and A.5. through A.8. below.

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2. In the development of Personalized Student Learning Plans according to N.J.A.C. 6A:8-3.2(a), the district shall actively encourage all students who have otherwise met the requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a)1 through 3 and A.1.a. through A.1.c. above, to include in their programs of study the following additional credits:

   a. Five credits in mathematics during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;

   b. Five credits in a laboratory science during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;

   c. Five credits in social studies during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers; and

   d. Five credits in world languages during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers.

3. The district shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through Quality Single Accountability Continuum (QSAC) and update the district's filed copy each time the graduation policy is revised.

4. The district shall provide each student entering high school and their parents with a copy of the district's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.

5. To ensure adequate transition to the new Statewide assessment systems, the district shall provide students in the graduating classes of 2018, 2019, 2020, 2021, and 2022 who have not demonstrated proficiency on the high school end-of-course PARCC assessments

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in ELA 10 and Algebra I with the opportunity to demonstrate competence through one of the alternative means set forth below:

a. For the graduating classes of 2018, 2019, 2020, 2021, and 2022, students who did not take the ELA 10 and the Algebra I end-of-course PARCC assessment or who take but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, may satisfy the State requirement to demonstrate proficiency in English language arts and/or mathematics in one of the following ways:

(1) Achieve a passing score, as determined by the Commissioner of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or

(2) Meet the criteria of the portfolio appeals process.

6. For students in the graduating classes of 2023, 2024, and 2025, the alternative means referenced at N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above shall be as follows:

a. Achieve a passing score, as determined by the Commissioner of Education and approved by the New Jersey State Board of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable; and/or

b. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.

7. All English language learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a New Jersey Department of Education-approved, English fluency assessment.

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8. Students, including students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities, are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).

9. For students in the graduating classes of 2019, 2020, 2021, and 2022, the New Jersey Department of Education (NJDOE) shall consider high school end-of-course State assessments to be equivalent to the corresponding high school end-of-course PARCC assessments.

B. High School Diplomas – N.J.A.C. 6A:8-5.2

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), (c), or N.J.A.C. 6A:8-5.2(d) and A.1 above, C.1. below, or B.4. below.

2. The Board shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in B.1. above.

   a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.

   b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a)6 through N.J.A.C. 6A:8-5.1(i) and in A.1.f. through A.8. above, as applicable, pursuant to the standards applicable to the student's graduating class. Students in graduating classes prior to 2018 shall demonstrate proficiency as set

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forth for the classes of 2018 through 2022 at N.J.A.C. 6A:8-5.1(f)1 and A.5.a. above. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8 and this Policy, a State-endorsed diploma shall be granted by the high school of record.

3. Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on the General Education Development test (GED) or other adult education assessments to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential.

4. The Commissioner of Education shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education. Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.

5. The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:

   a. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, or as set forth at N.J.A.C. 6A:8-5.1(g) and A.6. above:

      (1) The Board shall award a State-endorsed high school diploma to any currently enrolled student in the graduating classes of 2019, 2020, 2021, and 2022 who has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f) and in A.5. above;

b. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and

c. Has formally requested such early award of a State-endorsed high school diploma.

6. Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner of Education:

a. The total number of students graduated;

b. The number of students graduated under the substitute competency test process;

c. The number of students graduated under the portfolio appeals process;

d. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEP);

e. The total number of students denied graduation from the twelfth grade class; and

f. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.

C. Students with Disabilities – N.J.A.C. 6A:8-5.1(c) and N.J.A.C. 6A:14-4.11

1. Through the IEP process set forth at N.J.A.C. 6A:14-3.7 and pursuant to N.J.A.C. 6A:14-4.11, the Board may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined at N.J.A.C. 6A:14-1.3.

a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.

b. The district shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.

2. The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. The student shall meet the high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1 and A. above, except as specified in the student's IEP. The IEP shall specify which requirements would qualify the student with a disability for the State-endorsed diploma issued by the Board responsible for the student's education.

3. Graduation with a State-endorsed diploma is a change of placement that requires written notice pursuant to N.J.A.C. 6A:14-2.3(f) and (g).

a. As part of the written notice, the parent shall be provided with a copy of the procedural safeguards statement published by the NJDOE.

b. As with any proposal to change the educational program or placement of a student with a disability, the parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation.

c. In accordance with N.J.A.C. 6A:14-3.8(d), a reevaluation shall not be required.

d. When a student graduates or exceeds the age of eligibility, the student shall be provided a written summary of their academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which the student exceeds the age of eligibility. The summary shall include recommendations to assist the student in meeting their postsecondary goals.

4. If a student attends a school other than that of the school district of residence that is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.

   a. If the school the student is attending declines to issue a diploma to the student, the Board of the school district of residence shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.

5. If the Board grants an elementary school diploma, a student with a disability who fulfills the requirements of their IEP shall qualify for and receive a diploma.

6. Students with disabilities who meet the standards for graduation according to N.J.A.C. 6A:14-4.11 and C. of this Policy shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

D. State Seal of Biliteracy – N.J.A.C. 6A:8-5.3

1. The Board may award a State Seal of Biliteracy to any student who has met all requirements in N.J.A.C. 6A:8-5.2 and B. above and demonstrates proficiency in the following:

   a. One or more world languages via an approved assessment pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. below during the student's next to last or final year of high school; and

      (1) Pursuant to N.J.S.A. 18A:7C-15, a foreign language other than English also shall include, but not be limited to, American Sign Language, Latin, and Native American languages.

   b. English language arts as set forth in N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above.

2. A Board that chooses to award the State Seal of Biliteracy shall incorporate the process into the developed, adopted, and implemented Policy 5460 – High School Graduation pursuant to N.J.A.C. 6A:8-5.1(a) and A.1. above, denoting participation in the voluntary program. A Board choosing to participate shall submit, in accordance with N.J.A.C. 6A:8-5.1(d) and A.3. above, a copy of Policy 5460 – High School Graduation that reflects the option for students to participate in the State Seal of Biliteracy.

3. The Board of Education shall charge a fee to the student for related assessments and transcript insignias.

4. The Board of Education shall do the following:

   a. Provide the NJDOE with information regarding students who qualify for the State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3(a) and D.1. above;

   b. Present each student who qualifies pursuant to D.1. above with a New Jersey Department of Education-issued certificate;

   c. Include the Commissioner of Education-developed insignia on the student's transcript; and

   d. Maintain appropriate records to identify students who have earned the State Seal of Biliteracy.

5. The Board shall not award a State Seal of Biliteracy to any student who does not meet the criteria in N.J.A.C. 6A:8-5.3(a) and D.1. above and shall not include the Commissioner of Education-developed insignia on the student's transcript.

6. A list of New Jersey Department of Education-approved, nationally recognized assessments and the Statewide scores necessary for a student to satisfy requirements for the State Seal of Biliteracy shall be set by a resolution approved by the New Jersey State Board of Education

a. If an approved assessment, pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. above, does not exist for a particular language, the Board may administer a NJDOE-approved, locally designed proficiency-based assessment.**]**

N.J.S.A. 18A:7C-3; 18A:7C-5; 18A:7C-6, 18A:7C-7; 18A:7C-15; 18A:7E-3
18A:35-1; 18A:35-2; 18A:35-5; 18A:35-7; 18A:35-8
N.J.A.C. 6A:8-1.3; 6A:8-5.1 et seq.; 6A:14-1.3; 6A:14-2.3; 6A:14-3.7
6A:14-3.8; 6A:14-4.11; 6A:20-1.4

Adopted:

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5541 ANTI-HAZING

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Hazing is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. The Board of Education prohibits acts of hazing and adopts this Policy against hazing in accordance with N.J.S.A. 18A:37-32.2. The provisions of this Policy apply to high school(s); middle school(s); and/or elementary school(s) in the school district.

"Hazing" in a school setting includes, but is not limited to, conduct by an individual(s) who is a member and/or representative of a school-sponsored student organization, club, or athletic team where such individual(s) conditions a student's acceptance as a member into such group on whether the student engages in activities that are humiliating, demeaning, intimidating, and exhausting to the student.

N.J.S.A. 2C:40-3.a. indicates hazing may also include, but is not limited to, the conduct outlined below:

1. An individual(s) causes, coerces, or otherwise induces a student to commit an act that violates Federal or State criminal law;

2. An individual(s) causes, coerces, or otherwise induces a student to consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm or is otherwise deleterious to the student's health;

3. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a physical nature, including, but not limited to, whipping, beating, branding, excessive calisthenics, or exposure to the elements;

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4. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a mental or emotional nature, including, but not limited to, activity adversely affecting the mental or emotional health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment;

5. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a sexual nature; or

6. An individual(s) subjects a student to any other activity that creates a reasonable likelihood of bodily injury to the student.

Board of Education members, school employees, and contracted service providers are required to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding such an incident. Students, parents, volunteers, or visitors are encouraged to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident.

Any report of an alleged incident of hazing shall be immediately investigated by the Principal or designee in accordance with procedures used to investigate alleged violations of the Student Discipline/Code of Conduct and Policy and Regulation 5600. A Principal or designee who receives a report of an alleged incident of hazing and fails to initiate or conduct an investigation and fails to minimize or eliminate the hazing may be subject to disciplinary action.

The Principal or designee may identify behavior when investigating an alleged incident of hazing indicating harassment, intimidation, or bullying (HIB) pursuant to N.J.S.A. 18A:37-14 et seq. – New Jersey Anti-Bullying Bill of Rights Act (ABR). If the Principal or designee identifies behavior indicating HIB, the Principal or designee shall ensure a separate investigation is conducted in accordance with the ABR and Policy 5512.



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The Superintendent or designee shall report to local law enforcement any hazing incident that rises to the level of mandatory reporting under the "Uniform Memorandum of Agreement Between Education Officials and Law Enforcement Officials" or any other agreement between local law enforcement and the school district pursuant to N.J.A.C. 6A:16-5.1(b).

Hazing that involves the participation of a coach, teacher, or other adult may constitute child abuse and shall be addressed in accordance with N.J.S.A. 18A:36-25 and Policy and Regulation 8462.

The Board shall enforce any penalty for violation of this Policy in accordance with the student code of conduct and Policy and Regulation 5600, or any other applicable Board Policy or Regulation. In accordance with N.J.S.A. 18A:37-32.3 appropriate penalties for a violation of this Policy may include, but are not limited to:

1. Withholding of diplomas or transcripts pending compliance with the rules;

2. Rescission of permission for the organization or group whose student member(s) are being penalized under this Policy, to operate on school property or to otherwise operate under the sanction or recognition of the school district; and

3. The imposition of probation, suspension, dismissal, or expulsion of a student member(s).

Any discipline instituted in response to a violation of this Policy may be in addition to discipline for a violation of Policy 5512, Policy and Regulation 5600, and any other applicable Board Policy and Regulation.

The school district shall ensure that students are informed of this Policy, including the rules, penalties, and program of enforcement under this Policy. This Policy shall be posted on the school district's publicly accessible Internet website.

N.J.S.A. 18A:36-25; 18A:37-13.2; 18A:37-14 et seq.; 18A:37-32.2;
18A:37-32.3



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8465 **BIAS** ~~HATE~~ CRIMES AND BIAS-RELATED ACTS

The Board of Education is committed to providing a safe and healthy environment for all children in the school district. **Bias** ~~Hate~~ crimes and bias-related acts involving students can lead to further violence and retaliation. **Bias** ~~Hate~~ crimes and bias-related acts, by their nature are confrontational, inflame tensions, and promote social hostility and will not be tolerated by the school district. ~~The~~ **S**~~s~~chool district employees will work closely with local law enforcement and the county prosecutor's office to report or eliminate the commission of **bias** ~~hate~~ crimes and bias-related acts.

Definitions

A "**bias** ~~hate~~ crime" **means** ~~is~~ any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race**;**, color**;**, **religion; gender;** disability**;**, ~~religion,~~ sexual orientation**;**, **gender identity or expression; national origin;** or ethnicity.

A "bias-related act" **means** ~~is~~ an act directed at a person, group of persons, private property, or public property that is motivated in whole or **in** part by racial**;**, gender**;**, disability**;**, religion**;** ~~or~~ sexual orientation**;**, **gender identity or expression; national origin;** or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense.

All **bias** ~~hate~~ crimes are also bias-related acts, but not all bias-related acts will constitute a **bias** ~~hate~~ crime.

Required Actions

School employees shall immediately notify the Principal and the Superintendent or designee when in the ~~Whenever any school employee in the~~ course of **their** ~~his/her~~ employment **they** develop~~s~~ reason to believe ~~that (1)~~ a **bias** ~~hate~~ crime **or bias-related act** has been committed or is about to be committed **in accordance with N.J.A.C. 6A:16-6.3(e).** ~~on school property, or has been or is about to be committed by any student, whether on or off school property, and whether or not such offense was or is about to be committed during operating~~

~~school hours, or (2) a student enrolled in the school has been or is about to become the victim of a hate crime, whether committed on or off school property or during operating school hours, the school employee shall immediately notify the Building Principal and Superintendent, who in turn,~~

The Superintendent or designee shall **promptly** notify the **_____ local p**~~P~~olice **d**~~D~~epartment and **the b**~~B~~ias **i**Investigation **o**~~O~~fficer for the county prosecutor's office **when a bias crime or bias-related act has been committed or is about to be committed in accordance with N.J.A.C. 6A:16-6.3(e)1.**

~~The Principal and the S~~uperintendent **or designee** shall **immediately** notify the **local p**~~P~~olice **d**~~D~~epartment and the **bias investigation officer for the** county prosecutor's office ~~immediately~~ **where** ~~if~~ there is reason to believe that a **bias** ~~hate~~ crime **or bias-related act**that involves an act of violence has been or is about to be physically committed against a student**,** or there is otherwise reason to believe that a life has been or will be threatened **in accordance with N.J.A.C. 6A:16-6.3(e)2**.

~~Whenever any school employee in the course of his/her employment has reason to believe that a bias-related act has been committed or is about to be committed on school property, or has been or is about to be committed by any student, whether on or off school property and whether or not such bias-related act was or is to be committed during operating school hours, the school employee should immediately notify the Building Principal and Superintendent, who in turn should promptly notify the _____ Police Department.~~

~~In deciding whether to refer the matter of a bias-related act to the Police Department or the county prosecutor's office, the Building Principal and the Superintendent, should consider the nature and seriousness of the conduct and the risk that the conduct posed to the health, safety and well-being of any student, school employee or member of the general public. The Building Principal and Superintendent should also consider the possibility that the suspected bias-related act could escalate or result in some form of retaliation which might occur within or outside school property.~~

It is understood a referral to the **local p~~P~~olice d~~D~~epartment** or county prosecutor's office **pursuant to the Memorandum of Agreement between Education and Law Enforcement Officials** is only a transmittal of information that might be pertinent to a law enforcement investigation and is not an accusation or formal charge.

Unless the **local p~~P~~olice d~~D~~epartment** or the county prosecutor's office request otherwise, the school district may continue to investigate a suspected **bias** ~~hate~~ crime or bias-related act occurring on school **grounds** ~~property~~ and may take such actions as necessary and appropriate to redress and remediate any such acts.

School officials will secure and preserve any such graffiti or other evidence of a suspected **bias** ~~hate~~ crime or bias-related act pending the arrival of the **local p~~P~~olice d~~D~~epartment** or the county prosecutor's office. The school officials, **where** ~~when~~ feasible, will cover or conceal such evidence until the arrival of the **local p~~P~~olice d~~D~~epartment** or county prosecutor's office.

N.J.S.A. 2C:16-1
N.J.A.C. 6A:16-6.1 ~~et seq.~~; **6A:16-6.2;** 6A:16-6.3~~(c)~~
State Memorandum of Agreement approved by the Department of Law & Public Safety and the Department of Education

Adopted:

9560 ADMINISTRATION OF SCHOOL SURVEYS

The Board of Education believes the administration of school surveys may be necessary and valuable to the educational program in the school district. The Board recognizes certain student information is personal and some students or parents may not want this information shared with the school district. Therefore, the Board shall ensure school surveys are administered in accordance with N.J.S.A. 18A:36-34 and 18A:36-34.1 and this Policy.

A. School Surveys, Certain, Parental Consent Required Before Administration – N.J.S.A. 18A:36-34

1. Unless the school district receives prior written informed consent from a student's parent and provides for a copy of the document to be available for viewing at convenient locations and time periods, the school district shall not administer to a student any academic or nonacademic survey, assessment, analysis, or evaluation which reveals information concerning:

   a. Political affiliations;

   b. Mental and psychological problems potentially embarrassing to the student or the student's family;

   c. Sexual behavior and attitudes;

   d. Illegal, anti-social, self-incriminating, and demeaning behavior;

   e. Critical appraisals of other individuals with whom a respondent has a close family relationship;

   f. Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers;

g. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program; or

h. Social security number.

2. The school district shall request prior written informed consent at least two weeks prior to the administration of the survey, assessment, analysis, or evaluation.

3. A student shall not participate in any survey, assessment, analysis, or evaluation that concerns the issues listed in A.1. above and N.J.S.A. 18A:36-34.a. unless the school district has obtained prior written informed consent from the student's parent.

B. Voluntary Survey for Students with Prior Parental Written Notification – N.J.S.A. 18A:36-34.1

1. In accordance with N.J.S.A. 18A:36-34.1 and notwithstanding, N.J.S.A. 18A:36-34 and A. above, or any other law, rule, or regulation to the contrary, if the school district sends prior written notification to the parent of the student, the school district may administer an anonymous, voluntary survey, assessment, analysis, or evaluation to the student which reveals information concerning any of the following issues:

a. Use of alcohol, tobacco, drugs, and vaping;

b. Sexual behavior and attitudes;

c. Behaviors that may contribute to intentional or unintentional injuries or violence; or

d. Physical activity and nutrition-related behaviors.

2. Written notification provided by the school district to the parent of the student shall be delivered to the parent by regular mail, electronic mail, or a written acknowledgement form to be delivered by the student at least two weeks prior to administration of the survey, assessment, analysis, or evaluation. Written notification shall contain, at minimum, the following information:

   a. A description of the survey, assessment, analysis, or evaluation;

   b. The purpose for which the survey, assessment, analysis, or evaluation is needed;

   c. The entities and persons that will have access to the information generated by the survey, assessment, analysis, or evaluation;

   d. Specific instruction as to when and where the survey, assessment, analysis, or evaluation will be available for parental review prior to its administration;

   e. The method by which the parent can deny permission to administer the survey, assessment, analysis, or evaluation to the student; a form specifically providing for such denial shall be included with this notice;

   f. The names and contact information of persons to whom questions can be directed; and

   g. A statement advising that failure to respond indicates approval of participation in the survey, assessment, analysis, or evaluation.

3. Information obtained through a survey, assessment, analysis, or evaluation administered to a student in accordance with N.J.S.A. 18A:36-34.1 and B. above, shall be submitted to the New Jersey Department of Education and the New Jersey Department of Health. Information may be used to develop public health initiatives and prevention programs. Information shall not be used for marketing or other commercial purposes that are not related to student health

C. Violations – N.J.S.A. 18A:36-34.d.

A violation by the school district of N.J.S.A. 18A:36-34; 18A:36-34.1, and this Policy shall be subject to such monetary penalties as determined by the New Jersey Commissioner of Education.

D. Compliance with Federal Law

In addition to compliance with the provisions of N.J.S.A. 18A:36-34, 18A:36-34.1, and this Policy, the Superintendent or designee shall ensure compliance with the provisions of Policy 2415.05 – Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment before students are required to participate in a survey, analysis, evaluation, examination, testing, or treatment funded in whole or part by a program of the United States Department of Education that concerns one or more of the areas outlined in Policy 2415.05.

N.J.S.A. 18A:36-34; 18A:36-34.1

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. Allowing a student to return to athletic competition or practice before recovering from a concussion increases the chance of a more serious brain injury. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq. and Policy 2431.4.

A. Athletic Head Injury Safety Training Program

1. The school district will adopt an athletic head injury safety training program.

2. The training program shall be completed by the school physician, any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse.

3. This training program shall be in accordance with the guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41.2.

B. Prevention

1. The school district may require pre-season baseline testing of students before the student begins participation in athletic competition or practice. The baseline testing program shall be reviewed and approved by the school physician trained in the evaluation and management of sports-related concussions and other head injuries.

2. The Principal or designee will review educational information for students participating in athletic competition or practice on the prevention of concussions.

3. All school staff members, students participating in athletic competition or practice, and parents of students participating in athletic competition or practice shall be annually informed through the distribution of the NJDOE Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.

C. Signs or Symptoms of Concussion or Other Head Injury

1. Possible signs of concussions may be observed by coaches, athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to:

   a. Appearing dazed, stunned, or disoriented;

   b. Forgetting plays or demonstrating short-term memory difficulty;

   c. Exhibiting difficulties with balance or coordination;

   d. Answering questions slowly or inaccurately; and/or

   e. Losing consciousness.

2. Possible symptoms of concussion shall be reported by the student participating in athletic competition or practice to coaches, athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion may be, but are not limited to:

   a. Headache;

   b. Nausea/vomiting;

   c. Balance problems or dizziness;

   d. Double vision or changes in vision;

   e. Sensitivity to light or sound/noise;

   f. Feeling sluggish or foggy;

   g. Difficulty with concentration and short-term memory;

   h. Sleep disturbance; or

   i. Irritability.



D. Medical Attention for a Student Suspected of a Concussion or Other Head Injury

1. A student who participates in athletic competition or practice and who sustains or is suspected of having sustained a concussion or other head injury while engaged in an athletic competition or practice shall be immediately removed from athletic competition or practice.

   a. A staff member supervising the student during the athletic competition or practice shall immediately contact the school physician, athletic trainer, or school nurse to examine the student.

      (1) The school physician, athletic trainer, or school nurse shall determine if the student has sustained or may have sustained a concussion or other head injury. The school physician, athletic trainer, or school nurse shall determine if emergency medical responders shall be called to athletic competition or practice.

      (2) In the event the school physician, athletic trainer, or school nurse determine the student did not sustain a concussion or other head injury, the student shall not be permitted to participate in any further athletic competition or practice until written medical clearance is provided in accordance with E. below.

2. The staff member supervising a student who has been removed from athletic competition or practice in accordance with D.1. above or another staff member shall contact the student's parent and the Principal or designee as soon as possible after the student has been removed from the athletic competition or practice.

   a. A parent shall monitor their student for symptoms of a concussion or other head injury upon receiving such notification.

E. Medical Examination and Written Medical Clearance

1. A student who was removed from athletic competition or practice in accordance with D.1. shall not participate in further athletic competition or practice until:

   a. The student is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions;

   b. The student receives written medical clearance from a physician trained in the evaluation and management of concussions to return to competition or practice; and



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c. The student returns to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.

2. The student's written medical clearance from a physician must indicate a medical examination has determined:

a. The student's injury was not a concussion or other head injury, the student is asymptomatic at rest, and the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or

b. The student's injury was a concussion or other head injury and the student's physician will monitor the student to determine when the student is asymptomatic at rest and when the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.

3. The student's written medical clearance must be reviewed and approved by the school physician.

4. The student may not begin the graduated return to athletic competition and practice protocol in F. below until the student receives a medical examination and provides the required written medical clearance.

5. A written medical clearance not in compliance with the provisions of E. will not be accepted.

F. Graduated Return to Athletic Competition and Practice Protocol

1. The return of a student to athletic competition and practice shall be in accordance with the graduated, six-step "Return to Play Progression" recommendations and any subsequent changes or updates to those recommendations as developed by the Centers for Disease Control and Prevention.

a. Back to Regular Activities (Such as School)

The student is back to their regular activities (such as school) and has the green-light from the student's physician approved by the school physician to begin the return to play process. A student's return to regular activities involves a stepwise process. It starts with a few days of rest (two-three days) and is followed by light activity (such as short walks) and moderate activity (such as riding a stationary bike) that do not worsen symptoms.

b. Light Aerobic Activity

Begin with light aerobic exercise only to increase the student's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weight lifting at this point.

c. Moderate Activity

Continue with activities to increase the student's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, and/or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

d. Heavy, Non-Contact Activity

Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, and/or non-contact sport-specific drills (in three planes of movement).

e. Practice and Full Contact

The student may return to practice and full contact (if appropriate for the athletic competition) in controlled practice.

f. Athletic Competition

The student may return to athletic competition or practice.

2. It is important for a student's parent(s) and coach(es) to watch for concussion symptoms after each day's "Return to Play Progression" activity. A student should only move to the next step if they do not have any new symptoms at the current step.

3. If a student's symptoms return or if they develop new symptoms, this is a sign that a student is pushing too hard. The student should stop these activities and the student's health care provider should be contacted. After more rest and no concussion symptoms, a student can start at the previous step if approved by the student's healthcare provider and provides written medical clearance to the school physician.



G. Temporary Accommodations for Student's Participating in Athletic Competition with Sports-Related Head Injuries

1. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.

2. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a student is sensitive to light/sound can slow a student's recovery. The Principal or designee may look to address the student's cognitive needs as described below. Students who return to school after a concussion may need to:

   a. Take rest breaks as needed;

   b. Spend fewer hours at school;

   c. Be given more time to take tests or complete assignments (all courses should be considered);

   d. Receive help with schoolwork;

   e. Reduce time spent on the computer, reading, and writing; and/or

   f. Be granted early dismissal from class to avoid crowded hallways.

Adopted:



R 2460.30 ADDITIONAL/COMPENSATORY SPECIAL EDUCATION AND RELATED SERVICES

The Board of Education shall provide additional or compensatory special education and related services to students with disabilities beyond the age of twenty-one pursuant to N.J.S.A. 18A:46-6.3.

As used in N.J.A.C. 18A:46-6.3(h) and this Regulation, "parent" means the natural or adoptive parent, the legal guardian, resource family parent when willing to so serve, a surrogate parent, or a person acting in the place of a parent, such as a grandparent or stepparent with whom the student lives, or a person legally responsible for the student's welfare. "Parent" shall also include an adult student who has attained the age of eighteen, who is not under legal guardianship, and who is entitled to receive special education and related services.

A. Additional Special Education and Related Services

1. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:

a. In the 2021-2022 school year, provide special education and related services contained in an Individualized Education Program (IEP) to a student with disabilities who attains the age of twenty-one during the 2020-2021 school year, provided the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2021-2022 school year.

(1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.a. and A.1. shall not be eligible to receive such education and services beyond June 30, 2022, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.

2. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:

a. In the 2022-2023 school year, provide special education and related services contained in an IEP to a student with disabilities who attains the age of twenty-one during the 2021-2022 school year, provided the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2022-2023 school year.

(1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.b. and A.2. shall not be eligible to receive such education and services beyond June 30, 2023, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.

3. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:

a. In the 2023-2024 school year, provide special education and related services contained in an IEP to a student with disabilities who attains the age of twenty-one during the 2022-2023 school year, provided that the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2023-2024 school year.

(1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.c. and A.3. shall not be eligible to receive such education and services beyond June 30, 2024, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.

B. Rights, Privileges, and Remedies

1. A student receiving special education and related services, including transition services, pursuant to N.J.S.A. 18A:46-6.3 and this Regulation shall be afforded the same rights, privileges, and remedies provided to students with disabilities pursuant to State law, New Jersey State Board of Education regulations concerning special education, and the Federal "Individuals with Disabilities Education Act," (IDEA) 20 USC §1400 et seq.



2. Any disputes that arise with respect to the provision or nature of services provided to a student with disabilities in the additional year as provided in accordance with N.J.S.A. 18A:46-6.3.a., b. and c., and A. above may be addressed as determined by the parent of the student with disabilities, by either:

   a. Mediation;

   b. A written request for a complaint investigation submitted to the Director of the Office of Special Education Policy and Dispute Resolution in the New Jersey Department of Education; or

   c. A special education due process hearing pursuant to IDEA, N.J.S.A. 18A:46, or administrative code.

C. Funding

1. The special education and related services, including transition services, provided to students with disabilities pursuant to the provisions of N.J.S.A. 18A:46-6.3 and this Regulation, to the extent permitted by Federal law, be paid for from the monies received by the State or a school district under the Federal "Coronavirus Aid, Relief, and Economic Security (CARES) Act," Pub.L.116-136, the Federal "Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021," Pub.L.116-260, the Federal "American Rescue Plan (ARP) Act," Pub.L.117-2, or any other Federal funding provided to address the impact of the coronavirus pandemic on elementary and secondary schools as it becomes available.

2. To the extent the Federal funds described in N.J.S.A. 18A:46-6.3.e.(1) and C.1. above do not cover the costs borne by the school district to provide the special education and related services, including transition services, to students with disabilities pursuant to the provisions of N.J.S.A. 18A:46-6.3 and this Regulation, the State of New Jersey shall appropriate funds as necessary from the Property Tax Relief Fund to reimburse the school district for these costs.

3. The special education and related services funded pursuant to the provisions of N.J.S.A. 18A:46-6.3.e. may include, but are not limited to, the additional staff, programs, and facilities deemed necessary by the school district to provide the special education and related services, including transition services, required under N.J.S.A. 18A:46-6.

Adopted:

R 2622 STUDENT ASSESSMENT

A. Statewide Assessment System – N.J.A.C. 6A:8-4.1

1. The school district shall, according to a schedule prescribed by the Commissioner of Education, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school assessment component; and the alternative State assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.

2. Pursuant to N.J.A.C. 6A:8-4.1(c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner of Education pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled.

   a. The school district shall provide all appropriate accommodations or modifications to the Statewide assessment system as specified by the New Jersey Department of Education (NJDOE) for English language learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as specified in a student's Individualized Education Program (IEP) or 504 plan in accordance with N.J.A.C. 6A:8-4.1(d)1.

      (1) The school district may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English.

      (2) The school district shall have the option for a first-year ELL of substituting a NJDOE-approved language proficiency test only for the English language arts component of the Statewide assessment, when the student has entered the United States after June 1 of the calendar year prior to the test administration.

   b. The school district shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.

c. At specific times prescribed by the Commissioner of Education, the school district shall administer the alternative State assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities in accordance with N.J.A.C. 6A:8-4.1(d)3.

d. The school district shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(a)6, (f), (g), (h), or (i), as applicable.

3. Test Administration Procedures and Security Measures

a. The school district shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district.

b. All Statewide assessments shall be administered in accordance with the NJDOE's required test administration procedures and security measures.

c. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

B. Documentation of Student Achievement – N.J.A.C. 6A:8-4.2

1. After each test administration, the NJDOE shall provide the Superintendent the following:

a. Rosters of student performance in each content area;

b. Individual student reports; and

c. School and school district summary data, including school and school district means, numbers tested, and percent achieving at each performance level.

(1) The school district summary data shall be aggregated and disaggregated, and school summary data shall be disaggregated, for students with disabilities as defined in N.J.A.C. 6A:14-1.3 and for ELLs.

2. The school district shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

3. The school district shall maintain an accurate record of each student's performance on Statewide assessments.

4. The school district shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

   a. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth at N.J.A.C. 6A:8-5.1(a)6;

   b. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);

   c. Evidence of instructional experience and performance in the New Jersey Student Learning Standards (NJSLS);

   d. Evidence of technological literacy;

   e. Evidence of career education instructional experiences and career development activities;

   f. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in NJDOE-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and

   g. Any other information deemed appropriate by the school district.

C. Accountability – N.J.A.C. 6A:8-4.3

1. The Superintendent shall report final results of annual assessments to the Board and members of the public at a public meeting within sixty days of receipt of the information from the NJDOE.

2. The Superintendent shall provide educators, parents, and students with results of annual assessments as required under N.J.A.C. 6A:8-4.2(a) and B.1. above, within thirty days of receipt of information from the NJDOE.



3. The school district shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on the Statewide or local assessments.

4. All students shall be expected to demonstrate the knowledge and skills of the NJSLS as measured by the Statewide assessment system.

D. Annual Review and Evaluation of School Districts – N.J.A.C. 6A:8-4.4

1. The NJDOE shall review the performance of schools and school districts by using a percent of students performing at the proficient level as one measure of annual measurable objective (AMO) and incorporating a progress criterion indicative of systemic reform.

   a. The review shall include the performance of all students, including students with disabilities as defined by N.J.A.C. 6A:14-1.3, students from major racial and ethnic groups, economically disadvantaged students, and ELLs.

   b. The review shall take place at each grade level in which Statewide assessments are administered, using the AMO targets.

