

**MINUTES OF THE  
SPECIAL MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
July 10, 2020**

Minutes of the Special Public Meeting of the Board of Education held on July 10, 2020, at 9:00 a.m., utilizing videoconferencing.

**I. CALL TO ORDER AND ROLL CALL**

**Mr. Lembo**

At 9:01 a.m. Mr. Lembo called the special public meeting to order and asked for a roll call.

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.

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE**

**Mr. Lembo**

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

**III. COMMENTS FROM THE PUBLIC**

**Mr. Lembo**

The following callers addressed the board:

Laurie Weber, 235 South Irving St., regarding the infant toddler development center with the covid 19 changes and maximum capacity has been reduced by 35-50 %, enrollment is currently down to 13% across the state and sanitizing and equipment have risen, staff demands, businesses are running at a loss. Is this the year to run the daycare center, we must preserve our funds for the K-12 program. She

is concerned about the RPS committing to the daycare business and has the following questions:

How many users does the ITDC typically have and what percentage of their maximum capacity does that represent? What capacity level must the daycare reach to break even? What percentage of our normal capacity is left after compliance with the new social distancing restrictions? How many of our customers have committed to being ready to come back and what percentage of our capacity does that represent? What will the new cleaning and sanitizing requirements, additional supplies needed, PPE and sanitizing equipment do to our overhead? She doesn't know how the board can commit to a tuition rate and should not open this year. Can our school administration guarantee that under the current conditions, our ITDC will be self-sustaining?

The following comments were submitted online:

David Yoo, 300 Brookmere Court, Is it now okay for village residents to use BOE Ridgewood Public Schools athletic fields for exercise, walking, running, etc. I am specifically referring to the BFMS track which I already see people using.

Dr. Fishbein addressed the comments and explained that we will look into the questions that Ms. Weber raised and provide answers at the July 27 meeting. The current agenda items are simply setting the rates for tuition.

Dr. Fishbein will be meeting the facilities people and plans to open the school fields. In reference to the BF field specifically, we have done a lot of work on the grass and the plan was that the field encompassing the track would be closed for the summer. It is unfortunate that there are people who are cutting the locks on our gates and jumping our fences to get onto the field.

The athletic groups are aware that the BF field would be closed during the summer. The only other areas that will be closed are Orchard and Stevens.

**V. CONSENT ITEMS**

**Dr. Fishbein**

Dr. Fishbein presented for consideration A. Finance.

Mr. Dani requested to remove items i. and ii. from the Consent Items.



**A. FINANCE**

**Dr. Fishbein**

**iii. Approval: Bid Award Replacement of Ridgewood High School Gymnasium #3 Floor**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent, approves the bid award for Replacement of Gym #3 Floor at Ridgewood High School to Mathusek, Inc. of Oakland, NJ, the lowest responsible bidder, in the total amount of \$96,997.00. Below is a summary of all received bids.

Bids have been reviewed by the Board attorney and LAN Associates.

<b>Company</b>	<b>Base Contract Amount</b>
<b><i>Mathusek, Inc.</i></b>	<b><i>\$96,997.00</i></b>
Commercial Interiors Direct	\$107,489.00
Abacus Sports Installation	\$109,900.00

Mr. Lembo moved Approval A. Finance with the exception of items i. And ii.

Mr. Dani seconded the motion, which carried by the following roll call vote:

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

NAYES: none

ABSTAIN: Mr. Dani

**i. Approval: Lease of Unused Classrooms for the 2020-2021 School Year**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the lease of unused classrooms for the 2020-2021 school year as listed on **Attachment A**.

**ii. Approval: 2020-2021 Infant/Toddler Development Center (I/TDC) Tuition Rates**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the

recommendation of the Superintendent of Schools, approves the 2020-2021 I/TDC tuition rates, as listed on **Attachment B**.

Ms. Brogan moved approval of i. Lease of Unused Classrooms for the 2020-2021 School Year and ii. 2020-2021 Infant/Toddler Development Center tuition rates.

Mr. Kaufman seconded the motion.

Mr. Dani began the conversation about the two agenda items. He does not want to run the ITDC business if it is taking money away from the K-12 program. He mentioned that he understood the need to inform the ITDC parents about reopening plans, but he doesn't understand why we need to provide that information to ITDC parents before finalizing and informing about plans to our RED and REACH program's who share the building with ITDC. He asked if we know that we have enough space and resources at the Glen School to run both programs due to social distancing. Do we know that any covid19 related regulations won't take money away from K-12 programs?

Dr. Fishbein replied to the comments and stated that it has been widely reported on the news that schools will be open in the fall unless there is an increase in infection rates that would require us to go to remote learning.

As far as prioritizing, Ridgewood parents do receive prioritization. However, if a section is full and a Ridgewood family comes to us for that section we put them on a waiting list and would not kick someone out of the program who has already registered. If 2 parents come to register at the same time, the priority is to the Ridgewood parents. The vast majority of people in the program are Ridgewood residents, the second largest group are Ridgewood employees, and approximately 7-8 students do not have any affiliation to Ridgewood.

We will have additional information including answers to the questions asked at the July 27th meeting. These agenda items are just to establish the rates.

We have enough space in our RED/REACH program as of now, we will have additional information for the ITDC program on the 27th.

For 33 years, we have charged ourselves rent for the ITDC at a reasonable cost since it is our program. As far as cleaning and disinfecting, we purchase that equipment prior to being sent out of school for remote learning, since we were anticipating something like this happening. While there may be

increased custodial time for the Glen school itself, it will be incremental since it takes up the least amount of space in the Glen school.

Our goal is and has always been that the program does not cost the district money.

Ms. Kelly reviewed the financials. She stated that we started the year with a surplus of \$88,249.000 from the year before, and is part of the offset. In May, the original shortfall was estimated at \$358,000.

Ms. Kelly had projected an unexpended budget of \$59,000, the net that we would be in a deficit was \$446,000, the surplus was applied and the net was \$358,000 at that time. Now we are at \$304,000 since we did not spend all of our money on salaries since most staff are hourly, and we only paid the base salary during the time that schools were closed.

In response to Mr. Dani's question, Ms. Kelly reviewed that we would not charge the infant toddler the full amount of their health expenses to absorb the cost and not have a deficit, since we would be written up if there is a deficit.

Our goal is to run the program at a break even point, but we can have an ongoing profit. We can reinvest the surplus into items such as for the improvement of the facility that the ITDC uses. This has been done in the past.

Mr. Lembo explained that we are looking to approve the tuition rates now, and then we will review the actual program.

Dr. Fishbein was asked to provide answers to the questions posed by the caller and several board members.

Dr. Fishbein reiterated that he plans on providing this information on July 27th. As of now, we have a commitment from 57 students, 10 are saying maybe and 10 people who have made inquiries and put their name on the list. We begin to sign people up in January, since the majority of the registrations are repeat families.

We are slated to open in some form in September with the current public health numbers, if things change, we may have to pivot to remote learning at the last minute. That is the situation for all of our programs, we can never say that we can 100% guarantee that this will work out at break even or with a surplus. These are extenuating circumstances and hopefully we will never see them again. We have made a 33 year commitment to this program with people for no fault of theirs or

ours that believe this program will work.

Ms. Kwak feels that there are other businesses who can provide this service and we should outreach and not take the business risk.

Dr. Fishbein reiterated that the program has been part of our core business for 33 years. Normally Dr. Fishbein and Ms. Kelly spend very little time on this topic, it runs on it's own. Also, we follow the same handbook as regular day care centers, Chapter 52 from the Department of Child and Family services that we've used since the regulations were put in place. If we do not approve rates, we will need to tell parents that they can budget and find another child care provider if necessary.

The board discussed the possibility of changing the rate if additional costs arise due to additional safety requirements that may arise.

Ms. Kwak requested to table these items. If we open the school and because of distancing requirements we can't satisfy the students, she wonders who would take priority; the contract or the district.

Ms. Brogan, stated by voting today and setting the rate, it sends the message that we are moving forward and allows parents to budget their costs, as they prepare to go back to work. There is no guarantee for anything at this time and the deficit was created because of the new law that was passed. When we closed in March, we did not anticipate that we would be closed through the end of the year. We should give our staff the marching orders to set the groundwork to move forward. She feels that she has enough information to set the rates and move forward with making decisions after the July 27 meeting.

In response to Mr. Dani's concern regarding setting the rates when we don't know if we will open, Mr. Kaufman stated that the approval is saying that if we are able to open and not have restrictions, these are the rates they can budget. It does not guarantee that we will be open.

Ms. Poelstra also added that if parents don't have the rates they cannot decide if they want to come back or not because they may not be able to afford it.

Discussion continued regarding the ITDC program, the impact of not approving the rates and the voting process on agenda

items.

The motion to approve items ii. and iii. was carried by the following roll call vote.

AYES: Ms. Brogan, Mr. Kaufman, Mr. Lembo

NAYES: Mr. Dani, Ms. Kwak

**VI. 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
July 7	Columbia Bank On-Line	098358-098409	802,720.32	M. Lembo
July 3	Electronic Transfer	R31140	109.38	M. Lembo
July 3	Columbia Bank Void Check	096994	(2,125)	M. Lembo
July 3	Columbia Bank Void Check	097945	(299.00)	M. Lembo
<b>TOTAL</b>			<b>800,405.70</b>	

Mr. Lembo moved approval of all 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

NAYES: none

**VII. BOARD MEMBER ANNOUNCEMENTS**

**Mr. Lembo**

Ms. Brogan thanked the High School Administration, faculty, custodial staff and everyone involved in the graduation. It was beautifully done and well orchestrated and thoughtful. It was wonderful seeing the students as a class and how supportive they

were of each other. Congratulations on a really difficult planning process.

Dr. Fishbien thanked the parents and community for being respectful and viewing the ceremony from the live stream. He also thanked the High School administration for their efforts.

Mr. Lembo also reiterated that the graduation went very well and was a great experience.

**VIII. BOARD COMMITTEE REPORTS**

**Mr. Lembo**

None at this time.

**IX. COMMENTS FROM THE PUBLIC**

**Mr. Lembo**

The following callers addressed the board:

Laurie Weber, 235 South Irving St. commented on the board's discussion about the ITDC. She disagrees with some statements. She added that the annual audits show in 2016 \$80,739.00 went from general fund to the ITDC program fund, 2017 \$124,963.00 2018 \$20,859 from the capital projects fund to the ITDC. Nowhere was that money returned to those funds. In the 2019 audit, it stopped detailing which enterprise funds money was transferred from.

In the event that we have to pivot to remote learning we have to consider that the building will close and we will have to commit to the staff costs. We will suffer the same loss and the families will be out of luck if we are ordered to close. She doesn't understand why there is a rush to do this when there is so much unknown. It is a disservice to the users of the program and the students that go to our schools and the families whose tax dollars support the district.

**X. DISCUSSION ITEMS**

**Mr. Lembo**

Ms. Kwak thinks that a committee is warranted and should be developed to look at the ITDC program.

Ms. Kelly stated with all due respect to the caller, she is not reading the financials properly and the data she is commenting on is not fully accurate.

Ms. Kelly stated that she has provided the board with full financial details.

Mr. Dani said that oversight and board policy are the board's job. There is a caller who is concerned and has questions and has not received answers.

Dr. Fishbein reiterated that he has explained that all of the questions will be answered at the July 27th meeting.

Mr. Lembo created a committee to answer questions prior to the next meeting. All questions from the Board should be sent to the committee members and they can work on gathering the answers. The committee members will include Ms. Brogan and Mr. Dani.

**XI. OTHER BUSINESS**

None at this time.

**Mr. Lembo**

**XII. ADJOURNMENT**

AT 10:03 a.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

**Mr. Lembo**

Respectfully submitted,

Antoinette Kelly  
Board Secretary

Lucy Papamichael  
Assistant Board Secretary

**MINUTES OF THE  
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**Ridgewood Public Schools**

**Bergen County, New Jersey  
July 23, 2020**

Minutes of the Special Public Meeting of the Board of Education held on July 23, 2020, at 5:00 p.m., utilizing videoconferencing.

**I. CALL TO ORDER AND ROLL CALL**

At 5:03 p.m. Mr. Lembo called the special public meeting to order and asked for a roll call.

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.

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**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 stated that we will go through the presentation first and then take the many online questions and the callers who are waiting on hold. Some of the questions may be answered during the presentation.

**IV. PRESENTATIONS**

**A. Proposed Return to School Plan**

Dr. Fishbein began by explaining that this is an administrative task that we know will not make everyone happy, the primary concern when developing the reopening plan was the health and safety of our students and staff. Since districts are getting



information from the Governor's office and the Department of Education daily, everything is subject to change, and we need to be prepared to pivot at any time. The presentation, along with a link to a survey, will be embedded in a letter to parents which is being emailed on Tuesday, July 28.

Transition to September was presented by Ms. Poelstra, who began by thanking the many stakeholders for their input and contributions to the development of the plan.

At the start of the presentation, Ms. Poelstra shared data about the severity of the pandemic in New Jersey and how the actions we have taken have helped to mitigate the spread of the virus. She then reviewed the timeline from the mandatory emergency school closing on March 13 through July 31 when the district reopening plan is due to the County for review and approval. In May and June, administrative subcommittees were created to begin to think about what the district would need to do to transition back to school. The New Jersey Department of Education released The Road Back: Restart and Recovery Plan for Education on June 26. Since that time, the district started to develop its plans based on the guidance.

This process involved administering staff and parent surveys, holding subcommittee meetings, attending NJDOE/Legal One webinars, collaborating with neighboring districts, and organizing comprehensive professional development for teachers over the summer. Last Friday, Governor Murphy announced that families will be allowed to choose an all-remote option, which is another challenge facing school districts. A few days ago, the deadline for the submission of the reopening plan was changed from July 27 to July 31. We still do not have a checklist or template from the NJDOE about what needs to be included in the plan, yet districts are required to share our schedules with all stakeholders four weeks before the opening of school. This timeline reflects the rapidly changing situation, and we must be flexible and adaptable. Our goal is to have an education plan in place that allows our students to continue to learn while meeting the required health and safety standards.

The Road Back focuses on four areas: conditions for learning, leadership and planning, policy and funding, and continuity of learning. Within those four areas, there are ten critical areas of operations that districts must examine and take into consideration as the reopening plans are developed. While there are some recommendations and descriptors in the guidance, the bulk of the decision making is placed on the districts. Based on the ten critical areas of operations defined in The Road Back, the specific roles and responsibilities of the district subcommittees were determined, and school committees will be working on building specific logistics and operations through August.

Ms. Poelstra reviewed the anticipated minimum standards from the State of New Jersey that we must abide by as outlined in The Road Back. She pointed out that we are required to social distance within the classroom to the maximum extent practicable, which means that our classrooms will look very different. Students and staff will be screened every single day prior to coming into the building using new software to gather daily health symptoms data. Additionally, entrance into the buildings will be spaced out, and temperature screenings will be required. Every classroom will

have a hand-sanitizing station, and many other protocols are being put into place to help us be as successful as possible in phase 1 of our tiered model.

Ms. Poelstra introduced the phased approach to bringing kids back to school. Phase 1, which is planned for September 1 through October 16, would include 50% reduced capacity, an A/B rotating schedule, and half-session school days to avoid lunch. She explained that the district feels very strongly that our success in phase 1 will give us the best chance to have students continue to attend school in-person. Assuming we are successful in phase 1, then the district would determine how to move into phase 2 and eventually phase 3.

Over 6,000 responses were received from the most recent parent survey, and that data indicated that 83.6% of families were comfortable sending their children back to school in September. A slightly higher percentage of families indicated that they preferred the alternating A/B schedule model versus the rotating morning/afternoon model. Regarding transportation, survey results showed that half of the parents will have their child continue to ride the bus.

Ms. Poelstra presented the hybrid model for the district which is an alternating A/B schedule (A Day: A-K and B Day: L-Z). This model allows family units to be kept together with children in a family attending school on the same days. However, there are some exceptions that may work outside of the A/B rotation. The Elementary Hybrid schedule presented has instruction from 8:45 a.m. - 12:45 p.m. Ms. Poelstra explained what the in-person and remote learning days would look like. Students will engage in in-person learning in all academic areas, and remote academic work will be an extension of live instruction. On the remote learning days, students will have live virtual sessions with specials teachers, as well as a virtual check-in with the classroom teacher. Ms. Poelstra emphasized the following health and safety measures that were taken into consideration when developing the models: no lunch, no recess, limited movement throughout the building, a four-hour threshold for masks, and ample time to implement cleaning protocols. She then shared the remote schedule should we have to move to an entirely virtual model, pointing out that based on parent feedback this schedule has a significant increase in live instruction on a daily basis.

Next, the middle school hybrid plan was introduced. The middle school hybrid schedule would have in-person instruction for half of the students on the A/B rotation, while the other half has remote instruction. All students would have virtual instruction in the afternoon, making it a full-day from 8:00 a.m. - 3:00 p.m. with office hours until 3:15 p.m. It is important to note that for virtual instruction in the afternoons, students will be required to attend at the assigned class time and have their cameras on during instruction. Also, attendance will be taken in class. The remote schedule follows the four-day rotation with three periods in the morning and three periods in the afternoon followed by office hours. Again, teachers will do virtual live instruction using Google Meet or Zoom for all scheduled classes for at least part of the period with a check-in at the end.

The high school hybrid plan is a full-day of instruction with all periods meeting every day. Similar to the middle school schedule, all morning classes will follow the A/B

rotation and all afternoon classes will be virtual. Similarly, it is important to note that for virtual instruction in the afternoons, students will be required to attend at the assigned class time and have their cameras on during instruction. Also, attendance will be taken in class. The remote plan follows the four-day rotation with three periods in the morning and three periods in the afternoon. All teachers will hold live sessions via Google Meet or Zoom for at least part of the period with a check-in at the end, and attendance will be taken in real-time for all class periods.

Ms. Poelstra highlighted some other ways that we have been preparing for reopening in September. Over 300 teachers participated in summer professional development focused on remote instruction enhancement and collaborative unit revision. Additionally, Lauren DePinto, Coordinator of School-Based Mental Health Services, ran two sessions for Counselors, Child Study Team members, and Specialists on Trauma-Informed Care and Building Relationships in Virtual Settings. Ms. Poelstra applauded our teachers who took advantage of this opportunity so they feel ready to welcome our students back in September. The district also purchased a variety of instructional tools that support a blended learning environment including RazPlus, Kami, Screencastify, and EdPuzzle.

Students enrolled in self-contained Special Education programs will be attending school in-person every day for a half-day. AlphaBest will also run before and aftercare programs, and students may attend these programs on the day they attend school in-person

On Tuesday, July 28 a letter will be emailed to parents with a video link of this presentation, a parent FAQ, hybrid and remote schedules, and a survey. Results from the parent survey and our staff survey will be analyzed to determine how to meet the needs of both our students and staff.

As the governor shared in mid-July, parents will have the option to select a remote model of instruction that districts will be required to implement. The details of that model are incumbent upon the number of families who select the remote option, along with the number of staff who are unable to return to school for the hybrid model. We will need to build the specifics of this model based on survey results, and we will do our best to create that model as quickly as we can once we have the data that we need. While we will aim to build a model that is closest to the full district remote model, the extent to which we will be able to exactly mirror that model is uncertain until we know the number of students, number of teachers, certification requirements, and other pertinent details that will come through in the survey results.

Upon the conclusion of Ms. Poelstra's presentation, Dr. Fishbein reiterated that there is a lot of work that has been done and there is still work that needs to be done. We have a strong skeleton set up and will work on adding meat to the bones of the plan and will have it ready before the start of school.

## **V. COMMENTS FROM THE PUBLIC**

The following callers addressed the board:

Terry Kim, no address provided, Thanked everyone for the work that has gone into this plan. He asked what the 4 hour threshold is for masks? Are all students required to wear masks for the full 4 hours?

Mr. Lembo stated that the board is hearing comments and questions will not be answered at this time. All questions can be asked and will be answered in the FAQ.

Kevin McCullough, no address provided, Willard district parent, thanked everyone for the preparation that went into this meeting. He has kids in 3 different schools and across 2 different districts that did not do well with remote learning in the spring. It is great to hear the plan. Thanked everyone for the detailed presentation. Stated as science is coming through, it seems that children are more resilient to this virus. He is glad the school district is moving forward, there is a lot students will miss if we don't move forward.