E. Public Reporting – N.J.A.C. 6A:8-4.5

1. In accordance with the requirements of N.J.A.C. 6A:8-4.5, the NJDOE shall report annually to the New Jersey State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLS as measured by the Statewide assessment system by publishing and distributing the NJDOE's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5.

2. After each test administration, the NJDOE shall report to the Board on the performance of all students and of student subgroups.

F. Parental Notification

Parents shall be informed of the school district assessment system and of any special tests that are to be administered to their children.

Adopted:

R 8465 BIAS CRIMES AND BIAS-RELATED ACTS

A. Definitions

1. A bias crime means any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race; color; religion; gender; disability; sexual orientation; gender identity or expression; national origin; or ethnicity.

2. A bias-related act means an act directed at a person, group of persons, private property, or public property that is motivated in whole or in part by racial; gender; disability; religion; sexual orientation; gender identity or expression; national origin; or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense.

3. All bias crimes are also bias-related acts, but not all bias-related acts will constitute a bias crime.

B. Procedure For Reporting Bias Crimes and Bias-Related Acts

1. A school employee shall immediately notify the Principal and the Superintendent or designee when in the course of their employment, they develop reason to believe that:

   a. A bias crime or a bias-related act has been committed or is about to be committed on school grounds;

   b. A bias crime or a bias-related act has been or is about to be committed by student on or off school grounds, and whether such offense was or is to be committed during operating school hours; or

   c. A student enrolled in the school has been or is about to become the victim of a bias crime or bias-related act on or off school grounds, or during operating school hours.

2. The Superintendent or designee shall promptly notify the local police department and the bias investigation officer for the county prosecutor's office when a bias crime or bias-related act has been committed or is about to be committed on school grounds, or has been or is about to be committed by a student on or off school grounds, and whether such offense was or is to be committed during operating school hours, or a student enrolled in the school has been or is about to become the victim of a bias crime or bias-related act on or off school grounds, or during operating school hours.



3. The Superintendent or designee shall immediately notify the local police department and the bias investigation officer for the county prosecutor's office where there is reason to believe a bias crime or bias-related actthat involves an act of violence has been or is about to be physically committed against a student, or there is otherwise reason to believe a life has been or will be threatened.

C. Nature of Referral

1. The mandatory referral for suspected or committed bias crimes and bias-related acts as described in N.J.A.C. 6A:16-6.3(e) and this Regulation is only a request to the law enforcement agencies to conduct an investigation and is nothing more than the transmittal of information which may be pertinent to any such law enforcement investigation.

D. Concurrent Jurisdiction

1. Unless the local police department or the county prosecutor's office request otherwise, school officials may continue to investigate a suspected bias crime or bias-related act occurring on school grounds and may take such actions as necessary and appropriate to redress and remediate any such acts.

2. School officials will immediately discontinue any ongoing school investigation if the local police department or the county prosecutor's office believe the school investigation could jeopardize an on-going law enforcement investigation or otherwise endanger the public safety.

   a. Upon notice provided in D.2. above, school officials will take no further action without providing notice to and receiving the assent of the local police department or the county prosecutor's office.

E. Preservation of Evidence

1. School officials will secure and preserve any such graffiti or other evidence of a suspected bias crime or bias-related act pending the arrival of the local police department or the county prosecutor's office.

2. The school officials, when feasible, will cover or conceal such evidence until the arrival of the local police department or county prosecutor's office in a manner designed to minimize the harm and continued exposure to students by such evidence.

Issued:

2416.01 POSTNATAL ACCOMMODATIONS FOR STUDENTS

The Board of Education recognizes students may be returning to school shortly after their child's birth and may need to breastfeed their child or to express breast milk during the school day. The school district will accommodate a student who wants to breastfeed or express breast milk while attending school in the district.

A student shall be permitted to breastfeed their child or to express breast milk while attending school in accordance with a schedule provided by the student to the school nurse, who shall consult with the Principal or designee. The district encourages the student develop a schedule that does not impact a student's instructional time and encourages a student to schedule such time to breastfeed or to express breast milk during study hall time, lunch time, or other non-instructional times of the school day. The student may bring to school a breast pump and any other equipment necessary to express breast milk on school grounds. The student shall not incur an academic penalty for using any reasonable accommodations offered to the student and shall be provided the opportunity to make up any work missed due to such use.

The Principal or designee, in consultation with the school nurse, will designate a lactation/breastfeeding room that is shielded from view and free from intrusion by other students, staff members, and the public. The location must be functional as a space for breastfeeding or expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. Expressed breast milk may be stored in a refrigerator in the school building or in the student's personal cooler. If the space is not a dedicated lactation/breastfeeding room, it must be available when needed. A space temporarily converted into a lactation/breastfeeding room or made available when needed by the student is sufficient; however, a bathroom, even if private, is not a permissible location. A student opting to breastfeed their child in the lactation/breastfeeding room will be responsible to make arrangements for their child to be brought to the school in accordance with a time schedule agreed to by the Principal or designee.

All staff members will assist in providing a positive atmosphere of support for students who are returning to school after the birth of their child. Conduct by a staff member or student that reasonably interferes with a student's performance in school; creates an intimidating, hostile, or offensive environment for a student

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that is complying with the provisions of this Policy; or that inhibits a student's ability to breastfeed their child or express breast milk while in school will not be tolerated.

The Principal shall ensure Policy 2416.01 is distributed to pregnant students and students who are returning to school after the birth of their child.

N.J.S.A. 26:4C-1; 26:4C-2; 26:4C-3

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2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board **of Education shall choose the** ~~adopts this~~ appropriate multidisciplinary team approach, **such as the Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model** for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team.

The intervention and referral services shall be provided to **support** ~~aid~~ students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate. **Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.**

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

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The I&RS Team **in each school building** shall review and assess the effectiveness of ~~the provisions of~~ each intervention and referral services action plan in achieving the **identified** outcomes**,** ~~identified in each action plan~~ and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

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3161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any teaching staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a teaching staff member whenever, in the judgment of the Superintendent, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform with reasonable accommodation the position the teaching staff member currently holds, or to detect any health risks to students and other employees.

A teaching staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the teaching staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the teaching staff member in writing within five working days of the teaching staff member's receipt of the written statement of reasons. A teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the teaching staff member's own choosing, approved by the Board, and at the teaching staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

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If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the teaching staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the teaching staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the teaching staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the teaching staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and teaching staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the teaching staff member's choice, the cost shall be borne by the teaching staff member.

A teaching staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101
N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;
18A:28-5; 18A:30-1 et seq.
N.J.A.C. 6A:32-6.2; 6A:32-6.3

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4161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any support staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a support staff member whenever, in the judgment of the Superintendent, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform with reasonable accommodation the position the support staff member currently holds, or to detect any health risks to students and other employees.

A support staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the support staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the support staff member in writing within five working days of the support staff member's receipt of the written statement of reasons. A support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the support staff member's own choosing, approved by the Board, and at the support staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

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If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the support staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the support staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the support staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the support staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and support staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the support staff member's choice, the cost shall be borne by the support staff member.

A support staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101
N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;
18A:28-5; 18A:30-1 et seq.
N.J.A.C. 6A:32-6.2 ; 6A:32-6.3

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5512 HARASSMENT, INTIMIDATION, AND BULLYING

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A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s)**;** ~~or~~ adoptive parent(s)**;**~~,~~ legal guardian(s)**;**~~,~~ foster parent(s)**;**~~,~~ or parent surrogate(s) of a student. **When** ~~Where~~ parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided ~~such~~ parental rights have not been terminated by a court of appropriate jurisdiction.

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B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;

3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

   a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to **their** ~~his/her~~ person or damage to **their** ~~his/her~~ property; or

   b. Has the effect of insulting or demeaning any student or group of students; or

   c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);

2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;

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3. Student rights; and

4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;

2. Constructively attempt to stop acts of harassment, intimidation, or bullying;

3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and

4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

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D. Consequences and Appropriate Remedial Actions

~~Consequences and Appropriate Remedial Actions – Students~~

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Consequences – Students

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Factors for Determining Consequences – Student Considerations

1. **Age, developmental and maturity levels of the parties involved and their relationship to the school district;**
2. **Degrees of harm;**
3. **Surrounding circumstances;**
4. **Nature and severity of the behavior(s);**
5. **Incidences of past or continuing patterns of behavior;**
6. **Relationships between the parties involved; and**
7. **Context in which the alleged incidents occurred.**

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Factors for Determining Consequences – School Considerations

1. **School culture, climate, and general staff management of the learning environment;**
2. **Social, emotional, and behavioral supports;**
3. **Student-staff relationships and staff behavior toward the student;**
4. **Family, community, and neighborhood situation; and**
5. **Alignment with Board policy and regulations/procedures.**

Examples of Consequences

1. **Admonishment;**
2. **Temporary removal from the classroom;**
3. **Deprivation of privileges;**
4. **Classroom or administrative detention;**
5. **Referral to disciplinarian;**
6. **In-school suspension;**
7. **Out-of-school suspension (short-term or long-term);**
8. **Reports to law enforcement or other legal action; or**
9. **Expulsion.**

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of

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problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

~~Factors for Determining Consequences – Student Considerations~~

~~1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;~~
~~2.Degrees of harm;~~
~~3.Surrounding circumstances;~~
~~4.Nature and severity of the behavior(s);~~
~~5.Incidences of past or continuing patterns of behavior; 6. Relationships between the parties involved; and~~
~~7. Context in which the alleged incidents occurred.~~

~~Factors for Determining Consequences – School Considerations~~

~~1. School culture, climate, and general staff management of the learning environment;~~
~~2.Social, emotional, and behavioral supports;~~
~~3. Student-staff relationships and staff behavior toward the student;~~
~~4. Family, community, and neighborhood situation; and~~
~~5. Alignment with Board policy and regulations/procedures.~~

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

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Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

~~Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.~~

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

~~Examples of Consequences~~

~~1.Admonishment;~~
~~2.Temporary removal from the classroom; 3. Deprivation of privileges;~~
~~4.Classroom or administrative detention;~~

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~~5.Referral to disciplinarian; 6. In-school suspension;~~
~~7. Out-of-school suspension (short-term or long-term);~~
~~8. Reports to law enforcement or other legal action; or~~
~~9. Expulsion.~~

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways **they** ~~he or she~~ can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of **their** ~~his or her~~ actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

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Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure **they** ~~he or she~~ **do** ~~does~~ not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

Examples of Remedial Measures – Environmental
(Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in "hot spots" (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;



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12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
31. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

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Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

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E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. **The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.**

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. **The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents.** The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. **The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.**



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A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

   The district Anti-Bullying Coordinator shall:

   a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

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b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;

c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;

d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

   The school Anti-Bullying Specialist shall:

   a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;

   b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

   c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address



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issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;

b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;

c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;

e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;

f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and

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g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. ~~The Superintendent or designee may sign-off on the preliminary determination.~~

The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be

completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.]

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The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. **The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.**

~~An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.~~

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling **as a result of the finding of the investigation**, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action **including seeking further information**, as necessary.

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The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. **A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).**



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At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

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1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.

2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.

4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying

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or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.

Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation

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may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.**3**, Long-term Suspensions and N.J.A.C. 6A:16-7.**4**~~5~~, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent **or designee** shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. **The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.**

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

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L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of

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character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 ~~et seq~~.

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment**,** and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public

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hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related acts ~~and potentially bias crimes~~ and school officials must report to law enforcement officials **any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e),** ~~either serious acts or those which may be part of a larger pattern in accordance with~~ **and pursuant to** the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

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The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-~~32~~**37**
N.J.A.C. 6A:16-7.1 et seq.~~; 6A:16-7.9 et seq.~~
Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education
Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

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7410 MAINTENANCE AND REPAIR

The Board of Education recognizes the fixed assets of the school district represent a significant investment of this community and maintenance is a prime concern to the Board.

The school district is required to develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. 6A:26-20.5. A "comprehensive maintenance plan" means a school district's multi-year maintenance plan covering required maintenance activities for each school facility in the school district adopted pursuant to N.J.A.C. 6A:26.

Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The school district shall determine the required maintenance activities to reasonably maintain each school facility in the school district, and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.

In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.

The school district's comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.

The required annual maintenance budget amount as reported in its comprehensive maintenance plan shall be included in the district's annual budget certified for taxes in accordance with the provisions of N.J.A.C. 6A:26-20.8(a). The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. 6A:26-20.8(b). The Executive County Superintendent shall not approve the school district's budget that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.

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Commencing September 1, 2002, no person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50.

Facilities maintenance, repair scheduling and accounting shall be in accordance with the provisions of N.J.A.C. 6A:23A-6.9 and Regulation 7410.01.**]**

N.J.S.A. 18A:7G-9; 18A:17-49; 18A:17-50;18A:18A-43; 18A:21-1
N.J.A.C. 6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3; 6A:26-20.4; 6A:26-20.5; 6A:26-20.6; 6A:26-20.8

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8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

"School security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district's plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district's school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district's safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district's plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees

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shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. **Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:**

1. **Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;**

2. **Does not expose students to content or imaging that is not developmentally or age-appropriate;**

3. **Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;**

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4. Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or traumatic response from a student or school district employee;

5. Does not require a student to role play as a victim, but may include first aid training in which students participate; and

6. Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.

The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. **The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present.**

The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels.

The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner.

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Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3
N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7**; 18A:41-7a.**
N.J.A.C. 6A:16-5.1~~; 6A:27-11.2~~

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9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

The Board of Education recognizes that keeping students and staff safe and helping children understand and respect the law is best served by a close and cooperative relationship with local law enforcement.

The Board adopts this Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school staff and law enforcement authorities in all matters relating to the unlawful possession, distribution and disposition of controlled dangerous substances, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, drug paraphernalia as defined in N.J.S.A. 2C:36-1, alcoholic beverages; firearms, as defined in N.J.S.A. 2C:39-1.f.; and other deadly weapons as defined in N.J.S.A. 2C:39-1.r.

The Board adopts Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school district staff and law enforcement authorities in all matters relating to the planning and conduct of law enforcement activities and operations occurring on school grounds, including arrest procedures, undercover school operations, and mandatory reporting the offenses listed in the Memorandum of Agreement between Education and Law Enforcement Officials (MOA).

The Superintendent or designee shall institute a program of such communication and cooperation with law enforcement in accordance with N.J.A.C. 6A:16-6.1.

This Policy and Regulation 9320 shall be submitted for review and approval to the Executive County Superintendent in accordance with N.J.A.C. 6A:16-6.2(a)2.

The Superintendent or designee shall annually review the MOA as adopted by the Board to ensure this Policy and Regulation 9320 are in accordance with the requirements outlined therein.

N.J.A.C. 6A:16-6.1.; 6A:16-6.2; 6A:16-6.4.

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R 7410.01 FACILITIES MAINTENANCE, REPAIR SCHEDULING, AND ACCOUNTING

A school district with three or more district buildings shall have an automated work order system ~~by July 1, 2010~~ for prioritizing, performing**,** and recording all maintenance and repair requests for all district buildings and grounds **in accordance with the provisions of N.J.A.C. 6A:23A-6.9**.

A. Standard Operating Procedure (SOP) For Work Order System

1. The Superintendent or designee shall establish Standard Operating Procedures (SOP) for the approval and prioritization of work order requests which take into account the health and safety of building occupants, priorities and objectives established annually to carryout the district Strategic Plan, the need for the work requested, and other factors the district deems appropriate.

2. Except in an emergency where the work is necessary to correct a situation that poses an imminent threat to the health or safety of students and/or staff, the work order system shall include the following information for a request for work before work begins:

   a. The name of the person making the request;

   b. The date of the request;

   c. The appropriate approval(s) as established by SOP;

   d. The date of approval(s);

   e. The location of work requested;

   f. The priority level (for example, urgent, high, average, low);

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g. The scheduled date(s) of service;

h. The trade(s) needed such as general maintenance worker~~,~~**;** custodian~~,~~**;** carpenter~~,~~**;** plumber~~,~~**;** electrician~~,~~**; heating, ventilation, and air conditioning (**HVAC)~~,~~**;** grounds~~,~~**;** roofer~~,~~**;** masonry~~,~~**;** glazer~~,~~**;** other;

i. A description of the work requested;

j. A projection of the materials and supplies needed for the work;

k. The estimated **labor** ~~man~~ hours needed to complete task;

l. The name of the work order assigner; and

m. The name of the employee(s) working on the order.

3. The work order system shall include the following close-out information for each request for work:

a. The actual hours worked by date for each assigned staff member;

b. The actual hourly rate paid, both regular and over-time, for each assigned staff member;

c. The aggregate cost of labor by regular, over-time**,** and total;

d. The actual materials and supplies needed to complete the work order;

e. Actual cost of materials and supplies; and

f. The name of the employee responsible for attesting that the job was completed satisfactorily.

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4. Except **when** ~~where~~ prohibited by a collective bargaining agreement, the SOP shall require for any work, which cannot be completed during regular working hours by the needed completion date, an assessment of the cost-benefit of outsourcing any such work in excess of the quote threshold as determined under N.J.S.A. 18A:18A-37.

5. **If** ~~Where~~, according to the assessment, the cost of outsourcing work is less than the in-house estimated cost of labor, at over-time rates, and materials for the same work, the work shall be outsourced provided the work can be contracted in accordance with N.J.S.A. 18A:18A-1 et seq., completed by the projected completion date contained in the prioritized work order system and does not violate the terms of a collective bargaining agreement for maintenance workers and/or custodians.

6. The School Business Administrator/Board Secretary, in consultation with the supervisor responsible for this work, shall conduct an analysis of the information in the work order system no later than February 1 of the prebudget year for consideration during budget preparation. The analysis should include productivity of staff as a whole and individually, significant variations between estimated labor time and materials and actual labor time and materials, unusual trends for like projects and other factors that will improve productivity and efficiency.

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R 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

A. Policy 9320 and this Regulation shall be in accordance with the provisions of N.J.A.C. 6A:16-6.2, the Memorandum of Agreement between Education and Law Enforcement Officials (MOA), and shall be:

1. Developed, implemented, and revised, as necessary, in consultation with the county prosecutor and other law enforcement officials as may be designated by the county prosecutor;

2. Reviewed and approved by the Executive County Superintendent;

3. Made available annually to all school district staff, students, and parents;

4. Consistent with reporting, notification, and examination procedures of students suspected of being under the influence of alcohol and other drugs pursuant to N.J.A.C. 6A:16-4.3; and

5. Consistent with N.J.A.C. 6A:16-7, as appropriate.

B. The school district's policies and procedures for cooperation with law enforcement agencies shall include the following components:

1. The Superintendent has designated school district staff as liaisons to law enforcement agencies in accordance with the MOA. The MOA includes a description of the liaisons' roles and responsibilities;

2. Specific procedures for and responsibilities of school district staff in summoning appropriate law enforcement authorities onto school grounds, for the purpose of conducting law enforcement investigations, searches, seizures, or arrests shall be in accordance with the MOA;

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3. Specific procedures and responsibilities of school district staff for notifying parents in instances of law enforcement interviews involving their children shall be consistent with the MOA and the following:

   a. School officials shall not notify the student's parent(s) in instances of suspected child abuse or neglect;

   b. School officials shall notify the student's parent(s) when the student is the target of the law enforcement investigation; and

   c. In all other instances, school authorities shall permit law enforcement authorities to determine whether or when a student's parent should be contacted;

4. Specific procedures for and responsibilities of school district staff in cooperating with arrests made by law enforcement authorities on school grounds shall be in accordance with the MOA;

5. Specific procedures for and responsibilities of school district staff in initiating or conducting searches and seizures of students, their property, and their personal effects shall be in accordance with the MOA and the following:

   a. All searches and seizures conducted by school district staff shall comply with the standards prescribed by the United States Supreme Court in *New Jersey v. T.L.O.*, 469 *U.S.* 325 (1985).

   b. Questions concerning searches conducted by school officials shall be directed to the appropriate county prosecutor.

   c. School officials may request that law enforcement authorities assume responsibility for conducting a search or seizure.

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d. No school district staff member shall impede a law enforcement officer engaged in a lawful search, seizure, or arrest whether pursuant to a warrant or otherwise.

e. School district staff shall permit law enforcement authorities, upon their arrival, to assume responsibility for conducting a search or seizure.

f. All inspections of lockers, desks, or other objects or personal property on school grounds involving the use of law enforcement drug-detection canines may be undertaken with only the express permission of the county prosecutor or the Director of the Division of Criminal Justice or the Director's designee in the New Jersey Department of Law and Public Safety.

g. Questions concerning the legality of a contemplated or ongoing search, seizure, or arrest conducted by a law enforcement officer on school grounds shall be directed to the county prosecutor or in the case of a search, seizure, or arrest undertaken by the Division of Criminal Justice's designee in the New Jersey Department of Law and Public Safety, to the assigned Assistant Attorney General;

6. The procedures for and responsibilities of school district staff, with regard to interviews of students suspected of possessing or distributing a controlled dangerous substance; including anabolic steroids, drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;

7. Procedures for planning, approving, and conducting undercover school operations shall be in accordance with the MOA and the following:

a. The Superintendent and Principal shall cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The Superintendent shall approve undercover operations without prior notification to the Board of Education.

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b. All information concerning requests to undertake an undercover school operation, information supplied by law enforcement authorities to justify the need for and explain a proposed undercover school operation, and all other information concerning an ongoing undercover school operation, including the identity of any undercover officer placed in a school, shall be kept strictly confidential by the Superintendent and Principal.

c. The Superintendent and Principal shall not divulge information concerning an undercover school operation to any person without the prior express approval of the county prosecutor or designee.

d. The Superintendent, Principal, or any other school district staff or Board member who may have been informed regarding the existence of the undercover school operation shall immediately communicate to the county prosecutor or designee if they subsequently learn of information that suggests the undercover officer's true identity has been revealed, the undercover officer's identity or status as a bona fide member of the school community has been questioned, or the integrity of the undercover school operation has been in any other way compromised;

8. The procedures for and responsibilities of school district staff concerning the safe and proper handling of a seized controlled dangerous substance, including anabolic steroids, drug paraphernalia, or a firearm or other deadly weapon, and the prompt delivery of the items to appropriate law enforcement authorities shall be in accordance with N.J.A.C. 6A:16-6.2, Policy and Regulation 5530, and the MOA;

9. The procedures for and responsibilities of school district staff in notifying authorities of a suspected violation of laws prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;

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10. Provisions for requesting uniformed police attendance at extracurricular school events shall be in accordance with the MOA;

11. Provisions for notifying parents as soon as possible whenever a student is arrested for violating a law prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530;

12. Provisions for in-service training of school district staff concerning policies and procedures established in this subchapter, and the exchange of information regarding the practices of the school district and law enforcement agencies shall be in accordance with the MOA;

13. A MOA with appropriate law enforcement authorities in accordance with N.J.A.C. 6A:16-6, Policy 9320, and this Regulation;

14. An annual process for the Superintendent and appropriate law enforcement officials to discuss the implementation and need for revising the MOA, and to review the effectiveness of policies and procedures implemented pursuant to N.J.A.C. 6A:16-6.2 and the MOA;

15. Provisions for contacting the Chief Executive Officer of the involved law enforcement agency, county prosecutor, and/or Division of Criminal Justice, as necessary, to resolve disputes concerning law enforcement activities occurring on school grounds shall be in accordance with the MOA; and

16. Provisions for directing inquiries or complaints received by school district staff regarding interviews, investigations, arrests, or other operations conducted by sworn law enforcement officers to the appropriate law enforcement agency shall be in accordance with the MOA.



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C. Mandatory Reporting

1. There are seven offenses that must be reported to law enforcement if they qualify as mandatory reports, as set forth and explained in further detail in the MOA. These mandatory reports include:

   a. Whenever any school district staff has reason to believe a student is in possession of a controlled dangerous substance or related paraphernalia, or is involved or implicated in distribution activities regarding controlled dangerous substances, pursuant to N.J.A.C. 6A:16-6.3;

   b. Whenever any school district staff in the course of their employment develops reason to believe that a firearm or other dangerous weapon has unlawfully been possessed on or off school grounds, a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds or during school operating hours, pursuant to N.J.A.C. 6A:16-5.5, 5.6(d)4 and 6.3(b);

   c. Whenever any school district staff in the course of their employment develops reason to believe that anyone has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat, pursuant to N.J.A.C. 6A:16-6.3(c) through (e);

   d. Whenever any school district staff in the course of their employment develops reason to believe that a crime involving sexual penetration or criminal sexual contact has been committed on school grounds, or by or against a student during school operating hours or during school-related functions or activities, pursuant to N.J.A.C. 6A:16-6.3(d);

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e. Whenever any school district staff in the course of their employment develops reason to believe that an assault upon a teacher, administrator, other school Board employee, or district Board of Education member has been committed, with or without a weapon, pursuant to N.J.A.C. 6A:16-5.7(d)5;

f. Whenever any school district staff in the course of their employment develops reason to believe a "bias-related act" has been committed or is about to be committed on or off school grounds, pursuant to N.J.A.C. 6A:16-6.3(e); and

g. Whenever any school employee in the course of their employment develops reason to believe a student is potentially missing, abused, or neglected, pursuant to N.J.A.C. 6A:16-11.1(a)3i. through iii.

D. Nothing in the policies and procedures required under N.J.A.C. 6A:16-6 and Policy 9320 and this Regulation shall be construed to prohibit school district staff from disclosing information, pursuant to N.J.A.C. 6A:32-7.2 and 7.5(f), if necessary, to protect the immediate health or safety of a student or other persons.

E. The Superintendent or designee shall annually review Policy 9320 and this Regulation as adopted by the Board to ensure each are in accordance with the requirements outlined in the MOA.

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~~ADMINISTRATION~~
~~1648.14/page 1 of 9~~
~~Safety Plan For Healthcare Settings In School Buildings – COVID-19~~
~~M~~

~~1648.14~~ SAFETY PLAN FOR HEALTHCARE SETTINGS IN SCHOOL BUILDINGS – COVID-19

~~A.Purpose and Scope~~

~~The Board of Education is committed to providing a safe and healthy workplace for all employees and has adopted this Policy that shall be the school district's COVID-19 Plan (Plan) that includes procedures to minimize the risk of transmission of COVID-19, in accordance with Occupational Safety and Health Act of 1970 (OSHA) COVID-19 Emergency Temporary Standard (ETS) published on June 21, 2021. The ETS, 29 CFR 1910 – Subpart U, applies to all settings where any school district employee or contracted service provider provides healthcare services or health care support services. Public Employees' Occupational Safety and Health (PEOSH), the agency with jurisdiction over public employers in New Jersey, has adopted the ETS in full. However, its applicability for school districts is primarily restricted to the nurse's office and any adjoining clinical areas and not the entire school building.~~

~~The Board, administration, and the COVID-19 Safety Coordinator(s) will work collaboratively with all employees in the development, implementation, monitoring, and updating of this Plan.~~

1.~~Definitions~~

~~a. "Employee" means any district employee or contracted service provider working in a healthcare setting where people with suspected or confirmed COVID-19 are reasonably expected to be present.~~

~~(1) Therefore, the provisions of the ETS and this Policy only apply to employees or contracted service providers working in a nurse's office or any adjoining clinical areas.~~

~~b. "Healthcare setting" means all settings in the school district where any employee or contracted service provider provides healthcare services or healthcare support services.~~

~~(1) Where a healthcare setting is embedded within a non-healthcare setting (i.e. school nurse's office and any adjoining clinical areas in a school building), the ETS and this Policy only apply to the embedded healthcare setting and not to the remainder of a school building in accordance with 29 CFR 1910.502(a)(3)(i).~~

c. For the purpose of this Policy, additional definitions shall be those definitions listed in 29 CFR 1910.502(b).

2. The school district has multiple healthcare settings that are substantially similar; therefore; has developed and adopted this single Plan for these substantially similar healthcare settings, with site-specific considerations included in this Plan. The healthcare settings in the school district are listed in Appendix 1.

a. Any school district health care settings that are not substantially similar, the school district shall develop and adopt separate COVID-19 Plans for each healthcare setting and list them in Appendix 1.

B. Roles and Responsibilities for School District Employees

1. The school district's goal in adopting this Policy is to prevent the transmission of COVID-19 in the school district's healthcare settings. All staff members are responsible for supporting, complying with, and providing recommendations to further improve this Plan.

2. The Superintendent will designate a COVID-19 Safety Coordinator(s) who shall implement and monitor this Plan. The COVID-19 Safety Coordinator(s) shall have the school district's full support in implementing and monitoring this Plan, and has authority to ensure compliance with all aspects of this Plan.

C.Hazard Assessment and Worker Protections

1. The Superintendent of Schools or designee will conduct a specific hazard assessment of its healthcare settings to determine potential hazards related to COVID-19.

a. A hazard assessment will be conducted initially and whenever changes in a healthcare setting in the school district create a new potential risk of employee exposure to COVID-19 (e.g., new work activities in the healthcare setting).

2. The Superintendent has developed and the Board has adopted this Plan that includes the procedures the school district will use to determine an employee's vaccination status as outlined in Appendix 2.

a. In the event the Superintendent or designee cannot or does not determine or confirm the vaccination status of an employee, the employee shall be presumed to be unvaccinated.

3. All completed hazard assessment forms and results will be attached to this Plan in Appendix 3 and will be accessible to all employees at each school district facility.

4. The school district will address the hazards identified by the assessment, and have included in this Plan the procedures to minimize the risk of transmission of COVID-19 for each employee. These procedures are included in the following Appendices:

a. Patient Screening and Management

(1) In healthcare settings in the school district where direct patient care is provided, the school district will include protocols addressing patient screening and management in Appendix 4.

b. Standard and Transmission-Based Precautions

(1) The school district will develop and implement procedures to adhere to Standard and Transmission-Based Precautions in accordance with CDC's "Guidelines for Isolation Precautions" which are included in Appendix 5.

5. Personal Protective Equipment (PPE)

a. The school district will provide and ensure that employees wear approved facemasks or a higher level of respiratory protection.

b. The school district will include protocols to address PPE for healthcare settings in Appendix 6.

6. Physical Distancing

a. The school district will ensure that each employee is separated from all other people in the healthcare setting by at least six feet when indoors, unless it can be demonstrated that such physical distance is not feasible for a specific activity.

(1) Where maintaining six feet of physical distance is not feasible, the school district will ensure employees are as far apart from other people as possible.

b. Physical distancing will be implemented, along with the other provisions required by the ETS, as part of a multi-layered infection control approach for all healthcare settings.

c. The school district will include protocols to address physical distancing for healthcare settings in Appendix 7.

7. Physical Barriers

a. The school district will install physical barriers at each fixed work location outside of direct patient care areas where each employee is not separated from all other people by at least six feet of distance and spacing cannot be increased, unless it can be demonstrated that it is not feasible to install such physical barriers.

b. Physical barriers will be implemented, along with the other provisions required by the ETS, as part of a multi-layered infection control approach for all healthcare settings.

c. The school district will include protocols to address physical barriers for healthcare settings in Appendix 8.

8. Cleaning and Disinfecting in the Healthcare Setting

a. The school district will implement policies and procedures for cleaning, disinfecting, and hand hygiene, along with the other provisions required by the ETS, as part of a multi-layered infection control approach for all healthcare settings.

b. The school district will include protocols to address cleaning and disinfecting for healthcare settings in Appendix 9.

9. Ventilation

a. The school district will implement procedures for each facility's heating, ventilation, and air conditioning (HVAC) system and include protocols addressing ventilation for healthcare settings in Appendix 10.

b. Ventilation policies and procedures will be implemented, along with the other provisions required by the ETS, as part of a multi-layered infection control approach.

c. The Superintendent or designee will identify the building manager, HVAC professional, or maintenance employee who can certify that the HVAC system(s) are operating in accordance with the ventilation provisions of the ETS and list the individual(s) in Appendix 10.

D. Health Screening and Medical Management

1. Health Screening

a. "Screening" means, for the purpose of this Policy, asking questions to determine whether a person is COVID-19 positive or has symptoms of COVID-19.

b. The school district will include protocols to address health screening for employees in Appendix 11.

2. Employee Notification to Employer of COVID-19 Illness or Symptoms

a. The school district will include protocols to address employee notification to employer of COVID-19 illness or symptoms for employees in Appendix 11.

3. Employer Notification to Employees of COVID-19 Exposure in the Healthcare Setting

a. The school district will include protocols to address employer notification of COVID-19 exposure to employees in Appendix 11.

4. Medical Removal from the Healthcare Setting

a. The school district will include protocols to address medical removal from the healthcare setting for employees in Appendix 11.

5. Return to Work Criteria

a. The school district will include protocols to address return to work criteria for employees in Appendix 11.

6. Medical Removal Protection Benefits

a. The school district will continue to pay employees who have been removed from the healthcare setting under the medical removal provisions of the ETS. When an employee has been removed from the healthcare setting and is not working remotely or in isolation, the school district shall pay and provide benefits in accordance with the Plan addressed in Appendix 12.

E. Vaccinations

1. The school district encourages employees to receive the COVID-19 vaccination as a part of a multi-layered infection control approach. The school district will support COVID-19 vaccination for each employee by providing reasonable time and paid leave to each employee for vaccination and any side effects experienced following vaccination.

2. The school district will include protocols to address vaccination for employees in Appendix 13.

F. Training

1. The school district will implement policies and procedures for employee training, along with the other provisions required by the ETS, as part of a multi-layered infection control approach.

2. The school district will include protocols to address training for employees in Appendix 14.

G.Anti-Retaliation

1. The school district will inform each employee that employees have a right to the protections required by the ETS, and that employers are prohibited from discharging or in any manner discriminating against any employee for exercising their right to protections required by the ETS, or for engaging in actions that are required by the ETS.

2. The school district will not discharge or in any manner discriminate against any employee for exercising their right to the protections required by the ETS, or for engaging in actions that are required by the ETS.

H.Requirements Implemented at No Cost to Employees

1. The school district will comply with the provisions of ETS at no cost to its employees, with the exception of any employee self-monitoring conducted under D. above.

I.Recordkeeping

1. The school district will retain all versions of this Policy to comply with the ETS while the ETS remains in effect.

2. The school district will establish and maintain a COVID-19 log to record each instance in which an employee is COVID-19 positive, regardless of whether the instance is connected to exposure to COVID-19 at work.

   a. The COVID-19 log will contain, for each instance, the employee's name, one form of contact information, occupation, location where the employee worked, the date of the employee's last day in the healthcare setting, the date of the positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced.

3. The school district will record the information on the COVID-19 log within twenty-four hours of learning that the employee is COVID-19 positive.

a. The school district will maintain the COVID-19 log as a confidential medical record and will not disclose it except as required by the ETS or other Federal law.

b. The school district will maintain and preserve the COVID-19 log while the ETS remains in effect.

4. By the end of the next business day after a request, the school district will provide, for examination and copying:

a. All versions of this Policy which is the written Plan for all employees;

b. The individual COVID-19 log entry for a particular employee to that employee and to anyone having written authorized consent of that employee; and

c. A version of the COVID-19 log that removes the names of employees, contact information, and occupation, and only includes, for each employee in the COVID-19 log, the location where the employee worked, the last day that the employee was in the healthcare setting before removal, the date of that employee's positive test for, or diagnosis of, COVID-19, and the date the employee first had one or more COVID-19 symptoms, if any were experienced, to all employees.

J.Reporting

1.The school district will report to PEOSH:

a. Each work-related COVID-19 fatality within eight hours of the school district learning about the fatality;

b. Each work-related COVID-19 in-patient hospitalization within twenty-four hours of the school district learning about the in-patient hospitalization.

K.Monitoring Effectiveness

1. The school district and the COVID-19 Safety Coordinator(s) will work collaboratively with employees to monitor the effectiveness of this Plan so as to ensure ongoing progress and efficacy.

2. The school district will update this Policy as needed to address changes in specific COVID-19 hazards and exposures in the healthcare setting.

This Policy and its Appendices will be made available upon request.

29 CFR 1910.502
Occupational Safety and Health Administration Fact Sheet Subpart U COVID-19 – Healthcare Emergency Temporary Standard
Occupational Safety and Health Administration Model Plan

Adopted:

Appendix 1 – Identifying the Healthcare Settings in the School District:

Location of healthcare setting in the school district buildings listed below:

Facility Location	Worksite-Specific COVID-19 Considerations

Appendix 2 – Vaccination Status Plan:

[Include and describe the procedures that will be used to determine employees' vaccination status.**]**

Appendix 3 – Completed Hazard Forms and Results:

Please see the attached Hazard Assessment Forms and Results below:

Appendix 4 – Patient Screening and Management:

[List the procedures for limiting and monitoring points of entry to the setting, screening and triaging for symptoms of COVID-19, and restricting facility access to reduce crowding (e.g., limiting visitors to only those essential for the patient's physical or emotional well-being and care, restricting visitors to the patient's room or other designated areas, asking patients to remain outside (if possible) until they are called into the facility for their appointment, etc.).**]**

Appendix 5 – Standard and Transmission-Based Precautions:

[List the standard and transmission-based infection control precautions.**]**

Appendix 6 – Personal Protective Equipment (PPE):

[1. Describe how employees will be provided facemasks and instruction about when and how they should be worn or used.

2. Identify job tasks, if any, in which the use of a facemask presents a hazard of serious injury or death.

3. Describe the procedures for providing employees PPE in accordance with Standard and Transmission-Based Precautions in healthcare settings in accordance with CDC's "Guidelines for Isolation Precautions."

4. Describe employer procedures for providing PPE to employees with exposure to people with suspected or confirmed COVID-19.**]**

Appendix 7 – Physical Distancing:

[1. Describe how healthcare setting flows, such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel, will be adjusted to ensure physical distancing.

2. Describe physical healthcare setting changes, such as increased distance between workstations, check-in and checkout stations, etc., that will be implemented to ensure physical distancing.

3. Describe how people in the healthcare setting will be prevented from gathering in groups in common areas and "bottlenecks," including corridors, meeting rooms, stairways, breakrooms, entrances, exits, and elevators.

4. Describe how aisles, tables, counters, check-in and checkout stations, etc. will be arranged and how the flow will be directed to allow for physical distancing between people.

5. Identify protocols such as telehealth, telework, flexible work hours, staggered shifts, or additional shifts that can be used to reduce the number of employees in the healthcare setting at one time.**]**

Appendix 8 – Physical Barriers:

[Describe where and how physical barriers will be installed when physical distancing cannot be consistently maintained and spacing cannot be increased.**]**

Appendix 9 – Cleaning and Disinfecting:

[1. Describe the schedule for cleaning and disinfecting, the persons responsible for conducting cleaning and disinfecting, the products that are used to clean and disinfect the healthcare setting, how the school district will clean patient care areas, resident rooms, and medical devices and equipment, and how the school district will clean and disinfect the healthcare setting if a COVID-19 positive person has been in the healthcare setting within the last twenty-four hours. A copy of cleaning logs to be used shall be attached.

2. Describe how necessary hand washing and/or sanitizer facilities will be provided, supplied, and maintained; and how employees will be allowed to perform hand hygiene to meet this requirement. Describe how hand washing and/or sanitizer facilities will be provided for use by other persons entering the healthcare setting.**]**



Appendix 10 - Ventilation:

The following individual(s) is responsible for maintaining the HVAC system(s) and can certify that it is operating in accordance with the ventilation provisions of OSHA's COVID-19 ETS. *(e.g., Maintenance employee, HVAC service contractor(s))*	
Name/Contact Information:	*Location:*
Name/Contact Information:	*Location:*

[Describe additional measures to improve building ventilation in accordance with "CDC's Ventilation Guidance".**]**

Appendix 11 – Health Screening and Medical Management for Employees:

[1. Describe how employees will be screened (e.g., in-person when reporting to work, or by asking employees to self-monitor for COVID-19 symptoms before reporting to work). OSHA's *Sample Employee COVID-19 Health Screening Questionnaire* may be useful. If the school district chooses to require COVID-19 testing, it must be done at no cost to employees.

2. Describe how employees will communicate with the school district if they are sick or experiencing symptoms while at home or at work.

3. Describe any leave policies (e.g., sick leave, Family Medical Leave Act, or other policies) the school district will implement to promote employees staying at home when they are sick, when household members are sick, or when required by a healthcare provider to isolate or quarantine themselves or a member of their household.

4. Describe how you will notify employees of COVID-19 exposure.

5. Describe district procedures for removing employees from the healthcare setting.

6. Describe district procedures for employees returning to work following removal from the healthcare setting.

    a. The school district will only allow employees who have been removed from the healthcare setting to return to work in accordance with guidance from a licensed healthcare provider or in accordance with the CDC's "Isolation Guidance" and "Return to Work Healthcare Guidance."**]**

Appendix 12 – Medical Removal Protection Benefits:

[1. Describe district policy for pay and benefits to employees removed from the healthcare setting and not working remotely. Note the following requirements under OSHA's COVID-19 ETS:

- Employers must continue to provide the benefits to which the employee is normally entitled and pay the employee the same regular pay the employee would have received had the employee not been absent from work, up to $1,400 per week per employee. For employers with fewer than 500 employees, the employer must pay the employee up to the $1,400 per week cap but, beginning in the third week of an employee's removal, the amount is reduced to only two-thirds of the same regular pay the employee would have received had the employee not been absent from work, up to $200 per day ($1000 per week in most cases).
- The ETS also provides that the employer's payment obligation is reduced by the amount of compensation the employee receives from any other source, such as a publicly or employer-funded compensation program (e.g., paid sick leave, administrative leave), for earnings lost during the period of removal or any additional source of income the employee receives that is made possible by virtue of the employee's removal.**]**

Appendix 13 – Vaccinations:

[Describe district procedures for providing reasonable time and paid leave for vaccinations and side effects.**]**

Appendix 14 – Training:

[Describe how training will be conducted (e.g., online education, department meetings and tool talks, discussion with supervisors, and/or other specific methods).

Describe any other healthcare setting-specific training topics.

1. The school district will ensure that each employee receives training, in a language and at a literacy level the employee understands, on the following topics:

    a. COVID-19, including:

        (1) How COVID-19 is transmitted (including pre-symptomatic and asymptomatic transmission);

        (2) The importance of hand hygiene to reduce the risk of spreading COVID-19 infections;

        (3) Ways to reduce the risk of spreading COVID-19 through proper covering of the nose and mouth;

        (4) The signs and symptoms of COVID-19;

        (5) Risk factors for severe illness; and

        (6) When to seek medical attention.

    b. The school district's procedures on patient screening and management;

    c. Tasks and situations in the healthcare setting that could result in COVID-19 infection;

    d. Healthcare setting-specific procedures to prevent the spread of COVID-19 that are applicable to the employee's duties (e.g., policies on Standard and Transmission-Based Precautions, physical distancing, physical barriers, ventilation, aerosol-generating procedures);

    e. Employer-specific multi-employer healthcare setting agreements related to infection control policies and procedures, the use of common areas, and the use of shared equipment that affect employees at the healthcare setting;

    f. The school district's procedures for PPE worn to comply with the ETS, including:



(1) When PPE is required for protection against COVID-19;

(2) Limitations of PPE for protection against COVID-19;

(3) How to properly put on, wear, and take off PPE;

(4) How to properly care for, store, clean, maintain, and dispose of PPE; and

(5) Any modifications to donning, doffing, cleaning, storage, maintenance, and disposal procedures needed to address COVID-19 when PPE is worn to address healthcare setting hazards other than COVID-19.

g. Healthcare setting-specific procedures for cleaning and disinfection;

h. The school district's procedures on health screening and medical management;

i. Available sick leave policies, any COVID-19-related benefits to which the employee may be entitled under applicable Federal, State, or local laws, and other supportive policies and practices (e.g., telework, flexible hours, etc.);

j. The identity of school district's Safety Coordinator(s) specified in this Plan; and

k. The ETS.

(1) How the employee can obtain copies of the ETS and any employer-specific policies and procedures developed under the ETS, including this Policy, which is the school district's written Plan.

2. The school district will ensure that the training is overseen or conducted by a person knowledgeable in the covered subject matter as it relates to the employee's job duties, and that the training provides an opportunity for interactive questions and answers with a person knowledgeable in the covered subject matter as it relates to the employee's job duties.

3. The school district will provide additional training whenever changes occur that affect the employee's risk of contracting COVID-19 at work (e.g., new job tasks), policies or procedures are changed, or there is an indication that the employee has not retained the necessary understanding or skill.**]**

MINUTES OF THE
REGULAR PUBLIC MEETING
OF THE
RIDGEWOOD BOARD OF EDUCATION

Minutes of the Regular Public Meeting of the Board of Education held on June 20, 2022 at 7:03 p.m., at the Education Center.

I. CALL TO ORDER AND ROLL CALL

Present:
Ms. Hyunju Kwak, President; Ms. Sheila Brogan; Mr. Saurabh Dani; Mr. Mahmoud

Also Present:
Dr. Thomas Gorman, Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Mr. Scott Bisig, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

Mr. Michael Lembo, Vice President was not present during the roll call vote.

II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE

Ms. Kwak led those present in the Pledge of Allegiance.

III. OPENING STATEMENT BY PRESIDING OFFICER

Ms. Kwak announced that pursuant to the requirements of the Open Public Meetings Act, advance notice of this meeting had been given to The Ridgewood News, The Record, and the Clerk of the Village of Ridgewood. In addition, notices were posted in the office of the Board Secretary and in all school buildings.

IV. PRESENTATIONS

A. Environmental Science Presentation - Energy Conservation and Light Pollution

- Charlie Klein, Ryan Gess, Jake Kleiman and Sam Saraceno; Ridgewood High School

Environmental Science students were challenged to identify a problem in the school and propose a sustainable solution. The group chose to focus on the issue of excessive lighting after school hours and described their solution of installing sensors including the financial impact.

B. Tomorrow's Teachers Presentation

- Lauren Creed, Abby Donnellon, Maya Jasinsky, Dr. Natalie Bray, Ridgewood High School

Students from the Tomorrow's Teachers program shared an overview of their field experience in elementary classes.

Ms. Kwak introduced an addendum to the agenda and read the following resolution:

Whereas, Dr. Thomas A. Gorman has served with distinction as Superintendent of the Ridgewood Public Schools from 2021 until 2022;

Whereas, Dr. Gorman, with tremendous focus and energy, a deep passion for education, and a genuine love for the community, has guided the district with integrity and fairness at all times;

Whereas, Dr. Gorman, during his tenure, has admirably led this district during the pandemic in the most challenging period of public school education history, while continuing to reaffirm the vision, beliefs, and mission of the district and formulating goals focused on students-centered progress;

Whereas, Dr. Gorman, with his extensive contributions to the district beginning as a loyal alumni of Ridgewood High School, and serving with highest merit as Principal of the Ridgewood High School for over nine years before stepping up to guide the district as Acting Superintendent from 2020 until his appointment as Superintendent in 2021;

Whereas, Dr. Gorman sought to improve special education in Ridgewood and ensure that every child was given the resources to reach his or her full potential. Under his leadership, the STEPSS (Student Transition and Employment Program for Student Success) program for students ages 18 to 21 was opened in downtown Ridgewood, and recognized by the NJSBA with the 2022 Innovations in Special Education Award. The Program for Emotional Regulation and Learning (PERL) for elementary school students was also awarded a certificate of appreciation by NJSBA in 2022 and highlights Dr. Gorman's desire to uplift the educational experience for all students in the district;

Whereas, Dr. Gorman's in-depth understanding of the importance of the social and emotional learning needs of all students led to the addition of elementary school guidance counselors, who were invaluable resources as students returned to full-time, in-person instruction and who helped to manage the post-pandemic mental health impacts on children;

Whereas, Dr. Gorman's leadership through the pandemic has been especially notable. Ridgewood was prepared to make the transition to remote learning because of the 1-to-1 Initiative that put a Chromebook in every student's hand and the professional development offered to staff to enhance technology skills and usage. Dr. Gorman's steady leadership through complex and evolving pandemic protocols, empathetically addressing stakeholders' concerns and sharing in the community's desire to advance student progress safely during this turbulent period ensured that the district remained opened despite staffing shortages and pandemic-related pressures;

Whereas, Dr. Gorman is admired for his ability to build consensus and foster collaboration amongst a team of highly qualified administrators;

Whereas, Dr. Gorman models positive leadership that is manifested in the relationships he builds and the ultimate success of the district and our students;

Whereas, Dr. Gorman's love for the district is evidenced by his role as a founding member of one of the country's first public high school alumni associations, including helping to secure the Duffield family foundation's support to establish the Duffield STEAM Initiative at Ridgewood High School; now, therefore, be it

Resolved, that we, the members of the Ridgewood Board of Education, wish Dr. Thomas A. Gorman all the best in his future endeavors, and be it further

Resolved, that this resolution be entered into the official minutes of the Board of Education meeting held on the 20th day of June, 2022.

V. COMMENTS FROM THE PUBLIC

Jean Whitehead, 170 West Ridgewood Ave., She is a parent of two children at Ridge Elementary, she wants to start off her comments with gratitude. The hiring of one general aide for the elementary schools kindergartens and first grades is a wonderful start to help ease the ongoing staffing issues in the district. Not only that you agreed to raise the substitute rate and provide a 10% increase to special education aides within the district, she wants to be clear though this is a wonderful start, here's the unfortunate reality: Aides are leaving our district, substitutes are hard to find, basic skills instruction is being cut back, IEPs are being violated, children and staff are getting physically hurt during the school day. At what point are you ready to stop and think, what is our moral obligation here? At what point will you take a step back and look at the big picture? As a District, our motto is a tradition of excellence, she wants you all to think about what that means, that is not just academic excellence, that is not just athletic and artistic excellence. Excellence means addressing the full child when the district's youngest learners enter school for the first time; you are setting the foundation for their entire academic experience. As a District, we used to be the example that all other districts would look to for inspiration in their own educational foundations. We are now lagging far behind, the teachers and aides deserve better, the students deserve better. If New York City schools can spearhead change, why can't we? They have already limited the class sizes to 20 students for the lower grades, our surrounding districts have kept their classes at 20. Some like Franklin Lakes cap their classes at 16. She wants to remind you all that we cap at 22. That is 22 six year olds to one teacher. Think about that, 22 six year olds to one single teacher. Within your budget there is already money allocated for more teachers, we came in here and pleaded with you for a fourth first grade section, we are at maximum capacity in those incoming first grade classes. Historically, five to ten percent more students enroll every summer, this summer will likely be the same. What will happen then? Will we just sprinkle them to another school? Will you find a teacher in August when it's hard enough to find one now? The work to bring the district back to being the shining example of educational progress has just begun. If this pandemic has taught us anything, it is that challenges come in all forms, but we can rise up to meet those challenges in unexpected ways. We have learned as a society the importance of flexibility and creative thinking. You are doing a disservice to this community and your role as a BOE Trustee, if you are not willing to find solutions. Let us stop thinking about our legal obligations and look rather to the moral obligations, you owe these children and staff members. Aides should be in every single kindergarten and first grade

classroom and they should be paid appropriately. You are undercutting the educational experience of every member of this district if you cannot see the importance of the foundations you are giving these students. Let us be the shining example, once again, and truly encompass the tradition of excellence. She also mentioned a possible math issue that you may have missed last week. She thinks in good intentions you approved $150 per day for the subs, but the aides make less - they are capped at 5.75 hours and need to make twenty six dollars and nine cents per hour to meet that substitute rate. None of them meet that, even the highest paid aide, which she thinks is the braillest, that you're approving tonight at 25 and change. When you look at the retention rate next year and wonder why aides are leaving, just think back to this. She thinks this was done with really good intentions but it has to be met or the aides will leave in floods, they already are.

Peter Moulton, 294 West End Ave, as has been discussed for months at these meetings by the Superintendent and parents, there are numerous current and future needs of our District. This ranges from hiring and retaining talent to state compliance with world languages and safety in classrooms. Although some action has begun to occur, the legislative process has remained ad hoc. He truly believes it is still clear: the Board does not fully understand the needs of our district and how to properly budget for them. In addition to this, you can continue to have a major math issue as he continues to say that seems to now be more understood after the last meeting. No one wants to address the elephant in the room, inflation is elevated that you can't keep up with the sub and aides, you will lose ESSER funds, you are reluctant to use bank cap, there is no budget for later start time and millions of dollars of other pressing items the superintendent has presented that will have to enter the budget in coming years. There is an imbalance in your finances that you may have accumulated over years, but they are close to breaking the system. It was just last week, it was understood that your budget included over three million dollars that was temporarily moved around next year. This is a total and it is totally not sustainable. Let's discuss some of the math items: New Jersey minimum wage increased from eight dollars and sixty cents in 2018 to $13 this year and will increase to $15 in 2024, and then increased by cost of inflation after that CPI. It was mentioned in the last meeting, aide pay has risen by about one dollar over five years. This means our incremental pay difference over minimum wage was four dollars even with the ten percent increase and no other basic cost of living increases in the future. The current $13 pay will move up to $14.30, in just over a year your policy will fall short of minimum wage nowhere near that four dollar gap, the state and most federal agencies increase by CPI that should be an immediate enactment by this Board that we at least increase our basic pay so we don't have to have large increases in the future and we move with CPI. You likely have a pool issue partially because of this. He would like to think that aides in our district provide more benefit to our community than teenagesrs in fast food. The aide increase once again was ad hoc without understanding the basic labor supply and pay. Did you evaluate if aides will make more than substitutes? Has anyone asked the principal special ed staff aides and subs themselves for solutions to our hiring practices? We've heard from many staff members that admins rarely visit our schools or constructively consider their input. We are now hearing that many aides will likely leave or switch to subs. Hiring aides this year was already discussed as an issue; it is clear the Board is not properly equipped to gather about and evaluate staffing data. You should be considering a staffing consultant to understand how to immediately remedy this issue. You mentioned waiting to see how things work for another year, how many more years will be waiting for things to work without providing basic information, basic educational information and support for our children. We are so far from

the mission of excellence, the superintendent mentioned the new aides were going to be general education, not special ed. This is super important because we're already hearing that there is a co-mingling of this and that needs to be reiterated by our Interim that these are not for special education. The new aides are specifically going to be for general education, BSI was mentioned. He would like you to refer back to a meeting a couple meetings ago when we had many Ridge teachers here, BSI and the number of staff members and hours are not sufficient for BSI and understood that maybe it's not being cut, but it was by no means a full program this year. He reiterates the class size issue that has been something that has not been discussed in any substantial way and New York City is obviously taking action and that would be great to hear more about from the Board.

Ann Burton Walsh, 112 South Irving, thanked Dr. Gorman for his service, you've served with dedication and integrity and you're greatly admired in this community. Thank you for spearheading the alternative schedules task force. It's come to her attention over the past couple of months, given that it's been discussed at public meetings, that an 8:15 start time is doable for the high school. You know organizations that are unbiased and well respected such as the American Academy of Pediatrics have been recommending an 8:30 am start time for adolescent students for over a decade and an 8:15 start time, while not 8:30, it's still a substantial move towards complying with that recommendation. You know, as we all know, sufficient sleep is critical to adolescent health. The District has put out a survey and therefore sought and gathered the input of the community. Her understanding is that the survey was complete as of May 20 and that the analysis has been in for about a week. Therefore she thinks the community members who have wanted to weigh in on this issue have done so and therefore this change can happen this September. She urges you all to not wait until there's an accident or tragedy that could have been prevented by ensuring that our adolescents get the sleep that they need. She urges the District and the board to decide on, and approve an 8:30 am to 3:04 pm school day for Ridgewood High School. The sooner this change is announced the more time people will have to prepare if needed.

Dr. Jessie Long, 376 Beechwood Road, wants to ditto everything that Ms. Jean Whitehead said and Mr. Peter Molton. While some steps were made in a positive way, we still have a lot of work to do. She's sure that many of you maybe were hoping that as this school year came to a close that we would be done advocating for our children and smaller class size, and more support in the school but that is far from the truth. Even though there were only two people in the audience there tonight speaking for our children, there is a very large and motivated cohort of families who will keep advocating for the benefit of our children with more help and support in the schools. Smaller class sizes better pay for the staff in the schools. It is really appalling that this town that she grew up in and went to school here and moved back here to have the tradition of excellence for her own children, it's just failing us right now. We are not keeping up with surrounding towns, we are not keeping up with New York City. Everybody is noticing and understanding how important smaller class sizes are and how important more support for our children are at these younger ages and she just hopes that you guys continue to revisit this. Speak to the community and the teachers in the schools and get input from them and continue to make changes that are going to benefit our children and our community as a whole.

Lynn Benson, 117 John Street, wants to thank the Board for having remote access. She's calling regarding later school start times and, as mentioned last time, Districts that have made

this change have had strong and vocal leaders at the top who lead with values of mental health and wellness above all else, which in return supports academic achievement. As previously mentioned, when tuning into Board of Ed meetings there are consistent accolades regarding all the amazing things our students are doing and it's really, truly so well deserved yet there's not enough acknowledgment with how much teens are struggling in terms of their mental health and overall wellness and to get at least a little closer to an 8:30 start time which is backed by decades of research. Mr. Dani brought up several times the idea of an 8:15 start time at RHS which wouldn't impact the start and end times for the Middle School and elementary schools, so an 8:15 start time with an end time around 3:05 pm, effective this September, is possible. Another positive outcome for this change would be a safer morning experience as a result of staff members arriving earlier than the students. Currently the staff and the students arrive simultaneously which contributes to havoc and major safety issues and there are so many close accidents. She believes a student did get hit by a car while entering on his bike into the school parking lot last year in the midst of the morning chaos of cars. Our district has spent 18 months working on alternative schedules, time, money, resources, etc., to analyze this district-wide, in addition to educators and parents who have been advocating for this change for over a decade. The survey results are in and, given the poor wording of the survey questions, the results will likely be inconclusive and plus holding off to further analyze the elementary school schedules that could easily take another year or longer, and meanwhile seeing students health safety and overall wellness, it continues to be at a risk with yet another year of a 7:45 am start time as previously mentioned as well. When members of the Board have felt passionate enough to make a change they have figured out a way to make it happen, so please prioritize the health and wellness needs and announce this change to be effective this September. She urges Dr. Gorman and the Board of Ed members to please not push this on to Dr. Fitts. He will need time to acclimate once he starts and this should not have to be an added burden for him. This decision can and should be made now in favor of a later start at RHS - if you care enough to make it happen.

Mr. Dani is not proposing any changes but asking if we want to explore if we want to change class size from 22 to 20, do we have enough room? What would be the total impact?

Dr. Gorman stated if you want to use 20 as a benchmark, we can look at each of the schools in the district. It would mean an additional space for 1-2 classrooms, with Kindergarten requiring access to a bathroom, that would be for just K and first grade. If you want to look at other grades, he doesn't know if all of the schools can handle that many classrooms. This can be looked at by the Principals.

VI. PRESENTATIONS

A. K-12 Wellness Curriculum Review

➢ Daniel Kilday, Supervisor of Health and Wellness

Mr. Kilday presented the Wellness mission statement and then provided an overview of the K-12 wellness study and the five-year timeline. A review of the 2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education to be implemented in September 2022 was provided, along with a comparison to the 2014 standards. Results from the Wellness parent survey and recommendations for each level were shared. Curriculum revision will occur throughout the month of July, and the revised

curriculum will be presented to the Board of Education Curriculum Committee in August.

To view this portion of the meeting scroll to 52:00.

VII. SUPERINTENDENT REPORT

None at this time.

VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES

Dr. Gorman presented for consideration A. Attendance at Conferences.

A. ATTENDANCE AT CONFERENCES

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Attendance at Conferences, as listed on **Attachment A**.

Ms. Brogan moved approval of A. Attendance of Conferences
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Dr. Gorman presented for consideration B. Administration

B. ADMINISTRATION

i. <u>Approval: Settlement Agreement SE#14/2021-2022</u>

The Ridgewood Board of Education upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#14/2021-2022 between the parents of Student #903543 and the Ridgewood Board of Education.

The Board has received background information.

ii. <u>Approval: First Reading of New/Revised/Abolished Policies</u>

THe Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of new/revised/abolished policies as listed below and in **Attachment B.**

New:

- ➢ Regulation 2460.30: Additional/Compensatory Special Education and Related Services
- ➢ Policy 5541: Anti-Hazing
- ➢ Policy 1648.15: Recordkeeping for Healthcare Settings in School Buildings-COVID-19
- ➢ Policy 2416.01: Postnatal Accommodations for Students

Revised:

- ➢ Policy 2415.05: Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment

- ➢ Policy and Regulation 2431.4: Preventions and Treatment of Sports-Related Concussions and Head Injuries
- ➢ Policy and Regulation 2622: Student Assessment
- ➢ Policy 3233: Political Activities
- ➢ Policy 5460: High School Graduation
- ➢ Policy and Regulation 8465: Bias Crimes and Bias-Related Acts
- ➢ Policy 9560: Administration Of School Surveys
- ➢ Policy 2417: Student Intervention and Referral Services
- ➢ Policy 3161: Examination for Cause
- ➢ Policy 4161: Examination for Cause
- ➢ Policy 5512: Harassment, Intimidation, and Bullying
- ➢ Policy 7410: Maintenance and Repair
- ➢ Regulation 7410.01: Facilities Maintenance, Repair Scheduling, and Accounting
- ➢ Policy 8420: Emergency and Crisis Situations
- ➢ Policy and Regulation 9320: Cooperation with Law Enforcement Agencies

Abolished:

- ➢ Policy 1648.14: Safety Plan for Healthcare Settings in School Buildings - COVID-19

iii. <u>Approval: Statement of Assurance for School Security Drills for the 2021-2022 School Year</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Statement of Assurance for School Security Drills for the 2021-2022 school year pursuant to N.J.S.A. 18A:41-1

The Board has received background information.

Ms. Brogan moved approval of B. Administration
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud, Ms. Brogan
NAYS: none

Dr. Gorman presented for consideration C. Curriculum & Instruction.

C. CURRICULUM & INSTRUCTION

i. <u>Approval: Field Trips</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves field trips as listed on **Attachment C.**

ii. <u>Approval: 2022-2023 Professional Development Plan</u>

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022-2023 Professional Development Plan.

The Board has received background information.

iii. Approval: 2022-2023 Mentoring Plan

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022-2023 Mentoring Plan.

The Board has received background information.

Ms. Brogan moved approval of C. Curriculum & Instruction.
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan,, Ms. Kwak, Mr. Lembo, Mr. Mahmoud, Mr. Dani
NAYES: none

Dr. Gorman presented for consideration D. Human Resources.

D. HUMAN RESOURCES

i. Approval: Creation of Job Description for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the creation of a job description for the 2022-2023 school year, as listed below and on **Attachment D**.

- **Bus Driver/Aide (STEPSS Program)**

ii. Appointments

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointments listed below, subject to receipt of appropriate documentation and the New Jersey Department of Education (NJDOE) certificate, if required.

Teacher

BEYER, James - Physical Education Teacher (tenure track), Travell Elementary School, effective September 1, 2022 through June 30, 2023. Mr. Beyer is pending issuance of a NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Health and Physical Education. Mr. Beyer will be registered into the NJDOE Provisional Teacher Program.

Salary: $69,967
Cl. MA , St. 1

Account #11-120-100-101-06-06-019-000

COFFEY, Ty - Education Specialist (tenure track) Ridge and Somerville Elementary Schools, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Mr. Coffey possesses a NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Students with Disabilities and

Elementary School Teacher in Grades K-6.

Salary: $63,367
Cl. BA, St. 2

Account # 11-213-100-101-00-04-019-000
Account # 11-213-100-101-00-05-019-000

DEFLORA, Patrick - STEPSS Teacher (tenure track), Oak Street, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Mr. DeFlora possesses a NJDOE Provisional Certificate as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities. Mr. DeFlora will be registered into the NJDOE Provisional Teacher Program.

Salary: $63,367
Cl. BA, St. 2

Account #11-212-100-101-00-12-024-000

FOERCH, Summer - Third Grade Teacher (tenure track), Somerville Elementary School, effective September 1, 2022 through June 30, 2023. Ms. Foerch possesses a NJDOE Standard Certificate as an Elementary School Teacher.