Michelle Polarito, no address, parent of children at 3 different schools. Asked, how will you plan to manage families who have students who are at multiple schools to ensure that exposure is kept to a minimum. Schedules between elementary, middle and HS are very different. Is there consideration to keeping days to a consistent schedule to meet the needs of working parents?

Ms. Kwak asked when are the survey's due back since the plan is due on July 31st?  
Dr. Fishbein replied, that the plan including free and reduced lunch, etc is different than the schedule.

Kristine Corbitt, Heights Road, her main goal is to maximize time in school, while keeping her daughter healthy. Will there be procedures if people are not well, would those people have to switch to virtual? If there is exposure to covid, will there be tracing required? She would like to volunteer as a parent to do the tracking and tracing of the virus?

Dr. Fishbein replied that the Village Department of Health will be doing the contact tracing and we will have a policy in place for testing.

No name provided, no address provided, Caller has 3 children at the Willard school, and thanked everyone for preparing the presentation. He also appreciates giving the public the chance to make these comments. He feels that when the board and the public are saying that children are exposed and at risk, it doesn't take into consideration that children are not and that influenza has a higher mortality rate. With that data, children would never go back to school. It is better to say that we are protecting the health of the elderly, teachers, or people who are compromised. If children are not attending school, probably most children will be in some kind of daycare since the parents will be working so they will be exposed, so this plan will not make any sense since they will be in a daycare for the majority of the children. Asked, are the buses going to be running?

Dr. Fishbein replied yes the buses will be running.

Bridgette Donahue, no address provided, She has 2 kids in the High School, she feels that she is the odd man out because She doesn't feel that the virus has gone away and does feel it is safe for the kids to be back in school. She is in favor of online learning and is

wondering if it is a choice that parents can make. Her kids want to be back in school, but she does not want to keep circulating the virus. She believes this is the reason why New Jersey is doing so well and is concerned about jumping into something that we're not ready for.

Dr. Fishbein answered that we will have the option to stay remote.

Alexandra Herwin, Wall Street, appreciates that figuring out distance learning is extremely complicated, she knows that there aren't perfect options. She is concerned about employing an alternating day model, younger kids appear to have a lower risk for the virus and appear to pose less risk. Our youngest learners are the ones who need in person instruction the most, she stated that it seems that prioritizing instruction for in person learning for younger kids is a win- win and the alternating schedule will be very difficult for the younger kids. She expressed her skepticism for the survey results, since some people may not have understood the survey and that half days were part of the alternating schedule. Is there a way to take advantage of outdoor space or gyms for younger learners? Shorter days may have increased risks if kids are going to other facilities interacting with other kids outside of their classroom. Asked that the board share more detail regarding the adjustments to the curriculum. Independent learning should be a key skill that should be emphasized. She asked that more communication between teachers, students and parents happens in the fall. The vision is one of phases, but from everything we've heard the expectations will be that as we move through the fall conditions will be worse as the weather gets colder. The beginning of the year may be the best time we have to maximize in person learning for younger kids.

Mathew Mister, Hyland Ave, thanked everyone for their effort and understands that everyone cannot be made happy. Most of the points he wanted to discuss have already been hit, but wanted to add his vote to them. Has a Kindergarten child and logistically as a parent and as a routine, they are vastly different in terms of effectiveness for the alternating schedule and everyday.

Tatiana Constantinople, Ridge District, expanding outdoor learning and using the gym/cafeteria and accessing those for greater periods of time. We are fortunate to have a lot of outdoor space for our schools and hopes that our educators can include it in this year's curriculum. Believes that it can make a difference for the students, it can be fun and an opportunity to try something new. The administration has been quick to respond to the challenging circumstances and this is another opportunity to do that.

Tina Alloco, Hawes district, will Alphabest be available during the child's virtual day? Or only on the days where the child is present in school. If they are not available during the virtual days will the school provide other options to ensure that care can be provided for them.

Dr. Fishbein advised that Alphabest will be available for students that are in school only. He added that we are researching if there is something that can be done for the younger kids with an outside group for the days that they are remote. This is very preliminary at this time.

Alison Fago, no address, Orchard parent, thanked the administration for taking to heart parent feedback. Based on the presentation she was happy to see if she does the full remote option, there will be more face to face live instruction. Her son would have done better with face to face instruction. She is leaning on doing full time remote learning. Her son is in the I&RS program and would like to know what would be offered to those children? Will he be able to get the help on both ends, basic skills or extra help club?

Laura Mckenna, 861 Bingham Road, has a special education concern and is hoping that there could be a special meeting just for special ed parents in the future because their issues are specific to their kids. The spring was disastrous for her son, Ridgewood sends him to another public school outside of the district, since he has high functioning autism and benefits from a smaller school. The school he was sent to was not able to provide live instruction. Her son has not had any contact with other kids since March. He needs compensatory education and she wants to know what can be done. Can there be a full day for special ed kids, since they need school every single day. Kids on the spectrum have major social skills deficits and need remedial help. Their only contact with peers is in the classroom. She wants a special ed only presentation.

Mary Tilla, teacher and parent in Ridgewood, thanked the administration, teachers and board members who are trying to get us back to school. The survey was very basic and limited and there could have been some more feedback asked of parents. It was not clear and has talked to many people who are confused about the options. The k-2 students were the most impacted with online learning, they were impacted academically, emotionally and socially. We should model some colleges and get as much learning in the beginning of school to establish relationships and build community especially K-2, and working with special ed teachers. Even if we ask our phys ed teachers to do a read aloud, be creative to support the students. How are students being tracked to see how they are doing and how far they have fallen? There were no grades and the comments were very vague.

Working parents will need daycare, my two kids will have to go to a daycare every other day. We need to look at elementary with a different lens than we are looking at MS and HS. How are students who need O/T, counseling, speech getting those services during this time?

David Barger, no address, Somerville parent, thanked everyone and a good job on the presentation. Asked for a clarification, the presentation indicated a start time of 8:20 and a departure of 12:45, Currently his son went to school from 8:35 and had to be in his seat by 8:40. Is the 8:20 when the bell actually starts or does it start the 4 hours of instruction?

Clarification what the difference is if we leave at 12:45 versus 3:00, what the difference in cleaning would be in the 2 hours. He understands that 4 hours will be a long time to go without food, will there be a continuation for a break to allow for a snack even if it is eaten in the classroom.

Nat Hearn, Beechwood Road, thanked everyone for their hard work. The district has been put in an impossible situation and even with the review of guidance from the state, that was lackluster and shocked that they left so much of the detail to local school districts. His wife and he both work and this has been a mess and not fun, can relate to all the comments from other parents. clearly it is better for kids to be in school, if all things are equal. Science will tell us that 9- 19 year olds have an infection rate of 10 percent, therefore if we

look at the number of kids in the district 4-500 kids will be sick and some will be in the ICU. Are we the community prepared to fill the ICU beds? This is tough and people have to work but as a community we need to take a leadership role to stop the spread and returning to school will be a mistake. He is surprised that he has not heard more voices about the kids that will inevitably get sick.

Denise Tolada, no address provided, parent of 2 children at Orchard School. She is a professional educator for the past 16 years. As a parent and educator she wants to express the challenge that this is. She knows how difficult it is to come up with this plan. Since she will be required to be in the school starting in September she does not have the means to put her children in private school or hire someone to take care of them while she is at work. She agrees that the younger grades need more in person instruction. She Asks the board to consider the younger students to have the opportunity for more in person instruction since it is the most valuable way to learn. She doesn't want her children sitting in front of the screen for all those hours, in addition to the social emotional support being in school provides for the younger children.

Trango Salgia, Nagle Street, Daughter attends 1st Grade in Travell, he appreciates everyone's hard work and understands other parents' sentiments who are eager to send students back to school, the kids learn better at school. The point he wants to make is that more than 100 cases are now being reported in Bergen County. Kids are resilient and not a lot of children cases, but they can be carriers. Even though there are rules in place, kids are more focus on having fun when they see their friends. There have been a lot of efforts put in by everyone in NJ and there is great progress. A lot of lives have been lost, look at the first responders who are putting their lives on the line. Remote learning is not the best way, but we are putting in a lot of efforts and the fall will bring the flu season and he hopes that it does not bite us back.

Patrick Demilder, Crest road, student, wants to go back to school and see friends, and go to clubs. Would want to go to a school that is safe with people wearing masks, and testing capabilities that exceed the amount of cases that are treated. If testing takes 5 days to come back, how do we know if those people are affecting himself and peers. He lives in a multigenerational home and he takes the risk to bring back the virus to people who are more vulnerable. He understands that remote learning is not as effective, but if part of the students choose remote and the others choose partially remote, the students choosing remote will be at a disadvantage since they are trying to keep themselves and their family safe. He wants the board to take this into consideration.

Max, no address, he thinks last year we were caught unaware and the remote learning was not what we are used to in the Ridgewood School system. Daughter in 1st grade had only 3-4 google meet sessions that were more social, there was no homework or anything that required feedback to see where she needed help in her learning. Moving forward, there should be more in person, ideally in school. If remote learning, there should be more google meets so they get more education. He was confused with the AB schedule, he did not realize it was half a day. He wants to mention that most corporations in NY are at a 7 day schedule, one week in the office one week from home. This would help if school systems can get on the same page so everyone can do the same thing and limit the amount of kids going to daycare. He thinks that we should prepare for the fact that we will

open in September and at some point we will have to close again. He said to expect a reclosing followed by a reopening. If we look at cdc guidelines and other countries who were successful in opening schools, there should be a trigger identified as to when to close. Once a trigger is picked, the district should share with parents so we can keep track of it and parents can decide if we want to take kids out early or prepare.

Jason Weinder, a child in the Willard district entering Kindergarten, thanked everyone for their hard work. Shared with the sentiment of other parents that each age group has different developmental characteristics, any facilities that are available including gym and outdoor should be considered. He also noted the psychological effect and policies as far as social distancing and wearing of masks in the classroom, what are the psychological effects on the different age groups. Asked that the board take in mind existing daycares that have been open and operating effectively during the last couple of weeks and how they have been successful in mitigating the virus with younger kids and not sacrificing education and socialization.

Kevin, lives in the Willard district, two kids in Willard and a third in Ridge. Wants to go back to a caller about 8 callers ago, he stated the infection rate and the fatality rate. That is false, the cdc has not recorded the death of a single child. There has been one death of a child under the age of 18 and that was not due to covid. This is important since when we were told that children were secret carriers of the virus and killing people that they came into contact with, Dr. Fauci has reported recently that it is the opposite it is almost impossible for children to transmit the disease to each other and other people. If anyone has a problem with sending their children, there is an option for the remote. If you don't like it, lump it, stay home and do the work that you feel is the best for your children. Do not take away the option for children who need the services and the daily interaction with teachers to learn best. It will not be helpful and will not create a better community in Ridgewood.

Erin Toddy, Bogert Ave, thanked everyone, her youngest child is entering senior year. She is concerned about RHS if it is remote, how they will navigate the college application process. When her older son went through the process, there were meetings with guidance counselors and she wanted to make sure that it will be done now since they will be applying for college in the autumn months.

Dr. Fishbein advised that counselors will be involved with students in the college process.

No name provided, She has an emerging 2nd grader, Kindergarten coming from the Glen school and a child in ITDC, wanted to address the psychological aspect that a previous caller mentioned. Kids are in camps and are adapting to social distancing requirements, they don't have an issue with it. They are able to stay distant from their peers and she does not have issues with any psychological trauma as a result of these policies.

Having a full day would minimize the cleaning and can help parents coordinate full days versus half days instead of morning and afternoon. Leveraging outdoor space would be fantastic unless we have advanced HVAC systems, since they circulate air.

Remote learning will need to have more face to face and learning sessions instead of just a social aspect. The transitional program in Glen did the best job of remote learning, where they actually taught during the sessions and did one on one teaching and gave the



students the opportunity to present.

Michelle Pinky, Fairmont Road, noticed with elementary students there is a half day and nothing virtual in the afternoon, the elementary age students are the most affected since they learn so much at this age. Virtual is not the most effective way for young learners and thought that elementary would get more time, or equal.

Healthier Holder, Ridge, has 3 children at the school, wanted to echo other parents. Many students are participating in sports, both public and private are in full force and practicing on fields. Kids are out there and having a great time, people are swimming in private and public pools, people are going to grocery stores and having small gatherings. She is seeing Ridgewood teachers at a lot of these public places. The thing that is different this time around in September, than it was in March, is that the students had established a bond with their teachers and virtual learning was doable. Now especially in elementary school, they don't have bonds and relationships with teachers and they need to get to know the teacher. It is important to the development of a child. She was hopeful for a full day program. At Ridge school we know the teachers that the children will have, but if dividing the schools alphabetically, will students be reassigned teachers? If a full day model happens can they go home for lunch? How will water breaks be handled? What happens with children who cannot sit the full interval with a mask when it gets warm. Will there be added fans/air conditioning? What happens when a kid refuses to wear a mask? Special education parents and students should be talked to and presented with more information. Specifically with aids, virtual learning cannot happen for those kids since they don't have an aid during virtual learning. How will those children be supported properly and participate in learning like their peers?

Candace Weinder, son going into Kindergarten when presented with the options she thought it was a full day and not half a day. It would be more beneficial for learning. Within the past 24 hours they are dropping the quarantine time and by the time we open things may be less difficult.

Frank, no address provided, looks forward to having the kids back to school. His 4 year old going to Glen school, would the Glen school be on the same schedule as on the agenda? How will it work with Alphabest?

Dr. Fishbein advised it is a blended program with special education students. It will be half days for 5 days for self contained and special education programs.

Monica Yula, 3 children at Willard taking the bus if it is still running, why wasn't a full day program allowed or presented in the survey to the parents? Those who are afraid of the virus are free to be virtual, they should be using that. As parents who work, it is very difficult to figure this out about what we will do with multiple children. Will we need to place in camp or daycare, the whole purpose of exposure will be lost. Children are now going to pools, parties and small gatherings. Children are not getting sick, bringing the kids for half a day will bring repercussions in the long term. The spring virtual learning in her household was a failure, as a frontline worker working 7 days a week there was nobody home to help her. Who will be home to teach them? She believes she is not the only parent outraged and a full day school option should be available for those that want to send their children to school. This is going out to teachers, if they are afraid to go to work, they need to know

that everyone is afraid to go to work, just like the frontline workers who are working and using PPE when necessary, this should be applied to teachers if they need to use PPE there is no reason why they don't. Asked to please consider the full day program. It is outraged that so many people are afraid to send kids to school, that is where they belong. We pay high Ridgewood taxes so they can be in school.

Josh Olivera, Frederick Street, daycare was mentioned and additional expenses mentioned a few times, if we do not return full time it will introduce additional expenses and may be a village council question, but wanted to know if there will be a tax adjustment if we are not receiving full educational services. Is this financial situation of parents being taken into consideration?

The following comments were submitted online:

Louis Gerber, 599 Upper Blvd, My two daughters attended IDTC. The staff there is wonderful, caring, and compassionate. My youngest daughter had a medical emergency while at ITDC. The actions of the whole staff and Lisa and Linda in particular protected the health and well-being of my daughter. I will be forever grateful to them. I strongly support ITDC!

Stacy Wilson, 114 Avondale Road, Thank you for your BOE service. Why are there no full-day options for students, virtual or physical?

Also, teacher availability ends, at the elementary level, at 12:45. Why won't teachers be available physically or virtually until the end of a school day? Thank you

Laura Waisnor, 444 South Pleasant Avenue, If families opt for virtual learning in September, will there be opportunities to re-evaluate that decision during the course of the school year?

Ann Kautzman, 625 Belmont Rd, Why can't we offer a full-day option for the students? Rotate like college (m/w/f & t/th)? Won't am/pm offerings present stress on the cleaning of the schools between sessions, let alone the challenges for families with working parent(s) and/or multi children with a mix of schedules?

Will the school strictly enforce the safety precautions—temps taken? face coverings to make sure there is continuity throughout the students and staff to keep students & staff safe? No mask—the student is sent home & marked absent?

How will the school handle classes where students share equipment (ex: science labs) during their coursework?

Frank Hackett, 435 Cambridge Road, You want the Ridgewood teachers to go in, but you want to take away the daycare from their children? Who is behind this decision? What are you basing this decision off of and do you know what impact this will have on the community? What happens if other daycare centers close due to COVID? Where are these kids going to go? Do you realize there is a 2-year waiting period to get in here and at least a year in most other Ridgewood daycares? Has anyone on the board thought this through?

Vanessa Burke, 48 Boyce Pl, Dear Board of Education Members,

I am writing to voice my strong opinion that ITDC must remain open for the 2020-2021 school year. I am a Ridgewood resident and all 3 of my children have had the privilege to learn and grow at ITDC. I am also a teacher in the Ho-Ho-Kus School District.

Initially, when I sat down to write this email, I immediately thought of the Vision 2024 graphic that Ridgewood has been using to symbolize its Strategic Plan. In each quadrant, Resilience,

Creativity, Empathy, and Critical Thinking, infused with the help of Teaching, Governance, Culture, and Community to strengthen and fortify. I will speak to Community, Empathy, and Resilience and how these 3 tenets demonstrate why closing ITDC would be disastrous for the Ridgewood community.

This past year, my 4-year-old daughter, Vivienne, cried for the last weeks of March, missing her friends. Many of the children have been in class together since they were infants. Though they are tiny, their hearts are enormous and they care greatly for each other. Vivienne missed her COMMUNITY greatly, and so have all of us.

We are a family of 2 working parents, raising 3 kids. School is set to open in 1 month. Please look at our situations with EMPATHY. How do you honestly think we are all going to line up childcare in the next month in the middle of a PANDEMIC! The decision to close ITDC is completely immoral and wrong.

If there is one thing I've learned through this time, it is RESILIENCE. I have homeschooled my kindergartener, while teaching my 70 students via Google Meets, all while changing diapers, attempting to make dinner and fold laundry. I have discovered that I can greatly withstand difficult conditions. I have every belief that whatever budgetary strife ITDC is under, the Ridgewood School District will work creatively to recover and help ITDC grow stronger.

Thank you very much for reading my message. ITDC is a wonderful place where our children grow, love, and learn. Please do not take away the stability that they need.

Joseph Prota, 332 Cedar Avenue, ITDC Program Support, It has come to our attention that the ITDC Program may be shut down due to some concerns from a few families.

We are writing in support of the ITDC Program. Our children have attended for years and the experience has been nothing but exceptional. The staff is warm and engaging, creating a safe space for the children to grow and learn. We have come to know the staff and feel their charter and intention are of the highest quality. Losing their service would be a detriment to our children and community.

In this time of uncertainty, it will be extremely disruptive to families to have to find new childcare on short notice should the program be shut down. Other programs will need to increase the capacity to support the displaced kids from ITDC. Parents will be forced to make difficult choices about where to send their kids instead of sending them to a trusted location.

Please work to keep to the ITDC Program open, making any adjustments necessary to rectify the concerns brought about by the current issue.

Rachel Herbert, 706 Midwood Road, For children with an IEP: how will the least restrictive environment work? Will there be push-in therapies given in the classroom as dictated by the IEP? If not, how are you planning to ensure that children who receive multiple services get enough time in the classroom (especially if there are only half days)?

Sandy Deb, 250 Phelps Rd., What is the remediation/mitigation plan if a student or teacher tests CV +ve after school reopens? Assuming school-as-usual is 100% exposure (to CV), what is the assumed % exposure of the various reopening plans being proposed by the Board? What data/research/official guidance did the Board use to estimate these numbers?

Jennifer Hallowell, 126 Avondale Rd. Ridgewood, Are there any options where having a full day, not half-day, of school is being considered? Be it either in person, virtual, or a combination?

Gianna Adam, 562 Morningside Rd., How are Virtual classrooms, in my case second graders, going to have instructions targeting a true virtual classroom, not just a group zoom meeting/free for all. Now the kids need shared workspaces, where students and their teacher can read together, present materials, and engage in lessons in a group setting, instead of homeschooling which was

done last school year. Please explain how this will happen. Thank you. How are kids going to be academically assessed based on a mixed environment? What are the security/checkpoints to ensure the health and mental safety measurements to ensure that children and school staff are in a position to go back to school each day?

Louis Amorosa, 71 Glenwood Rd., Please consider outdoor classrooms as a safe and viable alternative to half-day/half capacity schooling. Between the back of Willard and Habernickel, there is plenty of space for it at least in the Willard district, and I suspect in the other districts as well. Cold/increment weather should not be a deterrent as tents and outdoor heaters can be placed.

Jonathan Teichmann, 64 Park Slope, Was a full day with rotating groups option considered? Having full days, even if every other, would be far more favorable for households with working parent(s). Additionally, is there a significant increase in exposure/transmission being in school for 3.5 hours versus 6 hours? To the extent that it is feasible, has the BOE considered changing the school calendar? I.e. starting after Labor Day or eliminating the November teacher's conference break (to avoid opportunities for people to travel to hotspots)? To the extent it is not addressed in the presentation, what is the procedure for positive cases with students or teachers?

Kristina Arocho, 314 Oak Street, Apt. TI, How will self-contained classes adhere to CDC guidelines if in-person? (Plexiglass or partition around desks, reading groups, 1:1 with teacher, progress monitoring, student desk separation, etc)

How will virtual learning for afternoon be structured for self-contained classes and what time would it begin factoring in school pickup, driving home, and eating lunch?

Will parents of any classroom population have the option for all remote learning and how will that be structured (camera in the classroom, pre recorded videos made by teacher)?

Jessica Franklin, 334 Grandview Circle, I have not received an explanation of why the kids cannot go to school for a full day - for example, group A goes Mondays and Tuesdays, on Wednesday the school would be terminally cleaned and group B goes Thursday and Friday. Why was this model not considered? I am worried that elementary school education (especially young elementary school) is being very compromised by on-line learning. Under duress in March, this was understandable. Going forward, it would be ridiculous for teachers to submit slides for us to teach our children science with. What are the expectations of educators in providing interactive teaching with your elementary school children?

David Barger, 167. Pleasant Avenue, It appears from the survey that the only in-school options are half days. Why is a full-day option not offered? If they are already going into the building and remaining in their classroom, it would seem that they may as well remain for a full day.

For the in-school half-day options, how are they determining which half of the day will be used (e.g., 8:45-12:00 or 12:00-3:00 for elementary school)? Does either of those options assume no lunch will be eaten in school, either bought or brought from home? Could lunch be eaten in the classroom?

Should we assume that all outside-of-classroom programs (e.g., art, music, gym, library for elementary school) will not be offered in school?

Rachel Meehan, 222 East Glen Avenue, If online instruction will be part of the plan for the fall for general education, has thought been given to holding in-person instruction for special education self-contained classrooms that have very small class sizes and could easily socially distance, wear masks and apply appropriate cleaning protocols?

If online instruction will be part of the plan for the fall for special education, will children with IEPs that include one-on-one aides have an in-home aide?

My daughter is unable to independently navigate the online learning platforms. From March to June, it was incredibly difficult to get her where she needed to be and keep her there. She also does not have the short term memory to follow instructions that are given by the teacher on the screen on what to do next. Just as she does in in-person special education settings, she needs one-on-one assistance for online learning.

Louis Amorosa, 71 Glenwood Rd., Please consider outdoor classrooms as a safe and viable alternative to half-day/half capacity schooling. Between the back of Willard and Habernickel, there is plenty of space for it at least in the Willard district, and I suspect in the other districts as well. Cold/increment weather should not be a deterrent as tents and outdoor heaters can be placed.

Nicole Rirodan, 467 Valley Street, If it is considered safe to reopen schools in any in-person form in six weeks, why are Board of Ed meetings still being held virtually? How can students and teachers feel safe gathering indoors when apparently gathering for Board meetings indoors is considered unsafe?

Kelly Krumenacker, 402 Linwood Avenue, Will band and chorus classes be held at school? Will students be tested for COVID on a regular basis?

Anna and Matt Salerno, 71 N Pleasant Avenue, Thank you for taking the time to consider more parent feedback on the issue of school reopening. I will have 5 children in the Ridgewood public schools this Fall - a Senior and Freshman at RHS and a 4th, 2nd, and Kindergartner at Somerville. At this point, my husband and I think we will choose the virtual learning option for all of our children. As I believe that we will, at some point in the Fall, again revert to full-time virtual school because we will see a resurgence in COVID numbers in our town, I implore the district to use the next few weeks to improve virtual learning at all grade levels. I think that students who are virtual learning should be meeting with their teachers more frequently than they were in the Spring. I think that teachers should be more responsive and available to students who are learning virtually. I know that teachers will be stretched thin if they are managing in school and virtual learning and I hope the district can come up with some way to ameliorate the workload for teachers.

Janet Reilly, 487 Dorchester Rd., For elementary schools, I would like to suggest that learning takes place outside as much as possible, even if it means that kids do not study the usual curriculum. I would prefer to see kids spend a couple of hours a day outside learning about nature or survival skills or doing sports than to be stuck in front of a computer doing Common Core math or worksheets. My daughter is in second grade, and I would support a Forest Kindergarten approach similar to what Germany has for young children.

Jessica Auerbach, 312 Walther Avenue, In regard to opening school, has the Board of Ed reached out to local corporations to gauge what their reopening plan looks like? The options presented in the parent survey were very limited and most companies in NJ and NYC are opening with a 'week in office, week home' approach to keep consistency.

In addition to making this option easier for parents and arranging childcare, I feel like an 'in-school week 1' and then a rotating 'at-home instruction week 2' would provide more routine and consistency for the children rather than an 'every other day/half day' proposal.

Has the Board of Ed thought about surveying parents on what their work situation will be in the fall? I did include these comments in the survey that was sent home but was very surprised at the 2 options that we were given to choose from since they didn't really seem to benefit the child or households with two working parents.

Has the Board of Ed considered utilizing the empty 'extra' elementary school to assist in smaller class sizes for social distancing?

Lauren Kupiec, 112 N. Walnut Street, Did Ridgewood consider what neighboring towns "back to school schedule" looks like before deciding on our proposed one?

Terry Kim, 722 Newcomb Road, Has outdoor classroom teaching utilizing parking lots, fields, and closing off streets been considered as an option?

Jiffy Vermyleng, 241 N. Walnut Street, Will all students and staff be required to show proof of a 2020/2021 flu shot? This could go a long way towards reducing overall illness and having fewer COVID false alarms. Have you given any thought to alternating week schedules instead of alternating day schedules? This seems to be ideal in terms of pod isolation and some other districts in NJ have adopted this approach.

Has RPS given any thought to prioritizing the schedule for younger elementary school children (for whom distance learning is particularly difficult)? Although nobody will be happy no matter what you decide, I just feel like middle and high school students and classes can handle distance better and I'd love to see the younger kids given in-person priority and space.

Todd Allievei, 65 Boyce Place, By choosing the 2 day on 2 day off option you have disregarded what a majority of the parents voted for which was the everyday half day option. Glen Rock is choosing the everyday half day option and Fair Lawn is choosing full day every day option for elementary and middle school and many nursery schools are choosing every day, yet Ridgewood Board of Ed thinks they themselves know better than all the other districts and more importantly even the parents of the students in their own district. The parents of the students should decide what the best option is for their children period. Additionally, you apparently send out a survey and disregard the results. The survey results have not been published. Once again, there is a lack of transparency at the Ridgewood Board of Ed. If the results happen to be shown during the live meeting, then you can disregard my last three sentences.

I fully expect any online or virtual teaching to have a live teacher via Zoom (or some other platform) and not simply dumping the online work once again on the parents like was done this past spring semester. You have now had plenty of time to prepare, so there is no excuse for a repeat of the Spring 2020 semester. In case you don't realize it, some families have both parents working full time, and yes, this statement includes sarcasm.

Deidre Scali, 599 Heights Rd, How will children's IEPs and related services be addressed in the school year? During crisis virtual school, services were drastically reduced due to scheduling and general conflicts. Will families be allowed flexibility with when and how services can be administered, especially if it will be virtual?

Will families be subsidized monetarily if children with IEPs need to outsource services because Ridgewood can't honor the requirements?

Rose Mary McCotter, 672 Ellington Road, Prior to the start of school can the administration send home what the facilities (classrooms) will look like as well as the final plan for school schedules. In order to make an informed decision as a parent I would need to see how my child's classroom is set up as well as the schedule that they will have to follow.

Marcus Rivera, 621 Spring Ave, What is the plan to address the risk of mental illness from being isolated? The kids need the social experience as much as they need the academic learning.

Why not consider outdoor learning and using tents at least until November?

I was not pleased with the online learning last Spring. Many of the teachers simply posted assignments and only allowed written questions. Will there be live instruction, different from the chaos of Spring 2020? It would be better if the live instructions corresponded to the traditional

school day, with similar length of classes for all of the subjects.

Rachel Arnt-Schemmel, 38 High St., 50 years from now, it won't matter if our kids had sub-par schooling for a year or two when they were young. All kids are in the same situation, so no one will be "falling behind" anyone else. However, 50 years from now the friends and family of the person who dies as a result of opening school too early will still feel that pain. If that person is a teacher, and it likely will be, every student in the building will be forever affected by the memory.

Attempting to resume in-person instruction in the middle of a pandemic is pure foolishness. This will become clear when the first person gets sick and dies as a result. Instead of waiting for that realization, let's have it now.

Attempting to resume in-person instruction because our case numbers are down is the logical equivalent of a person saying, "Since I started taking this medication, I feel so much better. So I'm going to stop taking it."

Please take heed of the South Korean study that found kids 10 and older transmit coronavirus as well as adults do.

Lauren Imbruglia, 3030 S. Pleasant Ave., Obtaining substitutes can be challenging. I am concerned that with the possible spotty teacher absences due to exposure, what will be done if subs cannot be obtained?

Scott Cavagnuolo, 800 Bingham Rd., If our kids won't be physically attending school FULL time will there be a rebate or refund for our property taxes?

As a physician and concerned parent why is the school board not listening to the American Academy of Pediatrics which is encouraging to "have students physically present in school" and so is the head of the CDC

If teachers are not returning to work full time will their salaries be reduced like everyone else?

Anne and Devin Corkery, 238 N. Walnut St., Although the Ridgewood teachers did the best they could in an emergency situation, virtual learning doesn't hold a candle to in person learning. As we all saw this past school year, our kids suffered both academically and socially. This is especially true for the elementary students. Remote learning neither works for families who have both parents working, nor does it work for families who have multiple children (especially if they have babies or toddlers).

A hybrid model would be an attempt to make everyone happy, but in reality would make no one happy. As there appears to be a divide in our community about the best approach to educating our children in the midst of a pandemic, it would be best to allow each family to determine what is best for their child. By fully opening the schools in September, parents could choose to either send their kids to schools or have them participate via online schooling (and by doing so, make it easier to socially distance in the classroom). In addition, based on the data from the over twenty countries that have opened their schools successfully since the pandemic, it doesn't appear that elementary aged children are at risk for being diagnosed with COVID. Furthermore, elementary school children appear far less capable of spreading COVID, which should alleviate much of the concern for the faculty and staff. If anything, the low risk of COVID to our elementary school children is more than outweighed by detrimental side effects of not attending school in person.

Several schools across NJ, including the Fair Lawn School District, plan to open their elementary schools fully. Virtually learning should be the backup plan, not the first plan. Our kids desperately need REAL school.

We know our children and we know what's best for them.

Brian Koscuiszka, 552 Hillcrest Road, Will the AlphaBest before/after care program be allowed to operate and provide care for children during the hours they are not in school?

Given the dramatically improved numbers in NJ, Bergen County, and Ridgewood specifically, has consideration been given to a more comprehensive opening? If not, is consideration being given to doing this later in the year if things hold steady or continue to improve?

Nancy Kennedy, 346 Northern Parkway, What will be done in regards to the nurses offices at all schools. Will there be separate quarters for those who come in sick and for those who come in for a band aid? For those with medical needs, will the nurse be able to go into classrooms and assist if needed as to avoid the nurses office at all costs?

In order to provide a full day schedule, why can't lunches be eaten in the class prior to lunch?

With the shortened schedules, Why can't the core subjects be only taught, and put the others such as electives, gym, art, music etc on the back burner temporarily. Utilize those teachers in other areas while paying them their full salary?

Allyson Sklar, 413 Sheffield Road, Can we supply all the teachers and children face masks?

Denise Talotta, 186 Ackerman Ave., I am a single parent of 5 year old twins; I am also a professional educator of 20 years that currently works in a nearby public school that will require me to attend work full-time from 7:30am - 3 or 4pm Monday through Friday.

I have no family in the area to help with childcare, and I cannot afford to hire someone to homeschool nor for my children to attend private school

Can you please consider letting those who desire to homeschool to do that, but let those parents in a difficult situation or those that prefer to attend school full-time to do that?

Elizabeth King, 502 Darby Court, Please let people into the call.

Ryann Friend, 852 East Ridgewood Ave., Could you discuss the RED program children and what their IEPs and therapy will look like? Thanks

Helen Shaw, 14 Crestwood Mews, I'm curious about the thoughts and plans for preschool classes at Glen School.

Richard Timmers, 166 Lexington, Risk analysis consists of the combination of probability of an adverse event occurring, as well as that event's severity. We know the probability of passing COVID-19 from one person to another is uniquely high, and the severity of the disease is also high. What made you decide to follow up a high risk rating with the conclusion to have children go back to school, particularly when this is generally not being done for other aspects of society (large indoor gatherings, movie theaters, most workplaces, etc)? The risk level and the action to return on-site are not aligned.

Robyn Brown, 444 Linwood Ave., Will you be doing outdoor classrooms? How will you filter indoor air? Will you be adding plexiglass barriers at desks / shared tables? Will you be installing no-contact infrastructure (i.e.: contactless soap dispensers)? How will you keep bathrooms clean? What will you do with a child that shows up to school sick? What will be done if a child becomes sick while at school? Do you have set COVID quarantine areas? Will children who traveled to high risk areas be required to quarantine or will they be allowed in school?

How do you intend to protect high risk staff and students?

What is the format and platform for virtual learning? Will teachers be doing live learning?

Deidre Scali, 599 Heights Rd., Will travel time, eating time etc be taken into consideration with regard to coming in person school and at home?

How will family situations be taken into consideration with regard to students might not be able to



get online while at home because of at home family situations?

Jaimi Davis, 204 Avondale Road, What is the preliminary plan for the Glen School? I have a child in the RISE program.

Sarah McCourt, 216 Gardner Road, The language on the survey that went out was very confusing. I know a number of people who thought that option #2 meant A/B FULL days. It was not clear that both options were half days. I do not believe that the A/B option was the majority decision.

Gwen Sullivan, 182 McKinley Place, Are there plans for tutoring online by teachers or by students or National Honor Society members for K- up? Can set up an online list of those who can do so and when.

Have you thought about using outside areas for PE or art or singing/acting in fall when the weather is warm?

What are the benchmarks that would advance to the next phase?

Nancy Kennedy, 346 Northern Parkway, Are students in school only twice a week? What about Fridays?

Renu Vitale, 171 Bellair Rd., How will kids safely move from class to class in the middle school? I'm concerned about tight spaces in hall ways and transitions between desks in each classroom.

Lizzy Kates, 727 Newcomb Rd., Can a child switch from remote to in-person later on in the year? Thank you.

Rebecca Katzman, 70 Crest Rd., Thank you to everyone who worked to put this plan together. I think the approach is incredibly reasonable and I hope we are able to move forward with some in person learning this school year. I'm worried about the toll this has taken on my children's mental health and think any in school learning will be hugely beneficial for their social/emotional recovery.

Gwen Sullivan, 182 McKinley Place, for the parking lottery, can spots be split between AK and LZ students to help with cost and accessibility? If a teacher is not able to return to the classroom, will that class only be taught remotely? If Students don't want to change a teacher can they choose to take that class remotely? Especially for grades 11-12 where one teacher may only teach a certain course.

Lauren Turnbull, 68 North Monroe, If we choose to send our kids to school and for whatever reason (ie. the virus numbers increase to a point we personally don't feel comfortable) can we switch to fully remote when we want even if the city/state doesn't switch?

Will the children be encouraged to wear masks? Especially the elementary kids? I have a child going into kindergarten so I understand it's more difficult for the younger ones but will the teachers remind/correct the kids to wear them?

Daglas Panchal, 635 N. Monroe St Please make the presentation available to review. Thank you.

Kaitlyn Joyce, 217 Highland Ave., Was every other day even an option on the survey ? I don't remember that. This seems like the worst possible idea . I think most people have come to terms with the fact that they are going to have to spend a lot of extra money on childcare this year . This only makes it all the more difficult to need different days each week .

Amy Dischuk, 234 Gardner Rd., An am/pm schedule would give our kids the opportunity to at least

be in school every day. 2 half days one week is nothing!  
The survey was very confusing at should be done again

Beth Hart, 329 Northern Parkway, Will there be a way to find out if Alphabest will be helping to facilitate online instruction (the afternoon portion of an in-person day)--especially for younger students?

Linda Chuang, 131 Oak Street, Just wanted to express our appreciation for all the hard work the teachers and staff are doing. I think having a solid plan on what happens if a student or staff gets Covid is essential. Consider testing staff and students on a regular basis?

Tamara Amos, 544 Barnett Place, Question: Will there be testing within the schools to find non-symptomatic cases of COVID-19?

Miranda Yates, 330 Gilbert Street, Thank you for your thoughtful plan. Appreciate all your work. In the FAQ, can the school district offer clear guidance regarding expectations and ways to support students returning from one of the hot spot states on the list for a 14-day quarantine requirement?

Deidre Groehnert, George St., For students who wish to attend fully remote, is it possible to Skype the live classroom session to be viewed from home? Is there a plan to test staff and/or students for Covid-19 prior to the first day of school? Will gym class be fully remote or will there be any outdoor activities that can take place safely at the school with the students?

Rose Mary McCotter, 672 Ellington Road, If I understand correctly the K-1 will be getting a chromebook for home use. I found it very difficult to keep my Kindergartener now 1st grader online for half the day. To have to do it all day will be very difficult. Would you consider half day virtual learning for the days the kids are home all day for at least this grade level.

I also have a 9th grader. I was unclear how the changing of classes will occur and how the students will be kept social distancing during class change.

I am not sure how I can make an informed decision on sending my child in to school if the plan is in flux. I may change my decision based on what changes are made up until school starts.

Grace Oh, 211 Orchard Place, If half the students are in-person with the teacher and half are virtual, who will be teaching the virtual group?

Sarah Pollak, 11 North Irving St., I just wanted to comment that myself and many other parents I know in Ridgewood are hoping that outdoor school will be seriously explored as a possibility, especially for elementary school children.

Mike Vigliotti, 230 Lotte Road, Why isn't this an interactive session where you answer all questions raised real time vs through FAQ's...regardless how long it takes.

Is this plan the same as other schools such as Glen Rock? my understanding is Glen Rock is opening schools full time...why isn't Ridgewood

Susanne Fuhrmann, 185 W. Ridgewood Ave., By having the children in school for fragmented amounts of time, parents will be forced to find alternate care, dispersing children into different daycare settings and babysitting situations. They will be bringing this elevated level of exposure back into the classrooms, significantly increasing risk to the teachers, building maintenance team, office staff, fellow students, and tangentially, family members. Please explain how your proposed plan decreases exposure risk when compared to keeping children in a consistent and controlled environment.

Brian Koscuiszka, 552 Hillcrest Rd., It is appalling that you are claiming the decision for the alternating half-day schedule was based on the survey. It was clearly not. You saw a 2% difference between the two options on a poorly worded survey that I know many people were confused by. Further, you had folks who stated a preference for that question who previously indicated they would not be sending their kids (16% in the first survey versus 11% in the second), meaning the data could have been tipped by people who were not even planning to return their children. This is poor data collection/analysis and even worse decision making.

Himanshu Vyas, 424 S Pleasant Ave., Listening to NJ BOE discussions today, one of the concerns raised for remote learning is the availability of technical resources for all families. May we please suggest that in order to further promote the idea of remote learning for fall session, may the board institute measure(s) to allow the use of school facilities for those who may need the internet connectivity/ have other technical constraints at home, in such manner that the learning experience remains the same for every student. Their presence at school premises is solely for the purpose of facilitating technical needs while the classes and instructions are uniformly conducted remotely reducing the exposure for kids, teachers and staff. The idea is to limit the number of kids, staff and teachers being on premise where focus remains on improving remote learning. If the board prefers I am happy to further explain my thoughts.