Salary: $63,867
Cl. BA, St. 3

Account #11-120-100-101-09-05-019-000

GERAGHTY, Laura - English Teacher (tenure track), Benjamin Franklin Middle School, effective September 1, 2022 through June 30, 2023. Ms. Foerch possesses a NJDOE Standard Certificate as a Teacher of the Handicapped and Elementary School Teacher.

Salary: $72,517
Cl. BA, St. 8

Account #11-130-100-101-03-08-019-000

KNYFD, Krystal - Special Education Teacher (tenure track), George Washington Middle School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5. Ms. Knyfd possesses a NJDOE Standard Certificate as an Elementary School Teacher with Mathematics Specialization: in Grades 5-8, Elementary School Teacher with Science Specialization: in Grades 5-8, and Teacher of Students with Disabilities.

Salary: $70,967
Cl. MA, St. 3

Account #11-213-100-101-00-09-019-000

SALTALAMACCHIA, Julianne - Education Specialist (tenure track), Hawes Elementary School, effective September 1, 2022 through June 30, 2023. Ms. Saltalamacchia possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities. Ms. Saltalamacchia will be registered into the NJDOE Provisional Teacher Program.

Salary: $69,967
Cl. MA, St. 1

Account #11-213-100-101-00-02-019-000

Secretary

SHERIDAN, Karen - Attendance Secretary, Ridgewood High School, effective September 1, 2022 through June 30, 2023, pending verification of employment as outlined by Chapter 5.

Salary: $40,811
Cl. AS-10, St. 3

Account #11-000-240-105-00-10-019-000

Additional: Classroom/Lunchroom Aides for the 2021-2022 School Year

Infant/Toddler Development Center

Classroom Aide

DABAL, Emmersen - Aide (High School/College), effective June 21, 2022, or as soon after as possible, through June 30, 2022, 5 hours per day, 5 days per week, at an hourly rate of $13.00.

Account #62-990-100-106-62–60-001

Revision: 2022 Summer School Special Programs Staffing

As listed on **Attachment E**.

2022 Summer Special Programs Personnel

As listed on **Attachment F**.

Additional: 2022 Ridgewood High School Summer School Staffing

Summer Camps

- **Kirtane, Anirudh***

Account #13-423-100-101-00-60-060-001

Summer Adventure

- **Adams, Brianna**
- **Appel, Charles**
- **Beyer, James**
- **Crawford, Ryan**
- **Darienzo, Reed**
- **Devaney, Eileen**
- **Faccone, Jaime**
- **Farrar, Eva**
- **Maxwell, Athena**
- **Osenbruck, Jennifer**
- **Rinaldi, Robert**
- **Tozaj, Sasha**
- **Zaino, Gregory**

Account #13-422-100-101-00-60-060-001

Fall 2022 Coaching Assignments and Fall Site Managers

As listed on **Attachment G**.

Ridgewood High School Volunteer Coaches

Football Coaches
- **Ross, Joe**
- **Santiago, Mickey**
- **Torre, AJ**

Girls Soccer Coaches
- **Cronk, Paul**
- **DiBrita, Christina**
- **Luo, Miles**
- **Volkomer, Sara**

Boys Soccer Coaches
- **Cardew, Charles**
- **Carlough, Glenn**
- **Dwight, Loren**

Gymnastics Coach
- **Piotrowski, Trisha**

Volleyball Coaches
- **Consol, Mary**
- **Skettini, Kelly**

Cross Country Coach
- **Cirillo, Tara**

Temporary Employees

RHS - Student Employees, effective June 28, 2022 – September 1, 2022, each not to exceed 180 hours, each at an hourly rate of $13.00 ($2,340)

Laffey, Owen; Pizzuto, Aiden*; Desciak, Joseph; Januzzi, Quinlan; and **Savitscus, Ryan**.

Account #11-000-218-110-00-10-010-001

Buildings and Grounds - Summer 2022

Each to receive an hourly rate of $13.00

Cheng, Michael; Donahue, Conor; Frey, Gabriella; Geraghty, Michael*; Harcher, Nicholas*; Harcher, Victoria*; Logan, Saoirse; Matthews, Connor*; Molloy, James; Reilly, Matthew; Rosolanko, Jacob*; Rosolanko, Kaitlyn*; Scali, Jack; Schwenker, Jack; Sklar, David; Vigliotti, Michael; Warden, Calder; Weinkauff, Michael*; and **Whitney, David**.

Account #11-000-262-110-00-42-048-001

Summer 2022 Painters, effective June 24, 2022 through August 31, 2022, each at seven hours per day, each at the hourly rate

- **Lug, Raymond**, Supervisor, at an hourly rate of $23.65.
- **Spadaccini, Ann**, Senior Painter, at an hourly rate of $16.50.
- **Basic Painter**, at an hourly rate of $15.00.

Account #11-000-262-104-00-42-048-001

Technology Support for Board Meetings, effective July 1, 2022 through June 30, 2023

- **DeRoche, Andrew**, at an hourly rate of $28.44, as needed.
- **Enmore, Jaeson**, at an hourly rate of $54.34, as needed.
- **Valere, Neil**, at an hourly rate of $45.71, as needed.

Account #

Administrative Support for Board Meetings as needed, effective July 1, 2022 through June 30, 2023

- **Yohana, Julia**, at an hourly rate of $43.25, as needed.

Account #11-000-230-104-00-045-045-001

***Related to staff member**

iii. Contract Renewals and Hourly Rates for Non-Contract Personnel Infant/Toddler Development Center

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves contract renewals and salaries for full-time and part-time Infant/Toddler Development Center Staff members, effective September 1, 2022 through June 30, 2023, with the exception of the Director (12 month) and Secretary (11 month) employees, as follows:

Full-time Employees

- **Kontos, Lisa**** - Director (7/1/22-6/30/23) - $59,544 (12-month employee)

Account #62-990-200-103-00-62-060-000

- **Pisani, Lynda**** - Secretary (9/1/22-7/30/23) - $39,472 (11-month employee)

Account #62-990-200-105-00-62-060-000

- **Flanagan, Marion**** - $35,304
- **Middlebrook, Katrina**** - $33,818
- **Rinaldo, Danielle** - $33,792
- **Southey, Dawn**** - $32,980
- **Stevens, Barbara**** - $34,815

** Denotes employees receiving health benefits (all others, receive $3,000 in lieu of benefits package).
Salary includes $750 Professional Growth Pathway.

Account #62-990-100-101-00-62-060-000

Hourly Rates for Non-contract Personnel

Aide (High School)	$13.00
Aide (College)	$15.00
Teacher Assistant - Step 1	$16.00
Step 2	$16.40
Step 3	$16.80
Step 4	$17.20
Step 5	$17.60

Current employees move up 1 step per year and receive $0.40 per hour increase on

base.
*NJ State minimum wage increase as of 2022.

Anderson, Melody	$16.80
Angun, Cemile	$16.00
Bienert, Charlotte	$13.00
Cafaro, Stephanie	$15.00
Cherba, Sofia	$13.00
Dabal, Olivia	$13.00
Dabal, Emmersen	$13.00
Dicuffa, Cara	$13.00
Dempsey, Cheryl	$16.40
Donkersloot, Jennifer	$16.00
Edreich, Meagan	$16.80
Elizondo-Fallas, Sofia	$15.00
Gerstein, Skye	$13.00
Greco, Barbara	$17.20
Gunderson, Sierra	$13.00
Kawash, Emily	$13.00
Mendolia, Sophie	$13.00
Mullahey, Brianna	$13.00
Prezzia, Julianna	$13.00
Rinaldo, Geraldine*	$16.00
Solis, Leslie	$16.40
Terrin, Melissa	$13.00
Vivas, Valerie	$13.00
Volpe, Annamaria	$16.80

Wilmot, Lily	$13.00

Account # 62-990-100-106-00-62-060-001

Whittemore-Pillow, Marlene - $90.00 (music teacher)
Maltese, Michele - $80.00 (yoga teacher)

Account #62-990-100-101-00-62-060-001

iv. Change of Assignments for the 2022-2023 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the change of assignments for the 2022-2023 school year, as listed below.

STOVELL, Shauna - **from** Assistant Middle School Principal, Benjamin Franklin Middle School, **to** Elementary School Principal, Hawes Elementary School, effective September 1, 2022, or as soon after as possible, through June 30, 2023.

Ms. Shauna Stovell's credentials are as follows:
- Assistant Principal, Benjamin Franklin Middle School, August 2008 to Present.
- Fifth Grade Teacher, Travell Elementary School, September 2003 to August 2008.

Education:
- St. Peter's College - Jersey City, NJ - MA - Educational Leadership, May 2006
- Skidmore College, Saratoga Springs, NY - BS Liberal Arts - Education, May 1999

Possesses the following New Jersey Standard Certificates:
- Principal
- Elementary School

Salary: $172,500 prorated

Account #11-000-240-103-00-02-019-000

v. Leave of Absence

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absence, as listed below.

SILVERSTEIN, Staci – Second Grade Teacher, Hawes Elementary School, effective September 1, 2022 through June 30, 2023, with a reinstatement date of September 1, 2023, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vi. Supplemental Pay Beyond Contract

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the supplemental pay beyond contract, as listed below.

Glen Elementary School

- **Whittemore-Pillow, Marlene**, to provide music instruction to the (5) REACH, (3) RED, (2) RISe classroom of students at the Glen School, not to exceed 3 hours per week, for a total of 37 weeks, at an hourly rate of $90.00, for a total of $9,900.

Account #

Infant/Toddler Development Center

Summer Hours - Administrative Assistant

- **Pisani, Lynda**, not to exceed 120 hours, at an hourly rate of $26.13 ($3,135.60).

Account #62-990-200-105-00-62-060-000

Summer Hours - Head Teachers

- **Stevens, Barbara**, not to exceed 250, at an hourly rate of $22.38 ($5,595).
- **Southey, Dawn**, not to exceed 250, at an hourly rate of $21.25 ($5,312.50).

Account #62-990-100-101-00-62-060-001

Willard Elementary School

Additional: 2021-2022 Student Club Activity Advisors

Drama Club

- **McCoy, Lydia**, not to exceed 3.50 hours, at an hourly rate of $40.17 ($120.51).

Account #11-401-100-101-00-10-010-001

Fifth Grade Field Trip - Philadelphia

- **Five Chaperones: Blois, Kevin; Connor, Danielle; Lowicki, Bonnie; Ong, Jerome; Tamuzza, Lindsay**, each not to exceed 3 hours, each at an hourly rate of $40.17 ($602.55).

Account #11-401-100-101-00-07-007-001

George Washington Middle School

Revision: Guidance Department - 2022 Summer Hours, approved by the Board

at its meeting June 13, 2022

- **Weiss-Chromeck, Courtney**, not to exceed 30 hours, **from** an hourly rate of $49.94 ($1,498.20), approved by the Board at its meeting on June 13, 2022, **to** $52.27 ($1,568.10).

Account #11-000-218-104-00-09-009-001

Moving Classroom

- **Petitt, Carol**, not to exceed 12 hours, at an hourly rate of $40.17 ($482.04).

Account #11-120-100-101-00-09-009-001

Ridgewood High School

Spring Band Concert - March 29, 2022 - West Side Presbyterian Church

- **Three Chaperones: Cardillo, Natalie; Fink, Gary;** and **Geronimo, Kristi**, each not to exceed 3 hours, each at an hourly rate of $40.17 ($361.53).

Account #11-401-100-101-00-10-010-001

Spring Choir/Orchestra Concert - April 5, 2022 - West Side Presbyterian Church

- **Two Chaperones: Haas, Jeffrey;** and **Luckenbill, John**, each not to exceed 3 hours, each at an hourly rate of $40.17 ($241.02).

Account #11-401-100-101-00-10-010-001

End of Year Choir Concert - June 7, 2022

- **Haas, Jeffrey**, not to exceed 3 hours, at an hourly rate of $40.17 ($120.51).

Account #11-401-100-101-00-10-010-001

End of Year Orchestra Concert - June 8, 2022

- **Haas, Jeffrey**, not to exceed 3 hours, at an hourly rate of $40.17 ($120.51).

Account #11-401-100-101-00-10-010-001

Summer Athletic Trainers Coverage

- **Giannantonio, Frank**, not to exceed 72 hours, at the contracted hourly rate of $76.62 ($5,516.64), as needed.
- **Nicholaides, Nikitas**, not to exceed 72 hours, at the contracted hourly rate of $69.99 ($5,039.28), as needed.
- **Joannides, Jaime**, not to exceed 72 hours, at an hourly rate of $40.17 ($2,892.24), as needed.

Account #11-402-100-101-00-10-036-001

Summer and Fall Fitness Center, each up to 50 hours, each at an hourly rate of $40.17

- **Giannantonio, Frank**
- **McDermott, Michael**
- **McNamee, Richard**
- **Pounds, Michael**
- **Schick, Casey**

Account #11-402-100-101-00-10-036-001

Fall 2022 Site Supervisor for Athletic Games - each up to 20 hours, each at an hourly rate of $40.17

- **Currier, Robert**
- **Kay, Peter**
- **Knott, Ronald**
- **Lucchesi, Michael**
- **McNamee, Richard**
- **Quirk, Brian**
- **Lug, Raymond**
- **Schick, Casey**
- **Watson, Andrea**

Account #11-402-100-104-00-10-034-001

Bus Drivers for the 2022-2023 School Year, on an as-needed basis, each at an hourly rate of $40.17 (or $56 round trip if a coach is driving his/her team)

- **Bennett, Richard**
- **Brown, Jacob**
- **Bunzey, Craig**
- **Knott, Ronald**
- **Piccione, Paul**
- **Quirk, Brian**
- **Tobin, Deirdre**

Account #11-000-270-162-00-10-034-001

Ticket Takers, each at $50 per game

- **Collins, Carla**
- **Reilly, Christopher**
- **Reilly, Nancy**
- **Watson, Andrea**

Account #11-402-100-104-00-10-034-001

Clock Operator, each at $50 per game

- **Consol, Mary**
- **Lug, Raymond**
- **Madel, Aaron**
- **Moscarella, Kennith**
- **Skettini, Kelly**

Account #11-402-100-104-00-10-034-001

Curriculum, Instruction & Assessment

2022 Summer Curriculum Writing

Staff members as listed on **Attachment H**, at the curriculum writing hourly rate of $53.33.

Additional: Summer Professional Development (Presenter), to be funded by the American Rescue Plan (ESSER III)

- Staff members as listed on **Attachment I**.

Account #20-488-223-320-00-22-022-000

Special Programs

STEPSS Graduation

- **Collins, Carla**, not to exceed 3 hours, at an hourly rate of $20.17 ($60.51).
- **Hiller, Ari**, not to exceed 3 hours, at an hourly rate of $21.23 ($63.69).
- **Palazzola, Joan**, not to exceed 3 hours, at an hourly rate of $21.23 ($63.69).

Account #11-212-100-106-00-12-024-001

Information Technology Department

- **Brandt, Carter,** Information Technology Department Student Worker, effective July 5, 2022, through December 31, 2022 to be paid at the minimum wage of $13.00 for 144 hours ($1,872).
- **Hayes, Ethan**, Information Technology Department Student Worker, effective July 5, 2022, through December 31, 2022 to be paid at the minimum wage of $13.00 for 144 hours ($1,872).
- **Kunzle, Emmet***, Information Technology Department Student Worker, effective July 5, 2022, through December 31, 2022 to be paid at the minimum wage of $13.00 for 144 hours ($1,872).
- **McAskin, Kevin**, Information Technology Department Student Worker, effective July 5, 2022, through December 31, 2022 to be paid at the minimum wage of $13.00 for 144 hours ($1,872).

Account #

vii. Substitutes for the 2021-2022 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2021-2022 school year, as listed below.

Substitute Teachers: McKenna, Laura

$115 Daily Rate

Ms. Kwak moved to table item iii. Contract Renewals and Hourly Rates for Non-Contract Personnel Infant/Toddler Development Center. Ms. Kwak tabled the item and confirmed there would be no discussion on it.

Ms. Kwak moved approval of D. Human Resources, except item iii.
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Mr. Dani questioned item i. Creation of Job Description for the 2022-2023 School Year.

Ms. Townes advised that this is a position for an aide with a CDL license to drive the bus for the STEPPS program. This aide will have the ability to transport the students to and from their jobs.

Mr. Dani questioned if this item is within the STEPPS budget, if we are using other money we are cheating ourselves. There are two reasons for having a program. One is for the best interest of the students to keep them in the district. Then we should understand the financial impact. If the financial impact is that we are spending more money than if we were sending those students out of the district, at least we should know.

Mr. Bisig advised that the additional cost is coming out of the budget, from the additional funds we have set aside that were discussed at the last board meeting. This program is saving money because it keeps these kids in the district.

Ms. Townes confirmed that this individual would drive a child to a location and then serve as an aide, not wait in the bus.

Ms. Brogan stated she is confused with item iii. and what they are doing, it is the end of this year, this is for July 1 for an ongoing program with staff who are going to be in the building taking care of children. Our next meeting is not until July 25. She asked where this item is going.

Ms. Kwak answered that in the past she has seen this section be approved in August or July, there does seem to be precedent for it, this has to be clarified.

Dr. Gorman stated that if you are trying to hire aides at infant toddler, you will need to be comparable to the rest of the district because we will not be able to hire aides. This % increase is higher but it will align the rate to the other aides in the building, and get the aide rate up to $15-$16. They were way behind than the other aide rates.

The Board discussed the infant toddler aide rates and the budget.
To view this portion of the meeting scroll to 2:15.

Mr. Mahmoud moved to vote on item iii. Contract Renewals and Hourly Rates for Non-Contract Personnel Infant/Toddler Development Center, and stated if it fails we will revisit it at the next meeting.
Ms. Brogan seconded the motion.

The Board decided that they would vote on tabling item.iii.
AYES: Ms. Kwak, Mr. Dani, Mr. Lembo
NAYES: Ms. Brogan, Mr. Mahmoud
Mr. Bisig reported that the State came in for an unofficial walk-through of the Infant Toddler Program, who felt that a lot of the upgrades to the program make the program compliant. The ITDC program will submit the application which is due by September 15 and then the State will return for review.

Before presenting Finance, Dr. Gorman explained the Braillist aide position. He stated that for the STEPPS program we have 2-4 job coaches, the request was to move those aides to the braillist pay. This question is based on the job responsibilities that these individuals have, should we move the job coaches to the same rate as the braillist, which is the higher pay rate? This could add to the budget between $4,000 and $9,000 dollars depending on how many job coaches there are. We currently have 9 students in the program and they each go to their own job sites. We will start to market this program and other districts are interested in sending their kids here. We will maintain 8 students and possibly grow it to 12 very quickly. Two of the students in the program are currently taking college classes.

Dr. Gorman presented for consideration E. Finance, with a proposed amendment to item iii. Special Education Aide Hourly Rate Increase by 10%.

Mr. Dani moved to amend Finance E. iii. With Dr. Gorman's recommendation.
Mr. Mahmod seconded the motion, which carried with the following roll-call vote:

AYES: Ms. Kwak, Mr. Dani, Mr. Lembo, Ms. Brogan, Mr. Mahmoud
NAYES: none

Mr. Dani and Ms. Brogan requested to pull item viii.Tuition Rates for Out-of-District Students and Staff Members' Children for a discussion.

Dr. Gorman presented for consideration E. Finance, with a proposed amendment to item Special Education Aide Hourly Rate Increase by 10%, and with the exception of item viii for discussion and a separate vote.

E. FINANCE

i. Acceptance of Restricted Donations:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the following restricted gifts for the **2021-2022** school year, to be used as indicated.

Donations			
Donor	**Amount**	**Use**	**Account Number**
Ridgewood High School Student Activity Account	$1,915	To be used to pay for prom chaperones.	20-030-100-101-00-10-010-043 (Stipend - $1,768.77) 20-030-200-220-00-10-010-043 (FICA - $146.52)
NY/NJ Super Bowl Host Company, Inc	$8,000	To be used to pay for coaching salaries, official and equipment for the Girls' Flag Football Team.	20-067-100-101-00-10-034-001 (Stipend - $6,000) 20-067-200-220-00-10-034-002 (FICA - $459) 20-067-100-610-00-10-034-001
Sunflower Portraits	$350	To be used to enhance the RED, REACH, and RISE programs.	20-049-100-890-00-01-024-003
Willard Student Activity Fund	$6,486.68	To be used to pay staff salaries for the Willard Drama Club.	20-030-100-101-00-07-007-002 (Stipend - $6,025.71) 20-030-200-220-00-07-007-002 (FICA - $460.97)

ii. Approval: Substitute Rates of Pay

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitute rates of pay for the 2022-2023 school year as listed below:

Teacher Permanent	$185 per day
Secretary	$15.62 per hour
Former RAES/REAS Member	$16.55 per hour
Long Term	$21.25 per hour

iii. Approval: Special Education Aide Hourly Rate Increase by 10%

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a 10% increase in the hourly rate for Special Education Aides as

listed below:

Type of Aide	**Hourly Rate**
Resource Room, Self-Contained, One-to-One	$16.51
Resource Room, Self-Contained, One-to-One *(with 60 college credits)*	$19.25
ABA (non-certified), STEPSS Job Coach(non-certified)	$22.19
ABA (certified), STEPSS Job Coach (certified)	$23.35
Braillist	$25.64

Amended Resolution that was approved:
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitute rates of pay for the 2022-2023 school year as listed below:

Type of Aide	**Hourly Rate**
Resource Room, Self-Contained, One-to-One	$16.51
Resource Room, Self-Contained, One-to-One *(with 60 college credits)*	$19.25
ABA (non-certified), STEPSS Job Coach(non-certified)	$22.19
ABA (certified), STEPSS Job Coach (certified)	$25.64
Braillist	$25.64

iv. Approval of Renewal Agreement with Pomptonian Food Service for the 2022-2023 School Year
The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following resolution:

Be it resolved that the District (Local Education Agency) approves an agreement with Pomptonian Food Service (Food Service Management Company) for the 2022-2023 school year. This represents the fifth year of a maximum of five allowed number of years to award to one vendor.

The Food Service Management Company shall receive, in addition to the costs of operation, a fee of $0.2804 per meal equivalent to compensate the Food Service Management Company for administrative and management costs. This fee shall be billed monthly as a cost of operation. The Local Education Agency guarantees the

payment of such costs and fees to the Food Service Management Company.

Cash receipts shall be divided by $4.23 to arrive at an equivalent meal count.
The per meal management fee of $0.2804 will be multiplied by total meal equivalents.

The Food Service Management Company guarantees the Local Education Agency a minimum profit of two hundred thousand dollars ($200,000.00) for the school year 2022-2023.

v. Approval: Submission of the American Rescue Plan ESSER (ARP) Safe Return Plan Required Six Month Update

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the submission of the ARP Safe Return Plan required six-month update to the Department of Education.

The Board has received background information

vi. Approval: Disposal of Equipment

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of equipment as listed on **Attachment J.** These items are obsolete and no longer needed.

vii. Approval: 2021-2022 School Year Non-Budgeted Out-Of-District Tuition Placement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 school year out-of-district non-budgeted tuition placement as listed below.

2021-2022 Out-of-District Placements for Regular School Year Tuition	
School	**# of students**
Bergen Center for Child Development, Haworth, NJ	1

viii. Approval: Tuition Rates for Out-of-District Students and Staff Members' Children

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves tuition rates for the 2022-2023 school year for out-of-district students and staff members' children, as listed below:

Grades	**Out-of-District**	**Staff Members' Children**	**Staff Members' Children**
		***rates for students attending school prior to 2020-2021**	***rates for staff members with an effective hire date**

		school year. (2% increase)	**after June 30, 2022 *35% of out-of-district rate***
Grade K	$17,310	$594.66	$6,059
Grades 1-5	$16,292	$594.66	$5,702
Grades 6-8	$17,841	$663	$6,244
Grades 9-12	$17,061	$732.36	$5,971
Grades K-12 ***Effective 9/1/20 annual tuition for all new students of staff members (with an effective hire date prior to 6/30/22)***	N/A	$893.53	N/A
PreK (RED)	$51,956	$51,956	$51,956
Behavioral Disabilities Program	$64,556	$64,556	$64,556
LLD	$23,169	$23,169	$23,169
Multiple Disabled	$73,454	$73,454	$73,454
SEL-Social Skills Extended School Year (ESY)	$2,000	$2,000	$2,000
REACH Transitional K/4s Ridgewood Resident	$550 (monthly)	N/A	N/A
REACH Transitional K/4s Non-Resident	$750 (monthly)	N/A	N/A
REACH Transitional K/4s RPS Staff Non-Resident	N/A	$550	$550

REACH Transitional K/4s Ridgewood Resident	$550 (monthly)	N/A	N/A
Additional Services	**Hourly Rates**		
ABA	$109	$109	$109
Aides	$33	$33	$33
Counseling	$116	$116	$116
ESL Services	$100	$100	$100
IT Liaison	$37	$37	$37
OT/PT/Speech	$117	$117	$117
Resource Room	$99	$99	$99

ix. **Approval: Submission of The American Rescue Plan Homeless Children and Youths (ARP-HCY II) Application**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the American Rescue Plan Homeless Children and Youths (ARP-HYC II) grant application. The District's allocation of funds is $5,028.

x. **Approval: Submission of Grant Amendment for Title III Immigrant Carryover Funds**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of an amendment to the 2021-2022 Elementary and Secondary Education Act, Title III Immigrant grant, to include carryover funds in the amount of $152.

Ms. Brogan moved approval of E. Finance with the proposed amendment to item iii. Special Education Aide Hourly Rate Increase by 10%, and with the exception of item viii. for discussion and a separate vote.

Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

Mr. Dani has a question on item viii.Tuition Rates for Out-of-District Students and Staff Members' Children. Last year we changed all of the additional services by 3.06, this year he does not see a change.

The Board discussed the tuition rate increases.

To view this portion of the meeting scroll to 2:41

Mr. Dani moved to amend the rates for additional services in item viii. Tuition Rates for Out-of-District Students and Staff Members' Children to be increased by 3.06%
Ms. Kwak seconded the motion, which carried by the following roll-call vote:

AYES: Mr. Mahmoud, Mr. Dani, Mr. Lembo, Ms. Kwak
NAYES: none
ABSTAIN: Ms. Brogan

Mr. Dani moved E. Finance viii. Tuition Rates for Out-of-District Students and Staff Members' Children, with the amendment
Ms. Kwak seconded the motion, which carried by the following roll-call vote:

AYES: Mr. Lembo, Ms. Kwak, Mr. Dani
NAYES: Mr. Mahmoud, Ms. Brogan

Mr. Mahmoud wants to state his position on this because he was against this policy when it was discussed. He does not believe it is smart business to raise the rates for staff. He believes it is a good hiring leverage and it is a small percentage who send their kids here anyway, plus it is a small revenue.

The Board discussed the policy for tuition rates for non-resident staff students.
To view this portion of the conversation scroll to 2:47.

Ms. Kwak read the donations into record and thanked the responsible parties.

Dr. Gorman presented IX. Resolutions and Motions Not Included in Consent Agenda.

IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

A. <u>Approval: Agreement with Essex Regional Educational Services Commission</u>
The Ridgewood Board of Education upon the recommendation of the Superintendent of Schools, approves the agreement with the Essex Regional Education Services Commission for the provision of student transportation services for the period July 1, 2022 through June 30, 2023.

The Board has received background information.

Ms. Brogan moved approval of A. Agreement with Essex Regional Educational Services Commission.
Mr. Dani seconded the motion, which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Mahmoud
NAYS: none

X. APPROVAL OF BILLS

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the payment of bills as listed below and reviewed by Ms. Brogan.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS
June 14	Columbia Bank On-Line	106035-106182	561,101.88
June 14	Columbia Bank On-Line Scholarship	831565-831578	10,600.00
May 15	Payroll Transfer	P39956	3,350,822.15
May 30	Payroll Transfer	P39957	3,354,899.09
June 15	Electronic Transfer	H39861	1,074,126.61
June 14	Food Service	620386-620389	121,552.48
TOTAL			**8,473,102.21**

Ms. Brogan moved approval of bills approved by her.
Mr. Lembo seconded the motion which was carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Lembo, Mr. Mahmoud, Ms. Kwak - except the bills pertaining to her.
NAYS: none

XI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan congratulated the students who are moving up and to our graduates.

XII. BOARD COMMITTEE REPORTS

None at this time.

XIII. DISCUSSION ITEMS

New Policy/Revision to Policy as listed below and in Attachment K:

New:

- Bylaw 0155.1 Board Member Participation at Board Meetings Using Electronic Device

Revised:

➢ Bylaw 0169 Board Member Use of Electronic Mail/Internet

Ms. Kwak requested to table the discussion of bylaw 0155.1 because it has not been reviewed by the attorney.

Dr. Gorman confirmed that the bylaw was reviewed by Mr. Giacobbe and Strauss Esmay, they have only not reviewed the revisions discussed last week. The original policy was drafted by Mr. Giacobbe and reviewed by Strauss Esmay.

The Board discussed bylaw 0155.1.
To view this portion of the meeting scroll to 3:00.

The Board tabled the discussion of the new Bylaw 0155.1 Board Member Participation at Board Meetings Using Electronic Device under Board Trustee questions are forwarded to Mr. Giacobbe and Strauss Esmay for answers.

The Board discussed revised Bylaw 0169 Board Member Use of Electronic Mail/Internet.

Mr. Dani motioned to move Bylaw 0169 to first reading.
Ms. Kwak seconded the motion, which was carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Lembo, Mr. Mahmoud, Ms. Kwak
NAYS: none

XIV. ACCEPTANCE OF MINUTES

➢ May 23, 2022 Regular Public Meeting

Ms. Kwak moved acceptance of minutes, which was unanimously approved.

XV. OTHER BUSINESS

None at this time.

XVI. COMMENTS FROM THE PUBLIC

Peter Malton, 294 West End Avenue, from some of the deliberations tonight in regards to the tuition aide pay and so forth, he's written before but he didn't mention that he thinks it's important - do you think your staff feels heard? He's mentioned after numerous teachers and staff have stood up this year and screamed for your help, they're met with - we'll look into that, we are not cutting the budget, how would you feel as an employee if that was the answer and you took your time? What he's hearing from staff, after these last couple meetings from people, is a lack of connection that actually came up tonight and that's why he thought it was important they're starting to lose their connection with our community and our schools. Our staff and our Administration are not feeling it anymore. Some of these teachers have been here for a long time, he thinks it is important that you guys hear because he's hearing it. Maybe you're not. In regards to other items that have been discussed, you should have received pay rates and made staffing decisions in terms of

budgeting months ago. We've been here for many months having discussions. It seems like you've been deliberating, but you can't clearly get to the point of evaluating data or getting the data in the timely fashion. We've been talking about these things for months and you're here trying to figure this out tonight. So hopefully there'll be a remedy moving forward. Staffing decisions he mentioned should have been months ago. People know how to make decisions and we're tabling things and people don't know if they're going to work here next year. They're going to get paid less than minimum wage in a year and they have no idea if this is the place that they're going to work and we're not providing feedback in a timely fashion for them to make decisions. You're hearing that from our Administrators, you need to be thinking about that. It's very easy for us to raise the cost of living on people who are paying us revenue, but not paying it to our teachers and staff. That was clear tonight. We're talking about a bus driver when we are not meeting the basic needs of PE which was talked about tonight in the necessity of this for our children. We don't have world languages, these are necessities. STEPPS is awesome, but not a necessity. There are basic requirements from the state for these items. Last, he wants to say thank you. He's been here for a number of meetings, thank you to the Administration, thank you to the Board, it's a thankless job that you have and we do appreciate everything you do. As parents we're here as advocates for our children and we're going to try our best to let you know what we're seeing and hearing and we thank you. As this is an extraordinarily difficult year for us in many ways. Hopefully, we can all agree. Hopefully we can build a plan for next year to be better. We will have an interim superintendent and hopefully he will have the information necessary to guide us appropriately next year to communicate well with you guys, and looking forward to hearing more from him.