I would like to encourage that the discussions regarding school opening should be more focused on how to make remote learning effective for kids as opposed to looking at measures on how to safely open the school. Given the CDC guideline, it is clear that there remains a risk if we open our schools, without a vaccine we are putting our kids, our staff and our teachers' lives at risk and potentially of our community.

Steven Arillo, 250 The By Way, Is there no Lunch option? If not, what about a snack? I can't imagine my 6 year old arriving at school at 8:20 and being dismissed at 12:45 without eating? Him personally will become irritable and that will affect his concentration

Vanessa Carr, 250 Gardner Road, Your first survey was poorly written and misunderstood by many, you need another survey. My son has an IEP and his goals were not met, I am worried with him barely being in school he will fall behind. Many school districts around us are sending their children to school with more hours per week, why aren't we doing the same? How did you come up with this schedule? I hope you did not base it on the survey.

Scott Jorgensen, 434 George St., I strongly disagree with the idea of alternating days of instruction. 1. That makes it very difficult for working parents to manage schedules, particularly for those parents who have kids across multiple schools. Please consider any options available for every day in-person instruction. At the very least, parents should have a choice over alternating or every day in-person instruction. 2. Our son will be a senior and has to deal with a difficult class schedule, I worry that remote instruction will make it that much harder.

Wei Wei, 210 Jeffer St., Since we're planning to go back to school in half days, why not utilize the full day? And before winter comes, fall is the best time to do the full day.

Marisol Romero, 258 Steilen Ave., Seems like a well thought out and flexible plan so thank you for working on this! I also appreciate the special consideration being given to students in the RISE, SAIL and LLD Programs by offering students a half day everyday. Can we make use of outdoor space when the weather permits to teach students or rent tents? I appreciate the increased live virtual teaching being implemented in the plan. All students at every grade level would benefit from this!

Nilay Donmez, 474 Overbrook Rd., I don't think the options are well understood by the parents. Most parents that I have spoken to, thought AM/PM session is half day, and alternating A/B is full day. If the options are re-presented and well-explained, I strongly think the distribution could change significantly, especially if 83.6% of the parents want to send their kids back. What we were lacking with remote-learning was a routine, and I don't think alternating days would help solve this issue. I strongly think children would benefit from going to school every day. I would appreciate it if the survey could be sent again and parents could present their choices again.

If a kid is sick at home or (remote learning kids), will they be able to listen to instructions online - perhaps in a more live environment? I heard some districts are setting up cameras in class. Is this an option for our school district?

Melissa Strauss, 298 Greenway Rd., I need to understand what the environment of school looks like - are they wearing the masks the entire time? gloves? plexiglass dividers? Temp checks? I'm concerned about the fear /mental impact my YOUNG children may feel toward going to school. How are you addressing the comment that MANY people didn't initially understand the survey and may not have chosen the A/B option?

Helen Shaw, 14 Crestwood Mews, I'm curious about the thoughts and plans for preschool classes at Glen School.

Josh Olivereira, 626 Frederick St., Day care was mentioned multiple times during public comments -- if we do not return full-time in-person, that will introduce an additional expense to most working parents as they will need to pay for some kind of day care.

If we do not return full-time, will the education tax levy be adjusted and/or will the taxpayers be refunded since they will not be receiving full services?

Also, have we considered the financial position we will be putting parents in who continue to work full time if we do not return full-time in person?

Gabrielle Winnert, 719 Parsons Road, I have children in RHS, GWMS and Willard and based on last spring's remote learning experience, it is imperative that our children are back in the classroom being taught by their teachers and interacting with their peers. Half a day, every other day, is absolutely not enough. Every other week, this would be ONE day of live instruction. From what I understand, Don Bosco and Delbarten are both going back full time. We have to come up with a better plan. Thank you.

David Mayland, 243 West Glen Ave., I would like to reiterate and reinforce the comments of the last single mother educator and other public comments that stress the request to reconsider the younger grades (k-2/4) to have every day instruction, even if for a half day. What arrangements if any have been made in connection with the in school before/after care programs that have been previously offered in the district and if they would be available on the "off" days. I thank the Board and administration for its consideration of this request.

Michelle Primavera, Ridgewood Employee, I am a teacher at GW Middle School who has 2 children in Orchard school. I appreciate all the work it must have taken to come up with these schedules. I want to return to work, and I want my children to return to in person instruction as per the schedules you have proposed; however, I fear that may not be possible. Do you have any suggestions for childcare so that I can be present at work every day while my children are alternating every other day?

For parents who choose to do full remote instruction in September, will those children follow the remote schedule as opposed to the hybrid schedule? If so, will certain teachers be assigned to

that schedule for those students?

John Bluemke, 500 Jackson Terrace, Has the district considered installing three sided plexiglass on each desk to limit the need for masking for hours and hours? I would venture to guess parents would be willing to fund this if cost was an issue and even find it for our neighbors who financially would find it difficult.

Anthony Bussanich, 439 Sterling Place, I understand the governor has communicated to all Superintendents his announcement on school openings will be coming on 7/30. Is there indication how this is trending?

Fei Wang, 360 N Van Dien Ave., Thank you for very detailed plans about school reopening and procedures planned to ensure kid's safety. My questions and comments are related to Glen School. I have a little one who will be going to the Reach Program and would like to know the potential plan for it. Would it be as same as the one outlined in the agenda? or it is going to run its own reopening schedule? If it is half day only, would AlphaBEST cover the remaining half day?

Gwen Sullivan, 182 McKinley, Listening to comments. Even though the only child I have in the school system is a rising RHS senior I would have no problem if the district decided to allow all K-5 students to attend a full day. In fact it would make sense for them and the fact that they only have one main teacher. PE and some other activities can be done partially outside and some specials can do online learning. Plus the Special Ed student can continue to be pulled out and utilize gyms and cafeteria space.

Lisa Negrycz-Gerstein, 641 Arcadia Road, What do I do about my child with special needs in this virtual environment? There was no true engagement in the virtual classes my high school students had. Many classes were pre-recorded with assignments with very little engagement with others

Christine Corbett, 405 Heights Road, I don't agree with the comments that younger children require more in person time. I think this is very child specific. Many kids are suffering from attempting online learning, and I would like to ask that you not prioritize younger children for more in person time. Please do what you can for all our children. As a parent of an older child I can say that online was extremely difficult.

Will testing be in place (regardless of symptoms)? is there a threshold for switching back to fully remote - either by state, county or town reaching a certain number of cases, and if so what is this? Also, is there a threshold, or other criteria for going to full day if things continue to improve?

Lisa Negrycz-Gerstein, 641 Arcadia Road, Why can't we do outdoor classrooms at the High School for a full day? Why can't we utilize enclosing our fields to supplement classroom space? What additional training have the teachers received regarding virtual education and presentation skills. What happens if a classmate tests positive for COVID? Will other classmates be notified, will school be closed?

Rachel Vassak, 94 N. Murray Ave., My daughter was part of the basic skills program at Ridge. She really needs this extra help to keep up and continue growing/learning. Is there a plan to continue these programs in person? Please release the Powerpoint presentation. It was so helpful!

Grant Movsesyan, 161 S Maple Ave., What are the plans if a student or teacher is COVID positive? What will be done to make sure that a positive case is not brought to school? What is going to happen with the freshman focus class?

Erin Moy, 358 Evergreen Place, If at all possible, it would be very helpful to provide assignments ahead of time (Friday before) for families opting for virtual school. That way younger elementary school students who need a lot of parental involvement can work over the weekend when the parents aren't working.

Karen Abraham, 415 Red Birch Court, I have two children at Travell, one second grader, and one fifth grader. I know none of this is easy to figure out, and there are no ideal solutions. But there are some major concerns that have, as of yet, not been addressed. Among other questions:

1) Mask policy/enforcement: I want to know exactly what the mask requirements will be (we are very much pro masks). If kids can just decide to take masks off because they don't feel like wearing them, it will be difficult or impossible for us to feel at all comfortable sending our kids into an enclosed indoor space (classroom) with many other unrelated kids for hours on end.

Sarah Harinstein, 310 Heights Rd., Assuming that some form of in-person learning exists and our family were to opt-out and choose 100% remote learning, please outline exactly what that plan looks like. How would my children have access to live teaching when the teachers are busy teaching in-person?

Allyson Skar, 413 Sheffield Road, Can we supply teachers and children with plastic face shields? Could be more effective than face masks alone.

Anant Narayan, 626 Delaware Avenue, For a student in 11th grade, is it going to be an option to do completely remote online learning? Can teachers teaching online make sure to use video conferencing and all technology for full engagement with the students for the entire regular duration of school hours? I'm concerned that kids going into school can be carriers and transmit to elderly in the household, not to mention that I don't take enough comfort with the statistic that kids are "unlikely" to get severe symptoms.

Monica Lula, 139 Undercliff Court, Would you calculate the number of families that are asking and begging for a full time session option and would you publicly report? and if it is an overwhelming majority in favor then will the board make a quick decision since we are running out of time. Why can't families that elect full time in person take the place of families that elect for virtual full time?

Lauren Kupiec, 112 N. Walnut St., Thank you for the well-organized and thoughtful presentation today. I am wondering if any consideration was given to doing a consistent M/W and TU/TH with alternating Fridays schedule (or something of the sort) for the 2 groups, so that children and parents have more consistency with which days there is in-person school. I believe the biggest pushback from parents will come in this area and it feels "easy" enough to accommodate.

Jiffy Vermylen, 241 N. Walnut St., I love A/B schedules. The rotating schedule will be hard for working parents and maybe kids too with inconsistent days. Would you consider M/W and TU/TH with alternating Fridays (or Friday if Monday is a holiday)? Having set days will be easier to manage logistically.

Laura Gorczyca, 231 Phelps Road, I am shocked to see the lack of in person learning elementary school children will be receiving with the proposed plan. Research has shown that virtual learning for the younger ages is far less effective than it is for older ages.

Neighboring districts have come up with plans that abide by necessary guidelines and elementary kids are achieving at least 15 hours of in person instruction per week. At most elementary school kids will be getting 12 hours...and that's every OTHER week. If a vast majority of parents are saying they want their kids back in school, why have we chosen that plan that lacks consistency

and one that doesn't maximize the hours children can have in person instruction? Many parents are going to have to look for additional day care, after care, etc. programs given they won't be in school for full days. How will we manage that risk? They will be at various facilities that have their own protocol and procedures and then bring it back into their assigned schools/districts. Wouldn't it be better for them to be with the same kids and at the same facility each day? We are actually increasing exposure vs. minimizing it with the proposed plan. Again, how is that going to be managed? If teachers see a student is falling behind, how will it be handled in this environment?

Gary Negrycz, 501 Dorchester Road, Masks are fine. How about face shields? They provide full visibility and can be washed every day and reused, Teachers with 24 to 26 students, why won't they watch on Zoom? Teachers don't touch every student in every class but students often share questions so if the teacher answers one she actually answers many. I went to school for a split session. We didn't do study halls. You did 5 classes & left. No meals, you ate at home we are not babysitters, we are educators. Gyms can become classrooms. Gym can be done in tents. Full time is not necessarily 8 to 3. How about 7:30 to 12, 1:00 to 5:30 40 min classes children are not made of fine china they need an education. Focus on the issue how to educate kids the parents have to solve their side ie child care teacher need to teach they could suit up in hospital garb for health protection one suit a day

David Mayland, 243 West Glen Ave., If Glen Rock and surrounding districts are accommodating a AM/PM schedule why can't Ridgewood. This would address concerns regarding younger (K-4) children receiving every day interaction as well as providing the opportunity to access the in school after/before care programs with AlphaBest.

Jen C. Wyndemere Ave Thank you for all your hard work. I just want to express my support for a consistent M/W and T/Th with alternating Friday schedules so that working parents can have a more predictable schedule with their jobs and secondary childcare.

## VI. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan said she can see the thoughtful work of the staff, we need to reflect on parent comments, there are some trends about our younger students and half day/full day and special education. Perhaps as the staff present more, we may want to take a look at the reasoning and rationale. It is important that the public understands that the guidelines were established loosely and other districts may do it differently and there may be other considerations that are going into smaller school decisions and it is hard to compare with other districts. She would like to reflect that there is a lot of conflicting information coming out, and spent 2 hours listening to the assembly committee presentation and the legislators there thought that the school openings should be delayed. A phased-in approach seems to be a conservative but thoughtful approach. Daycare is a concern and we need to keep talking. Ms. Brogan thanked Ms. Poelstra, Dr. Fishbein and the administrative staff.

Mr. Dani thanked Mr. Lembo and Ms. Kwak for asking for this special meeting. Thanked everyone who worked on the plan during the last few months. There were some comments about ITDC and why the board is planning to close it, this will be discussed at the July 27 meeting. There has been no board discussion during a public meeting about closing ITDC. The discussion was around setting up tuition and rent rate and what will be the efficient way to run the program. The board and the committee is currently discussing

the inspection of that program, the inspection is on the K-12 program and not on an infant to toddler program. We are not inspected as a daycare but as a school district. The board has some questions on the accounting of an enterprise fund. The board is questioning if we will go into a loss next year, where will the money come from?

Mr. Dani asked, is the mask optional?

Dr. Fishbein said that masks will be required by everyone, there will be exceptions for medical reasons. There are some students with sensory issues and those will be some exceptions.

Mr. Dani asked for elementary virtual learning, for those who opt remote learning he did not understand the specifics for that option.

Dr. Fishbein stated that we are currently surveying our staff to determine how many will be returning and who cannot when we have that information we will have a better indication of what our remote option will be, especially at the elementary level.

Ms. Poelstra said we don't have the numbers for staff and students choosing the full remote option yet. We will need to match the learning to the numbers and it will be imperative to get the information from our staff and students. The presentation about remote learning is more for when we have to go fully remote.

BF, GW, and RHS when classes are virtual will the same curriculum be taught but some are virtual and some in the classroom.

It could work a few ways, Ms. Poelstra provided some examples of giving different assignments to the students and the teachers will have the leverage to customize the lessons so that it is beneficial to all kids based upon the lesson that is being reviewed. In some cases it will be beneficial for virtual students to zoom in and listen/participate in the lesson and in some cases it does not provide a benefit and other work will be assigned.

Mr. Dani asked to give flexibility for teachers to work remote and have student leaders or aids be present in the classroom.

Dr. Fishbein advised that cannot be an option since it has to be someone who at least has a sub certificate to be in a room with children. It could not be a student or parent volunteer. Substitutes have been in shortage for a long period of time, and we may have a worse shortage when schools open up.

Mr. Dani stated that he is finding there are two different camps, some families have multi generation family members or members who are immunity suppressed and want to choose full remote. Some parents have to go to work and are essential workers, it may be complicated to work out this type of schedule and want to send their children everyday. Since some students are choosing the full remote and there will be a smaller number of kids, can we give this option to essential workers to send their children to school 5 days per week.

Dr. Fishbein replied that if we could social distance and do it everyday, we would. With our numbers from the original survey, I don't think we will have that option to allow for 5



days per week. The suggestion would put us in a situation where we would have to determine if a person is an essential worker and they get 5 days per week versus someone else, we cannot accomplish that.

Mr. Dani asked why we have half a day and not a full day?

Dr Fishbein replied one factor is lunch. Also, this is a phased in approach, we want to see what will happen in the first 4-6 weeks. Not just in the school but in the community, it is a conservative approach. In the elementary level, the teachers are checking in with students who are remote and allows for more teacher contact.

Mr. Dani suggested to make the process easier to understand and one suggestion is to make school full remote and anyone who wants to come in can come in and attend the same virtual classes from the school building, especially for Middle School and High School. They can sit outside, as long as we don't exceed the 50% capacity, the teacher can then be in school or remote and host the same google classroom wherever they are. The school building to be a workplace for whoever wants to come in.

Dr. Fishbein stated that our charge from the state is to do as much in class instruction as possible, we need to know who will be in a building on a daily basis. With the idea of outside education, there fire code and local building code issues have to be considered. The people from the state said, outdoor should be the exception and not the rule. It should not be on a large scale where everyone is out of the building, for example when a lighting storm shows up. Will everyone be racing in the building and we would not be able to keep everyone separate? There is a concern about movement in school, our hallways are wide enough to do social distancing. There will be half the kids in the building that will help in the transition between the classes, our attempt is to limit those transitions.

Ms. Poelstra noted that we are responsible to know who will be in school on each day and if kids are randomly showing up there is a safety concern for tracking attendance. If 25 kids show up on a given day, the teacher would have to decide who to allow to stay and who to turn away. Our parameters are so tight that this type of model would be difficult for teachers to orchestrate.

Mr. Kaufman stated that a lot of the callers brought up in-school learning for young kids. This is something that we should explore and seemed to be a common theme. When kids are home on the off day, they should be part of the classroom. Maybe set up a camera and the teacher speaking does so much more than when they are reading from a screen. ITDC there was an overwhelming amount of support for that program, he has not received one email to say something bad about that program. The program has his full support and wants to look forward to additional information from the committee.

Dr. Fishbein stated that we are faced with challenges, and each district has to be looked at individually based on the inventory of classrooms and teachers.

Ms. Kwak thanked Mr. Lembo for prioritizing the reopening. Two common themes are why not full days? And outdoor school?

Dr. Fishbein replied that outdoor learning as mentioned before includes weather issues

and other issues such as access to bathroom facilities. For younger kids they would be asked to go and look for a bathroom indoors. There are concerns of health and safety with tents being set up there would still need to be access for fire safety.

Dr. Fishbein added in regards to full time, it is the goal, but we want to see what will happen in the first 4-6 weeks with the numbers locally in the schools and the state. The call to close would come from the governor and in consultation with the local health official who would decide if the numbers require us to close down. We are in contact with the local health official all the time, who has reviewed our plan. Lunch is one concern and was one factor, but there are a combination of things that led us to this schedule. In elementary school, snack time can be a time to bring the reduced number of kids outside to give them a mask break and be socially distant and either go back in after or continue a lesson outside.

Ms. Poelstra stated in terms of outdoor learning, we have to think about how technology will be used and protected outdoors, some examples of items to consider are furniture, white boards, computers. The questions arise such as what we do with this equipment and how do we protect it at night or during bad weather. There are also a lot of regulations we need to follow and a lot of supplies teachers need to have a full outdoor classroom and therefore it would be a big hill to climb.

Mr. Lembo stated with ITDC we will discuss this topic on Monday, he has tried to speak to people who have contacted the board. There are no plans to close the school.

Mr. Lembo's big concerns are the young learners and special learners. It is crucial to have them in school when learning to read.

Mr. Lembo asked what exactly does asynchronous learning mean?

Ms. Poelstra answered that in some cases virtual and asynchronous can be defined the same. When the children are not in the classroom, but the teacher is touching base via google meets. The asynchronous time backs up to the time that the other half of kids are live, it may require that those kids are working on an assignment alone that they were assigned when they were in class. Some teachers may decide to have kids zoom in during a particular lesson. Asynchronous means that no teacher will be there but the students will be working on an assignment given by the teacher.

Mr. Lembo asked with the calendar when there is a holiday how will the schedule shift? Will people know in advance?

Dr. Fishbein replied that the schedule will be given ahead so parents can plan. The only exception would be a snow day and that would throw the schedule off.

## **X. ADJOURNMENT**

8:34 pm motion by Mr. Lembo and seconded by Ms. Kwak, the meeting was adjourned.

Respectfully submitted,  
Antoinette Kelly  
Board Secretary

Lucy Papamichael  
Assistant Board Secretary

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
July 27, 2020**

Minutes of the Regular Public Meeting of the Board of Education held on July 27, 2020 at 6:00 p.m., utilizing videoconferencing.

**I. CALL TO ORDER AND ROLL CALL**

**Mr. Lembo**

At 6:01 p.m. Mr. Lembo called the special public meeting to order and asked for a roll call.

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**II. FLAG SALUTE AND PLEDGE OF ALLEGIANCE**

**Mr. Lembo**

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

**III. OPENING STATEMENT BY PRESIDING OFFICER**

**Mr. Lembo**

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**

**Mr. Lembo**

**A. 18-21 Program**

**Dr. Fishbein**

- Dr. Michelle Fenwick, Director of Special Programs

Dr. Fenwick presented an overview of 28-21 STEPSS: School Transition and Employment Program for Student Success. This program is an

in-district transition to adulthood program for students ages 18-21, who have met state graduation requirements but continue to need more time and skill development before entering independent or interdependent adulthood.