In regards to search firms, he was on that call and it seems like there's an array of firms. He doesn't know which one you are going to choose, but just don't be pennywise and pound foolish. This is one of the biggest decisions that you guys can make and whatever/whoever you think is really the best to put the best person here. Hopefully that's who you agree on in terms of a search firm.

He's heard about intramurals, it's actually something that we talk about as parents. He actually ran a softball for various kids last year during the pandemic and there are alot of kids that are intimidated by the programs and having some type of an intramural program that's not competitive he thinks is a fantastic idea for our District.

Laurie Weber, 235 South Irving Street, she finds the conversation about the possibility of remote participation for board members kind of interesting. Like many members of the public she has to commend the board and thank them for doing these hybrid meetings. It is a wonderful opportunity for the community to be able to participate and very much appreciated. To Mr. Mahmoud's point though, she just has to answer that about the private business. Private businesses are not run like the government and the government doesn't run like a private business and it's not a question of modern thinking, it's really a matter of law. The Board of Education is a unit of local government and she really does appreciate Mr. Dani's questions, he's really being mindful of that distinction and in truth whatever policy you adopt, although this is a very interesting idea, you really want to make sure that you don't compromise the standards by which you run your meetings. For instance, a Board member, she thinks Mr. Dani, brought it up, really should be seen, you really need to know they're not on their laptop, they're not on their cell phones, they're not communicating with other people, other people can't be in the room for executive session which she thinks can't be remote because that's the sensitivity of some of the things that

you discussed there. She thinks you have to have everybody in the room in terms of board members participating. If you come up with the right rules, maybe limit it, it would go for less than four times because she thinks it's just something that might happen that you might want to give somebody a chance to participate in the full meeting if it's an important meeting and something comes up and they can't make it. She doesn't think it should be a way to participate because a board member's on vacation, but that's her two cents. Work with the parameters of what the law allows and keep the integrity of the meeting in mind. It sounds like an interesting idea and she wishes you luck in working out the details of it.

XVII. ADJOURNMENT

At 10:29 p.m., on a motion made by Ms. Kwak, seconded by Mr. Lembo and unanimously approved, the meeting adjourned.

Respectfully Submitted,

Scott T.Bisig, M.Ed.

Scott Bisig
Board Secretary

June 20, 2022 **ATTACHMENT A**

2022-2023 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Andrea Watson	Portable Adventure Project Adventure, MA Beverly, MA 8/15/22 - 8/17/22	Professional Development	$1,097.00	0
Alexandra Kowalski	Unpacking the Standards Year 1 Workshop Conquer Mathematics Pompton Plains, NJ 10/14/22, 1/31/23, 3/2/23, 5/9/23	Professional Development	$680.00	4
Charles Nebbia	3 Stages of Learning: Operations & Algebraic Thinking; Numbers and Operations in Base Ten; Number and Operations - Fractions Part 1 Conquer Mathematics Pompton Plains, NJ 9/12/22, 10/21/22, 12/1/22	Professional Development	$525.00	3
Joan Kelly	Grade 2 Math, Student Learning Standards, Year 1: Conquer Mathematics Pompton Plains, NJ 10/14/22, 1/31/23, 3/2/23	Professional Development	$510.00	3
Mia Buzzard	Unpacking the Standards - Year 2 Grade 2 Conquer Mathematics Pompton Plains, NJ 10/28/22 and 4/21/23	Professional Development	$340.00	2

Melissa Finucane	Conquer Math grade 4 "Unpacking the Standards" year 2 Conquer Mathematics Pompton Plains, NJ 11/3/22, 3/16/23, 4/17/23	Professional Development	$510.00	3
Erin Heider	Conquer Mathematics - Interdisciplinary lessons for grade 3 Conquer Mathematics Pompton Plains, NJ 11/2/22 and 1/6/23	Professional Development	$340.00	2
Ellen Raupp	SLS Yr 1- Numbers and Operations - Fractions Part I Conquer Mathematics Pompton Plains, NJ 11/30/22	Professional Development	$170.00	1

The total cost for these conferences is $4,172.000=. Upon Board approval of all of these conferences, the total expenditure for travel and conferences for 2022-23 will be $6942.00 leaving a balance of $193,058.00 remaining in the $200,000 approved by the Board for travel and conferences.

POLICY

RIDGEWOOD
BOARD OF EDUCATION

2415.05 STUDENT SURVEYS, ANALYSIS, EVALUATIONS, EXAMINATIONS, TESTING, OR TREATMENT

The Protection of Pupil Rights Amendment (PPRA) (20 USC §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education (USDOE). The PPRA requires written consent from parents or the emancipated student the opportunity to opt out of participation in a survey, analysis, evaluation, examination, testing, or treatment funded in whole or in part by a program of the United States Department of Education that concerns one or more of the areas outlined in this Policy.

A. Definitions

"Instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments. 20 USC §1232h(c)(6)(A).

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening. 20 USC §1232h(c)(6)(B).

"Prior consent" means prior consent of the student, if the student is an adult or emancipated minor or prior written consent of the parent, if the student is an unemancipated minor. 34 CFR §98.4(b).

"Psychiatric or psychological examination or test" means a method of obtaining information, including a group activity, that is not directly related to academic instruction and that is designed to elicit information about attitudes, habits, traits, opinions, beliefs, or feelings. 34 CFR §98.4(c)(1).

"Psychiatric or psychological treatment" means an activity involving the planned, systematic use of methods or techniques that are not directly related to academic instruction and that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group. 34 CFR §98.4(c)(2).

"Research or experimentation program or project" means any program or project in any program that is funded in whole or in part by the Federal Government and is designed to explore or develop new or unproven teaching methods or techniques. 34 CFR §98.3(b).

B. Parents' or Emancipated Students' Right to Inspection of Materials - 34 CFR §98.3 and 20 USC §1232(c)

1. All instructional material, including teachers' manuals, films, tapes, or other supplementary instructional material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program or any research or experimentation program or project shall be available for inspection by the parents of the children engaged in such program or project in accordance with 20 USC §1232h(a) and 34 CFR §98.3(a).

    a. The district shall provide reasonable access to instructional material within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(C)(ii).

2. The parent shall have the right, upon request, to inspect a survey created by a third party before the survey is administered or distributed to their student pursuant to 20 USC §1232h(c)(1)(A)(i).

    a. The district shall provide reasonable access to such survey within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(A)(ii).

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3. The parent shall have the right, upon request, to inspect any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose), before the instrument is administered or distributed to their student pursuant to 20 USC §1232h(c)(1)(F)(i).

   a. The district shall provide reasonable access to such instrument within a reasonable period of time after the request is received in accordance with 20 USC §1232h(c)(1)(F)(ii).

C. Protection of Students' Privacy in Examination, Testing, or Treatment with Prior Consent - 34 CFR §98.4

1. In accordance with 34 CFR §98.4(a) no student shall be required, as part of any program funded in whole or in part by a program of the USDOE, to submit without prior consent to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning one or more of the following:

   a. Political affiliations;

   b. Mental and psychological problems potentially embarrassing to the student or the student's family;

   c. Sex behavior and attitudes;

   d. Illegal, anti-social, self-incriminating, and demeaning behavior;

   e. Critical appraisals of other individuals with whom the student has close family relationships;

   f. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or

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g. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.

D. Protections of Students' Rights for Surveys, Analysis, or Evaluation - 20 USC §1232h

1. In accordance with 20 USC §1232h(b) no student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation, without prior consent, that reveals information concerning:

a. Political affiliations or beliefs of the student or the student's parent;

b. Mental and psychological problems of the student or the student's family;

c. Sex behavior or attitudes;

d. Illegal, anti-social, self-incriminating, or demeaning behavior;

e. Critical appraisals of other individuals with whom the student has close family relationships;

f. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;

g. Religious practices, affiliations, or beliefs of the student or student's parent; or

h. Income, (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program).

2. Parents' or Emancipated Students' Right to Opt Out - 20 USC §1232h(c)(2)

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a. The district shall provide notice and offer an opportunity for parents to opt their student out or for emancipated students to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

(2) The administration of any survey containing one or more of the items listed in D.1. above.

(3) Any nonemergency, invasive physical examination or screening that is:

(a) Required as a condition of attendance;

(b) Administered by the school and scheduled by the school in advance; and

(c) Not necessary to protect the immediate health and safety of the student, or of other students.

b. The district shall directly notify parents at least annually at the beginning of the school year of the specific or approximate dates during the school year when activities described in D.2.a. above are scheduled or expected to be scheduled in accordance with 20 USC §1232h(c)(2)(B).

3. Exceptions – 20 USC §1232h(c)(4)

a. The provisions of 20 USC §1232h do not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

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(1) College or other postsecondary education recruitment, or military recruitment in accordance with Policy 9713;

(2) Book clubs, magazines, and programs providing access to low-cost literary products;

(3) Curriculum and instructional materials used by schools in the district;

(4) Tests and assessments used by schools in the district to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(5) The sale by students of products or services to raise funds for school-related or education-related activities; and

(6) Student recognition programs.

b. The provisions of this Policy:

(1) Shall not be construed to preempt applicable provisions of New Jersey law that require parental notification; and

(2) Do not apply to any physical examination or screening that is permitted or required by an applicable New Jersey law, including physical examinations or screenings permitted without parental notification.

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4. Policy Adoption or Revision – 20 USC §1232h(c)(2)(A)(i)

   The district shall provide this Policy to parents and students at least annually at the beginning of the school year, and provide notice within a reasonable period of time after any substantive change is made to this Policy.

E. Student Privacy – 20 USC §1232h and 34 CFR §98

   The district shall ensure a student's privacy is protected regarding any information collected in accordance with this Policy.

F. Violations of the PPRA – 20 USC §1232h and 34 CFR §98

   Parents or students who believe their rights under PPRA may have been violated may file a complaint with the USDOE.

In addition to the provisions of 20 USC §1232h, 34 CFR §98, and this Policy, the Superintendent or designee shall ensure compliance with the provisions of N.J.S.A. 18A:36-34 and Policy 9560 – Administration of School Surveys before students are required to participate in any academic or nonacademic survey, assessment, analysis, or evaluation.

The Protection of Pupil Rights Amendment (PPRA)
20 USC §1232h
34 CFR Part 98
Elementary and Secondary Education Act of 1965 (20 USC 2701 et seq.) as amended by the Every Student Succeeds Act
N.J.S.A 18A:36-34

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2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. In order to ensure safety, it is imperative that students participating in athletic competition, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student to return to athletic competition before recovering from a concussion increases the chance of a more serious brain injury.

For the purpose of this Policy and Regulation 2431.4, programs of athletic competition shall include high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

The school district shall adopt an athletic head injury safety training program. The program shall be completed by the school physician, any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse. The training program shall be in accordance with guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41.2.

The school district shall annually distribute the NJDOE-developed educational fact sheet regarding sports-related concussions and other head injuries to all parents of students participating in any athletic competition or practice and shall obtain a signed acknowledgement of the receipt of the fact sheet by the student and their parent in accordance with N.J.S.A. 18A:40-41.2(c).

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A student who participates in an athletic competition or practice and who sustains or is suspected of sustaining a concussion or other head injury shall be immediately removed from athletic competition or practice. A student removed from athletic competition or practice shall not participate in further athletic competition or practice until they are evaluated by a physician or other licensed healthcare provider trained in the evaluation and management of concussions and receives written clearance from a physician trained in the evaluation and management of concussions to return to athletic competition or practice; and the student returns to regular school activities and is no longer experiencing symptoms of the injury when conducting those activities in accordance with N.J.S.A. 18A:40-41.4.

The return of a student to athletic competition or practice shall also be in accordance with the graduated, six-step "Return to Play Progression" recommendations and any subsequent changes or other updates to these recommendations as developed by the Centers for Disease Control and Prevention (CDC). The Board shall revise this Policy and Regulation 2431.4 whenever the CDC changes or otherwise updates the "Return to Play Progression" recommendations.

The school district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy of an amount of not less than $50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with this Policy and Regulation 2431.4.

Pursuant to N.J.S.A. 18A:40-41.5 and for the purpose of this Policy, a "youth sports team organization" means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

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This Policy and Regulation 2431.4 shall be reviewed and approved by the school physician annually and updated as necessary to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussions and other head injuries in accordance with N.J.S.A. 18A:40-41.3.

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.3; 18A:40-41.4; 18A:40-41.5

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2622 STUDENT ASSESSMENT

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments are utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

The Commissioner of Education, in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may implement assessments of student achievement in any grade(s) and by such assessments as the Commissioner deems appropriate. The system and related schedule of Statewide assessments shall be approved by the New Jersey State Board of Education. The school district shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments pursuant to N.J.A.C. 6A:8-4.1(c) and (d).

Pursuant to N.J.A.C. 6A:8-4.1(c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. The school district will provide accommodations or modifications to the Statewide assessment system in accordance with the provisions of **N.J.A.C.** A:8-4.1(d).

Students with disabilities as defined in N.J.A.C. 6A:14-1.3 shall participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10. The school district shall administer the alternative State assessment for students with disabilities in accordance with the provisions of N.J.A.C. 6A:8-4.1(d)3.

The school district shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8- 5.1(a)6, (f), (g), (h), or (i), as applicable.

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The school district shall maintain an accurate record of each student's performance on Statewide assessments and maintain for every student a ninth grade through graduation transcript in accordance with the provisions of N.J.A.C. 6A:8-4.2(d). The Superintendent shall report assessment results to the public and provide educators, parents, and students with assessment results in accordance with the provisions of N.J.A.C. 6A:8-4.3.

N.J.S.A. 18A:7C-1 et seq.; 18A:7E-2; 18A7E-3
N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7; 6A:14-4.10

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3233 POLITICAL ACTIVITIES

The Board of Education recognizes and encourages the right of all citizens, including teaching staff members, to engage in political activity. However, the Board prohibits the use of school grounds and school timefor partisan political purposes.

The Board establishes the following guidelines to govern teaching staff members in their political activities:

1. A teaching staff member shall not engage in political activity on school grounds unless permitted in accordance with Board Policy No. 7510 - Use of School Facilities and/or applicable Federal and State laws;

2. A teaching staff member shall not post political circulars or petitions on school grounds nor distribute such circulars or petitions to students nor solicit campaign funds or campaign workers on school grounds ;

3. A teaching staff member shall not display any material that would tend to promote any candidate for office on an election day on school grounds that are used as a polling place;

4. A teaching staff member shall not engage in any activity in the presence of students while on school grounds , which is intended and/or designed to promote, further or assert a position(s) on labor relations issues.

In accordance with N.J.S.A. 18A:6-8.1., a teaching staff member employed by this district who is a member of the Senate or General Assembly of the State of New Jersey shall be entitled to time off from school district duties, without loss of pay, during the periods of the teaching staff member's attendance at regular or special sessions of the legislature and hearings or meetings of any legislative committee or commission.

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In accordance with N.J.S.A. 18A:6-8.2., a teaching staff member employed by this district who is a member of the Board of County Commissioners of any county of New Jersey shall be entitled to time off from the teaching staff member's duties, without pay, during the periods of the teaching staff member's attendance at regular or special meetings of the Board of County Commissioners and of any committee thereof and at such other times as the teaching staff member shall be engaged in performing the necessary functions and duties of the teaching staff member's office as a member of the Board of County Commissioners.

No other teaching staff member who holds elective or appointive office is entitled to time off, except as such time off may be provided for by Board policy or negotiated agreement.

The provisions of this Policy do not apply to the discussion and study of politics and political issues appropriate to the curriculum, the conduct of student elections, or the conduct of employee representative elections.

Nothing in this Policy shall be interpreted to impose a burden on the constitutionally protected speech or conduct of a teaching staff member or a student.

N.J.S.A. 18A:6-8.1.; 18A:6-8.2.; 18A:6-8.4.; 18A:42-4
N.J.S.A. 19:34-42
Green Township v. Rowe, Superior Court of New Jersey - Appellate Division
A-2528-98T5

Adopted:

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5460 HIGH SCHOOL GRADUATION

The Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation in accordance with N.J.A.C. 6A:8-5.1 et seq. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma and has met the requirements for graduation.

As defined in N.J.A.C. 6A:8-1.3, "credit" means the award for the equivalent of a class period of instruction, which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2 and A.1.b. below.

A. High School Graduation Requirements – N.J.A.C. 6A:8-5.1

1. For a State-endorsed diploma, the Board shall develop, adopt, and implement graduation requirements that prepare students for success in post-secondary degree programs, careers, and civic life in the 21st century, and that include the following:

   a. A graduating student must have earned a minimum of one hundred twenty credits in courses designed to meet all of the New Jersey Student Learning Standards (NJSLS), including, but not limited to, the following credits:

      (1) At least twenty credits in English language arts aligned to grade nine through twelve standards;

      (2) At least 15 credits in mathematics, including Algebra I or the content equivalent; geometry or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers;

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(3) At least fifteen credits in science, including at least five credits in laboratory biology/life science or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course;

(4) At least fifteen credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2; five credits in world history; and the integration of civics, economics, geography, and global content in all course offerings;

(5) At least three and three-quarters credits in financial, economic, business, and entrepreneurial literacy;

(6) At least ten credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;

(7) At least ten credits in visual and performing arts;

(8) At least two and one-half credits in world languages or student demonstration of proficiency as set forth in N.J.A.C. 6A:8-5.1(a)2ii(2) and A.1.b.(2)(b) below;

(9) Technological literacy, consistent with the NJSLS, integrated throughout the curriculum;

(10) At least five credits in 21st century life and careers, or career-technical education; and

(11) Electives as determined by the high school program sufficient to total a minimum of 120 credits.

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b. The 120-credit requirement set forth in N.J.A.C. 6A:8-5.1(a)1. and in A.1.a. above may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of individualized learning opportunities, as follows:

(1) The district shall establish a process to approve individualized student learning opportunities that meet or exceed the NJSLS.

(a) Individualized student learning opportunities in all NJSLS areas include, but are not limited to, the following:

(i) Independent study;

(ii) Online learning;

(iii) Study abroad programs;

(iv) Student exchange programs; and

(v) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.

(b) Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall:

(i) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;

(ii) Include demonstration of student competency;

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(iii) Be certified for completion based on the district process adopted according to N.J.A.C. 6A:8-5.1(a)2.ii. and A.1.b.(2) below; and

(iv) Be on file in the school district and subject to review by the Commissioner of Education or designee.

(c) Group programs based upon specific instructional objectives aimed at meeting or exceeding the NJSLS shall be permitted and shall be approved in the same manner as other approved courses.

(2) The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the NJSLS at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated at N.J.A.C. 6A:8-5.1(a)2 and A.1.b. above. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.

(a) The district shall choose assessments that are aligned with or exceed the NJSLS and may include locally designed assessments.

(b) The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as

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defined by the American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSLS:

(i) The Standards-based Measurement of Proficiency (STAMP) online assessment;

(ii) The ACTFL Oral Proficiency Interview (OPI) or the Modified Oral Proficiency Interview (MOPI); or

(iii) New Jersey Department of Education-approved locally designed competency-based assessments.

(3) The district shall establish a process to approve post-secondary learning opportunities that may consist of Advanced Placement (AP) courses, College-Level Examination Program (CLEP), or concurrent/dual enrollment at accredited higher education institutions.

(a) The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the NJSLS.

c. Local student attendance requirements;

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d. Any statutorily mandated requirements for earning a high school diploma;

e. The requirement that all students demonstrate proficiency by achieving a passing score on the English Language Arts (ELA) and mathematics components of the State graduation proficiency test or through the alternative means at N.J.A.C. 6A:8-5.1(h) and A.7. below, if applicable, or for students who take the State graduation proficiency test but do not achieve a passing score through the alternative means set forth at N.J.A.C. 6A:8-5.1(g) and (i) and A.6. and A.8. below:

(1) Students in the graduating classes of 2019, 2020, 2021, and 2022 shall be required to demonstrate proficiency by achieving a passing score on the high school end-of-course PARCC assessments in ELA 10 and Algebra I or through alternative means set forth at N.J.A.C. 6A:8-5.1(f), (h), and (i) and A.5., A.7., and A.8. below.

f. For students who have not demonstrated proficiency on the ELA and/or mathematics components of the State graduation proficiency test, the opportunity for the following will be provided:

(1) Remediation, pursuant to N.J.S.A. 18A:7C-3.; and

(2) One or more additional opportunities to demonstrate proficiency on the State graduation proficiency test, pursuant to N.J.S.A. 18A:7C-6; and

g. Students graduating from an adult high school shall demonstrate proficiency in the ELA and mathematics components of the State graduation proficiency test, or through alternative means set forth at N.J.A.C. 6A:8-5.1(f) through (i) and A.5. through A.8. below.

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2. In the development of Personalized Student Learning Plans according to N.J.A.C. 6A:8-3.2(a), the district shall actively encourage all students who have otherwise met the requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a)1 through 3 and A.1.a. through A.1.c. above, to include in their programs of study the following additional credits:

   a. Five credits in mathematics during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;

   b. Five credits in a laboratory science during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers;

   c. Five credits in social studies during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers; and

   d. Five credits in world languages during each year of enrollment, aimed at preparation for entrance into post-secondary programs or 21st century careers.

3. The district shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through Quality Single Accountability Continuum (QSAC) and update the district's filed copy each time the graduation policy is revised.

4. The district shall provide each student entering high school and their parents with a copy of the district's requirements for a State-endorsed diploma and the programs available to assist students in attaining a State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.

5. To ensure adequate transition to the new Statewide assessment systems, the district shall provide students in the graduating classes of 2018, 2019, 2020, 2021, and 2022 who have not demonstrated proficiency on the high school end-of-course PARCC assessments

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in ELA 10 and Algebra I with the opportunity to demonstrate competence through one of the alternative means set forth below:

a. For the graduating classes of 2018, 2019, 2020, 2021, and 2022, students who did not take the ELA 10 and the Algebra I end-of-course PARCC assessment or who take but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, may satisfy the State requirement to demonstrate proficiency in English language arts and/or mathematics in one of the following ways:

(1) Achieve a passing score, as determined by the Commissioner of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or

(2) Meet the criteria of the portfolio appeals process.

6. For students in the graduating classes of 2023, 2024, and 2025, the alternative means referenced at N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above shall be as follows:

a. Achieve a passing score, as determined by the Commissioner of Education and approved by the New Jersey State Board of Education, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable; and/or

b. Demonstrate proficiency through the portfolio appeals process, pursuant to N.J.S.A. 18A:7C-3.

7. All English language learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a New Jersey Department of Education-approved, English fluency assessment.

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8. Students, including students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities, are not required to participate in repeated administrations of high school assessment components required at N.J.A.C. 6A:8-4.1(c).

9. For students in the graduating classes of 2019, 2020, 2021, and 2022, the New Jersey Department of Education (NJDOE) shall consider high school end-of-course State assessments to be equivalent to the corresponding high school end-of-course PARCC assessments.

B. High School Diplomas – N.J.A.C. 6A:8-5.2

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with N.J.A.C. 6A:8-5.1(a), (c), or N.J.A.C. 6A:8-5.2(d) and A.1 above, C.1. below, or B.4. below.

2. The Board shall not issue a high school diploma to any student not meeting the criteria specified in the rule provisions referenced in B.1. above.

   a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty or until the requirements for a State-endorsed diploma have been met, whichever comes first.

   b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements but has failed to pass the State proficiency test to demonstrate proficiency through alternative means as set forth at N.J.A.C. 6A:8-5.1(a)6 through N.J.A.C. 6A:8-5.1(i) and in A.1.f. through A.8. above, as applicable, pursuant to the standards applicable to the student's graduating class. Students in graduating classes prior to 2018 shall demonstrate proficiency as set

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forth for the classes of 2018 through 2022 at N.J.A.C. 6A:8-5.1(f)1 and A.5.a. above. Upon certification of passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8 and this Policy, a State-endorsed diploma shall be granted by the high school of record.

3. Pursuant to N.J.A.C. 6A:20-1.4, the Commissioner of Education shall award a State-issued high school diploma based on achieving the Statewide standard score on the General Education Development test (GED) or other adult education assessments to individuals age sixteen or older who are no longer enrolled in school and have not achieved a high school credential.

4. The Commissioner of Education shall award a State-issued high school diploma to individuals age sixteen or older and no longer enrolled in high school based on official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education. Included in the thirty general education credits must be a minimum of fifteen credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; social science; and the humanities.

5. The Board shall award a State-endorsed high school diploma to any currently enrolled student, regardless of grade level, who:

   a. Has demonstrated proficiency in the State graduation proficiency test, pursuant to N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above, or as set forth at N.J.A.C. 6A:8-5.1(g) and A.6. above:

      (1) The Board shall award a State-endorsed high school diploma to any currently enrolled student in the graduating classes of 2019, 2020, 2021, and 2022 who has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f) and in A.5. above;

b. Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and

c. Has formally requested such early award of a State-endorsed high school diploma.

6. Pursuant to N.J.S.A. 18A:7C-7 and 18A:7E-3, the Superintendent shall report annually to the Board at a public meeting not later than September 30, and to the Commissioner of Education:

a. The total number of students graduated;

b. The number of students graduated under the substitute competency test process;

c. The number of students graduated under the portfolio appeals process;

d. The number of students receiving State-endorsed high school diplomas as a result of meeting any alternate requirements for graduation as specified in their individualized education programs (IEP);

e. The total number of students denied graduation from the twelfth grade class; and

f. The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, the State graduation proficiency test, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.

C. Students with Disabilities – N.J.A.C. 6A:8-5.1(c) and N.J.A.C. 6A:14-4.11

1. Through the IEP process set forth at N.J.A.C. 6A:14-3.7 and pursuant to N.J.A.C. 6A:14-4.11, the Board may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined at N.J.A.C. 6A:14-1.3.

a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.

b. The district shall develop and implement procedures for assessing whether a student has met the specified alternate requirements for graduation individually determined in an IEP.

2. The IEP of a student with a disability who enters a high school program shall specifically address the graduation requirements. The student shall meet the high school graduation requirements pursuant to N.J.A.C. 6A:8-5.1 and A. above, except as specified in the student's IEP. The IEP shall specify which requirements would qualify the student with a disability for the State-endorsed diploma issued by the Board responsible for the student's education.

3. Graduation with a State-endorsed diploma is a change of placement that requires written notice pursuant to N.J.A.C. 6A:14-2.3(f) and (g).

a. As part of the written notice, the parent shall be provided with a copy of the procedural safeguards statement published by the NJDOE.

b. As with any proposal to change the educational program or placement of a student with a disability, the parent may resolve a disagreement with the proposal to graduate the student by requesting mediation or a due process hearing prior to graduation.

c. In accordance with N.J.A.C. 6A:14-3.8(d), a reevaluation shall not be required.

d. When a student graduates or exceeds the age of eligibility, the student shall be provided a written summary of their academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which the student exceeds the age of eligibility. The summary shall include recommendations to assist the student in meeting their postsecondary goals.

4. If a student attends a school other than that of the school district of residence that is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.

   a. If the school the student is attending declines to issue a diploma to the student, the Board of the school district of residence shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.

5. If the Board grants an elementary school diploma, a student with a disability who fulfills the requirements of their IEP shall qualify for and receive a diploma.

6. Students with disabilities who meet the standards for graduation according to N.J.A.C. 6A:14-4.11 and C. of this Policy shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

D. State Seal of Biliteracy – N.J.A.C. 6A:8-5.3

1. The Board may award a State Seal of Biliteracy to any student who has met all requirements in N.J.A.C. 6A:8-5.2 and B. above and demonstrates proficiency in the following:

   a. One or more world languages via an approved assessment pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. below during the student's next to last or final year of high school; and

      (1) Pursuant to N.J.S.A. 18A:7C-15, a foreign language other than English also shall include, but not be limited to, American Sign Language, Latin, and Native American languages.

   b. English language arts as set forth in N.J.A.C. 6A:8-5.1(a)6 and A.1.f. above.

2. A Board that chooses to award the State Seal of Biliteracy shall incorporate the process into the developed, adopted, and implemented Policy 5460 – High School Graduation pursuant to N.J.A.C. 6A:8-5.1(a) and A.1. above, denoting participation in the voluntary program. A Board choosing to participate shall submit, in accordance with N.J.A.C. 6A:8-5.1(d) and A.3. above, a copy of Policy 5460 – High School Graduation that reflects the option for students to participate in the State Seal of Biliteracy.

3. The Board of Education shall charge a fee to the student for related assessments and transcript insignias.

4. The Board of Education shall do the following:

    a. Provide the NJDOE with information regarding students who qualify for the State Seal of Biliteracy pursuant to N.J.A.C. 6A:8-5.3(a) and D.1. above;

    b. Present each student who qualifies pursuant to D.1. above with a New Jersey Department of Education-issued certificate;

    c. Include the Commissioner of Education-developed insignia on the student's transcript; and

    d. Maintain appropriate records to identify students who have earned the State Seal of Biliteracy.

5. The Board shall not award a State Seal of Biliteracy to any student who does not meet the criteria in N.J.A.C. 6A:8-5.3(a) and D.1. above and shall not include the Commissioner of Education-developed insignia on the student's transcript.

6. A list of New Jersey Department of Education-approved, nationally recognized assessments and the Statewide scores necessary for a student to satisfy requirements for the State Seal of Biliteracy shall be set by a resolution approved by the New Jersey State Board of Education

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a. If an approved assessment, pursuant to N.J.A.C. 6A:8-5.3(f) and D.6. above, does not exist for a particular language, the Board may administer a NJDOE-approved, locally designed proficiency-based assessment.**]**

N.J.S.A. 18A:7C-3; 18A:7C-5; 18A:7C-6, 18A:7C-7; 18A:7C-15; 18A:7E-3
18A:35-1; 18A:35-2; 18A:35-5; 18A:35-7; 18A:35-8
N.J.A.C. 6A:8-1.3; 6A:8-5.1 et seq.; 6A:14-1.3; 6A:14-2.3; 6A:14-3.7
6A:14-3.8; 6A:14-4.11; 6A:20-1.4

Adopted:

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POLICY

RIDGEWOOD
BOARD OF EDUCATIO

5541 ANTI-HAZING

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Hazing is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. The Board of Education prohibits acts of hazing and adopts this Policy against hazing in accordance with N.J.S.A. 18A:37-32.2. The provisions of this Policy apply to high school(s); middle school(s); and/or elementary school(s) in the school district.

"Hazing" in a school setting includes, but is not limited to, conduct by an individual(s) who is a member and/or representative of a school-sponsored student organization, club, or athletic team where such individual(s) conditions a student's acceptance as a member into such group on whether the student engages in activities that are humiliating, demeaning, intimidating, and exhausting to the student.

N.J.S.A. 2C:40-3.a. indicates hazing may also include, but is not limited to, the conduct outlined below:

1. An individual(s) causes, coerces, or otherwise induces a student to commit an act that violates Federal or State criminal law;

2. An individual(s) causes, coerces, or otherwise induces a student to consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm or is otherwise deleterious to the student's health;

3. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a physical nature, including, but not limited to, whipping, beating, branding, excessive calisthenics, or exposure to the elements;

4. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a mental or emotional nature, including, but not limited to, activity adversely affecting the mental or emotional health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment;

5. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a sexual nature; or

6. An individual(s) subjects a student to any other activity that creates a reasonable likelihood of bodily injury to the student.

Board of Education members, school employees, and contracted service providers are required to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding such an incident. Students, parents, volunteers, or visitors are encouraged to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident.

Any report of an alleged incident of hazing shall be immediately investigated by the Principal or designee in accordance with procedures used to investigate alleged violations of the Student Discipline/Code of Conduct and Policy and Regulation 5600. A Principal or designee who receives a report of an alleged incident of hazing and fails to initiate or conduct an investigation and fails to minimize or eliminate the hazing may be subject to disciplinary action.

The Principal or designee may identify behavior when investigating an alleged incident of hazing indicating harassment, intimidation, or bullying (HIB) pursuant to N.J.S.A. 18A:37-14 et seq. – New Jersey Anti-Bullying Bill of Rights Act (ABR). If the Principal or designee identifies behavior indicating HIB, the Principal or designee shall ensure a separate investigation is conducted in accordance with the ABR and Policy 5512.

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The Superintendent or designee shall report to local law enforcement any hazing incident that rises to the level of mandatory reporting under the "Uniform Memorandum of Agreement Between Education Officials and Law Enforcement Officials" or any other agreement between local law enforcement and the school district pursuant to N.J.A.C. 6A:16-5.1(b).

Hazing that involves the participation of a coach, teacher, or other adult may constitute child abuse and shall be addressed in accordance with N.J.S.A. 18A:36-25 and Policy and Regulation 8462.

The Board shall enforce any penalty for violation of this Policy in accordance with the student code of conduct and Policy and Regulation 5600, or any other applicable Board Policy or Regulation. In accordance with N.J.S.A. 18A:37-32.3 appropriate penalties for a violation of this Policy may include, but are not limited to:

1. Withholding of diplomas or transcripts pending compliance with the rules;

2. Rescission of permission for the organization or group whose student member(s) are being penalized under this Policy, to operate on school property or to otherwise operate under the sanction or recognition of the school district; and

3. The imposition of probation, suspension, dismissal, or expulsion of a student member(s).

Any discipline instituted in response to a violation of this Policy may be in addition to discipline for a violation of Policy 5512, Policy and Regulation 5600, and any other applicable Board Policy and Regulation.

The school district shall ensure that students are informed of this Policy, including the rules, penalties, and program of enforcement under this Policy. This Policy shall be posted on the school district's publicly accessible Internet website.

N.J.S.A. 18A:36-25; 18A:37-13.2; 18A:37-14 et seq.; 18A:37-32.2;
18A:37-32.3

POLICY

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8465 BIAS CRIMES AND BIAS-RELATED ACTS

The Board of Education is committed to providing a safe and healthy environment for all children in the school district. Bias crimes and bias-related acts involving students can lead to further violence and retaliation. Bias crimes and bias-related acts, by their nature are confrontational, inflame tensions, and promote social hostility and will not be tolerated by the school district. School district employees will work closely with local law enforcement and the county prosecutor's office to report or eliminate the commission of bias crimes and bias-related acts.

Definitions

A "bias crime" means any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race;, color;, religion; gender; disability;, sexual orientation;, gender identity or expression; national origin; or ethnicity.

A "bias-related act" means an act directed at a person, group of persons, private property, or public property that is motivated in whole or in part by racial;, gender;, disability;, religion; sexual orientation;, gender identity or expression; national origin; or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense.

All bias crimes are also bias-related acts, but not all bias-related acts will constitute a bias crime.

Required Actions

School employees shall immediately notify the Principal and the Superintendent or designee when in the course of their employment they developreason to believe a bias crime or bias-related act has been committed or is about to be committed in accordance with N.J.A.C. 6A:16-6.3(e).

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The Superintendent or designee shall promptly notify the Ridgewood local police department and the bias investigation officer for the county prosecutor's office when a bias crime or bias-related act has been committed or is about to be committed in accordance with N.J.A.C. 6A:16-6.3(e)1.

The Superintendent or designee shall immediately notify the local police department and the bias investigation officer for the county prosecutor's office where there is reason to believe that a bias crime or bias-related act that ~~involves an act of viole~~nce has been or is about to be physically~~y~~ committed against a student, or there is otherwise reason to believe that a life has been or will be threatened in accordance with N.J.A.C. 6A:16-6.3(e)2.

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It is understood a referral to thelocal police department or county prosecutor's office pursuant to the Memorandum of Agreement between Education and Law Enforcement Officials is only a transmittal of information that might be pertinent to a law enforcement investigation and is not an accusation or formal charge.

Unless the local police department or the county prosecutor's office request otherwise, the school district may continue to investigate a suspected bias crime or bias-related act occurring on school grounds and may take such actions as necessary and appropriate to redress and remediate any such acts.

School officials will secure and preserve any such graffiti or other evidence of a suspected bias crime or bias-related act pending the arrival of the local police department or the county prosecutor's office. The school officials, where feasible, will cover or conceal such evidence until the arrival of the local police department or county prosecutor's office.

N.J.S.A. 2C:16-1
N.J.A.C. 6A:16-6.1 ; 6A:16-6.2; 6A:16-6.3
State Memorandum of Agreement approved by the Department of Law & Public Safety and the Department of Education

Adopted:

POLICY

RIDGEWOOD BOARD OF EDUCATIO

9560 ADMINISTRATION OF SCHOOL SURVEYS

The Board of Education believes the administration of school surveys may be necessary and valuable to the educational program in the school district. The Board recognizes certain student information is personal and some students or parents may not want this information shared with the school district. Therefore, the Board shall ensure school surveys are administered in accordance with N.J.S.A. 18A:36-34 and 18A:36-34.1 and this Policy.

A. School Surveys, Certain, Parental Consent Required Before Administration – N.J.S.A. 18A:36-34

1. Unless the school district receives prior written informed consent from a student's parent and provides for a copy of the document to be available for viewing at convenient locations and time periods, the school district shall not administer to a student any academic or nonacademic survey, assessment, analysis, or evaluation which reveals information concerning:

   a. Political affiliations;

   b. Mental and psychological problems potentially embarrassing to the student or the student's family;

   c. Sexual behavior and attitudes;

   d. Illegal, anti-social, self-incriminating, and demeaning behavior;

   e. Critical appraisals of other individuals with whom a respondent has a close family relationship;

   f. Legally recognized privileged or analogous relationships, such as lawyers, physicians, and ministers;

g. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program; or

h. Social security number.

2. The school district shall request prior written informed consent at least two weeks prior to the administration of the survey, assessment, analysis, or evaluation.

3. A student shall not participate in any survey, assessment, analysis, or evaluation that concerns the issues listed in A.1. above and N.J.S.A. 18A:36-34.a. unless the school district has obtained prior written informed consent from the student's parent.

B. Voluntary Survey for Students with Prior Parental Written Notification – N.J.S.A. 18A:36-34.1

1. In accordance with N.J.S.A. 18A:36-34.1 and notwithstanding, N.J.S.A. 18A:36-34 and A. above, or any other law, rule, or regulation to the contrary, if the school district sends prior written notification to the parent of the student, the school district may administer an anonymous, voluntary survey, assessment, analysis, or evaluation to the student which reveals information concerning any of the following issues:

a. Use of alcohol, tobacco, drugs, and vaping;

b. Sexual behavior and attitudes;

c. Behaviors that may contribute to intentional or unintentional injuries or violence; or

d. Physical activity and nutrition-related behaviors.

2. Written notification provided by the school district to the parent of the student shall be delivered to the parent by regular mail, electronic mail, or a written acknowledgement form to be delivered by the student at least two weeks prior to administration of the survey, assessment, analysis, or evaluation. Written notification shall contain, at minimum, the following information:

   a. A description of the survey, assessment, analysis, or evaluation;

   b. The purpose for which the survey, assessment, analysis, or evaluation is needed;

   c. The entities and persons that will have access to the information generated by the survey, assessment, analysis, or evaluation;

   d. Specific instruction as to when and where the survey, assessment, analysis, or evaluation will be available for parental review prior to its administration;

   e. The method by which the parent can deny permission to administer the survey, assessment, analysis, or evaluation to the student; a form specifically providing for such denial shall be included with this notice;

   f. The names and contact information of persons to whom questions can be directed; and

   g. A statement advising that failure to respond indicates approval of participation in the survey, assessment, analysis, or evaluation.

3. Information obtained through a survey, assessment, analysis, or evaluation administered to a student in accordance with N.J.S.A. 18A:36-34.1 and B. above, shall be submitted to the New Jersey Department of Education and the New Jersey Department of Health. Information may be used to develop public health initiatives and prevention programs. Information shall not be used for marketing or other commercial purposes that are not related to student health

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C. Violations – N.J.S.A. 18A:36-34.d.

A violation by the school district of N.J.S.A. 18A:36-34; 18A:36-34.1, and this Policy shall be subject to such monetary penalties as determined by the New Jersey Commissioner of Education.

D. Compliance with Federal Law

In addition to compliance with the provisions of N.J.S.A. 18A:36-34, 18A:36-34.1, and this Policy, the Superintendent or designee shall ensure compliance with the provisions of Policy 2415.05 – Student Surveys, Analysis, Evaluations, Examinations, Testing, or Treatment before students are required to participate in a survey, analysis, evaluation, examination, testing, or treatment funded in whole or part by a program of the United States Department of Education that concerns one or more of the areas outlined in Policy 2415.05.

N.J.S.A. 18A:36-34; 18A:36-34.1

REGULATION

RIDGEWOOD BOARD OF EDUCATION

R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a blow or motion to the head or body that disrupts the normal functioning of the brain and can cause significant and sustained neuropsychological impairments including, but not limited to, problem solving, planning, memory, and behavioral problems. Allowing a student to return to athletic competition or practice before recovering from a concussion increases the chance of a more serious brain injury. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq. and Policy 2431.4.

A. Athletic Head Injury Safety Training Program

1. The school district will adopt an athletic head injury safety training program.

2. The training program shall be completed by the school physician, any individual who coaches in an athletic competition, an athletic trainer involved in any athletic competition, and the school nurse.

3. This training program shall be in accordance with the guidance provided by the New Jersey Department of Education (NJDOE) and the requirements of N.J.S.A. 18A:40-41.2.

B. Prevention

1. The school district may require pre-season baseline testing of students before the student begins participation in athletic competition or practice. The baseline testing program shall be reviewed and approved by the school physician trained in the evaluation and management of sports-related concussions and other head injuries.

2. The Principal or designee will review educational information for students participating in athletic competition or practice on the prevention of concussions.

3. All school staff members, students participating in athletic competition or practice, and parents of students participating in athletic competition or practice shall be annually informed through the distribution of the NJDOE Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.

C. Signs or Symptoms of Concussion or Other Head Injury

1. Possible signs of concussions may be observed by coaches, athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to:

   a. Appearing dazed, stunned, or disoriented;

   b. Forgetting plays or demonstrating short-term memory difficulty;

   c. Exhibiting difficulties with balance or coordination;

   d. Answering questions slowly or inaccurately; and/or

   e. Losing consciousness.

2. Possible symptoms of concussion shall be reported by the student participating in athletic competition or practice to coaches, athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion may be, but are not limited to:

   a. Headache;

   b. Nausea/vomiting;

   c. Balance problems or dizziness;

   d. Double vision or changes in vision;

   e. Sensitivity to light or sound/noise;

   f. Feeling sluggish or foggy;

   g. Difficulty with concentration and short-term memory;

   h. Sleep disturbance; or

   i. Irritability.



D. Medical Attention for a Student Suspected of a Concussion or Other Head Injury

1. A student who participates in athletic competition or practice and who sustains or is suspected of having sustained a concussion or other head injury while engaged in an athletic competition or practice shall be immediately removed from athletic competition or practice.

   a. A staff member supervising the student during the athletic competition or practice shall immediately contact the school physician, athletic trainer, or school nurse to examine the student.

      (1) The school physician, athletic trainer, or school nurse shall determine if the student has sustained or may have sustained a concussion or other head injury. The school physician, athletic trainer, or school nurse shall determine if emergency medical responders shall be called to athletic competition or practice.

      (2) In the event the school physician, athletic trainer, or school nurse determine the student did not sustain a concussion or other head injury, the student shall not be permitted to participate in any further athletic competition or practice until written medical clearance is provided in accordance with E. below.

2. The staff member supervising a student who has been removed from athletic competition or practice in accordance with D.1. above or another staff member shall contact the student's parent and the Principal or designee as soon as possible after the student has been removed from the athletic competition or practice.

   a. A parent shall monitor their student for symptoms of a concussion or other head injury upon receiving such notification.

E. Medical Examination and Written Medical Clearance

1. A student who was removed from athletic competition or practice in accordance with D.1. shall not participate in further athletic competition or practice until:

   a. The student is examined by a physician or other licensed healthcare provider trained in the evaluation and management of concussions;

   b. The student receives written medical clearance from a physician trained in the evaluation and management of concussions to return to competition or practice; and

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c. The student returns to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.

2. The student's written medical clearance from a physician must indicate a medical examination has determined:

a. The student's injury was not a concussion or other head injury, the student is asymptomatic at rest, and the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities; or

b. The student's injury was a concussion or other head injury and the student's physician will monitor the student to determine when the student is asymptomatic at rest and when the student may return to regular school activities and is no longer experiencing symptoms of the injury while conducting those activities.

3. The student's written medical clearance must be reviewed and approved by the school physician.

4. The student may not begin the graduated return to athletic competition and practice protocol in F. below until the student receives a medical examination and provides the required written medical clearance.

5. A written medical clearance not in compliance with the provisions of E. will not be accepted.

F. Graduated Return to Athletic Competition and Practice Protocol

1. The return of a student to athletic competition and practice shall be in accordance with the graduated, six-step "Return to Play Progression" recommendations and any subsequent changes or updates to those recommendations as developed by the Centers for Disease Control and Prevention.

a. Back to Regular Activities (Such as School)

The student is back to their regular activities (such as school) and has the green-light from the student's physician approved by the school physician to begin the return to play process. A student's return to regular activities involves a stepwise process. It starts with a few days of rest (two-three days) and is followed by light activity (such as short walks) and moderate activity (such as riding a stationary bike) that do not worsen symptoms.

b. Light Aerobic Activity

Begin with light aerobic exercise only to increase the student's heart rate. This means about five to ten minutes on an exercise bike, walking, or light jogging. No weight lifting at this point.

c. Moderate Activity

Continue with activities to increase the student's heart rate with body or head movement. This includes moderate jogging, brief running, moderate-intensity stationary biking, and/or moderate-intensity weightlifting (less time and/or less weight from their typical routine).

d. Heavy, Non-Contact Activity

Add heavy non-contact physical activity, such as sprinting/running, high-intensity stationary biking, regular weightlifting routine, and/or non-contact sport-specific drills (in three planes of movement).

e. Practice and Full Contact

The student may return to practice and full contact (if appropriate for the athletic competition) in controlled practice.

f. Athletic Competition

The student may return to athletic competition or practice.

2. It is important for a student's parent(s) and coach(es) to watch for concussion symptoms after each day's "Return to Play Progression" activity. A student should only move to the next step if they do not have any new symptoms at the current step.

3. If a student's symptoms return or if they develop new symptoms, this is a sign that a student is pushing too hard. The student should stop these activities and the student's health care provider should be contacted. After more rest and no concussion symptoms, a student can start at the previous step if approved by the student's healthcare provider and provides written medical clearance to the school physician.

G. Temporary Accommodations for Student's Participating in Athletic Competition with Sports-Related Head Injuries

1. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.

2. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a student is sensitive to light/sound can slow a student's recovery. The Principal or designee may look to address the student's cognitive needs as described below. Students who return to school after a concussion may need to:

   a. Take rest breaks as needed;

   b. Spend fewer hours at school;

   c. Be given more time to take tests or complete assignments (all courses should be considered);

   d. Receive help with schoolwork;

   e. Reduce time spent on the computer, reading, and writing; and/or

   f. Be granted early dismissal from class to avoid crowded hallways.

Adopted:

REGULATION

RIDGEWOOD
BOARD OF EDUCATION

R 2460.30 ADDITIONAL/COMPENSATORY SPECIAL EDUCATION AND RELATED SERVICES

The Board of Education shall provide additional or compensatory special education and related services to students with disabilities beyond the age of twenty-one pursuant to N.J.S.A. 18A:46-6.3.

As used in N.J.A.C. 18A:46-6.3(h) and this Regulation, "parent" means the natural or adoptive parent, the legal guardian, resource family parent when willing to so serve, a surrogate parent, or a person acting in the place of a parent, such as a grandparent or stepparent with whom the student lives, or a person legally responsible for the student's welfare. "Parent" shall also include an adult student who has attained the age of eighteen, who is not under legal guardianship, and who is entitled to receive special education and related services.

A. Additional Special Education and Related Services

1. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:

a. In the 2021-2022 school year, provide special education and related services contained in an Individualized Education Program (IEP) to a student with disabilities who attains the age of twenty-one during the 2020-2021 school year, provided the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2021-2022 school year.

(1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.a. and A.1. shall not be eligible to receive such education and services beyond June 30, 2022, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.

2. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:

a. In the 2022-2023 school year, provide special education and related services contained in an IEP to a student with disabilities who attains the age of twenty-one during the 2021-2022 school year, provided the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2022-2023 school year.

(1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.b. and A.2. shall not be eligible to receive such education and services beyond June 30, 2023, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.

3. Notwithstanding the provisions of N.J.S.A. 18A:46-6, N.J.S.A. 18A:46-8, or of any other law, rule, or regulation concerning the age of eligibility for special education and related services to the contrary, the Board shall:

a. In the 2023-2024 school year, provide special education and related services contained in an IEP to a student with disabilities who attains the age of twenty-one during the 2022-2023 school year, provided that the parent of the student and the IEP team determine that the student requires additional or compensatory special education and related services, including transition services, during the 2023-2024 school year.

(1) A student receiving special education and related services pursuant to N.J.S.A. 18A:46-6.3.c. and A.3. shall not be eligible to receive such education and services beyond June 30, 2024, unless otherwise provided in a student's IEP or as ordered by a hearing officer, complaint investigation, or court of competent jurisdiction.

B. Rights, Privileges, and Remedies

1. A student receiving special education and related services, including transition services, pursuant to N.J.S.A. 18A:46-6.3 and this Regulation shall be afforded the same rights, privileges, and remedies provided to students with disabilities pursuant to State law, New Jersey State Board of Education regulations concerning special education, and the Federal "Individuals with Disabilities Education Act," (IDEA) 20 USC §1400 et seq.

2. Any disputes that arise with respect to the provision or nature of services provided to a student with disabilities in the additional year as provided in accordance with N.J.S.A. 18A:46-6.3.a., b. and c., and A. above may be addressed as determined by the parent of the student with disabilities, by either:

   a. Mediation;

   b. A written request for a complaint investigation submitted to the Director of the Office of Special Education Policy and Dispute Resolution in the New Jersey Department of Education; or

   c. A special education due process hearing pursuant to IDEA, N.J.S.A. 18A:46, or administrative code.

C. Funding

1. The special education and related services, including transition services, provided to students with disabilities pursuant to the provisions of N.J.S.A. 18A:46-6.3 and this Regulation, to the extent permitted by Federal law, be paid for from the monies received by the State or a school district under the Federal "Coronavirus Aid, Relief, and Economic Security (CARES) Act," Pub.L.116-136, the Federal "Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021," Pub.L.116-260, the Federal "American Rescue Plan (ARP) Act," Pub.L.117-2, or any other Federal funding provided to address the impact of the coronavirus pandemic on elementary and secondary schools as it becomes available.

2. To the extent the Federal funds described in N.J.S.A. 18A:46-6.3.e.(1) and C.1. above do not cover the costs borne by the school district to provide the special education and related services, including transition services, to students with disabilities pursuant to the provisions of N.J.S.A. 18A:46-6.3 and this Regulation, the State of New Jersey shall appropriate funds as necessary from the Property Tax Relief Fund to reimburse the school district for these costs.

3. The special education and related services funded pursuant to the provisions of N.J.S.A. 18A:46-6.3.e. may include, but are not limited to, the additional staff, programs, and facilities deemed necessary by the school district to provide the special education and related services, including transition services, required under N.J.S.A. 18A:46-6.

Adopted:

REGULATION

RIDGEWOOD BOARD OF EDUCATION

R 2622 STUDENT ASSESSMENT

A. Statewide Assessment System – N.J.A.C. 6A:8-4.1

1. The school district shall, according to a schedule prescribed by the Commissioner of Education, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school assessment component; and the alternative State assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.

2. Pursuant to N.J.A.C. 6A:8-4.1(c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner of Education pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled.

   a. The school district shall provide all appropriate accommodations or modifications to the Statewide assessment system as specified by the New Jersey Department of Education (NJDOE) for English language learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as specified in a student's Individualized Education Program (IEP) or 504 plan in accordance with N.J.A.C. 6A:8-4.1(d)1.

      (1) The school district may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English.

      (2) The school district shall have the option for a first-year ELL of substituting a NJDOE-approved language proficiency test only for the English language arts component of the Statewide assessment, when the student has entered the United States after June 1 of the calendar year prior to the test administration.

   b. The school district shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.

c. At specific times prescribed by the Commissioner of Education, the school district shall administer the alternative State assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities in accordance with N.J.A.C. 6A:8-4.1(d)3.

d. The school district shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(a)6, (f), (g), (h), or (i), as applicable.

3. Test Administration Procedures and Security Measures

a. The school district shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district.

b. All Statewide assessments shall be administered in accordance with the NJDOE's required test administration procedures and security measures.

c. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

B. Documentation of Student Achievement – N.J.A.C. 6A:8-4.2

1. After each test administration, the NJDOE shall provide the Superintendent the following:

a. Rosters of student performance in each content area;

b. Individual student reports; and

c. School and school district summary data, including school and school district means, numbers tested, and percent achieving at each performance level.

(1) The school district summary data shall be aggregated and disaggregated, and school summary data shall be disaggregated, for students with disabilities as defined in N.J.A.C. 6A:14-1.3 and for ELLs.

2. The school district shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

3. The school district shall maintain an accurate record of each student's performance on Statewide assessments.

4. The school district shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

   a. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth at N.J.A.C. 6A:8-5.1(a)6;

   b. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);

   c. Evidence of instructional experience and performance in the New Jersey Student Learning Standards (NJSLS);

   d. Evidence of technological literacy;

   e. Evidence of career education instructional experiences and career development activities;

   f. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in NJDOE-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and

   g. Any other information deemed appropriate by the school district.

C. Accountability – N.J.A.C. 6A:8-4.3

1. The Superintendent shall report final results of annual assessments to the Board and members of the public at a public meeting within sixty days of receipt of the information from the NJDOE.

2. The Superintendent shall provide educators, parents, and students with results of annual assessments as required under N.J.A.C. 6A:8-4.2(a) and B.1. above, within thirty days of receipt of information from the NJDOE.

3. The school district shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on the Statewide or local assessments.

4. All students shall be expected to demonstrate the knowledge and skills of the NJSLS as measured by the Statewide assessment system.

D. Annual Review and Evaluation of School Districts – N.J.A.C. 6A:8-4.4

1. The NJDOE shall review the performance of schools and school districts by using a percent of students performing at the proficient level as one measure of annual measurable objective (AMO) and incorporating a progress criterion indicative of systemic reform.

   a. The review shall include the performance of all students, including students with disabilities as defined by N.J.A.C. 6A:14-1.3, students from major racial and ethnic groups, economically disadvantaged students, and ELLs.

   b. The review shall take place at each grade level in which Statewide assessments are administered, using the AMO targets.

E. Public Reporting – N.J.A.C. 6A:8-4.5

1. In accordance with the requirements of N.J.A.C. 6A:8-4.5, the NJDOE shall report annually to the New Jersey State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLS as measured by the Statewide assessment system by publishing and distributing the NJDOE's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5.

2. After each test administration, the NJDOE shall report to the Board on the performance of all students and of student subgroups.

F. Parental Notification

Parents shall be informed of the school district assessment system and of any special tests that are to be administered to their children.

Adopted:

REGULATION

RIDGEWOOD BOARD OF EDUCATION

R 8465 BIAS CRIMES AND BIAS-RELATED ACTS

A. Definitions

1. A bias crime means any criminal offense where the person or persons committing the offense acted with a purpose to intimidate an individual or group of individuals because of race; color; religion; gender; disability; sexual orientation; gender identity or expression; national origin; or ethnicity.

2. A bias-related act means an act directed at a person, group of persons, private property, or public property that is motivated in whole or in part by racial; gender; disability; religion; sexual orientation; gender identity or expression; national origin; or ethnic prejudice. A bias-related act need not involve conduct that constitutes a criminal offense.

3. All bias crimes are also bias-related acts, but not all bias-related acts will constitute a bias crime.

B. Procedure For Reporting Bias Crimes and Bias-Related Acts

1. A school employee shall immediately notify the Principal and the Superintendent or designee when in the course of their employment, they develop reason to believe that:

   a. A bias crime or a bias-related act has been committed or is about to be committed on school grounds;

   b. A bias crime or a bias-related act has been or is about to be committed by student on or off school grounds, and whether such offense was or is to be committed during operating school hours; or

   c. A student enrolled in the school has been or is about to become the victim of a bias crime or bias-related act on or off school grounds, or during operating school hours.

2. The Superintendent or designee shall promptly notify the local police department and the bias investigation officer for the county prosecutor's office when a bias crime or bias-related act has been committed or is about to be committed on school grounds, or has been or is about to be committed by a student on or off school grounds, and whether such offense was or is to be committed during operating school hours, or a student enrolled in the school has been or is about to become the victim of a bias crime or bias-related act on or off school grounds, or during operating school hours.

3. The Superintendent or designee shall immediately notify the local police department and the bias investigation officer for the county prosecutor's office where there is reason to believe a bias crime or bias-related actthat involves an act of violence has been or is about to be physically committed against a student, or there is otherwise reason to believe a life has been or will be threatened.

C. Nature of Referral

1. The mandatory referral for suspected or committed bias crimes and bias-related acts as described in N.J.A.C. 6A:16-6.3(e) and this Regulation is only a request to the law enforcement agencies to conduct an investigation and is nothing more than the transmittal of information which may be pertinent to any such law enforcement investigation.

D. Concurrent Jurisdiction

1. Unless the local police department or the county prosecutor's office request otherwise, school officials may continue to investigate a suspected bias crime or bias-related act occurring on school grounds and may take such actions as necessary and appropriate to redress and remediate any such acts.

2. School officials will immediately discontinue any ongoing school investigation if the local police department or the county prosecutor's office believe the school investigation could jeopardize an on-going law enforcement investigation or otherwise endanger the public safety.

a. Upon notice provided in D.2. above, school officials will take no further action without providing notice to and receiving the assent of the local police department or the county prosecutor's office.

E. Preservation of Evidence

1. School officials will secure and preserve any such graffiti or other evidence of a suspected bias crime or bias-related act pending the arrival of the local police department or the county prosecutor's office.

2. The school officials, when feasible, will cover or conceal such evidence until the arrival of the local police department or county prosecutor's office in a manner designed to minimize the harm and continued exposure to students by such evidence.

Issued:

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RIDGEWOOD
BOARD OF EDUCATION

2416.01 POSTNATAL ACCOMMODATIONS FOR STUDENTS

The Board of Education recognizes students may be returning to school shortly after their child's birth and may need to breastfeed their child or to express breast milk during the school day. The school district will accommodate a student who wants to breastfeed or express breast milk while attending school in the district.

A student shall be permitted to breastfeed their child or to express breast milk while attending school in accordance with a schedule provided by the student to the school nurse, who shall consult with the Principal or designee. The district encourages the student develop a schedule that does not impact a student's instructional time and encourages a student to schedule such time to breastfeed or to express breast milk during study hall time, lunch time, or other non-instructional times of the school day. The student may bring to school a breast pump and any other equipment necessary to express breast milk on school grounds. The student shall not incur an academic penalty for using any reasonable accommodations offered to the student and shall be provided the opportunity to make up any work missed due to such use.

The Principal or designee, in consultation with the school nurse, will designate a lactation/breastfeeding room that is shielded from view and free from intrusion by other students, staff members, and the public. The location must be functional as a space for breastfeeding or expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. Expressed breast milk may be stored in a refrigerator in the school building or in the student's personal cooler. If the space is not a dedicated lactation/breastfeeding room, it must be available when needed. A space temporarily converted into a lactation/breastfeeding room or made available when needed by the student is sufficient; however, a bathroom, even if private, is not a permissible location. A student opting to breastfeed their child in the lactation/breastfeeding room will be responsible to make arrangements for their child to be brought to the school in accordance with a time schedule agreed to by the Principal or designee.

All staff members will assist in providing a positive atmosphere of support for students who are returning to school after the birth of their child. Conduct by a staff member or student that reasonably interferes with a student's performance in school; creates an intimidating, hostile, or offensive environment for a student

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that is complying with the provisions of this Policy; or that inhibits a student's ability to breastfeed their child or express breast milk while in school will not be tolerated.

The Principal shall ensure Policy 2416.01 is distributed to pregnant students and students who are returning to school after the birth of their child.

N.J.S.A. 26:4C-1; 26:4C-2; 26:4C-3

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2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board of Education shall choose the appropriate multidisciplinary team approach, such as the Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS) model for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team.

The intervention and referral services shall be provided to support students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate. Child Study Team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6.

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

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The I&RS Team in each school building shall review and assess the effectiveness of each intervention and referral services action plan in achieving the identified outcomes, and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

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3161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any teaching staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a teaching staff member whenever, in the judgment of the Superintendent, a teaching staff member shows evidence of deviation from normal physical or mental health, to determine the teaching staff member's physical and mental fitness to perform with reasonable accommodation the position the teaching staff member currently holds, or to detect any health risks to students and other employees.

A teaching staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the teaching staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the teaching staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the teaching staff member in writing within five working days of the teaching staff member's receipt of the written statement of reasons. A teaching staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the teaching staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the teaching staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the teaching staff member's own choosing, approved by the Board, and at the teaching staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

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If the teaching staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the teaching staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the teaching staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the teaching staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the teaching staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the teaching staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and teaching staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the teaching staff member's choice, the cost shall be borne by the teaching staff member.

A teaching staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101
N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;
18A:28-5; 18A:30-1 et seq.
N.J.A.C. 6A:32-6.2; 6A:32-6.3

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POLICY

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4161 EXAMINATION FOR CAUSE

The Board of Education may require the physical and/or psychiatric examination of any support staff member who shows evidence of deviation from normal physical or mental health in accordance with N.J.A.C. 6A:32-6.3(b).

The Superintendent shall require a physical and/or psychiatric examination on a support staff member whenever, in the judgment of the Superintendent, a support staff member shows evidence of deviation from normal physical or mental health, to determine the support staff member's physical and mental fitness to perform with reasonable accommodation the position the support staff member currently holds, or to detect any health risks to students and other employees.

A support staff member that is required to undergo a physical and/or psychiatric examination shall be provided a written statement of reasons for the required examination(s) and notice the support staff member has the right to request a hearing with the Board. The hearing shall be conducted in accordance with the provisions of N.J.S.A. 18A:25-7 and will offer the support staff member the opportunity to appear before the Board to refute the reasons for the required examination(s), provided any such hearing is requested by the support staff member in writing within five working days of the support staff member's receipt of the written statement of reasons. A support staff member shall be ordered to submit to the appropriate examination(s) by the physician or institution designated by the Board if the support staff member failed to timely request a hearing before the Board or failed to persuade the Board at the hearing that the support staff member should not be required to submit to the appropriate examination(s). The Board's determination at the conclusion of such a hearing is appealable to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:4 – Appeals pursuant to N.J.A.C. 6A:32-6.3(b)2.

The Board shall bear the cost of the examination if the examination is performed by a physician or institution designated by the Board. The examination may be performed by a physician or institution of the support staff member's own choosing, approved by the Board, and at the support staff member's own expense in accordance with N.J.S.A. 18A:16-3 and N.J.A.C. 6A:32-6.3.

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If the support staff member submits names of physicians or institutions to the Board for consideration to complete the appropriate examination(s) the Board is not required to designate the physician or institution submitted for consideration by the support staff member, but shall not act unreasonably in withholding its approval of the physician or institution. The Board shall require the support staff member to authorize the release of the examination results to the Superintendent.

If the results of any such examination indicate mental abnormality or communicable disease, the support staff member shall be ineligible for further service until proof of recovery, satisfactory to the Board, is furnished, but if the support staff member is under contract or has tenure, they may be granted sick leave with compensation as provided by law and shall, upon satisfactory recovery, be permitted to complete the term of their contract, if they are under contract, or be reemployed with the same tenure as they possessed at the time their services were discontinued, if they have tenure, unless their absence shall exceed a period of two years in accordance with N.J.S.A. 18A:16-4.

In order to return to work, the support staff member must submit to an appropriate examination and submit the results of the examination to the Superintendent. The examination must be conducted by a physician or institution upon which the Board and support staff member confer and agree. If the physician or institution conducting the examination is conducted by the Board's choice, the cost shall be borne by the Board; if the physician or institution conducting the examination is conducted by the support staff member's choice, the cost shall be borne by the support staff member.