Dr. Fenwick explained that this program has been in the works since before the 2017 Special Education Review when this was identified as an area for growth for the Special Programs Office. The development of the program has included tours of other transitional programs, professional development on transition, meetings with other transition coordinators who were already engaged in 18-21 year-old programs, focus groups, surveys, and tours of potential sites. The philosophy of STEPSS that is shared with Ridgewood Public Schools and the Department of Special Programs is to provide specialized instruction and support services for meaningful readiness for employment and independence.

Dr. Fenwick explained that the STEPSS team includes members of the IEP team that have worked with a student from the age of 14. The daily schedule of the program will consist of an instructional component and a community-based component. The benefits of the STEPSS Program include continuity of learning from our in-district special education programs, training and practice within our community, and cost-effectiveness of offering our own program as opposed to sending students to out-of-district programs.

Ms. Kwak asked if this is an optional program or can they opt to go out of the district?

Dr. Fenwick replied that when developing student transition plans there is a discussion to decide what the best educational needs of the child are, the least restrictive environment and the opportunity to teach a student in their own town that allows for job opportunities and extracurricular opportunities in their town. Other options would be if there was an unusual circumstance. Parents have parental consent and they have their own rights to review and recommend their rights. We strongly promote our program based upon the benefits reviewed. Many programs have an extended year component, sometimes it is helpful for the remaining years to close the gap for independence. This is an optional program and not all students take that option.

Ms. Brogan asked if this program is being opened in BF next year?

Ms. Fenwick replied that we are planning starting in the fall, we had found a location but since the DOE has had people on furlough some of the planning of the location has been halted. It will move forward but at a glacial pace based upon the state approval delays. We are actively

pursuing places in our school buildings. We will be respectful of the age of all of our students, COVID and CDC requirements will be honored. We have a number of students who are currently in other 18-21 programs who are interested in enrolling in our program.

Mr. Dani confirmed that tonight the board is voting on the application for the program to be established. He asked what is the state/county role and how long will it take?

Dr. Fenwick replied that she does not anticipate a county level delay, they are traditional programs that are understood and they have been notified prior and have been included in our future plans. The conversation about going off campus requires state approval, since they need to ensure we have safeguarded the offsite environment. That part will take months longer that we originally anticipated.

Dr. Fishbein added that the DOE is looking at this as new construction but due to the furloughed employees we will be in the queue to be reviewed after other districts who have construction projects, it was indicated by the county business administration that it could take months or longer before we are next for approval.

Dr. Fenwick added that when the delay was identified, the district went back out to the parents and surveyed to ask if they would still be interested in joining the program prior to the new facility. Each family has replied that they are highly interested in the program regardless of the delay.

Mr. Dani asked If we have a full day of school back at BF before the new facility is secured, will there be a back up plan for the program location?

Dr. Fishbein replied that the program will have its own space at BF that won't interfere, although the goal is to get them offsite.

Dr. Fenwick added that we would shift to a greater amount of time in the community if we found that being in the building was getting more complicated. Re-entry and the intended plans are subject to change and we need to be flexible and patient.

Mr. Dani discussed lease agreement and requested to review sites in the downtown area that would have a 5 year lease.

The board continued a discussion regarding sites and lease options for facilities that could house the program.

Mr. Lembo asked how many students are interested?

Dr. Fenwick replied that we currently have 11 with a few more students who have expressed interest and the possibility of bringing additional students who are now in their Junior/Senior year.

## **B. Proposed Return to School Plan**

**Dr. Fishbein**

Ms. Poelstra first shared the proposed Return to School Plan at a Special Public Meeting on Thursday, July 23. She repeated the presentation from the July 17 Regular Public Meeting, as originally scheduled. At the start of the presentation, Ms. Poelstra shared data about the severity of the pandemic in New Jersey and how the actions we have taken have helped to mitigate the spread of the virus. She then reviewed the timeline from the mandatory emergency school closing on March 13 through July 31 when the district reopening plan is due to the County for review and approval. In May and June, administrative subcommittees were created to begin to think about what the district would need to do to transition back to school. The New Jersey Department of Education released The Road Back: Restart and Recovery Plan for Education on June 26. Since that time, the district started to develop its plans based on the guidance. This process involved administering staff and parent surveys, holding subcommittee meetings, attending NJDOE/Legal One webinars, collaborating with neighboring districts, and organizing comprehensive professional development for teachers over the summer. Last Friday, Governor Murphy announced that families will be allowed to choose an all-remote option, which is another challenge facing school districts. A few days ago, the deadline for the submission of the reopening plan was changed from July 27 to July 31. We still do not have a checklist or template from the NJDOE about what needs to be included in the plan, yet districts are required to share our schedules with all stakeholders four weeks before the opening of school. This timeline reflects the rapidly changing situation, and we must be flexible and adaptable. Our goal is to have an education plan in place that allows our students to continue to learn while meeting the required health and safety standards.

The Road Back focuses on four areas: conditions for learning, leadership and planning, policy and funding, and continuity of learning. Within those four areas, there are ten critical areas of operations that districts must examine and take into consideration as the reopening plans are developed. While there are some recommendations and descriptors in the guidance, the bulk of the decision making is placed on the districts. Based on the ten critical areas of operations defined in The Road Back, the specific roles and responsibilities of the district subcommittees were determined, and school committees will be working on building specific logistics and operations through August.

Ms. Poelstra reviewed the anticipated minimum standards from the State of New Jersey that we must abide by as outlined in The Road Back. She

pointed out that we are required to social distance within the classroom to the maximum extent practicable, which means that our classrooms will look very different. Face coverings are required for all staff, but face coverings for students is a local decision. Students and staff will be screened every single day prior to coming into the building using new software to gather daily health symptoms data. Additionally, entrance into the buildings will be spaced out, and temperature screenings will be required. Every classroom will have a hand-sanitizing station, and many other protocols are being put into place to help us be as successful as possible in phase 1 of our tiered model.

Ms. Poelstra introduced the phased approach to bringing kids back to school. Phase 1, which is planned for September 1 through October 16, would include 50% reduced capacity, an A/B rotating schedule, and half-session school days to avoid lunch. She explained that the district feels very strongly that our success in phase 1 will give us the best chance to have students continue to attend school in-person. Assuming we are successful in phase 1, then the district would determine how to move into phase 2 and eventually phase 3.

Over 6,000 responses were received from the most recent parent survey, and that data indicated that 83.6% of families were comfortable sending their child(ren) back to school in September. A slightly higher percentage of families indicated that they preferred the alternating A/B schedule model versus the rotating morning/afternoon model. Regarding transportation, survey results showed that half of the parents will have their child continue to ride the bus.

Ms. Poelstra presented the hybrid model for the district which is an alternating A/B schedule (A Day: A-K and B Day: L-Z). This model allows family units to be kept together with children in a family attending school on the same days. However, there are some exceptions that may work outside of the A/B rotation. The Elementary Hybrid schedule presented has instruction from 8:45 a.m. - 12:45 p.m. Ms. Poelstra explained what the in-person and remote learning days would look like. Students will engage in in-person learning in all academic areas, and remote academic work will be an extension of live instruction. On the remote learning days, students will have live virtual sessions with specials teachers, as well as a virtual check-in with the classroom teacher. Ms. Poelstra emphasized the following health and safety measures that were taken into consideration when developing the models: no lunch, no recess, limited movement throughout the building, a four-hour threshold for masks, and ample time to implement cleaning protocols. She then shared the remote schedule should we have to move to an entirely virtual model, pointing out that based on parent feedback this schedule has a significant increase in live instruction on a daily basis.

Next, the middle school hybrid plan was introduced. The middle school hybrid schedule would have in-person instruction for half of the students on the A/B rotation, while the other half has remote instruction. All

students would have virtual instruction in the afternoon, making it a full-day from 8:00 a.m. - 3:00 p.m. with office hours until 3:15 p.m. It is important to note that for virtual instruction in the afternoons, students will be required to attend at the assigned class time and have their cameras on during instruction. Also, attendance will be taken in class. The remote schedule follows the four-day rotation with three periods in the morning and three periods in the afternoon followed by office hours. Again, teachers will do virtual live instruction using Google Meet or Zoom for all scheduled classes for at least part of the period with a check-in at the end.

The high school hybrid plan is a full-day of instruction with all periods meeting every day. Similar to the middle school schedule, all morning classes will follow the A/B rotation and all afternoon classes will be virtual. Similarly, it is important to note that for virtual instruction in the afternoons, students will be required to attend at the assigned class time and have their cameras on during instruction. Also, attendance will be taken in class. The remote plan follows the four-day rotation with three periods in the morning and three periods in the afternoon. All teachers will hold live sessions via Google Meet or Zoom for at least part of the period with a check-in at the end, and attendance will be taken in real-time for all class periods.

Ms. Poelstra highlighted some other ways that we have been preparing for reopening in September. Over 300 teachers participated in summer professional development focused on remote instruction enhancement and collaborative unit revision. Additionally, Lauren DePinto, Coordinator of School-Based Mental Health, ran two sessions for Counselors, Child Study Team members, and Specialists on Trauma-Informed Care and Building Relationships in Virtual Settings. Ms. Poelstra applauded our teachers who took advantage of this opportunity so they feel ready to welcome our students back in September. The district also purchased a variety of instructional tools that support a blended learning environment including RazPlus, Kami, Screencastify, and EdPuzzle.

Students enrolled in self-contained Special Education programs will be attending school in-person every day for a half-day. AlphaBest will also run before and aftercare programs, and students may attend these programs on the day they attend school in-person.

On Tuesday, July 28 a letter will be emailed to parents with a video link of this presentation, a parent FAQ, hybrid and remote schedules, and a survey. Results from the parent survey and our staff survey will be analyzed to determine how to meet the needs of both our students and staff.

As the governor shared in mid-July, parents will have the option to select a remote model of instruction that districts will be required to implement. The details of that model are incumbent upon the number of families who select the remote option, along with the number of staff who are unable



to return to school for the hybrid model. We will need to build the specifics of this model based on survey results, and we will do our best to create that model as quickly as we can once we have the data that we need. While we will aim to build a model that is closest to the full district remote model, the extent to which we will be able to exactly mirror that model is uncertain until we know the number of students, number of teachers, certification requirements, and other pertinent details that will come through in the survey results.

Ms. Brogan asked when moving from phase 1 to phase 2 what will be the criteria that you will look at? Will the Middle School children move from classroom to classroom? Are additional handwashing stations being installed?

Dr. Fishbein advised that a decision will be made with consultation of health officials and what is happening in the state to make that determination. The health official is in favor of the graduated approach to returning to school. Middle school will move to different classrooms since some electives, mathematics and language arts are all different and will require movement. Cleaning and disinfecting will be done to classrooms with multiple uses. Students will be taught how to wipe down their own desk/chair before they leave the classroom. Handwashing stations are good for 30-40 uses before they need to be changed, so they did not seem to be the right way to go. Elementary classrooms have sinks in them. We have increased the availability of hand sanitizer throughout the building.

Dr. Fishbein further commented that in Florida currently there is an explosion of positive cases for students under the age of 17. We are starting to see that in some of our own high school kids, the science is too young to automatically say that the younger kids will not get it. That is why he believes this measured approach is good to allow us to see what happens when we bring people together with social distancing, mask wearing and washing hands.

Ms. Kwak asked how individual IEPs are going to be executed?

Dr. Fishbein answered that there will be in person as much as we can and there will also be remote. We would rather have all in person, for the self contained program they will be in person 5 days per week, ½ day sessions.

Ms. Kwak asked how will O/T and other services be delivered?

Dr. Fenwick replied that the goal will be to have at a minimum of one in-person session, so there is real time opportunity for assessment, oversight of information and sharing back to the families.

Ms. Kwak asked would the grading policy change?

Ms. Poelstra replied that in the spring throughout grades 6-12, grading was maintained. Teachers felt students were able to demonstrate

proficiency and progress. At K-5 we understand that we need to do some assessment and diagnostics and since they will be in school every other day there will be that opportunity.

Mr. Kaufman asked while we are in phase 1 can we lock parents in from switching from one option to the other?

Ms. Poelstra answered that is a reason why we have put so much information on our FAQ, and have given parents the opportunity to review the information and digest it. We are in a tricky situation since we don't want to tell parents that they are locked out from coming to school until October. The same applies for children who come to school late, the process requires someone to screen the child and allow them in, but we don't want to deny a child from coming to school. She is hoping that parents will understand the circumstance, we will do our best to accommodate switching from remote to a hybrid option of learning but we cannot promise it will be overnight. We don't know the answers and we cannot be definitive.

Mr. Kaufman asked when we did the school tours, there was an issue with the HVAC and ventilation, some windows didn't even open, what happens in those scenarios when air conditioning is not working?

Dr. Fishbein answered that most of the classrooms have in-window units and if one does not work we would be able to replace it. As far as ventilation, the systems may be old but what brings in the fresh air are simple motors that bring fresh air from the outside. Our facility group is charged with making sure those work and we get fresh air in. There are buildings that need window replacement, those buildings have older type windows that open on the bottom.

Mr. Lembo asked what if a student misses their check in. Is that an absence?

Ms. Poelstra answered, yes, on a typical day if a student is not in school they are marked absent. In High School if a student does not attend a virtual class they will be marked absent.

Mr. Lembo asked how are children in the same family being kept on the same schedule?

Dr. Fishbein answered that students will be broken down by last name, so they will be on the same schedule. For blended families that may have different last names, we will work with those families to ensure that they are on the same schedule.

### **C. Infant Toddler Program**

**Dr. Fishbein**

- Ms. Kelly and Dr. Fishbein

At the request of the Board, Ms. Kelly gave a presentation on the Infant

Toddler Development Program. The committee members, Ms. Brogan and Mr. Dani, met with Ms. Kelly and Dr. Fishbein to compile and discuss questions from the community and Board members, upon which Ms. Kelly conducted an analysis of the program. After providing a brief history of the program, Ms. Kelly reviewed the questions and provided responses.

At this time, 57 children have been enrolled for the program for the 2020-2021 school year. Twelve children are on the waiting list, and families of 9 other children have not yet determined if they will be returning. Under the current social distancing guidelines, the maximum number of students we can accommodate is 70. Additional custodial staff will not be needed at Glen School, and the same cleaning and disinfecting products and protocols will be used at Glen School as all other district buildings. Next, she reviewed personal protective equipment requirements, explaining that the district will not be providing cloth masks to the staff, but we will be providing face shields.

In response to a question about whether the program can be outsourced for a September opening, Ms. Kelly explained that this would not be possible since it would require a formal Request for Proposals (RFP), which would take several months. She then reviewed the timeline for the RFP process. After reviewing the responses to all of the questions, Ms. Kelly provided a financial review, and she shared the estimated 2020-2021 budget based on three enrollment scenarios (57 children, 66 children, and 70 children).

In order to break even, we would need approximately 74 students; however, as previously explained the maximum under the current social distancing guidelines would be 70 students. The loss for each scenario was provided.

Mr. Dani's concern is that if there are 57 students there will be a potential for a deficit. Where will that money come from? He stated the board was not presented the data when they were asked to vote.

Ms. Kelly replied that as part of the options from the presentation, she wouldn't recommend changing the tuition rate since we are so close to the start of school. Her opinion is going forward starting with 21-22 is maybe increasing the rate more, so parents are aware of that now and that we make an effort to fill the program to capacity. In Ms. Kelly's presentation there are three suggested options to decide where the money will come from: allow the deficit, borrow the money from the general account or fund it from the general account. The decision does not have to be made until the end of the year, to allow the board to see where we are financially. If funds are not available at the end of the year, Ms. Kelly recommends to show the deficit.

Mr. Dani asked are we giving the direction of what the minimum number of enrollments is? Is it 57? What is the board's maximum exposure on this program? If the number falls below that, do we revisit? How will we account the \$304,000 from this year? Mr. Dan contacted the auditors and they recommended that all expenses for an enterprise fund should be charged to that enterprise fund.

Dr. Fishbien replied we have to commit to a decision and it is a risk. If we have to close because of an increase in the illness rate, we are in incredible times and we cannot predict. Last year we would have been in a very good financial situation without COVID. Since we continue to be in the covid situation, this is an important program for the district and the community during this time.

Ms. Kelly stated we currently have not decided on a minimum number. Ms. Kelly's recommendation for the general fund to cover the deficit has not changed, for 19-20 in the financial report we would show all the expenses and the operating transfers coming in.

Mr. Dani stated that in the long term the board has to decide how to show the money and how we will do the inspections that a general day care does.

Ms. Kelly suggested that we can take the inspection form that the state uses and we can use it and show that we follow what the state requires.

Mr. Dani said in the long term we need to run the program efficiently so the tuition funds the program.

Ms. Kelly agreed and added that since she has come to the district the business office staff has been working with the ITDC to put an effective budget together and make sure we are charging the proper increase. We increased the tuition on 19/20, 20/21 and have started charging late fees.

Mr. Kaufman stated that 3 people reported that they were not happy with the ITDC, out of the members of the community involved in the program there is overwhelming support and the benefit to their children. Believes we have to continue the program for this year and look to next year to see if we need to outsource. Mr. Kaufman asked, if we do decide to outsource in the future would they be able to use our existing staff due to the feedback from parents involved in the program? He also asked, during a pandemic do we have to pay the staff if we outsource?

Ms. Kelly stated she believes when an RFP is put together it can require that they give first offer to our existing staff. Ms. Kelly replied that he is correct we do not have to pay the outsourced staff during this situation.

Mr. Kaufman asked out of the 57 confirmed families how many are Ridgewood residents?

Ms. Townes replied there are 38 resident family children and 14 children who are in-district teachers.

Additional discussion continued amongst the board regarding feedback received from the public and the requirements of inspections for daycares.

Ms. Kwak questioned the amounts that were reported.

Ms. Kelly responded that originally when she did the projection she said \$358,000 and did an update. The amount was less because originally all the salaries and timecarded people would be charged out, but they were not since they did not work.

Ms. Kwak stated she believes we should not be taking high risk accounting strategies. She wants to support and advance education for the 5700 students and the cost, expenses, deficit should be accurately portrayed in the program.

Ms. Kelly stated that for the 19/20 school year you could show the whole deficit of the ITDC program, if we do that she is fearful we won't be able to recover. We are ending very well for 19/20, and her recommendation is to show the expenses and then transfer from the operating budget to cover the deficit. The money would be transferred into a line called operating transfer out. For the 2020-21 school year this is a decision that can be made at the end of 2021 when all of the financials are available.

## V. COMMITTEE OF THE WHOLE REPORTS

**Dr. Fishbein  
and Ms. Kelly**

- Finance
  - State Aid

Ms. Kelly advised that a week ago we received a revised state notice that our state aid will be cut by \$446,728 which they had issued approximately a month ago. At the time, we were told to wait to implement state aid cuts until we heard from the governor. On Thursday, we were informed that we had to have an approved plan on how to address the cuts and submit by August 14.

Ms. Kelly reviewed the options:

1. Use unassigned general fund surplus to maintain budgeted appropriations.
2. Request commissioner approval to withdraw from emergency reserve. She has been told that for this instance only although we have to go through the process to be approved by the county and the commissioner, it would be much easier to get approved to utilize these

- emergency reserves for this purpose.
3. Withdraw from maintenance reserve.
  4. Reduce the budget appropriations in line items that are determined to be appropriate.
  5. A combination of the above 4 options.

On July 20, we were notified of extraordinary aid for 19/20. When we applied for reimbursement for extraordinary expenses our applications were for \$3,673,233 and were awarded \$1,798,203 which is approximately 57% of the total, which is typical of what we have been getting. This means that if nothing changes and we receive this money on October 1, it is \$221,858 more than what we anticipated in revenue. We can utilize the excess funds in the 20/21 if we need it. It can be used for anything in the general fund budget by board resolution, such as for needs for PPE. She is optimistic about the money but it is subject to change.

#### Facilities

- Orchard Remediation
- Stevens Field Turf Replacement
- Replacement of Gym #3 Floor - RHS

Dr. Fishbein reported that the Orchard project is moving along. They have been working in the perimeter and in the playground area. The big equipment will arrive on Wednesday and the company feels that they can do the work pretty quickly especially the athletic field portion.

Stevens field turf is scheduled to arrive Thursday. Both the field turf and transportation company have been told they cannot arrive before 8:00 am and should not be parked waiting to deliver the material.

The High School gym floor replacement material is due to arrive starting the first week of August and the company says it will take two weeks.

## VI. COMMENTS FROM THE PUBLIC

**Mr. Lembo**

The following callers addressed the board:

Laurie Weber, 346 Irving St. The following email was sent by the director of the Infant Toddler Development Center.

Dear parents, I hope this email finds you well. As some of you may have heard the ITDC has been the topic of conversation at the recent board of ed meeting. I assure you it stems from one resident who was making false allegations about our program I encourage you to watch the webcast from the meetings held on June 29th and July 10th the next meeting is scheduled for Monday July 27th at 6 p.m. please visit the RPS homepage for instructions on how you can phone in at the beginning of the meeting, you do not have to be a Ridgewood resident to voice your concerns, it would also be beneficial to send an email support about program I am completely consumed and heartbroken by the thought of having to close I have

struggled with the decision to send this email as I was hopeful that it would not come to this. Sadly our fate lies in the hands of 5 District board members we need to come together and make these 5 individuals realize how grossly unethical and irresponsible it is to close us one month prior to our anticipated opening. Thank you for your support Lisa.

The purpose of this email is to falsely malign a 36 year resident who has spent the majority of the years actively engaged in the betterment of our community and schools and turn the focus away from information that you as consumers have a right to know. You were summoned under false pretenses, the majority of the board members have already committed to the ITDC and the items up for discussion are not specifically tied to closing the program. You've been told that one resident has made false allegations, I have not made false allegations, I was proven to make correct observations. I have asked for a couple of years why we are advertising as being licensed, when it hasn't been licensed by the state since 2015. I have advocated for licensing standards to address the health of children aged 6 weeks to preK. I have evidence that some of the statements about how the school is inspected is false. Would like to reach out to the people who use this program so they can understand what has been happening with this program over the last 5 years. Currently the ITDC submits to a local health dept. only consisting of 21 items of inspection, the state inspection consists of over 200. Can they be considered licensed, sure they can but my dog is also licensed and I would never leave him to be in charge of toddlers and babies. The word license must be consistent with the industry standard and what the consumer expects it to be. I have asked for transparent financial information. I thank Mr. Dani who is willing to address this and accept this information. The concerns are tied directly to the pandemic crisis, if the schools are ordered closed this daycare will be closed with them. If you want the ITDC to conform to the highest possible standards and not the lowest you can email me [weber07450@gmail.com](mailto:weber07450@gmail.com) Ms. Kelly, I will OPRA the document that the state has sent regarding exemption. Mr. Kaufman, there are things that you don't understand and will appreciate if you would like to speak with me, I am open to it.

Anent Marine, 626 Delaware Ave., thanked everyone for the presentation and hard work. Some parents have children with chronic illnesses who are high risk and there are elderly at home who are high risk. Dr. Fishbein pointed out that science is too young, while he applauds your goal to have the children return to school, he is glad that governor Murphy is providing parents with the option to be fully remote. Would like to see the presentation and FAQ talk about how the full remote option would work. The presentation does not have enough time about the topic. Fully supports Mr. Dani's comment from a previous meeting that advocates giving our town residents

a choice to send the kids to school or not. For the parents who vote for the remote option the kids should not feel like they are missing out on school time. The teachers should be on call and videoconferencing with the students.

Stefan Galangihay, Oak St. voices support for the gifted and talented program, recently it has been required by state law to offer one. When he thinks about the offerings including sports, arts, languages, but pure academics is not a strong suite as Tenafly and Princeton. Those towns have a gifted and talented program and he offers his support to adopt a program. It doesn't benefit just those who benefit from the program; it establishes us as a high level of learning and inspires others as well and creates a good culture as learning. He is not familiar with the development of the program, but supports its adoption in a timely manner.

Marlene Burton, 123 Liberty St., realizes that the formulation of plans for the reopening of schools is of the utmost importance, there is another challenge facing the district. In January Governor Murphy signed into law policy A4710, the Strengthening of gifted and Talented Act. It requires a coordinator for the gifted and talented be appointed at the State level. The DOE is asking for the districts to identify teachers, parents, students to serve on the advisory committee, she would like the opportunity to serve on this committee and is offering her services. She asked who in the district is responsible for implementing the law and who of the 5 board members is serving on the committee?

Brenan Heffernan, 992 East Glen Ave. calling as a parent of a real child at the ITDC who has contacted members of the board over the last few weeks, he is a well informed citizen, career educator for 17 years, been involved in education at every level, also an administrator at a local school district. It is important to defend the parents who have become involved, they should be celebrated for being involved and supporting the district. They are well informed, talented and caring people. He wants to celebrate good education when he sees it, when his daughter was born he looks at multiple day care centers and when he walked into the Glen school he know that it was a special place and program the educators are not just educators but people who have dedicated their life to take care of other people children for a low pay. They are part of the children's lives and family while there is no plan to shut down the itdc it is important to put on record that it is a good program and resource for the community and the foundation of Ridgewood education. It is a happy, safe environment and well serves the community and anything that can be done should be done to preserve the program and celebrate the employees. Wants to celebrate Dr. Fishbein who has proven himself as an extraordinary educator, thanked him for the work he is doing for the community.

Mike Yannone 320 Kenilworth Rd. resident, parent of Ridgewood student and president of the Ridgewood Education Foundation who are your



children's teachers, counselors, therapists, nurses and office secretaries. They are nervous and scared because the principals have yet to outline unique safety protocols for our buildings, we know this is an airborne virus and the bond referendum that was being considered was supposed to go to upgrade our HVAC system. The school buildings have windows that only open a few inches and many rooms don't have temperature controls. Scared that the students will not social distance and in many rooms is not possible. Primarily scared of getting sick and bringing the virus to our families, 52 percent of us are high risk or live with someone who is high risk or care for someone who is high risk. The other 48 percent are worried about our colleagues and their families. We know teachers and students can get sick, and we know this because they have gotten sick during the spring season. These illnesses occurred while we were at home. The recent outbreak in town among high school aged children is alarming and questions the safety of returning. We love and miss students but only want to return if it is safe. This meeting of 9 members is being held via zoom but he is being asked to have 14 people in a space half the size of the board room. The building's safety protocol is another piece and looks forward to an FAQ document that outlines the safety protocols for the buildings. He thanked everyone for their work.

Emily Rizzo, RHS alum, extremely concerned for teacher's safety and hopes the BOE continues to think and prioritize their safety. Extremely concerned about schools' neglect in addressing racism in our public schools. Ridgewood for black liberation formed by alumni and students have shared a list of demands to address the forms of racism in the Ridgewood Public Schools. From her own experiences the district has failed her and it took her to go to college to see how supremacy affects the world and wants to know what the BOE is doing to address racism. There is a very clear pattern of discrimination in the RPS. There are no guidelines for identifying racism and teachers get away with explicit forms of discrimination.

Miram Berger, alum of RHS, wants to talk about a crisis that our school is facing, racism should be addressed and students have been sharing their thoughts and experiences regarding racism and has had her own experiences that were unaddressed. The Ridgewood Black Liberation has contacted the board with a list of demands that include training for teachers about diversity and a full list of other thoughtful demands that are urgently necessary. Ridgewood has seen multiple marches and the fact that the BOE has not made a formal statement is concerning. She wants to know how Ridgewood Public Schools will address the issue and fix the harm that it has caused lots of students.

Laurence Fine, current RHS student, echoed Mr. Yannone's comments, regarding the additional work that needs to be done to make sure students social distance in school. Also the topic of racism in our schools is becoming a big issue and the instagram account has been documenting the incidents of discrimination that have happened in the Ridgewood Public Schools.

People are not born racists, it is something that is taught. We have few black teachers and especially for kids growing up in this district a lot of the black people they see are janitors and custodians and it shows these are the type of jobs for black people versus white people. There is a lot of work to be done to make sure our faculty is diverse and reviewing curriculum to make sure students learn about implicit bias.

Jessica Larsen, Glenwood Rd. in reopening schools safety is paramount and appreciates all of the work. Why is there a unified experience for K-12 when the developmental needs for those ages is drastically different and the students ability to be alone at home is drastically different between elementary school and the high school? Has there been discussion to differentiate by age groups. Want everyone to work with the community so that the community members can go to work and pay the taxes to support the schools.

Samantha McCarthy 153 Oak St, echoed the sentiments regarding racism. Black Liberation for Ridgewood and @rhsamplify have identified instances of interpersonal and systemic racism and the Ridgewood police brutality. The time is now to talk about it. The demands are:

Work to actively combat interpersonal racism through a combination of antiracist training for teachers, dismantle the eurocentric curriculum by introducing new curriculum, hire and retain more black teachers staff and leadership, remove barriers for marginalized students for race, economic equality for support and sports opportunity, take a 3rd party audit to evaluate indicators such as extracurricular activities, etc., maintain an office of diversity to aid the district in the reforms listed.

We stand with teachers and recognize the serious health risk with in person schooling in the fall and recognize the inequities in social distance learning will affect low income and minoritized students.

## VII. CONSENT ITEMS

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

Mr. Lembo moved approval of A. Attendance at Conferences.

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

### 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**.

**Dr. Fishbein**

Dr. Fishbein presented for consideration B. Administration.

Ms. Kwak requested to exclude iv. Approval to Submit a Request to Establish a New Program: 18-21 School Transition and Employment Program for Student Success (STEPSS) for discussion

**B. ADMINISTRATION**

**Dr. Fishbein**

**i. Approval: Receipt of Suspension and Harassment, Intimidation, and Bullying (HIB) Reports**

**Dr. Fishbein**

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 that have occurred since the last Board Meeting.

**ii. Approval: Contracted Therapists to Provide Special Education Services for the 2020-2021 School Year**

**Dr. Fishbein**

Approval of contracted therapists to provide special education services for the 2020-2021 school year, as listed on Attachment B.

**iii. Approval: Agreement with Stronge and Associates Educational Consulting, LLC**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an agreement with Stronge and Associates Educational Consulting, LLC to provide three-day training for two new administrators, Brian Ross and David Bailey, on the use of the Stronge Teacher Evaluation Model, on September 16, 23 and 20 in the total amount of \$1,170.00.

The Board has received background information.

Mr. Dani moved approval of B. Administration, except iv. Approval to Submit a Request to Establish a New Program: 18-21 School Transition and Employment Program for Student Success (STEPSS)

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

**C. CURRICULUM & INSTRUCTION**

**Dr. Fishbein**

i. **Approval: Field Trips**

Dr. Fishbein

None at this time

Dr. Fishbein presented for consideration D. Human Resources. In reference to Ms. Kelly's resignation, Dr. Fishbein noted that she has been a true partner and member of our leadership team. She is very talented in what she does and always gives a great perspective, she will be missed.

**D. HUMAN RESOURCES**

Dr. Fishbein

i. **Approval: Creation of Position for the 2020-2021 School Year**

Dr. Fishbein

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the creation of a position for the 2020-2021 school year.

- Special Education (STEPSS) Teacher

ii. **Appointments**

Dr. Fishbein

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**

McDERMOTT, Michael – Health and Physical Education Teacher (tenure track), Ridgewood High School, effective September 1, 2020 through June 24, 2021, pending verification of employment as outlined by Chapter 5. Mr. McDermott is pending issuance of an NJDOE Certificate as a Teacher of Health and Physical Education.

\$67,618  
Cl. MA, St. 1

Account # 140-100-101-06-10-019-000

**Long-term Substitutes**

BELISLE, Joel – Special Education (RISe) Teacher, Benjamin Franklin Middle School, effective September 1, 2020 through December 15, 2020, at a daily rate of \$125 per day, until the assignment ends.

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

TYSON, Karly - Spanish Teacher, George Washington Middle School, September 1, 2020 through November 30, 2020, at a

daily rate of \$125 per day, until the assignment ends.  
Account # 11-130-100-101-07-09-019-000

**Field Placement**

BURMASTER, Cynthia – Ramapo College, Student Teacher Placement with Elizabeth Karan, Chemistry Teacher, Ridgewood High School, effective September 2, 2020 through December 23, 2020.

**Classroom Aides for the 2020-2021 School Year, as listed on Attachment C**

**Fall 2020 Coaching Assignments**

As listed on **Attachment D**

**Season Site Manager(s) Fall Season**

- **James Beyer:** \$5,000 stipend
- **Craig Bunzey:** \$5,000 stipend

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

**RHS Volunteer Coaches**

**Boys & Girls Cross Country**

- **Tara Cirillo**

**Girls Volleyball**

- **Mary Consol**
- **Kelly Skettini**

**Gymnastics**

- **Patricia Piotrowski**

**Football**

- **Mark Aaronbruu**
- **Michael Lucchesi**
- **Ryan Maxwell**
- **Joseph Ross**

**Volunteer Physician (Football) for the 2020-2021 School Year: Dr. Anthony DeFico**

**Addition: 2020 Summer School Special Programs Staffing**

**Ridge School**

**LLD Special Needs Class K-5/Classroom Aide**

- **Nicholas Camilleri**, hourly rate of \$17.16 (time card), as needed.

Account # 11-204-100-106-66-04-024-001

**Ridgewood Community Schools**

**Drivers Education**

- **James Cosgrove**
- **Robert Currier**
- **Peter Kay**
- **Ronald Knott**
- **Candace Mitola**
- **Robert Ransom**
- **Jennifer Ross**
- **Andrea Watson\***

Account # 13-424-100-101-00-60-060-001

\_\_\_\_\_  
\*Related to staff member

**iii. Change of Assignment**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following change of assignment, as listed below

AGNELLO, Keri – **from** Preschool Disabilities Teacher, Glen School, **to** REACH Teacher, Glen School, effective September 1, 2020 through June 24, 2021.

Salary will remain the same

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

**iv. Resignation for the Purpose of Retirement**

**Dr. Fishbein**

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**

SCHMITZ, Maryann – Administrative Assistant to Assistant Principal, Ridgewood High School, effective September 1, 2020, with 21 years of Ridgewood service.

**v. Resignations**

**Dr. Fishbein**

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

**Administrator**

KELLY, Antoinette - School Business Administrator/Board Secretary, effective December 1, 2020.

**Teachers**

AJOSA, Jennifer – School Psychologist, George Washington Middle School, effective July 1, 2020.

MOYA, Erica – Nurse, Orchard School, effective July 1, 2020.

**vi. Supplemental Pay Beyond Contract****Dr. Fishbein**

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

**Preparation for September 1, 2020 All-Staff Convocation**

- **Morgan Knight**, New Players Director, at an hourly rate of \$40.17, not to exceed 30 hours (\$1,205.10).
- **Elaine Thoman**, at an hourly rate of \$40.17, not to exceed 5 hours (\$200.85).

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

**Ridgewood High School**

**Revision: Secretarial and Technology Support for 2020 Graduation, from: TBD, to: July 8, 2020, each not to exceed six hours, each at the contracted hourly rate from (\$1,997.40) to (\$2,062.45), approved by the Board at its meeting June 15, 2020**

**From:**

- **Adam Brunner - \$40.65 (\$243.90)**
- **Larry Holand - \$39.04 (\$234.24)**
- **Jennifer Kazmierczak - \$30.39 (\$182.34)**
- **Patricia Maggi - \$36.29 (\$217.74)**
- **James Michels - \$28.82 (\$172.92)**
- **Celinett Ortega - \$31.76 (\$190.56)**
- **Ramon Quinones - \$27.25 (\$163.50)**
- **MaryAnn Schmitz - \$37.58 (\$225.48)**
- **Anna Silverio - \$30.11 (\$180.66)**
- **Lesley Whyard - \$31.01 (\$186.06)**

**To:**

- **Adam Brunner - \$40.65 (\$243.90)**
- **James Michels - \$28.82 (\$172.92)**
- **Celinett Ortega - \$31.76 (\$190.56)**
- **Ramon Quinones - \$27.25 (\$163.50)**

- **Anna Silverio - \$30.11 (\$180.66)**
- **Lesley Whyard - \$31.01 (\$186.06)**
- **Larry Holand**, not to exceed 9 hours, at an hourly rate of \$39.04 (\$351.36).
- **Jennifer Kazmierczak**, not to exceed 11 hours, at an hourly rate of \$30.39 (\$334.29).
- **Skye Philbrick**, not to exceed 8 hours, at an hourly rate of \$29.90 (\$239.20).

Account #11-000-240-105-00-10-010-001 (Secretary)

Account #11-000-222-104-00-10-010-001 (Technology)

**Revision: Music Support – 2020 Graduation – from: TBD, to: July 8, 2020 (\$702.72), approved by the Board at its meeting on June 15, 2020**

- **Steven Bourque**, not to exceed 4 hours, at an hourly rate of \$49.68 (\$198.72).
- **Jeffery Haas**, not to exceed 4 hours, at an hourly rate of \$76.32 (\$305.28).
- **John Luckenbill**, not to exceed 4 hours, at an hourly rate of \$49.68 (\$198.72).

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

**Revision: 2020 Project Graduation Chaperones – from: TBD, to: July 28, 2020, from: (\$3,093.09) to: (\$2,570.88), approved by the Board at its meeting on June 15, 2020**

**From: Seven Chaperones TBD**, each not to exceed 11 hours, each at an hourly rate of \$40.17 (\$3, 093.09).

**To: Four Chaperones: Adam Brunner, Anna D’Amico, Timothy Monahan, and Timothy Murtha**, to be paid for by district funds, each not to exceed 6 hours, each at an hourly rate of \$40.17 (\$964.08). **Eight Chaperones: Olga Commissiong, Paul Cronk, Colleen Gervolino, Stefanie Gigante, Andrew Johnson, Rebecca Turano, Lesley Whyard, and John Wohner**, to be paid for by student funding, each not to exceed 5 hours, each at an hourly rate of \$40.17 (\$1,606.80).

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

Account # TBD (student funding)

**Clock Operators/Scorer, not to exceed 30 matches for the upcoming soccer season, at a flat rate of \$50 per game**

- **Kenneth Moscarella**

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

**Additional: 2020 Summer Secretarial Support**



- **Rosanna Griffith**, not to exceed 10 hours, at an hourly rate of \$28.43 (\$284.30).
- **Skye Philbrick**, not to exceed 35 hours, at an hourly rate of 29.90 (\$1,046.50).

Account #11-000-221-105-00-10-010-001

### **Special Programs**

#### **Additional: 2020 Summer Hours**

- **Nadine Macolino**, not to exceed 25 hours, at an hourly rate of \$27.89 (\$697.25).

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

#### **Additional: 2020 Summer Special Programs Personnel**

- **Wendy Padykula**, Speech Language Specialist, not to exceed 50 hours, at an hourly rate of \$70.51 (\$3,525.50).

Account # 11-000-216-104-00-24-024-001

### **Health Screening – CARES Act Funding**

- **Joseph Crabbe**, not to exceed 30 hours, at an hourly rate of \$20.81 (\$624.30).

Account # 20-477-200-104-00-01-024-001

### **Curriculum, Instruction & Assessment**

#### **New Teacher Orientation 2020 (\$541.90)**

- **Joyce Cerbasi**, not to exceed 6 hours, at an hourly rate of \$72.54 (\$435.24).
- **Jerome Ong**, not to exceed 2 hours, at an hourly rate of \$53.33 (\$106.66).

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

#### **Additional Summer Curriculum Writing**

- **Jennifer Landa**, Theatre History, not to exceed 9 hours, at an hourly rate of \$53.33 (479.97).

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

### **Summer Professional Development**

- **Lauren DePinto**, not to exceed 12 hours, at an hourly rate of \$53.33 (\$639.96).

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

**Summer academic support for Title I Students to identify needs for transition to back to school, funded by ESEA/ESSA Title I Grant Funds**

Orchard School- each at their hourly rate listed (total not to exceed (\$3,445))

- Maureen LaBarr, \$76.25
- Amy Schaffer, \$69.62
- Xue Tan, \$48.39
- Ellen Wolff, \$62.22

Account # 20-231-100-101-00-03-022-001

Hawes School- each at their hourly rate listed (total not to exceed (3,681))

- Silvia Acosta, \$76.25
- Debra Caruso, \$69.09
- Becky Catanzaro, \$56.27
- Jill Rota, \$75.25
- Maria Sweeney, \$76.32

Account # 20-231-100-101-00-02-022-001

Ridge School- each at their hourly rate listed (total not to exceed (\$1,2 27))

- Lynne Delaney, \$61.03
- Laurie Main, 60.11

Account # 20-231-100-101-00-04-022-001

Ms. Brogan moved approval of D. Human Resources

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

Ms. Brogan thanked Ms. Kelly and added it has been a pleasure working with her, it has not been an easy time and this fall proves to be more challenging. She wished her luck at her next job.