A support staff member who refuses to submit to the examination required by this Policy and has exhausted the hearing procedures established by law and this Policy shall be subject to discipline, which may include, but not limited to, termination or certification of tenure charges to the Commissioner of Education, as applicable.

42 U.S.C.A. 12101
N.J.S.A. 18A:6-10; 18A:16-2; 18A:16-3; 18A:16-4; 18A:25-7;
18A:28-5; 18A:30-1 et seq.
N.J.A.C. 6A:32-6.2 ; 6A:32-6.3

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5512 HARASSMENT, INTIMIDATION, AND BULLYING

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A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s); adoptive parent(s);~~,~~ legal guardian(s);~~,~~ foster parent(s);~~,~~ or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

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B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;

2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;

3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that

    a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or

    b. Has the effect of insulting or demeaning any student or group of students; or

    c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

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"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);

2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;

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3. Student rights; and

4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;

2. Constructively attempt to stop acts of harassment, intimidation, or bullying;

3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and

4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

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D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Consequences – Students

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

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Factors for Determining Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of

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problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

1. School culture, climate, and general staff management of the
2.
3. Student-staff relationships and staff behavior toward the student;
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Remedial Measures

Personal – Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways **they** can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;
4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of their actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal – Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure they do not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

Examples of Remedial Measures – Environmental
(Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);
3. Focus groups;
4. Mailings – postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in "hot spots" (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;

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12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
31. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;
30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

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POLICY

RIDGEWOOD
BOARD OF EDUCATION

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victim's physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

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POLICY

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BOARD OF EDUCATION

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.



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A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

   The district Anti-Bullying Coordinator shall:

   a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;

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b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;

c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;

d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and

e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

   The school Anti-Bullying Specialist shall:

   a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;

   b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and

   c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address



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issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;

b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;

c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;

d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;

e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;

f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and

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g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14.

The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be

completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.]

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.

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The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action including seeking further information, as necessary.

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The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to
N.J.S.A. 18A:37-15.b.(6)(d).

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At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

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1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.

2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.

4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying

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or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds.

Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation

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may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.**3**, Long-term Suspensions and N.J.A.C. 6A:16-7.**4**, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

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K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent or designee shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

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L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of

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character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 .

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment**,** and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public

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hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3.(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

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The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-**37**
N.J.A.C. 6A:16-7.1 et seq.
Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education
Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

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7410 MAINTENANCE AND REPAIR

The Board of Education recognizes the fixed assets of the school district represent a significant investment of this community and maintenance is a prime concern to the Board.

The school district is required to develop, approve, and implement a comprehensive maintenance plan in accordance with the requirements of N.J.A.C. 6A:26-20.5. A "comprehensive maintenance plan" means a school district's multi-year maintenance plan covering required maintenance activities for each school facility in the school district adopted pursuant to N.J.A.C. 6A:26.

Required maintenance activities include those activities outlined in N.J.A.C. 6A:26-20.3. The school district shall determine the required maintenance activities to reasonably maintain each school facility in the school district, and shall report the activities in its annual comprehensive maintenance plan pursuant to N.J.A.C. 6A:26-20.5.

In accordance with N.J.A.C. 6A:26-20.4(a), expenditures for required maintenance activities set forth in N.J.A.C. 6A:26-20.3 shall qualify as investments in maintenance for purposes of calculating the required maintenance expenditure in N.J.A.C. 6A:26-20.4(d) and (e), the annual required maintenance budget amount pursuant to N.J.A.C. 6A:26-20.8, and the maintenance factor (M) in N.J.S.A. 18A:7G-9. Expenditures that qualify as required maintenance shall be in accordance with the provisions of N.J.A.C. 6A:26-20.4.

The school district's comprehensive maintenance plan shall be submitted to the Executive County Superintendent by a Board of Education resolution every school year, pursuant N.J.A.C. 6A:26-20.5(a)1.

The required annual maintenance budget amount as reported in its comprehensive maintenance plan shall be included in the district's annual budget certified for taxes in accordance with the provisions of N.J.A.C. 6A:26-20.8(a). The required annual maintenance budget amount shall be calculated and adjusted in accordance with the provisions of N.J.A.C. 6A:26-20.8(b). The Executive County Superintendent shall not approve the school district's budget that does not comply with the provisions of N.J.A.C. 6A:26-20.1 et seq.

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Commencing September 1, 2002, no person shall be employed by the Board of Education as a buildings and grounds supervisor, as defined in N.J.S.A. 18A:17-49, unless the person is a certified educational facilities manager pursuant to N.J.S.A. 18A:17-49 and 18A:17-50.

Facilities maintenance, repair scheduling and accounting shall be in accordance with the provisions of N.J.A.C. 6A:23A-6.9 and Regulation 7410.01.**]**

N.J.S.A. 18A:7G-9; 18A:17-49; 18A:17-50;18A:18A-43; 18A:21-1
N.J.A.C. 6A:23A-6.9; 6A:26-1.1 et seq.; 6A:26-20.3; 6A:26-20.4; 6A:26-20.5; 6A:26-20.6; 6A:26-20.8

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8420 EMERGENCY AND CRISIS SITUATIONS

The Board of Education recognizes its responsibility to provide for the safety and security in each school building in the district. The district will develop and implement comprehensive written plans, procedures, and mechanisms to provide for the protection of health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and support services for staff, students, and their families.

"School security drill" means an exercise, other than a fire drill, to practice procedures that respond to an emergency situation including, but not limited to, a bomb threat, non-fire evacuation, lockdown, or active shooter situation and that is similar in duration to a fire drill.

The Superintendent of Schools or designee shall consult with law enforcement agencies, health and social services provider agencies, emergency management planners, and school and community resources, as appropriate, in the development of the school district's plans, procedures, and mechanisms for school safety and security. The plans, procedures, and mechanisms shall be consistent with the provisions of N.J.A.C. 6A:16-5.1 and the format and content established by the Domestic Security Preparedness Task Force, pursuant to N.J.S.A. App. A:9-64 et seq., and the Commissioner of Education and shall be reviewed annually, and updated as appropriate.

A copy of the school district's school safety and security plan shall be disseminated to all school district employees. New employees shall receive a copy of the school district's safety and security plan, as appropriate, within sixty days of the effective date of their employment. All employees shall be notified in writing, as appropriate, regarding updates and changes to the school safety and security plan.

The school district shall develop and provide an in-service training program for all school district employees to enable them to recognize and appropriately respond to safety and security concerns, including emergencies and crises, consistent with the school district's plans, procedures, and mechanisms for school safety and security and the provisions of N.J.A.C. 6A:16-5.1. New employees

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shall receive this in-service training, as appropriate, within sixty days of the effective date of their employment. This in-service training program shall be reviewed annually and updated, as appropriate.

The Board shall ensure individuals employed in the district in a substitute capacity are provided with information and training on the district's practices and procedures on school safety and security including instruction on school security drills, evacuation procedures, and emergency response protocols in the district and the school building where the individuals are employed in accordance with the provisions of N.J.S.A. 18A:41-7.

Every Principal of a school of two or more rooms, or of a school of one room, when located above the first story of a building, shall have at least one fire drill and one school security drill each month within the school hours, including any summer months during which the school is open for instructional programs, and shall require all teachers of all schools, whether occupying buildings of one or more stories, to keep all doors and exits of their respective rooms and buildings unlocked during the school hours, except during an emergency lockdown or an emergency lockdown drill. Where school buildings have been provided with fire escapes, they shall be used by a part or all of the students performing every fire drill. An actual fire or school security emergency that occurs at a school during the month and that includes activities which are the equivalent of a drill shall be considered a drill for the purposes of meeting the requirements of N.J.S.A. 18A:41-1.

Every school in the district shall conduct a school security drill within the first fifteen days of the beginning of the school year. Notwithstanding any other provision of law to the contrary, the school district shall ensure that a school security drill that occurs when students are present:

1. Includes clear, developmentally and age-appropriate messaging to students and staff at the conclusion of the drill that the event is a drill and that no current danger exists;

2. Does not expose students to content or imaging that is not developmentally or age-appropriate;

3. Is paired with trauma-informed approaches to address any student inquiries or concerns which may arise as a result of a school security drill;

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4. Does not include the use of fake blood, real or prop firearms, or the simulations of gun shots, explosions, or other sounds or visuals that may induce panic or traumatic response from a student or school district employee;

5. Does not require a student to role play as a victim, but may include first aid training in which students participate; and

6. Is accessible to students with disabilities and mental health conditions, and provides all necessary accommodations for these students.

The Principal or designee shall provide written notification to the parent of a student enrolled in the school following completion of a school security drill, which notice shall be provided to the parent by no later than the end of the school day on which the school security drill is conducted.

The Principal or designee will provide local law enforcement or other emergency responders, as appropriate, with a friendly notification at least forty-eight hours prior to holding a school security drill. A law enforcement officer shall be present at a minimum of one school security drill in each school year in order to make recommendations on any improvements or changes to school security drill procedures that the officer may deem advisable in accordance with N.J.S.A. 18A:41-1. The school district may permit emergency personnel access to the buildings and grounds of its schools for school security drills that are scheduled outside of school hours and during such times as students are not present.

The school district shall review and update its school security drill procedures using a process that coincides with the review of the school safety and security plan developed pursuant to N.J.A.C. 6A:16-5.1 and collects input from emergency personnel; parents of students enrolled in the school district; teachers and staff employed in the district; mental health professionals; and student government representatives from multiple grade levels.

The school district shall annually track data on such measures and information as required by the Commissioner of Education, and shall report the data to the Commissioner.

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Such drills and in-service training programs shall be conducted in accordance with a building security drill guide and training materials that educate school employees on proper evacuation and lockdown procedures in a variety of emergency situations on school grounds in accordance with N.J.A.C. 6A:16-5.1.

The school district will be required to annually submit a security drill statement of assurance to the New Jersey Department of Education by June 30 of each school year. Each school in the district will be required to complete a security drill record form as required by the New Jersey Department of Education.

N.J.S.A. 2C:33-3
N.J.S.A. 18A:41-1; 18A:41-2; 18A:41-6; 18A:41-7; 18A:41-7a.
N.J.A.C. 6A:16-5.1

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9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

The Board of Education recognizes that keeping students and staff safe and helping children understand and respect the law is best served by a close and cooperative relationship with local law enforcement.

The Board adopts this Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school staff and law enforcement authorities in all matters relating to the unlawful possession, distribution and disposition of controlled dangerous substances, including anabolic steroids, as defined in N.J.S.A. 24:21-2 and N.J.S.A. 2C:35-2, drug paraphernalia as defined in N.J.S.A. 2C:36-1, alcoholic beverages; firearms, as defined in N.J.S.A. 2C:39-1.f.; and other deadly weapons as defined in N.J.S.A. 2C:39-1.r.

The Board adopts Policy and Regulation 9320 in accordance with N.J.A.C. 6A:16-6.1. to ensure cooperation between school district staff and law enforcement authorities in all matters relating to the planning and conduct of law enforcement activities and operations occurring on school grounds, including arrest procedures, undercover school operations, and mandatory reporting the offenses listed in the Memorandum of Agreement between Education and Law Enforcement Officials (MOA).

The Superintendent or designee shall institute a program of such communication and cooperation with law enforcement in accordance with N.J.A.C. 6A:16-6.1.

This Policy and Regulation 9320 shall be submitted for review and approval to the Executive County Superintendent in accordance with N.J.A.C. 6A:16-6.2(a)2.

The Superintendent or designee shall annually review the MOA as adopted by the Board to ensure this Policy and Regulation 9320 are in accordance with the requirements outlined therein.

N.J.A.C. 6A:16-6.1.; 6A:16-6.2; 6A:16-6.4.

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REGULATION

RIDGEWOOD BOARD OF EDUCATION

R 7410.01 FACILITIES MAINTENANCE, REPAIR SCHEDULING, AND ACCOUNTING

A school district with three or more district buildings shall have an automated work order system for prioritizing, performing, and recording all maintenance and repair requests for all district buildings and grounds in accordance with the provisions of N.J.A.C. 6A:23A-6.9.

A. Standard Operating Procedure (SOP) For Work Order System

1. The Superintendent or designee shall establish Standard Operating Procedures (SOP) for the approval and prioritization of work order requests which take into account the health and safety of building occupants, priorities and objectives established annually to carryout the district Strategic Plan, the need for the work requested, and other factors the district deems appropriate.

2. Except in an emergency where the work is necessary to correct a situation that poses an imminent threat to the health or safety of students and/or staff, the work order system shall include the following information for a request for work before work begins:

   a. The name of the person making the request;

   b. The date of the request;

   c. The appropriate approval(s) as established by SOP;

   d. The date of approval(s);

   e. The location of work requested;

   f. The priority level (for example, urgent, high, average, low);

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g. The scheduled date(s) of service;

h. The trade(s) needed such as general maintenance worker~~,~~; custodian~~,~~; carpenter~~,~~; plumber~~,~~; electrician~~,~~; heating, ventilation, and air conditioning (HVAC)~~,~~; grounds~~,~~; roofer~~,~~; masonry~~,~~; glazer~~,~~; other;

i. A description of the work requested;

j. A projection of the materials and supplies needed for the work;

k. The estimated labor hours needed to complete task;

l. The name of the work order assigner; and

m. The name of the employee(s) working on the order.

3. The work order system shall include the following close-out information for each request for work:

a. The actual hours worked by date for each assigned staff member;

b. The actual hourly rate paid, both regular and over-time, for each assigned staff member;

c. The aggregate cost of labor by regular, over-time, and total;

d. The actual materials and supplies needed to complete the work order;

e. Actual cost of materials and supplies; and

f. The name of the employee responsible for attesting that the job was completed satisfactorily.

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4. Except when prohibited by a collective bargaining agreement, the SOP shall require for any work, which cannot be completed during regular working hours by the needed completion date, an assessment of the cost-benefit of outsourcing any such work in excess of the quote threshold as determined under N.J.S.A. 18A:18A-37.

5. If , according to the assessment, the cost of outsourcing work is less than the in-house estimated cost of labor, at over-time rates, and materials for the same work, the work shall be outsourced provided the work can be contracted in accordance with N.J.S.A. 18A:18A-1 et seq., completed by the projected completion date contained in the prioritized work order system and does not violate the terms of a collective bargaining agreement for maintenance workers and/or custodians.

6. The School Business Administrator/Board Secretary, in consultation with the supervisor responsible for this work, shall conduct an analysis of the information in the work order system no later than February 1 of the prebudget year for consideration during budget preparation. The analysis should include productivity of staff as a whole and individually, significant variations between estimated labor time and materials and actual labor time and materials, unusual trends for like projects and other factors that will improve productivity and efficiency.

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REGULATION

RIDGEWOOD BOARD OF EDUCATION

R 9320 COOPERATION WITH LAW ENFORCEMENT AGENCIES

A. Policy 9320 and this Regulation shall be in accordance with the provisions of N.J.A.C. 6A:16-6.2, the Memorandum of Agreement between Education and Law Enforcement Officials (MOA), and shall be:

1. Developed, implemented, and revised, as necessary, in consultation with the county prosecutor and other law enforcement officials as may be designated by the county prosecutor;

2. Reviewed and approved by the Executive County Superintendent;

3. Made available annually to all school district staff, students, and parents;

4. Consistent with reporting, notification, and examination procedures of students suspected of being under the influence of alcohol and other drugs pursuant to N.J.A.C. 6A:16-4.3; and

5. Consistent with N.J.A.C. 6A:16-7, as appropriate.

B. The school district's policies and procedures for cooperation with law enforcement agencies shall include the following components:

1. The Superintendent has designated school district staff as liaisons to law enforcement agencies in accordance with the MOA. The MOA includes a description of the liaisons' roles and responsibilities;

2. Specific procedures for and responsibilities of school district staff in summoning appropriate law enforcement authorities onto school grounds, for the purpose of conducting law enforcement investigations, searches, seizures, or arrests shall be in accordance with the MOA;

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3. Specific procedures and responsibilities of school district staff for notifying parents in instances of law enforcement interviews involving their children shall be consistent with the MOA and the following:

   a. School officials shall not notify the student's parent(s) in instances of suspected child abuse or neglect;

   b. School officials shall notify the student's parent(s) when the student is the target of the law enforcement investigation; and

   c. In all other instances, school authorities shall permit law enforcement authorities to determine whether or when a student's parent should be contacted;

4. Specific procedures for and responsibilities of school district staff in cooperating with arrests made by law enforcement authorities on school grounds shall be in accordance with the MOA;

5. Specific procedures for and responsibilities of school district staff in initiating or conducting searches and seizures of students, their property, and their personal effects shall be in accordance with the MOA and the following:

   a. All searches and seizures conducted by school district staff shall comply with the standards prescribed by the United States Supreme Court in *New Jersey v. T.L.O.*, 469 *U.S.* 325 (1985).

   b. Questions concerning searches conducted by school officials shall be directed to the appropriate county prosecutor.

   c. School officials may request that law enforcement authorities assume responsibility for conducting a search or seizure.

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d. No school district staff member shall impede a law enforcement officer engaged in a lawful search, seizure, or arrest whether pursuant to a warrant or otherwise.

e. School district staff shall permit law enforcement authorities, upon their arrival, to assume responsibility for conducting a search or seizure.

f. All inspections of lockers, desks, or other objects or personal property on school grounds involving the use of law enforcement drug-detection canines may be undertaken with only the express permission of the county prosecutor or the Director of the Division of Criminal Justice or the Director's designee in the New Jersey Department of Law and Public Safety.

g. Questions concerning the legality of a contemplated or ongoing search, seizure, or arrest conducted by a law enforcement officer on school grounds shall be directed to the county prosecutor or in the case of a search, seizure, or arrest undertaken by the Division of Criminal Justice's designee in the New Jersey Department of Law and Public Safety, to the assigned Assistant Attorney General;

6. The procedures for and responsibilities of school district staff, with regard to interviews of students suspected of possessing or distributing a controlled dangerous substance; including anabolic steroids, drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;

7. Procedures for planning, approving, and conducting undercover school operations shall be in accordance with the MOA and the following:

a. The Superintendent and Principal shall cooperate with law enforcement authorities in the planning and conduct of undercover school operations. The Superintendent shall approve undercover operations without prior notification to the Board of Education.

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b. All information concerning requests to undertake an undercover school operation, information supplied by law enforcement authorities to justify the need for and explain a proposed undercover school operation, and all other information concerning an ongoing undercover school operation, including the identity of any undercover officer placed in a school, shall be kept strictly confidential by the Superintendent and Principal.

c. The Superintendent and Principal shall not divulge information concerning an undercover school operation to any person without the prior express approval of the county prosecutor or designee.

d. The Superintendent, Principal, or any other school district staff or Board member who may have been informed regarding the existence of the undercover school operation shall immediately communicate to the county prosecutor or designee if they subsequently learn of information that suggests the undercover officer's true identity has been revealed, the undercover officer's identity or status as a bona fide member of the school community has been questioned, or the integrity of the undercover school operation has been in any other way compromised;

8. The procedures for and responsibilities of school district staff concerning the safe and proper handling of a seized controlled dangerous substance, including anabolic steroids, drug paraphernalia, or a firearm or other deadly weapon, and the prompt delivery of the items to appropriate law enforcement authorities shall be in accordance with N.J.A.C. 6A:16-6.2, Policy and Regulation 5530, and the MOA;

9. The procedures for and responsibilities of school district staff in notifying authorities of a suspected violation of laws prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530 and the MOA;

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10. Provisions for requesting uniformed police attendance at extracurricular school events shall be in accordance with the MOA;

11. Provisions for notifying parents as soon as possible whenever a student is arrested for violating a law prohibiting the possession; sale or other distribution of a controlled dangerous substance, including anabolic steroids; drug paraphernalia; or a firearm or other deadly weapon shall be in accordance with Policy and Regulation 5530;

12. Provisions for in-service training of school district staff concerning policies and procedures established in this subchapter, and the exchange of information regarding the practices of the school district and law enforcement agencies shall be in accordance with the MOA;

13. A MOA with appropriate law enforcement authorities in accordance with N.J.A.C. 6A:16-6, Policy 9320, and this Regulation;

14. An annual process for the Superintendent and appropriate law enforcement officials to discuss the implementation and need for revising the MOA, and to review the effectiveness of policies and procedures implemented pursuant to N.J.A.C. 6A:16-6.2 and the MOA;

15. Provisions for contacting the Chief Executive Officer of the involved law enforcement agency, county prosecutor, and/or Division of Criminal Justice, as necessary, to resolve disputes concerning law enforcement activities occurring on school grounds shall be in accordance with the MOA; and

16. Provisions for directing inquiries or complaints received by school district staff regarding interviews, investigations, arrests, or other operations conducted by sworn law enforcement officers to the appropriate law enforcement agency shall be in accordance with the MOA.

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C. Mandatory Reporting

1. There are seven offenses that must be reported to law enforcement if they qualify as mandatory reports, as set forth and explained in further detail in the MOA. These mandatory reports include:

   a. Whenever any school district staff has reason to believe a student is in possession of a controlled dangerous substance or related paraphernalia, or is involved or implicated in distribution activities regarding controlled dangerous substances, pursuant to N.J.A.C. 6A:16-6.3;

   b. Whenever any school district staff in the course of their employment develops reason to believe that a firearm or other dangerous weapon has unlawfully been possessed on or off school grounds, a weapon was used in an assault against a student or other school personnel, or that any student or other person has committed an offense with, or while in possession of, a firearm, whether or not such offense was committed on school grounds or during school operating hours, pursuant to N.J.A.C. 6A:16-5.5, 5.6(d)4 and 6.3(b);

   c. Whenever any school district staff in the course of their employment develops reason to believe that anyone has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person under circumstances in which a reasonable person would believe that the person genuinely intends at some time in the future to commit the violent act or to carry out the threat, pursuant to N.J.A.C. 6A:16-6.3(c) through (e);

   d. Whenever any school district staff in the course of their employment develops reason to believe that a crime involving sexual penetration or criminal sexual contact has been committed on school grounds, or by or against a student during school operating hours or during school-related functions or activities, pursuant to N.J.A.C. 6A:16-6.3(d);

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e. Whenever any school district staff in the course of their employment develops reason to believe that an assault upon a teacher, administrator, other school Board employee, or district Board of Education member has been committed, with or without a weapon, pursuant to N.J.A.C. 6A:16-5.7(d)5;

f. Whenever any school district staff in the course of their employment develops reason to believe a "bias-related act" has been committed or is about to be committed on or off school grounds, pursuant to N.J.A.C. 6A:16-6.3(e); and

g. Whenever any school employee in the course of their employment develops reason to believe a student is potentially missing, abused, or neglected, pursuant to N.J.A.C. 6A:16-11.1(a)3i. through iii.

D. Nothing in the policies and procedures required under N.J.A.C. 6A:16-6 and Policy 9320 and this Regulation shall be construed to prohibit school district staff from disclosing information, pursuant to N.J.A.C. 6A:32-7.2 and 7.5(f), if necessary, to protect the immediate health or safety of a student or other persons.

E. The Superintendent or designee shall annually review Policy 9320 and this Regulation as adopted by the Board to ensure each are in accordance with the requirements outlined in the MOA.

Adopted:

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ATTACHMENT C

FIELD TRIPS FOR APPROVAL

June 20, 2022

ONE DAY TRIPS

Date	School	Location	Approx # and Group of Students	# of Chaperones	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Anticipated Cost to District	Annual Event	Meets Requirements
6/21/22	Ridge	Orientation, George Washington Middle School, Ridgewood, NJ	72 5th Grade Students	5	0	$0	$0	Yes	Yes
6/21/22	Hawes	Orientation, George Washington Middle School, Ridgewood, NJ	5 5th Grade Students	2	0	$0	$0	Yes	No
9/29/22	RHS	The High Line and Little Island, New York, NY	60 12th Grade Physics, Engineering and Art Students	6	0	$0	$0	Yes	Yes
1/12/23	RHS	Metropolian Museum of Art, New York, NY	60 12th Grade Physics, Engineering and Art Students	6	0	$0	$0	Yes	Yes
5/25/23	RHS	Storm King Art Center, New Windsor, NY	60 12th Grade Physics, Engineering and Art Students	6	0	$0	$0	Yes	Yes

OVERNIGHT FIELD TRIPS

Date	School	Location	Approx # and Group of Students	# of Unpaid Chaperones	# Paid Chaperones And # of Overnights for each	Anticipated Cost for Teacher/Nurse Chaperones @ $200 per Overnight	# Substitutes and dates for each	Anticipated Cost of Subs @ $115 per day for teachers and $170 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
8/21/22 - 8/26/22	RHS	Band Camp, TimberLake Camp, Shandaken, NY	85 Band Members	12	1 (Nurse who is paid by Band Association)	$0	0	$0	$7,170 (Buses)	Yes	Yes
2/16/23 - 2/22/23	RHS	Reykjavik, Hvolsvollur, Langjokull, Thingvellir, Gullfoss and Vik, Iceland	Up to 105 Students	0	13 (Paid by student fundraising)	$0	0	$0	$0	No	Yes

JOB DESCRIPTION

I. Title: Bus Driver/Aide (STEPSS Program)

II. Qualifications:

A. Hold and maintain a Valid Commercial Driver's License, with both P (Passenger) and S (School Bus) endorsements.
B. Be a reliable person of good character who shall possess the qualifications and communication skills necessary to perform the duties of the position, and comply with the rules set forth for drivers in all federal, state and local regulations including, but not limited to, the Omnibus Transportation Employee Testing Act, N.J.S.A. 18A:39-17 through 20 (background check), and Tuberculosis/Mantoux testing.
C. Have a minimum of three years' previous safe driving experience.
D. Have sufficient mechanical aptitude to diagnose minor problems and make appropriate repairs.
E. Hold and maintain a valid driver's license for the type of equipment to be driven, with no serious violations.
F. Ability to maintain passenger discipline to ensure their safety and well-being and protect against vandalism.
G. Current residency in New Jersey, approved residency waiver or candidate agrees to obtain residency within one year of employment Strong communication and interpersonal skills.
H. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.

III. Position Summary:

The Bus Driver transports students in a safe and efficient manner and performs all activities related to the operation of the school bus.

IV. Reports to: Business Administrator/ Transportation Coordinator

V. Major Duties and Responsibilities:

A. Determines, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off. Drive school buses and transport students between pickup points and school or to various events, activities, and destinations.
B. Be in full charge of the school bus at all times and report unmanageable students to the district transportation supervisor and principal/designee of the receiving school on the district prescribed incident/discipline form.
C. Check, clean, and perform minor servicing of buses.
D. Conducts a pre-trip safety inspection of the bus prior to every trip and completes the school bus condition report.
E. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
F. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.

G. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.
H. May be required to remain at location while the student engages in educational activities.
I. May be required to support and assist the students, with training provided.
J. Performs related duties as assigned.

VI. Terms of Employment: Ten months; compensation established by the Board of Education

VII. Evaluation: In accordance with Board policy on evaluation of staff and the administrative code.

Thomas Gorman, Ed.D
Superintendent of Schools

Approved by Board: 06/20/2022

	Teacher	Assignment	2021-22 Salary	Sum.School Full Salary	Hourly Rate	Sum. School Salary
	Glen School	11-212-100-101-66-01-024-001				
	Pira, Carolyn (169 Hrs.)	RISe Program	---	---	$50.00	$8,450
	Kreismer, Alexis (169 Hrs.)	RISe Program	---	---	$42.00	$7,098
	Grudzien, Jaimee (100 Hrs.)	RED Program	$93,592	$8,423	$56.16	$5,616
	An, Yeon Gyeong (100 Hrs.)	RED Program	---	---	$36.99	$3,699
	Classroom Aides					
	Lauritano, Scott	RED Program			$17.50	T/C
	LaChapelle, Victoria	RED Program			$17.50	T/C
	Amaral, Carla	RED RISe Program			$21.23	T/C
	Yucis, Jessica	RED RISe Program			$20.00	T/C
	Burgess, Jennifer	RED RISe Program			$20.00	T/C
	Coughlin, Ryan	RED RISe Program			$20.00	T/C
	Manzelli, Teri	RED RISe Program			$20.00	T/C
	Hong, Yong	RED RISe Program			$21.23	T/C
	Baloch, Fahad	RED RISe Program			$20.00	T/C
	Kim, Tae Young	RED RISe Program			$20.00	T/C
	Dohi, Nao	RED RISe Program			$20.00	T/C
	Batawala, Hasi	RED RISe Program			$20.00	T/C
	Brewer, Jack	RED RISe Program			$20.00	T/C
	Kim, John	RED RISe Program			$20.00	T/C
	Glen School	11-212-100-101-00-24-024-001				
	Gemignani, Laura (169 Hrs.)	RISe Program - K-2 Grades		---	$46.00	$7,774
	TBD(169 Hrs.)	RISe Program - 3-5 Grades		---	$42.00	$7,098
	Classroom Aides					
	Minardi, Jacqueline	RISe Program			$21.23	T/C
	Cancio, Josylin	RISe Program			$20.00	T/C
	Taylor, Caroline	RISe Program			$20.00	T/C
	Tarulli, Matthew	RISe Program			$21.23	T/C
	Fierro, Judy	RISe Program			$21.23	T/C
	Hamilton, Elizabeth	RISe Program			$21.23	T/C
	Barclay, Andrea	RISe Program			$20.00	T/C
	Nelson, Madison	RISe Program			$20.00	T/C
	Glen School	11-204-100-101-00-04-024-001				
	Barnard, Elizabeth (74 Hrs.)	LLD Special Needs - K-2 Grades	$69,242	$6,232	$41.55	$3,074
	Simone, Suzanne (74 Hrs.)	LLD Special Needs - 3-5 Grades	$73,767	$6,639	$44.26	$3,275
	McGinnis, Lauren (74 Hrs.)	SEL Club - K-5 Grades	---	---	$45.00	$3,330
	Barba, Allison (74 Hrs.)	SEL Club - K-5 Grades	$76,642	$6,898	$45.99	$3,403
	Classroom Aides					
	Fischer, Susan	LLD Special Needs - K-5 Grades			$17.50	T/C
	Glen/BF Middle School	11-204-100-101-66-04-024-001				
	Saltalamacchia, Julianne (117 Hrs	SAIL Program - K-5 Grades	---	---	$36.99	$4,328
	Brophy, Nancy (117 Hrs.)	SAIL Program - 6-8 Grades	$104,982	$9,448	$62.99	$7,370
	Classroom Aides					
	Elmoazz, Karima	SAIL Program			$20.00	T/C
	Sand, Grace	SAIL Program			$20.00	T/C
	Carpentieri, Anthony	SAIL Program			$20.00	T/C
	Ridgewood High School					
	Wine, Rae (95 Hrs.)	PERL Program - K-5 Grades	68,742	$6,187	$41.25	$3,918
	Classroom Aides					
	Finn, Kasey	PERL Program			$21.23	T/C
	Radin, Stephanie	PERL Program			$20.00	T/C
	Ridge School	11-212-100-101-00-10-024-001				
	DeAraujo, Christie (80 Hrs.)	Multisensory Reading Program	$98,650	$8,879	$59.19	$4,735
	Keppel, Katie (70 Hrs.)	Multisensory Reading Program	$86,017	$7,742	$51.61	$3,613
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Garvin, Natalie (55 Hrs.)	ELA/Math Enrichment - Grades 6-8	$76,492	$6,884	$45.90	$2,524
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Romano, Odalys (74 Hrs.)	Special Needs - Grade 6	$104,982	$9,448	$62.99	$4,661
	Gordon, Julie (74 Hrs.)	Special Needs - Grades 7-8	$104,982	$9,448	$62.99	$4,661
	Classroom Aides					
	Tucker, Anette	Special Needs - Grade 6			$15.01	T/C
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Donnelly, Trecia (74 Hrs.)	Special Needs - Grades 9-12	$104,982	$9,448	$62.99	$4,661
	Classroom Aides					
	Siohan, Chloe	Special Needs - Grades 9-12			$20.00	T/C
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Minichini, Gina (150 Hrs.)	RISe Program Grades 6-8	$69,742	$6,277	$41.85	$6,277