Mr. Dani echoed Dr. Fishbein and Ms. Brogan's comments, he has troubled her with his OPRA requests and has always received the details and answers and appreciates her always responding.

Mr. Kaufman stated that we are losing a valuable member of this administration. It's a shame and he is sorry to see her go.

Ms. Kwak echoed everyone and wished Ms. Kelly the best.

Mr. Lembo stated the service to the district was uncanny and wished her the best.

Dr. Fishbein presented for consideration E. Finance.

Ms. Kwak requested to exclude ii. Approval: Plan on How to Address the Reduction in State Aid.

**E. FINANCE**

**Dr. Fishbein**

**i. Acceptance of Restricted Donations:**

**Dr. Fishbein**

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.

Donor	Amount	Use	Account Number
The Allstate Foundation	\$500	To be used to promote Driver's Ed Safety	20-055-100-890-00-36-036-001
Fidelity Charitable	\$50.00	To be used to enhance the RHS Spanish Department.	20-009-100-610-00-10-010-001

Acceptance of a gift in kind from the Somerville Children's Theatre/Dad's Night for new stage lights in the gym, valued at \$20,000.

**iii. Approval: Children of Non-Resident Employees Attending Ridgewood Public Schools**

**Dr. Fishbein**

Approval to allow 55 children of non-resident employees to attend Ridgewood Public Schools.

**iv. Approval: Received Tuition Students Paid by Parents**

**Dr. Fishbein**

Approval for Student #908218 to attend Ridgewood High School for the 2020-2021 school year, at an annual tuition rate of \$15,391.00 to be paid by the parents.

**v. Approval: Disposal of Equipment**

**Dr. Fishbein**

Approval to dispose of the equipment listed below through www.govdeals.org and as listed on **Attachment E**. These items are obsolete and no longer needed.

vi. **Approval: Budgeted 2020-2021 Extended School Year Out of District Placements and Extraordinary Service for the 2020-2021 School Year**

Dr. Fishbein

Approval of the budgeted 2020-2021 school year out of district placements and Extraordinary Service for the 2020-2021 school year as listed below.

<b>2020-2021 ESY Out-of-District Placements</b>	
<b>School</b>	<b># of students</b>
Alpine Learning Group, Paramus, NJ	3
Banyan School, Fairfield, NJ	1
Banyan Upper School, Livingston, NJ	1
Behavior Therapy Associates, Somerset, NJ	2
Bergen County Special Services	8
Cornerstone Day School, Mountainside, NJ	2
EPIC, Paramus, NJ	5
Forum School, Wyckoff, NJ	1
Glenview Academy, Fairfield, NJ	1
Institute For Educational Achievement, New Milford, NJ	1
Morris-Union Jointure Commission, New Providence, NJ	1
New Alliance, Paramus, NJ	1
Newmark High School, Scotch Plains, NJ	1
Northern Valley Regional H.S. District, Demarest, NJ	3
Phoenix Center, Nutley, NJ	1
Reed Academy, Oakland, NJ	5
Ringwood Board Of Education, Ringwood, NJ	1

Sage Day Lower School, Mahwah, NJ	1
Sage Day Upper School, Rochelle Park, NJ	1
Spectrum 360 – Upper School, Livingston, NJ	4
Windsor Bergen Academy, Ridgewood, NJ	1
Windsor Preparatory High School, Paramus, NJ	1
<b>2020-2021 ESY Out of District Extraordinary Services</b>	
<b>School</b>	<b># of Students</b>
Glenview Academy, Fairfield, NJ	1
Northern Valley Regional H.S. District, Demarest, NJ	1
Phoenix Center, Nutley, NJ	1
Ringwood Board Of Education, Ringwood, NJ	1
Spectrum 360 – Upper School, Livingston, NJ	3

vii. **Approval: 2020 Extended School Year and 2020-2021 School Year Received Tuition Students from Other School Districts**

Dr. Fishbein

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 their 2020 Extended School Year and the 2020-2021 School Year, as listed below.

<b>2020 ESY Received Tuition Students</b>		
<b>Home District</b>	<b>School Attending</b>	<b># of Students</b>
Wallington Board of Ed, NJ	GWMS	1
Mahwah Board of Ed, NJ	Somerville Nova	1
Emerson Board of Ed, NJ	Hawes SAIL	1
Englewood Board of Ed, NJ	Ridge RISE	1
<b>2020-2021 School Year Received Tuition Students</b>		
<b>Home District</b>	<b>School Attending</b>	<b># of Students</b>
Wallington Board of Ed, NJ	GWMS	1
Mahwah Board of Ed, NJ	Somerville Nova	1
Mahwah Board of Ed, NJ	RHS RISE	1
Emerson Board of Ed, NJ	Hawes SAIL	1
Allendale Board of Ed, NJ	Glen RISE	1
Wyckoff Board of Ed, NJ	Ridge RISE	1

**viii. Approval: Service Agreement with Altice Business to provide upgraded internet service**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools approves the service agreement with Altice Business under the ESCNJ Cooperative Contract number 10000Mb (RPS-ESCNJ-SA 7.22.20\_ar), to increase service from 2GB to 10GB at an annual rate of \$81,456.00.

The Board has received background information.

Ms. Brogan moved to approve E. Finance, excluding ii. Approval: Plan on How to Address the Reduction in State Aid.

Mr. Lembo seconded the motion, which 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. APPROVAL OF BILLS**

**Dr. Fishbein**

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	098410-098613	1,140,888.91	Mr. Dani
June 30	Columbia Bank On-Line Scholarship	831510	1,000.00	Mr. Dani
July 22	Columbia Bank On-Line	098614-098662	896,317.89	Mr. Dani
June 25	Payroll Transfer	P31129	52,966.31	Mr. Dani

July 15	Electronic Transfer	H31202	1,172,988.87	Mr. Dani
June 30	Food Service	620210-620211	2,734.06	Mr. Dani
July 22	Food Service	620212	8,715.00	Mr. Dani
<b>TOTAL</b>			<b>3,275,611.04</b>	

Mr. Dani moved approval of all bills reviewed by him.

Mr. Kaufman seconded the motion.

Approval of Bills carried by the following roll-all vote:

AYES: Ms. Brogan, Mr. Dani, except for the bill that has his name on it, Mr. Kaufman, Ms. Kwak, Mr. Lembo except for the bill that has his name on it.

NAYES: none

The board began discussion on the items that were previously removed.

iv. **Approval: Approval to Submit a Request to Establish a New Program: 18-21 School Transition and Employment Program for Student Success (STEPSS)** **Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of a request to establish a new program.

The Board has received background information.

Ms. Kwak moved to separate the item and approve the establishment of the program and separately approve the site, due to concerns about hosting it in a basement.

Dr. Fishbein explained that we are not currently approving a contract on a rental space on this proposal. Item iv. is solely to approve the program. Any rental agreements would come before the board for approval.

Ms. Kwak withdrew her motion.

Dr. Fishbein commented that the space that has been looked at is a wonderful space that is very modern, it is an excellent location to provide the program that we want, it is in the middle of downtown that has access to public transportation, stores and facilities and everything we need to teach these young adults life skills.



Dr. Fenwick further added that prior use of that space had been with children.

Mr Kaufman moved approval of iv. Approval to Submit a Request to Establish a New Program: 18-21 School Transition and Employment Program for Student Success (STEPSS).

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

Mr. Dani stated that he votes yes based on the assumption that we will have a long term commitment on the rental.

Dr. Fishbein reminded the board that they are not approving a rental agreement at this time and the vote is sending for approval from the county on the addition of the program.

ii. **Approval: Plan on How to Address the Reduction in State Aid**

**Dr. Fishbein**

The District's reduction of State Aid is \$446,728. Districts experiencing a reduction in state aid have the following options by board resolution:

- Use unassigned general fund surplus to maintain budgeted appropriations
- Request Commissioner approval to withdraw from emergency reserve
- Pursuant to N.J.A.C. 6A:23A-14.2(d), withdraw from maintenance receive to cover budgeted required maintenance costs
- Reduce appropriations for 2020-21
- A combination of 1,2,3, and 4 above

Ms. Kelly stated that we have \$500,000 in emergency reserve and \$765,540 in maintenance reserve.

Dr. Fishbein provided his recommendation. Emergency reserves can be used on special occasions where medical insurance goes above 2% to flatten out the increase. The state is making plan changes. He suggests since we don't know what the future holds, is to expend the reserve money and hold the other money for future cuts.

Ms. Brogan asked when you take out of emergency reserves usually its for health insurance or security, are those requirements waived?

Dr. Fishbein replied no but we were told we can ask for permission and

anticipate some flexibility. If the answer is no, we have to come back to the board.

Ms. Kelly stated that we have to tell the county what our plan is. It would be considered a budget adjustment increase the revenue side in emergency reserve. It does not have to be put into our health care cost. When we apply if it is due to the unforeseen circumstances with covid, that would be the explanation.

Ms. Brogan asked if it makes sense to take some from the maintenance reserve and some from the emergency reserve, and not drain the emergency reserve completely?

Mr. Kaufman replied that he also recommends the same option that Ms. Brogan suggested.

Ms. Kwak asked about the \$221,858 in excess funds when we receive in October where it is reflected.

Ms. Kelly stated it falls in surplus and then the board can either leave it alone or if we feel during the year we need it for a shortfall of expenses in a particular area you can do a board resolution to move it.

Mr. Dani can we provide a plan that is 446,000 - 221,000 that is 225,000 that we only return 225,000 from our reserves and include in that letter that we are getting 221,000 extra aid that we were not anticipating earlier?

Dr. Fishbein answered that there is a caveat in the letter that we are getting the money in October if the budget works out.

Ms. Kelly said they are two different types of aid and may not be able to do that.

Mr. Dani stated that we only put 200 extra in the emergency reserve, and put 700 more in maintenance, so we can take 246 from the maintenance reserve and not have to return it to the maintenance reserve.

Mr. Kaufman raised his concern that with discussions on HVAC and windows, we may need every cent currently in maintenance reserve.

Dr. Fishbein stated that we do not have to return money to the maintenance reserve.

Mr. Dani asked when are the times that we can use money from the maintenance reserve?

Ms. Kelly replied it can be appropriated during the year if you need it or

you can do it as part of the budget, it does not have to be returned back to the original number.

When asked for her opinion, Ms. Kelly said that splitting the amount is a good idea so you don't deplete either account.

Mr. Dani moved to amend the motion and that the state aid reduction will come from 223,364 from emergency reserves and 223,364 from maintenance reserves.

Ms. Brogan seconded the motion, followed by the following roll-call vote:

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

NAYS: none

## **VII. BOARD MEMBER ANNOUNCEMENTS**

Mr. Lembo saw a news feed article that Ridgewood is the 4 best town to live in New Jersey and one criteria is the schools.

## **VIII. BOARD COMMITTEE REPORTS**

**None at this time.**

## **IX. COMMENTS FROM THE PUBLIC**

The following comments were submitted online:

Gail Cutler, 11 Ethelbert Pl., There seemed to be a lot of disagreement from commenters as to how at-risk children are; this was in The NY Times today & I think it should be seriously considered:  
<https://www.nytimes.com/2020/07/18/health/coronavirus-children-schools.html?referringSource=articleShare>

Rebecca Lubell, 925 Norgate Dr., I would like to know what air systems will be put into place in the classrooms? What barriers will exist between the students? How will pull outs work for OT, Speech, etc...? This information will be essential for us to formulate a decision. Thank you for your time and hard work in an effort to do what's best for our community.

Annamaria Volpe, 84 Heights Ave., To Whom It May Concern:

I am saddened to hear of the possible closure of the Infant Toddler Development Center. I have worked for ITDC since September 2002. This was not just a job for me, it became my second home. ITDC has been caring for children for over 30 years. I have seen generations of families come through this school. Parents have referred to other parents, friends, and family members to bring their children to ITDC because it has such a family-oriented and nurturing environment for each child. ITDC has been a vital part of Ridgewood Public Schools for many decades. My coworkers and I have spent countless hours

building solid foundations for children throughout the years, even our very own superintendent's children passed through ITDC as well. I know many people who work in other daycares, some of them in Ridgewood, and there's by far no comparison to the Infant Toddler Development Center.

ITDC is not just a school but it's a place where children have learned social, developmental, and cognitive skills. It's a place where memories and friends are made every day. ITDC provides a great service for our community and the surrounding communities that have always been extraordinary even after so many years. When it comes down to quality and top of the line care for your children Infant Toddler Development Center is the place where you will find it.

Christina Volpe, 84 Heights Ave., I have been working at Itdc for 16 years. ITDC is not just a school it is a family! I would not be where I am today without the love and support of the children and staff at ITDC! ITDC has always proven to be a school with many positive things! We've cared for, nurtured and grown with families for many years! I've enjoyed every day coming to work ready to do my job with a smile and a positive attitude because ITDC is the place to be.

Lisa Gilgen, 61 Pershing Ave., Hello - has the reopening committee considered having the high school meet remotely in the mornings and in-person in the afternoons? Would seem to make sense for after school athletics and other events. Also, will the high school sessions start at 830 as we did in the spring? This seems more conducive to students' sleep cycles.

Mrs. Carolyn VanderWall, 21 Brearly Crescent, Flanders NJ, I worked at I.T.D.C. for 20 years as a teacher of the Preschool class. I.T.D.C. has had an important place for children and parents in Ridgewood and the surrounding area. They receive safe and high-quality care and learning. This is such an important place! The facilities are wonderful, with plenty of outdoor play areas, a needed gym and very clean and bright classrooms with their own bathrooms. Those who work there love children and give 100% to their jobs!

I believe it is important to have a special place like I.T.D.C! If this center was not there it would be a great loss to the children, parents, and community.

Since I've been retired I still have a connection with many of my former students. They and their parents continue to express the wonderful memories and valued teaching they received.

I strongly urge the B.O.E.to to keep the I.T.D.C. open and continuing to serve the community!

Kathryn Morris, 320 Highwood Ave., Dear Dr. Fishbein and the Board of Education Members,

My name is Kathryn Morris, I am a mother of three children, ages 6, 3, and 1. Our family is currently enrolled in the Infant Toddler Development Center (ITDC) and has been a part of the community since the Fall of 2016. My oldest completed three years, 2's thru PRE-K 4, my son started as an Infant and is now heading into the PRE-K 4 room with his best buddies since infancy, and my youngest was in the Infant room until COVID. We firmly believe in the benefits of this program for our children and their educational development. The director and staff create a loving environment for kids to play and learn.

This school is more than just a place our children go during the day, it is an

extension of our home and family. The teachers and staff compassionately nurture the students so they can thrive as well as foster a space of kindness for friendships to bloom. The consistency and continuity provided throughout the day is something our children are desperate for right now.

I strongly urge the board to let ITDC remain open for the 2020-2021 school year. Our lives and the lives of our children (and all of you) were upended in March. We have spent the last few months mourning the lost moments; gym games, science experiments, art projects, field days, and feeling of togetherness as a community. The children are longing for that feeling back. My son's class held weekly zoom meetings for the students and teachers to connect; we looked forward to those moments. With school due to open in the next six weeks, it seems short-sighted as well as short notice to close a program that so many people rely on. You are not only hurting the students and their families but the teachers and staff who rely on these jobs. I implore you to explore a more compassionate way to address the budgetary issues and one that considers the long term impact of such a decision.

Sara Sethi, 210 Gateway Road, Thank you for your planning and consideration regarding schools reopening this September.

I'm very concerned about the proposal for our K-5 students; specifically, the condensed hours of in-person interaction that they will have. Why do they have less class time than our middle schoolers and high schoolers, when virtual learning will arguably be most difficult for them, our youngest students? Especially our kindergarten students, who have not yet had the chance to form relationships with their new schools, administrations and teachers in-person, and who likely do not have the attention spans for hours of virtual learning?

The proposed "hybrid" plan seems to give our children less than either option offered on the survey - half days every day, or full days every other day. With the understanding that our children's and teachers' health are paramount, if we are opting to open schools at all, why not do it in a way that best enriches the lives of our Ridgewood population?

Please consider a plan that extends the K-5 day to 3 pm as the older students' plan does if the class will only be held every other day. Or alternatively, please offer the option of class 5 days a week (with a break between the A/B groups) if only half days are possible. It is my understanding that our neighboring district, Glen Rock, is offering half days all 5 days of the week - why isn't Ridgewood?

Note that as many other parents have mentioned, K-5 students will largely require supplemental daycare for the hours that schooling is not offered, since they're not self-sufficient like our older students, potentially exposing them to a larger, more varied population of kids and germs, not to mention putting a major financial burden on working parents. Our youngest students deserve as much in-class time as our older students.

Thank you again for your thoughtful consideration.

Kristin Reilly, 21 Austin Pl., I am writing in regard to the recent discussion about Ridgewood's Infant Toddler Development Center at the Glen School. I am an RHS 1990 graduate, current Glen Rock resident, and parent of two young children at the ITDC. My contact with the school dates back to the 1990s, through my younger sister, Meaghan Reilly, who, along with fellow RHS '96 classmate, Katherine Lavery, spent their summers home from college serving as classroom aides in the infant room. This opportunity afforded them their first

professional experience in child care, one from which they both went on to teach at private schools for autism and then followed up with long careers as educators in the NYC and Denver public school systems. Fast forward some twenty years, when I had my own child, this center was my first choice to enroll my infant. Due to the popularity of the school, I put my name on the waitlist and ultimately secured a space 3 years later, enrolling my two-year-old and four-year-old in Sept of 2019. During this past year, they have benefitted from the dedicated, caring instruction of Ms. Katrina and Ms. Dawn, and the many unique programs offered by the school -- from music classes with Miss Pillow, "Friday Friends" inclusion program with RED students, the annual Halloween concert and enjoying daily fresh air in the outdoor play spaces dedicated to each classroom.

At a time when the pandemic has amplified inequities, and the role of education as an economic leveler becomes ever more important, I call on Ridgewood BOE to take the long view and recognize the value that this institution brings, not just to the students it serves but the overall community: to the Ridgewood teachers who depend on the ITDC for childcare, and who may otherwise be forced to take FMLA leave, to the budding educators like my sister and her classmate whose experiences served as the foundation for lifetime careers in education, to the Salem Ridge residents whose property values appreciate by proximity to such a successful program. ITDC will return to profitability (not many other preschools can boast a 3-year waiting list!). It would be a great loss of a well-regarded and very unique Ridgewood institution. Please give it the support it deserves.

Bethany Rose, 128 Linwood Ave., I am reaching out to show my support of Ridgewood's Infant Toddler Development Center at the Glen School. I am very concerned there is even remote consideration that this vital program would not continue in the upcoming 2020-2021 school year.

I remember my first visit to ITDC like it was yesterday -- my husband Kevin and I did not yet live in Ridgewood but we were considering a move from Jersey City and came to see ITDC with our 3-week old daughter Maya. The director took us on a wonderful tour and I was struck by the caring and passionate educators I observed that day, each taking a special interest in Maya as a potential child who would be under their care. I was immediately impressed that the Ridgewood Schools had this exceptional educational program for children in the critical developmental years before Kindergarten. Further, as my husband and I both work full time, the service is indispensable to our family.

My husband and I decided Ridgewood was the place we wanted to raise our family, and ITDC's existence was a big part of that. So we put in an offer on a house and Maya started at ITDC at four months of age. What followed was five incredible years with an educational community, served by talented educators and staff who now feel like part of our family. Today, Maya is ready to move on to Kindergarten, well-equipped for success and our seven-month-old son Beckett will start at ITDC in September for another five wonderful years.

I want to recognize the crucial and tireless work of the teachers and staff at ITDC. Please do not even consider for a moment the discontinuation of this essential and unique program. I urge you to vote to ensure the continued service of the ITDC program to the Ridgewood Community.

Denise Peragine, 16 Westervelt Pl., I was employed by the Board of Ed as an

assistant teacher at ITDC from September 2006 to June 2014. At the time it felt like a family. The staff is loving and caring. The children were cared for with love and compassion. The 3 and 4-year-old programs prepared them for grammar school. When they graduated from ITDC we felt they were well equipped for the next challenges in their life. I feel it would be a mistake to close the center and deprive future children of such a wonderful experience. Thank you for your time.

Michael Yannone, 320 Kenilworth Rd., I would like to thank Antoinette Kelly for her time and service to the district. It has been a pleasure working with her and while her time in Ridgewood was not as long as I would have liked, Ridgewood is better for her contributions. I wish her the best of luck and again thank her for all she has done. She will be missed.

Beth Fischetti, 381 Elliot Place, I am writing in full support of keeping ITDC open and running. My son attended ITDC from the age of 10 months to 5 and 1/2 years old (Sept. 2015 through June 2020). (I am also an RPS teacher.) My son had an AMAZING experience with all the teachers and staff at ITDC throughout his four and a half years, and therefore, so did me and my family. The teachers and staff are dedicated, knowledgeable, thoughtful, and loving. It is a family. This is an unprecedented time for all of us – for INNUMERABLE REASONS -- and removing childcare at this critical time creates unnecessary stress and hardship for all of those involved. Please consider the families and staff of IT/DC and keep it open. Thank you.

Anne Loving, 342 South Irving Street, Thank you to the five elected officials on the Board of Education for all that you are doing. I know this has been an especially difficult and challenging time for you with the COVID Pandemic.

I am writing to urge the Board of Education to please consider returning the Infant Toddler Development Center to State of New Jersey licensing. Under the current system, the ITDC is only inspected by the Ridgewood Health Department, meaning that only a handful of criteria are checked. When the State does the licensing, there are over 200 health, environmental, and safety items that are checked and must be satisfied. Although I am long past having children of this age, it is very dismaying to me that The Ridgewood Public Schools are operating this daycare with only the minimum of safety requirements. Why wouldn't we want the absolute best for the children?

I also have serious concerns about the finances. There are children who do not live in Ridgewood who attend the ITDC. In a year when the ITDC does not bring in sufficient income to cover costs, the Ridgewood School System (therefore we, the taxpayers) makes up the difference. This means that I am subsidizing daycare for children who do not even live in Ridgewood. This makes no sense to me.

It is glaringly apparent to me that the Ridgewood School System should not be running a daycare center with minimal safety standards and which dips into my pocketbook to cover costs for non-resident children. There are so many, MANY items that demand your attention and close supervision, so it would make sense to me that you get out of this business for the reasons stated above, but also because it would free you up to focus on other issues.

Thank you for considering my suggestions.

Katrina Middlebrooks, 222 South Broad St., My name is Katrina I have lived in Ridgewood for 47 years and I have a child in Ridgewood public schools. I work for ITDC I am writing in support for ITDC to remain open during the BOE meeting on 7/23/20 there was discussion about how there was nothing said about ITDC closing but if you listen to what Ms. Kwak and Mr. Dani were saying after Laurie Weber called in during the BOE meeting on 7/10/20 sounded very much like they didn't want or think ITDC should reopen. What also caught my attention during that meeting was Ms. Kwak saying that the board should focus on our real children K-12. I will have you know Ms. Kwak that the children at ITDC are very real and they are loved and taught by professionals. Some of our children are also children of Ridgewood public school teachers and you sit on a board that supports our school community so you should be careful with the words you use and the comments you make. ITDC is just as important as K-12.

Katie Corcoran, 337 Downs Street, Good evening,

I wanted to express the sadness that I felt when I learned that ITDC may not be permitted to continue providing a safe and nurturing learning environment to children in the upcoming years. Both of my daughters now ages 10 and 6 are products of ITDC and we could not have been happier with our time there. Their friends that they made at ITDC continue to be some of their best friends as they moved onto Travell Elementary school. To this day, the teachers at ITDC are the ones that my kids ask to go back and visit!

The teachers, aides, and assistants at ITDC, as well as Lisa Kontos, the director, are kind and caring and provide a safe place for kids to learn how to socialize, behave appropriately, and grow academically.

I have nothing but praise for the program and think that it is sad that in a time when families are already feeling unrest and uncertainty, especially as it pertains to child care challenges in this unsettled climate, this program may lose its footing. I know that many teachers in Ridgewood use ITDC for their childcare needs and, as an educator myself, I understand the importance of having a trusted childcare program in place for what promises to be a roller coaster of a school year.

I implore you to reconsider how important and valuable this program is to so many people in our community.

Anabelle Andon, 313 Woodside Ave., I am a parent of 3 children, 4, 6, & 8 years of age. While my oldest and youngest are typically developing, my middle child is a precocious child who loves learning. He, in fact, taught himself to read before he was 3. A rising 1st grader, he learned how to divide and multiply this summer. Now, while I understand that all children are exceptional, I would like to work with Ridgewood Public Schools so that children like my son receive the services they need to thrive. Last Spring when schools closed, and because everyone had to scramble to move all in-person instruction online, children at both ends of the spectrum received less attention. My son, who at that point was reading at a 4th-grade level, was asked to complete work on letter names and sounds for 2 months. I supplemented at home as I was able, but I'm concerned about him having to do the same next school year. I am my child's best advocate, and I hope the Board considers my story as they develop a way to address the needs of gifted students. I understand these are extremely challenging times and I thank the Board for their tireless work in serving our students during these incredible times. I am willing to serve as a parent



volunteer to serve on a committee that will draft a proposal on Gifted & Talented for the Board's review.

David Rossi, 17 Evergreen Street, The nation's pediatricians have come out with a strong statement in favor of bringing children back to the classroom this fall when they can do so safely. The American Academy of Pediatrics' guidance "strongly advocates that all policy considerations for the coming school year should start with a goal of having students physically present in school."

As the father of a middle-school-age child, I couldn't agree more. During the "lock-down", my son became very withdrawn, despondent, irritable, and depressed. He was frustrated that he found it harder to advocate for himself like he was accustomed to. An extremely important skill he'll carry with him throughout his life. He felt his teachers, while trying as hard as they could, didn't understand him any longer. His grades have slipped and his confidence has taken a beating.

In March, no one knew what the outcome would be to closing the schools and moving to a remote learning curriculum. But here in July, we know more about COVID. We know who is most susceptible, who are the most at risk, and most importantly, we know how to protect ourselves.

Opening can be done safely. Opening can be done responsibly. Opening is critical.

Himanshu Shah, 635 Kenwood Ave., Thank you for putting the plan together to safely open schools in September in a short time with changing directives. I must say that remote or asynchronous learning for a 5-year-old is nearly impossible. Our experience hasn't been positive so far. They need constant adult supervision during remote sessions. At least my son, who is camera shy, wasn't participating during interactive sessions or stayed more than 15 min in front of the computer. I strongly recommend considering options that allow elementary students to have in-person sessions daily for half-day (modified AM/PM option) instead of having a "One size fit all" approach for all levels of kids.

Gianna Adam, 562 Morningside Road, As the COVID numbers continue to be consistently low, why aren't we presented with an all-day school option for elementary grades?

Elizabet Timofeeva, 170 Washington Place, Based on the presentation on Thursday, July 23, and subsequent discussion, I would like to raise several comments that I hope the Board will take into consideration.

1) "Half session school days to avoid lunch" during Phase 1 was given as the reason in the presentation for in-person instruction. It is unclear why avoiding lunch is the key reason for such a decision that very heavily impacts students, teachers, administrators, and parents. Why can't students bring their own lunch to eat in the classroom as well as cafeteria and gym spaces as well as outdoors which are otherwise unused?

2) Is it correct that if the AM/PM option was chosen, then students would be spending more time at school for in-person instruction, as opposed to the A/B rotation option? Was the decision for choosing the A/B option based on the results of the parent survey (it seemed so during the presentation)? If so, it should be noted that the questionnaire was not clear enough what the A/B option would entail (i.e. half session in-person school days, half on-line

instruction). Relating to point 1 above, avoiding lunch would be possible under AM/PM option...

3) The opening up of schools is presented in a phased approach. What conditions have to be met to move to phase 2 and then phase 3? Are there specific and measurable targets that have been identified?

Andrew Schwartz, 219 Gateway Road, What will be the district's protocol when a student or an employee of the school system tests positive for COVID-19? What is the threshold for shutting down the school when someone tests positive? How will you notify parents once there is a positive test?

Zachary Schwartz, 51 North Mountain Ave., After extensively meeting with numerous preschools when we were pregnant, we chose the Ridgewood ITDC to provide child care for our son, Oliver. ITDC took great care of Oliver from 6 months old all the way through Pre-K. We had an excellent experience with the staff and administration at ITDC and felt that they genuinely cared about the overall well-being and development of our son. They were always very attentive and engaged and we fully trusted them to provide a supportive environment as well. Additionally, our son Oliver loved his ITDC teachers and classes each year and we never had a day where he didn't want to attend school. He also enjoyed the summer program with ITDC every year as well. While we only have one child, we have always recommended ITDC to others and will continue to do so.

Linda McNamara, 575 Knickerbocker Road, In regards to the discussions focusing on the Infant Toddler Center, I believe the concerns center on some very basic principles: 1) Proper accounting practices which would show actual costs to run the program and money from the general budget needed to balance the books; credits and debits. 2) Ensure that we have regular independent inspections of the facility. 3) How can we maximize optimum use of Glen School as space is now an issue: Should we consider reopening Glen as a public school, doing the necessary updates to bring it up to code for that possibility. In conclusion, I am very appreciative that the BOE is looking into the operation of the Center and allowing for public comment.

Katie Bielicky, 697 Wyndemere Road, I am writing this letter in support of the Infant Toddler Development Center, imploring you to keep it open for the 2020 - 2021 school year.

The ITDC has been a second home to my two children, Declan and Regan, for 4 ½ years. After touring multiple childcare facilities I was drawn to the feeling of love the teachers provided to each student. The friendliness of the staff is unparalleled, as is the enthusiasm they give to each child's growth and development. The classrooms are clean, well-maintained, and safe- everything a parent could ask for in a facility that is the primary place for their children to grow and learn while their parents are away at work.

As a Ridgewood Public School teacher, it is my job to be a surrogate mother to 24 of Somerville's 3rd graders. These students receive a top-notch education in an environment where they feel loved, heard, seen, safe, and supported.

The teachers at ITDC do the same for my own children. These selfless employees have volunteered to keep our children safe as we have been asked to go back to work. These women are not simply numbers, they have their own families to take care of.

Thank you for choosing to keep the ITDC open for the 2020 - 2021 school year. I am confident that you will keep your employee's best interests in mind and find a creative way to allow our children to return to their second home.

Chelsea Beser, 69 Sherman Pl., I am considering having my children participate in the virtual option, but I would love to see more details on what it will look like. Right now it seems like nothing more than a footnote to the reopening plan, but it would seem that it would benefit the community as a whole if those who can keep their children home did so. It would allow for smaller class sizes for those who need to send their children and would remove more vectors of possible transmission to the staff. In addition, it would allow staff who cannot attend in person to remain employed. It would seem beneficial to all to have this option be robust and well thought out.

Thomas Trubac, 91 Dora Ave., My name is Thomas Trubac. I am currently a teacher in the district, and have two kids. One of my kids was lucky enough to go through the Infant Toddler Day Care, another is currently enrolled. I am writing tonight in support of the daycare center and the amazing people who work there. I am constantly in awe of the professionalism and the care that the teachers and assistants provide. It always amazes me how they can get one and half-year-olds to sit still, listen to a book, and line up on a line with what appears to be such ease. Every single member of that building works extremely hard to treat every child as if they were their own.

It saddens me to know that there is a member of the community who has a grudge against the program and would like to see it shut down.

This daycare is vital to the teachers who use it for their own kids but also to every other parent who sends their children. There is no better way for these kids to be introduced to the world of learning than at the Ridgewood Infant Toddler Day Care. As a district, we should be proud of the wonderful work they do and the amazing things they do for our children.

Rebecca Rubenstein, 201 Woodland Ave., A huge thank you to the Board of Ed administration and Trustees for all their hard work navigating these uncharted territories.

Robin Fisher, 412 North Monroe Street, Is there a chance of reaching out to NJ transit and re-routing the bus from GW to Willard area to the new dismissal time? When will a special education-specific meeting be arranged so that parents can make an informed decision as to whether to choose in-person or remote learning?

Sarah Macone, 432 Overbrook Road, Dear Dr. Fishbein and the Board of Education Members, I am writing this comment in support of the Infant Toddler Development Center, urging you to keep it open for the 2020 - 2021 school year. When I was expecting my first child, I spent a lot of time researching childcare. As a teacher myself, I was immediately drawn to the Infant-Toddler Development Center (ITDC) because it was clearly a place that was supportive of working parents, especially teachers. That type of community is unusual, and knowing my children were in excellent care has allowed me to stay in the profession all of these years. My experience over the past four and a half years has exceeded my expectations. The teachers and community at ITDC have

become our second home and part of our family. This community has helped us establish roots in Ridgewood. The teachers and administrators at ITDC are exceptional; they are kind, loving, and they consistently give their all to help raise our children as they would their own. My two children have been at ITDC since they were infants, and they are who they are today because of the support and love we received from this community. This past spring was extremely challenging as an educator and a parent of two young children. My children missed their teachers and their friends tremendously. With September approaching quickly, teachers are being asked to enter the front lines and do whatever they can to help provide a sense of normalcy for their students. Our children desperately need this normalcy too, and if ITDC closes, mere weeks before the start of school, our children will be robbed of the consistency they are craving and requiring after months away. Please do whatever is possible, using creativity and compassion, to avoid closing ITDC in September. Thank you.

Ann Malbin, S Hill Road, It would be so much better if the children had a 5 day week. Consistently. Millburn/ShortHills has chosen two daily half sessions: 8:30-12:30 and 12:45-3:45 Monday thru Friday splitting the class in two, each half gets half a day. The children each have their own Sanitizing wipes to wipe down their chair/desk upon arrival/departure. I also think utilizing the gym/auditorium for the entire Kindergarten, divided into classroom sections, would free up multiple classrooms to allow for more classes. And there are sections of the Hall throughout the Ridge building which could be set up for a class and so would also free up classrooms. We need to get these children back in school full time, full days as soon as possible.

Beth Hays-Stevens, 119 California Street, if RHS will have 20 minutes of teaching then students self-teaching, then back to check in for attendance, the grading system will have to be set to Pass/Fail. Students should not be expected to do the majority of teaching themselves. Many core classes do not lend themselves to self-directed, solo work (i.e., Chemistry). This type of minimal instruction across the board will not only fail our students but will cause even greater numbers of families to make alternate educational plans. If students are going to self-teach for the majority of their school time, why would parents risk the exposure of sending them to school?

Timothy Morris, 320 Highwood Ave., As a parent of two current students of the Infant-Toddler Development Program and a third child who completed the program just over a year ago, it is of grave concern to hear that the Board is questioning the district's commitment to the program. I understand why, in light of so many pressing matters before the Board of Education this year, it can be frustrating to spend so much time on an issue that represents a small portion of the annual board expenses. However, I ask that careful consideration be given to the long term merits of a program that provides valuable and vital services to many working families of the community, as well as employees of the town and district. I believe that the Board has underestimated the benefits of this program, particularly in how other programs in the complex, which are cited as relative success stories, can defer the cost of shared resources and common areas with contributions from ITDC. Furthermore, I ask the board to consider the financial contribution ITDC has made to capital improvements of the district in prior years

and the ability of the program to again provide that financial contribution in the future before causing irreparable harm to the program based on a very specific set of circumstances. What has been built over decades of hard work by your exemplary staff and strong leadership should not be demolished by a rash decision.

Jessica Laraon, 70 Glenwood Road, What was the reasoning behind a single solution across all grades when the developmental and educational requirements vary so widely K-12 (and, as a secondary consideration, when high schoolers can be self-directed and left alone at home while elementary students require adult supervision)? Can you include supervised, socially distanced spaces during the virtual days for families that need it (for example, set up desks in the unused gyms with a few supervisors, or even volunteer parents, and students can work from there)?

Cheryl Dempsey, 38-09 Broadway, I am currently employed at the Infant Toddler Development Center at the Glen School. I first learned about this wonderful school in September 2000. At that time I was employed by the Pfeiffer family of Glen Rock as a nanny. One of my duties was to bring their daughter to school. That was when I met some of the teachers and staff. Eventually, all three of the Pfeiffer children attended ITDC. Mrs. Pfeiffer was so impressed by the school that she went so far as to suggest I try to get a job there when her children became too old for a nanny and that is exactly what I did! I became employed there in September 2009. I enjoyed working until June 2012 when my husband became very ill. As the years went by, a friend told me ITDC was hiring! I once again became employed there in September 2019. It is truly a wonderful place to send your child! Everyone is friendly, caring, and helpful! They are all hands-on all the time. The teacher/student connection is quite special (or maybe unmistakable) and it is something we all work hard for! It is a place for staff to call home!!

Kerry Miller, 141 John Street, I'm writing to provide the strongest support for the ITDC center which currently serves my infant daughter and has faithfully served the community for the past 33 years. Currently, in such an uncertain situation, parents are keen to begin planning for their children's child care for the upcoming school year. As you all well know, there is a tremendous amount of uncertainty even for the K-12 programs. In my own personal situation, my husband and I are working through career demands as well as childcare and schooling for my elementary school daughter, as well as childcare for my little one.

Please let me share with you from a parent's perspective why ITDC is so important to our family. The strong heritage of the program, and the reputation of the school within the community – and beyond – was a critical factor in seeking it out for our youngest daughter. We were thrilled last year to learn that there was a spot for her. From the moment we entered the building, the sense of community and emphasis on education was evident. We were thrilled to consider this as a home for our daughter for the next few years as she will feed into kindergarten. The center as you all know, is run impeccably by Lisa Kontos and her team. It's safe, clean, and focused on the children's well-being. I cannot speak highly enough of Bobbi Stevens and how she runs the infant room with her staff. They always made us feel safe, supported and welcomed, and it was a

joy to leave my young four-month daughter as she started her journey at ITDC. Publishing the rates for the 2020-21 school year is necessary for parents to begin planning for our coverage, and it's understandable that the situation may change as we navigate this "new normal" together. What I am certain of is that the ITDC will recalibrate through the year as needed with parents, hand in hand. That is how the Ridgewood community operates, and I am confident that the board will consider the gravity of their decision and weigh the importance of a program like ITDC for the little ones in our community.

I urge the board to remind themselves that ITDC is part of the community, and firmly entrenched in the community. We are all in the business of taking care of those youngsters in our community, and the ITDC's rich 30+ year history is a testament to how Ridgewood supports its youth's education from their earliest years.

I'm confident that the Board will take the appropriate steps during the July 27th Board meeting to keep the ITDC program for 2020-21 and for many years beyond. It's a pillar of the community, and in a difficult time, it is a true benefit for the Village.

Tasha DeLeon, North Walnut Street, In recent days there has been more data suggesting that Covid-19 is spreading from students above the age of 11.....how are these students monitored continuously throughout the day specifically in the hallways and the restrooms for social distancing and mask wearing? How does contact tracing work when a child goes to the restroom and encounters students from multiple grades and classrooms?

Everyone is so concerned about the social well being of the children....speaking from an elementary teacher's point of view....how are these young children affected by a classroom environment where everyone is in masks, the teachers can not give hugs and comfort their students, there can't be games or group projects, all independent work, social distancing, no singing etc. I assume that there can't be papers, pencils etc. passed out by the teacher.....I can't imagine a classroom environment like that....

How will substitute teachers be screened? They will potentially be subbing in multiple schools each week so their exposure will be very high

Dawn Southey, 569 Godwin Ave., To whom it may concern,

My name is Dawn Southey, I am the three's teacher at Infant Toddler Development Center in Ridgewood. My career with the ITDC family started 3 years ago. Although I have been in early childhood development for the past 11 years. I have enjoyed every moment being part of the ITDC family and when I say "family" it is true in every sense of the word. I am very disheartened at the thought the ITDC family has been reduced to a monetary value. The children's health and welfare should never be put into dollars and cents. At ITDC the children are our main concern. The beginning basic skills and socialization they obtain by being part of the ITDC family is invaluable and