	Teacher	Assignment	Salary	Full Salary	Rate	Salary
	Classroom Aides					
	Cardew, Charlie	RISe Program			$20.17	T/C
	Bartoli, Karen	RISe Program			$21.23	T/C
	Rocque-Seraphin, Diamond	RISe Program			$20.00	T/C
	Connelly, Molly	RISe Program			$20.17	T/C
	Ridgewood High School	11-204-100-101-66-10-024-001				
	Donovan, Jennifer (150 Hrs.)	RISe Program Grades 9-12	$61,642	$5,548	$36.99	$5,548
	Classroom Aides					
	Crabbe, Joseph	RISe Program			$21.23	T/C
	Shovlin, Emily	RISe Program			$21.23	T/C
	Florida, Sophia	RISe Program			$20.00	T/C
	Moran, Christ	RISe Program			$20.00	T/C
	Oak Street Location	11-204-100-101-66-10-024-001				
	Tolve, Laura (100 Hrs.)	STEPPS Program (18-21)	$88,467	$7,962	$53.08	$5,308
	Classroom Aides					
	Hiller, Ari	STEPPS Program			$21.23	T/C
	Cardew, Cate	STEPPS Program			$20.00	T/C
	Darienzo, Reed	STEPPS Program			$20.00	T/C
		11-204-100-101-00-66-050-001				
	Kilcullen, Michael (85 Hrs.)	**Transition Coordinator**	$80,867	$7,278	$48.52	$4,124
	Crawford, Ryan (60 Hrs.)	**Physical Education (RISe/SAIL)**	$62,642	$5,638	$37.59	$2,255
	Rinaldi, Robert (30 Hrs.)	**Physical Education (RISe/SAIL)**	$78,717	$7,085	$47.23	$1,417
	Armstrong, Tara (100 Hrs.)	**BCBA**	---	---	$105.00	$10,500
	Lora, Cindy (100 Hrs.)	**BCBA**	$104,907	$9,442	$62.94	$6,294
	Bray, Ariana (100 Hrs.)	**BCBA**	$73,229	$6,591	$43.94	$4,394
	Manke, Colleen (214 Hrs.)	**Nurse**	$104,982	$9,448	$62.99	$13,480
	Clunie, Eureka (214 Hrs.)	**Nurse**	---	---	$31.95	$6,837
	Charles, Josiane (214 Hrs.)	**Nurse**	---	---	$31.95	$6,837
	Aday, Douglas	**Summer Programs Coordinator**	---	---	**---**	**$18,000**
	Calculated at Summer School hourly rate: Annex 13 REA Agreement					
	MA Max $104,982					
	Substitutes					
	Wang, Jue					
	James Beyer					
	Eduardo Felipe					
	Student Volunteers					

NAME	POSITION	HOME SCHOOL(	Hourly Rate	# of hours	Total
CHILD STUDY TEAM					
Amanda Valeri	Coordinator	RHS	$56.44	250	$14,110.00
Jane Gerald	Social Worker	Som/Willard	$69.37	30	$2,081.10
Kathy Acosta	LDT/C	Willard	$51.37	50	$2,568.50
Allison Barba	School Psych	GWMS	$47.90	100	$4,790.00
Jessica Maneri	School Psych	Elementary	$48.23	100	$4,823.00
Courtney Weiss-Chromec	LDT/C	GWMS	$52.27	100	$5,227.00
RELATED SERVICE PROVIDERS					
Marisa Martell	PT	Glen	$81.57	50	$4,078.50
Karen Morris	OT	BF/GW	$69.11	50	$3,455.50
Elianne Alexander	SLP	Hawes	$48.23	20	$964.60
Jessica Polay	SLP	Ridge	$46.49	50	$2,324.50
TEACHERS for MEETINGS					
Allyson Saladino	General Education	RHS	$66.88	15	$1,003.20
Caitlin Musso	General Education	RHS	$57.34	15	$860.10
Nancy Reilly	Special Education	RHS	$70.99	15	$1,064.85
Eva Farrar	Special Education	RHS	$57.58	15	$863.70
Ashley Berk	Special Education	BFMS	$76.62	15	$1,149.30
Kaitlyn Funtsch	Special Education	GWMS	$57.34	15	$860.10
Evelyn McKinnon	General Education	GWMS	$61.81	15	$927.15
Lori Morris	General Education	BFMS	$49.18	15	$737.70
Christopher O'Herlihy	General Education	Travell	$60.00	15	$900.00
Michelle Coppola	General Education	Ridge	$79.92	15	$1,198.80
Donna Merhige-Petrick	Special Education	Somerville	$54.98	30	$1,649.40
Patricia Rosenfeld	Special Education	Glen	$76.62	30	$2,298.60
Melissa Finucane	Special Education	Travell	$74.41	15	$1,116.15
Cassandra Fabish	Special Education	Somerville	64.13	15	$961.95
Jennifer Osenbruck	General Education/S	Glen	52.06	15	$780.90

RIDGEWOOD HIGH SCHOOL
FALL 2022-2023 COACHING ASSIGNMENTS ESTIMATE
To be paid equal installments 10/15/2022 and 11/15/2022

				Total	**One-half**	**One-half**
Name	**Position**	**Step**	**Ratio***	**Stipend**	**10/15/2022**	**11/15/2022**
Johnson, Charles	Head Football	IV	0.130	12,167.00	6,083.50	6,083.50
Aday, Douglas	Assistant Football	IV	0.085	7,955.00	3,977.50	3,977.50
Scevola, Adam	Assistant Football	IV	0.085	7,955.00	3,977.50	3,977.50
Watson, Torrance	Assistant Football	IV	0.085	7,955.00	3,977.50	3,977.50
Maxwell, Ryan	Assistant Football	IV	0.085	7,955.00	3,977.50	3,977.50
McDermott, Michael	Assistant Football	IV	0.085	7,955.00	3,977.50	3,977.50
Crabbe, Joseph	Assistant Football	IV	0.085	7,955.00	3,977.50	3,977.50
Gentile, Robert	Assistant Football	IV	0.085	7,955.00	3,977.50	3,977.50
McCluskey, Aidan	Head Boys Soccer	IV	0.094	8,798.00	4,399.00	4,399.00
McDade, Andrew	Assistant Boys Soccer	IV	0.064	5,990.00	2,995.00	2,995.00
Zielyk, Mathew	Assistant Boys Soccer	IV	0.059	5,522.00	2,761.00	2,761.00
Kay, Peter	Head Girls Soccer	IV	0.094	8,798.00	4,399.00	4,399.00
Reynolds, Christine	Assistant Girls Soccer	III	0.059	5,522.00	2,761.00	2,761.00
Turano, Rebecca	Assistant Girls Soccer	III	0.059	5,522.00	2,761.00	2,761.00
Ryan, Patrick	Head Boys Cross Country	IV	0.080	7,487.00	3,743.50	3,743.50
Marzloff, Scott	Assist. Boys/Girls X-Country	IV	0.055	5,148.00	2,574.00	2,574.00
Opremcak, Stephen	Head Girls Cross Country	IV	0.080	7,487.00	3,743.50	3,743.50
Sieck, Alison	Head Girls Tennis	IV	0.077	7,207.00	3,603.50	3,603.50
Tobin, Deirdre	Assistant Girls Tennis	IV	0.060	5,616.00	2,808.00	2,808.00
Currier,Robert	Assistant Girls Tennis	IV	0.060	5,616.00	2,808.00	2,808.00
Marzocchi, Jaime	Head Volleyball	IV	0.094	8,798.00	4,399.00	4,399.00
Quirk, Brian	Assistant Volleyball	IV	0.064	5,990.00	2,995.00	2,995.00
Jannone, Christina	Assistant Volleyball	IV	0.064	5,990.00	2,995.00	2,995.00
Mendez, Karen	Head Gymnastics	IV	0.094	8,798.00	4,399.00	4,399.00
Stahl, David	Assistant Gymnastics	IV	0.064	5,990.00	2,995.00	2,995.00
Centrelli, Erica	Head Cheerleader Advisor	IV	0.067	6,271.00	3,135.50	3,135.50
Spira, Erica	Assist. Cheerleader Advisor	II	0.054	5,054.00	2,527.00	2,527.00
Beyer, James	Fall Site Manager			5,000.00	2,500.00	2,500.00
Bunzey, Craig	Fall Site Manager			5,000.00	2,500.00	2,500.00
Totals				**193,456.00**	**96,728.00**	**96,728.00**
***Ratio is appllied to the B.A. Maximum**			**$93,592**			

2022-2023 Summer Curriculum Writers				
Course Name	**New or Revised N/R**	**Staff Member**	**Hours**	**Amount not to Exceed**
MATHEMATICS				
Algebra II	R	B. Ingoglia	9	479.97
		L. Rosenfeld	9	479.97
Advanced Algebra withTrigonometry	N	C. Anderson	18	959.94
		A. Scevola	18	959.94
Statistics with Finance	N	P. Nyhius	18	959.94
		G. Minichini	18	959.94
SCIENCE				
Genetics & Biotechnology H	R	A.Joseph	18	959.94
Physics, Engineering & Art H	R	A.Shah	18	959.94
Science Kindergarten	R	Nicole Blatt	18	959.94
Science Grade 1	R	Christa Valentine	18	959.94
Science Grade 2	R	Lynne Witham	18	959.94
Science Grade 3	R	Victoria Scire-Banchitta	18	959.94
Science Grade 4	R	Tom Trubac	18	959.94
Science Grade 5	R	Jerome Ong	18	959.94
Science 8	R	Suzanne Zilvetti	9	479.97
		Charlotte Ayes	9	479.97
Forensic Science H	R	Karen Walters	9	479.97
		Mallory Stucke	9	479.97
Forensic Science CP	R	Karen Walters	9	479.97
		Mallory Stucke	9	479.97
Human Anatomy & Physiology H	R	Mark Syvret	18	959.94
ENGLISH LANGUAGE ARTS				
ELA Word Study Units Grade 4 & 5	R	Derek Durling	3	159.99
		Danielle Connor	3	159.99

2022-2023 Summer Curriculum Writers				
Course Name	**New or Revised N/R**	**Staff Member**	**Hours**	**Amount not to Exceed**
ELA - Grade 5	R	Jill Marno	12	639.96
		Danielle Connor	12	639.96
SOCIAL STUDIES				
Social Studies 6	R	Lori Morris	9	479.97
		Evelyn McKinnon	9	479.97
American Humanities (SS)	N	Drew Forgash	36	1919.88
American Humanities (ELA)	N	Carlin O'Hagan	36	1919.88
ESLIP (ESL Integration Program)	N	Doug Aday	12	639.96
		Amy Nolan	12	639.96
		Josh Saladino	12	639.96
American Studies I (SS)	R	Freddie LaFemina	18	959.94
American Studies II (SS)	R	Freddie LaFemina	18	959.94
Amer Govt Politics AP	R	Dan Muro	18	959.94
The Power of One	R	Lisa Wiater	9	479.97
Crim Law H (sem)	R	Medha Kirtane	12	639.96
Const Law H (sem)	R	Medha Kirtane	12	639.96
Global Econ H (sem)	R	Jen Raphaels	12	639.96
World History	R	Nicole Novak	4.5	239.98
		Mike Troy	4.5	239.98
History of the Modern World	R	Lauren Besser	4.5	239.98
		Dan Muro	4.5	239.98
US I H	R	Allyson Saladino	4.5	239.98
		Caitlin Orfini	4.5	239.98
US II	R	Linda Chamesian	4.5	239.98
		Patrick Thurlow	4.5	239.98
US II H	R	Nicole Riordan	9	479.97
US I AP	R	Freddie LaFemina	9	479.97
US II AP	R	Medha Kirtane	9	479.97

2022-2023 Summer Curriculum Writers				
Course Name	**New or Revised N/R**	**Staff Member**	**Hours**	**Amount not to Exceed**
AHLISA I (SS)	R	Allyson Saladino	9	479.97
AHLISA II (SS)	R	Mike Yannone	9	479.97
AmEx I	R	Caitlin Orfini	4.5	239.98
		Kate Pinches	4.5	239.98
AmEx II	R	Caitlin Orfini	4.5	239.98
		Kate Pinches	4.5	239.98
Psych	R	Sean Lynaugh	9	239.98
Psych H	R	Sean Lynaugh	9	239.98
Psych AP	R	Sean Lynaugh	9	239.98
Human Geo AP	R	Charlie Appel	9	479.97
Human Geo H/CP	R	Charlie Appel	9	479.97
AP Euro Hist	R	Nicole Novak	9	479.97
Sociology H	R	Nicole Riordan	9	479.97
Western/NonWest Phil H	R	Charlie Appel	9	479.97
Contemp Issues H	R	Mike Troy	9	479.97
Film Hist H (sem)	R	Mike Troy	4	213.32
Stock Market H (sem)	R	Tim Murtha	4	213.32
Micro/Macro AP	R	Jen Raphaels	18	959.94
WORLD LANGUAGE				
American Sign Language I	N	Amy Policelli	36	1919.88
Spanish 7	R	Ana Anthon	18	959.94
		Christal Ojea	18	959.94

2022-2023 Summer Curriculum Writers				
Course Name	**New or Revised N/R**	**Staff Member**	**Hours**	**Amount not to Exceed**
Spanish 8	R	Ana Anthon	18	959.94
		Barbara Barker	18	959.94
Spanish I	R	Christal Ojea	18	959.94
		Patricia Galasso	18	959.94
Spanish II	R	Barbara Barker	18	959.94
		Patricia Galasso	18	959.94
Spanish III	R	Megan Rotella	4.5	239.98
		Damary Purrinos	4.5	239.98
Spanish III H	R	Megan Rotella	9	479.97
Spanish IV	R	Angelica Cuellar	9	479.97
Spanish IV H	R	Damary Purrinos	9	479.97
Spanish V H	R	Damary Purrinos	9	479.97
Spanish V AP	R	Angelica Cuellar	9	479.97
Span Cult & Conv I	R	Christal Ojea	9	479.97
Span Cult & Conv II	R	Christal Ojea	9	479.97
French III H	R	Helene Palumbo	9	479.97
French IV H	R	Laura Polk	9	479.97
French V H	R	Laura Polk	9	479.97
Latin I	R	Amy Bernard-Mason	18	959.94
HEALTH & WELLNESS				
PE - K	R	Justin Oh	18	959.94
PE - 1	R	Justin Oh	18	959.94

2022-2023 Summer Curriculum Writers				
Course Name	**New or Revised N/R**	**Staff Member**	**Hours**	**Amount not to Exceed**
PE - 2	R	Justin Oh	18	959.94
PE -3	R	Erica Zampino	18	959.94
PE - 4	R	Erica Zampino	18	959.94
PE - 5	R	Erica Zampino	18	959.94
PE - 6	R	Erika Tucker	18	959.94
PE - 7	R	Jamie Gilfedder	18	959.94
PE - 8	R	Jamie Gilfedder	18	959.94
Health - K	R	Colleen Manke	6	319.98
Health - 1	R	Colleen Manke	6	319.98
Health - 2	R	Colleen Manke	6	319.98
Health - 3	R	Bonnie Lowicki	6	319.98
Health - 4	R	Bonnie Lowicki	6	319.98
Health - 5	R	Bonnie Lowicki	6	319.98
Health 6	R	Erika Tucker	6	319.98
Health 7	R	Erika Tucker	6	319.98
Health 8	R	Stephanie Dodd	6	319.98
Health 9A	R	Mary Consol	6	319.98
Health 9B	R	Christina Jannone	6	319.98
Health 10	R	Allison Mende	6	319.98
Driver Education	R	Peter Kay	6	319.98
Health 11	R	Mary Consol	6	319.98
First Aid and Safety	R	Peter Kay	6	319.98
Personal Fitness - 9	R	Candace Mitola	6	319.98
PA -9	R	Craig Bunzey	6	319.98
PA - 10	R	Craig Bunzey	6	319.98
Strength & Conditioning 10	R	Candace Mitola	6	319.98
Strength & Conditioning 11	R	Candace Mitola	6	319.98
Junior Physical Education Activities	R	Peter Kay	6	319.98

2022-2023 Summer Curriculum Writers				
Course Name	**New or Revised N/R**	**Staff Member**	**Hours**	**Amount not to Exceed**
Yoga & Stress Management	R	Mary Consol	6	319.98
Senior Physical Activities	R	Allison Mende	6	319.98
Senior Wellness	R	Allison Mende	6	319.98
FINE & APPLIED ART				
K Art	R	Samantha Stankiewicz	18	959.94
1st Grade Art	R	Samantha Stankiewicz	18	959.94
2nd Grade Art	R	Nicola Stewart	18	959.94
3rd Grade Art	R	Jessica Roth	18	959.94
4th Grade Art	R	Rob Krokus	18	959.94
5th Grade Art	R	Christina Chicas	18	959.94
6th Grade Art	R	Elizabeth Fontana	6	319.98
7th Grade Art	R	Elizabeth Fontana	6	319.98
2D Art	R	Elizabeth Fontana	6	319.98
3D Art	R	Elizabeth Fontana	6	319.98
Apprentice to Master I	R	Jen Manke	6	319.98
Apprentice to Master II	R	Jen Manke	6	319.98
6th Grade Orchestra	R	Gary Fink	18	959.94
6th Grade Band	R	Max Dabby	18	959.94
7th Grade Orchestra	R	Gary Fink	18	959.94
7th Grade Band	R	Max Dabby	18	959.94
8th Grade Orchestra	R	Gary Fink	18	959.94
8th Grade Band	R	John Luckenbill	18	959.94
Symphonic Band	R	John Luckenbill	18	959.94
Concert Band	R	Jeff Haas	18	959.94
Wind Ensemble	R	Jeff Haas	18	959.94
Chorale	R	Natalie Cardillo	18	959.94
Concert Choir	R	Natalie Cardillo	18	959.94
Treble Choir	R	Natalie Cardillo	18	959.94

2022-2023 Summer Curriculum Writers				
Course Name	**New or Revised N/R**	**Staff Member**	**Hours**	**Amount not to Exceed**
Chamber Choir	R	Natalie Cardillo	18	959.94
Acting I	R	Christine DiBrita	12	639.96
Advanced Acting	R	Christine DiBrita	12	639.96
Advertising Art	R	Athena Maxwell	12	639.96
Advanced Adverstising Art	R	Athena Maxwell	12	639.96
Architectural Design I	R	Paul Cronk	18	959.94
Architectural Design II	R	Paul Cronk	18	959.94
Art History AP	R	Paul Cronk	18	959.94
Digital Photography I	R	Lisa Valenti	12	639.96
Digital Photography II	R	Lisa Valenti	12	639.96
Advanced Digital Photography	R	Lisa Valenti	12	639.96
Jewelry and Metal Design I	R	Dan DaSilva	12	639.96
Jewelry and Metal Design II	R	Dan DaSilva	12	639.96
Advanced Portfolio Development (SEM)	R	Athena Maxwell	12	639.96
Advanced Portfolio Development (FY)	R	Athena Maxwell	18	639.96
TV Production	R	Larry Holand	12	639.96
Video Production	R	Larry Holand	12	639.96
Advanced Video Production	R	Larry Holand	12	639.96
Intro to Media Technology	R	Larry Holand	12	639.96
Innovating through Design Thinking	R	Athena Maxwell	12	639.96
Design Thinking Studio: Experiences in Design & Rapid Prototyping	R	Athena Maxwell	12	639.96
Interactive Design (Introduction to Electricity, Electronics & Coding)	R	Athena Maxwell	12	639.96
Interactive Design II	R	Athena Maxwell	12	639.96
Robotics	R	John Wohner	12	639.96
Robotics II	R	John Wohner	12	639.96
Real World Engineering	R	John Wohner	18	639.96
Yearbook Production I	R	Lisa Valenti	12	639.96

2022-2023 Summer Curriculum Writers				
Course Name	**New or Revised N/R**	**Staff Member**	**Hours**	**Amount not to Exceed**
Yearbook Production II	R	Lisa Valenti	12	639.96
Yearbook Production II Honors	R	Lisa Valenti	12	639.96
Yearbook Management	R	Lisa Valenti	18	959.94
Yearbook Management II	R	Lisa Valenti	18	959.94
Journalism Production I	R	Lisa Valenti	18	959.94
Journalism Production II	R	Lisa Valenti	18	959.94

Proficiency PLCs	**18 hours @ $53.33 per hour = $959.94**
Petitt, Carol	GWMS
Makhlouf, Nehrin	RHS
Gould, Alexandra	GWMS

Elementary Literacy Boot Camp	**18 hours each @ $53.33 per hour = $959.94**
Coffey, Ty	Somerville

Teacher-Led Workshops	**6 hours each @ $53.33 per hour = $319.98**
Roberts, Deirdre	BFMS/GWMS

Asset	Model	Serial number
	Gen 4 Chromebook	5RBWGB3
	Gen 4 Chromebook	HPC2733
	Gen 4 Chromebook	BV18L33
	Gen 4 Chromebook	3SWH2X2
	Gen 4 Chromebook	2W9DL63
	Gen 4 Chromebook	C6HDL63
	Gen 4 Chromebook	F2KB2X2
	Gen 4 Chromebook	HTQ62X2
	Gen 4 Chromebook	JY682X2
	Gen 4 Chromebook	5LFG2X2
	Gen 4 Chromebook	83Y62X2
	Gen 4 Chromebook	94FGL63
	Gen 4 Chromebook	JX682X2
	Gen 4 Chromebook	4MBPL33
	Gen 4 Chromebook	2M4F2X2
	Gen 4 Chromebook	JZ7G2X2
	Gen 4 Chromebook	FRM92X2
	Gen 4 Chromebook	9T7J2X2
	Gen 4 Chromebook	HTQ62X2
	Gen 4 Chromebook	CH7J2X2
	Gen 4 Chromebook	33WHJ93
	Gen 4 Chromebook	6L852X2
	Gen 4 Chromebook	672H2X2
	Gen 4 Chromebook	48PPL63
	Gen 4 Chromebook	5J7J2X2
	Gen 4 Chromebook	35182X2
	Gen 4 Chromebook	G7NC2X2
	Gen 4 Chromebook	DPW42X2
	Gen 4 Chromebook	CX2C2X2
	Gen 4 Chromebook	C12J2X2

Asset	Model	Serial number
	Gen 4 Chromebook	BN5DL63
012419	Dell Optiplex 3010	9FJC7Y1
012411	Dell Optiplex 390	BMSR6V1
010947	Dell Optiplex 9020	4QTT6Y1
010942	Dell Optiplex 9020	4R6T6Y1
012454	Dell Optiplex 3010	9J8W6Y1
011174	Epson 680	X2BB7500704
012454	Dell Optiplex 3010	9J8W6Y1
	Gen 4 Chromebook	33WHJ93
	Gen 4 Chromebook	7H7J2X2
	Gen 4 Chromebook	286n393
010967	optiplex 9020	4R7T6Y1
011159	optiplex 9010	D1MC8Y1
	Gen 4 Chromebook	677D2X2
	Gen 3 Chromebook	828G2X2
	Gen 4 Chromebook	1W2C2X2
	Gen 4 Chromebook	3VH0J93
	Gen 4 Chromebook	7T292X2
	Gen 3 Chromebook	DW5Q1G2
	Gen 4 Chromebook	4L40J93
	Gen 4 Chromebook	9C3C2X2
	Gen 4 Chromebook	273W533
010034	Dell Latitude 5480	8JX62G2
010831	Dell Latitude 5480	8DD72G2
011616	Dell Latitude 5490	GFRYPN2
	Gen 4 Chromebook	47MG2X2
	Gen 4 Chromebook	CMKLJ93
010790	Latitude 5440	G69ZYZ1
011892	Optiplek380	BNHH6V1
011894	Optiplek380	BNHM6V1

Asset	Model	Serial number
011893	Optiplek380	BNDN6V1
	Latitude 5430	gxcfmx1
	Latitude E5420	GB34CT1
	Acer chromebook	NXSHEAA00435
011956	Dell Optiplex 7460 AIO	2826RP2
010861	Dell Latitude 5440	GNQKJ12
010390	Hitachi CP-A220N	001F67AE21EF
010683	Projector Epson 480	QW6F2Z0475L
	Gen 4 Chromebook	7RM4733
	Gen 4 Chromebook	G0CZ533
	Gen 4 Chromebook	JXF92X2
	Gen 4 Chromebook	C881HB3
	Gen 4 Chromebook	6ST52X2
010697	Dell Latitude E5440	CMZZYZ1
010029	Dell Latitude E5440	8WVQT32
012518	Dell Latitude E5440	4FBJX21
010814	Dell Latitude E5440	2WFCG12
010820	Dell Latitude E5440	9N4CG12
010453	Dell Latitude E5440	5nzzyz1
010104	Dell Latitude E5440	8tvqt32
010715	Dell Latitude E5440	bx40zz1
010765	Dell Latitude E5440	ccxzyz1
010722	Dell Latitude E5440	4w10zz1
	Gen 4 Chromebook	DB062X2
	Gen 4 Chromebook	4FYFJ93
	Gen 4 Chromebook	7BKB2X2
010105	Dell Latitude E5440	35BJXZ1
013346	Dell Latitude E5440	C6MRT32
	Gen 4 Chromebook	HRM52X2
	Gen 4 Chromebook	1TP82X2

Asset	Model	Serial number
	GEN 1 Chromebook	9VXP722
	GEN 1 Chromebook	BKDP722
011660	Dell Latitude E5490	7KY0QN2
010131	Dell Latitude E5440	5J60ZZ1
	Gen 4 Chromebook	8H852X2
	Gen 4 Chromebook	CP292X2
010083	Dell Latitude E5440	FC4CG12
010476	Dell Latitude E5440	B33KJ12
010772	Dell Latitude E5440	3DWZYZ1
010097	Dell Latitude E5440	H44CG12
010128	Dell Latitude E5440	1VFCG12
	Gen 4 Chromebook	HVT52X2
	Gen 4 Chromebook	J6G52X2
010313	Dell Latitude E5440	DG60ZZ1
010545	XPS 13	9J2T462
010919	Optiplex 9010	B9PN9Y1
	Gen 4 Chromebook	992J2X2
	Gen 4 Chromebook	DGT92X2
	Gen 4 Chromebook	4KV72X2
	Gen 4 Chromebook	1d6fj93
	Gen 4 Chromebook	286n393
	Gen 4 Chromebook	33WHJ93
	Gen 4 Chromebook	906B2X2
011003	Optiplex 9010	T11DT8Y1
	Gen 4 Chromebook	4vclj93
	Gen 4 Chromebook	9H6FJ93
010751	Dell Latitude E5440	HVZZYZ1
010466	Dell Latitude E5440	D430ZZ1
	Gen 4 Chromebook	4W252X2
010293	Dell Latitude E5440	23WZYZ1

Asset	Model	Serial number
010590	Dell Latitude E5440	CW4CG12
010464	Dell Latitude E5440	JKZZYZ1
010693	Dell Latitude E5440	6J00ZZ1
011460	Dell Latitude E5430	6bdfmx1

BYLAWS

RIDGEWOOD
BOARD OF EDUCATION

0169 BOARD MEMBER USE OF ELECTRONIC MAIL/INTERNET

The Board of Education is a public body as defined in the New Jersey Open Public Meetings Act, N.J.A.C. 10:4-6 et seq., and the Board and its members are required to comply with the provisions of this Act. It is the right of the public to be present at meetings of public bodies and to witness in full all phases of the deliberations, policy formulation, and decision-making. Board members acknowledge certain discussions between Board members, other than during a Board meeting, may be subject to the provisions of the Open Public Meetings Act.

The Board of Education is also subject to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. The Open Public Records Act requires public agencies/School Boards to make certain governmental records subject to public access. Board members may, by written and/or electronic mail (e-mail), communicate with each other and with certain school staff regarding the school district's public business. "Public business" means and includes all matters that relate in any way, directly or indirectly, to the performance of the public body's functions or the conduct of its business. Board members acknowledge these written communications may be classified as a governmental record and may be subject to public access pursuant to the Open Public Records Act.

In order to ensure the Board and/or individual Board members comply with the requirements of the Open Public Meetings Act and the Open Public Records Act, the following guidance is provided regarding certain discussions and written communications regarding the public business:

1. Written letters, e-mails, and supporting documents regarding school district matters written by Board members to other Board members or written by Board members to school staff, unless the subject matter is specifically exempt under the Open Public Records Law, are governmental records and are subject to public access. Based on the potential for improper/inappropriate disclosure and/or breach of confidentiality that may compromise the Board or Board member, these communications should not involve confidential matters, especially any matter the Board may discuss in executive/private session outside the presence of the public pursuant to the Open Public Meetings Act.

2. Written letters, internet (chat) discussions, e-mails, and supporting documents regarding the school district's public business written by Board members to other Board members shall not replace deliberations that would prevent the public from witnessing in full detail all phases of the Board's deliberations, policy formulation, and decision-making process in accordance with the intent of the Open Public Meetings Act.

3. Internet (chat) discussions between Board members regarding the school district's public business shall not include multiple Board members with the potential that a quorum of the Board may be involved, or become involved, in such discussion.

4. Board members shall only use the school district provided email address and account for all communication as a Board of Trustee. The address and account shall not be used for any other purpose other than for the Board member's responsibility as a Board of Trustee.

In the event a Board member(s) fails to comply with the guidance of this Policy, the matter shall be referred to the Board President, who will meet and/or discuss the matter and this Policy with the Board member(s). The Board President may request the Board Attorney participate in this meeting and/or discussion.

N.J.S.A. 10:6-4 et seq.
N.J.S.A. 47:1A-1 et seq.

BYLAW

0155.1 BOARD MEMBER PARTICIPATION AT BOARD MEETINGS USING ELECTRONIC DEVICE

The Board of Education recognizes a Board member may be unable to attend a Board Meeting due to a work, family commitment or a medical condition where the Board member is prohibited from leaving their home due to the medical condition requiring the Board member to not be available to attend in person during the time of the Board Meeting. In order to assist Board members during these circumstances, the Board of Education will permit the Board member to participate in the Board Meeting through the use of an electronic device(s).

In the event a Board member is unable to attend a meeting, the Board member must submit their written request to participate in a Board Meeting by using an electronic device forty eight hours before the Board of Education Meeting. The written request shall state the date of the Board Meeting and the permissible reason for the anticipated absence, as provided in this Policy. The written request shall be verified by supporting documentation, if requested by the Board president. Upon receipt of the written request, the Board President shall promptly notify the School Business Administrator/Board Secretary.

The School Business Administrator/Board Secretary shall make arrangements to have the appropriate electronic equipment available at the site of the Board Meeting to permit the Board member to listen to all aspects of the public meeting, including, but not limited to, Board member and administrative comments and deliberations, public comments, and presentations. The Board member participating via electronic equipment shall be provided, either in advance of the meeting or electronically just prior to or during the meeting, all handouts and supporting documentation that is presented, deliberated and voted on during the meeting. In addition, the electronic equipment must permit the Board President to recognize the Board member to make comments, ask questions, vote, and fully participate in the Board Meeting as if the Board member was present at the meeting. And, the Board member's comments, questions, votes and other aspects of their participation shall be amplified so that all those in attendance at the meeting can hear their participation.

BYLAW

The Board member requesting participation in a Board Meeting through the use of an electronic device shall participate in the entire Board public meeting under the conditions outlined in this Policy and cannot participate in selected portions of the public meeting.

Prior to the Board member's remote participation in executive session of the Board meeting, the Board member participating remotely shall represent to being in a private space where no one else can hear or see the Board member's participation in executive session.

In no event shall a quorum of the Board participate in a Board meeting via electronic device, absent the issuance of an Executive Order or law permitting the conducting of Board meetings with all members participating remotely via electronic device. In the event multiple members of the Board submit written requests to participate in a Board meeting via electronic device, the requests shall be accepted in the order of receipt. In the event a quorum of Board members should seek to participate in a meeting by electronic device, the requests of any such members that would have the number of Board member participation via electronic device constitute a quorum shall not be accepted and such Board member(s) shall not be permitted to participate via electronic device at such meeting.

A Board member's participation in a Board meeting via electronic device may exceed two (2) Board meetings only upon the approval of a majority of the full membership of the Board.

A Board member may not participate in a Board meeting via electronic device for more than four (4) Board meetings in one calendar year.

A majority of the Board must be physically present for a meeting to preside.

Adopted: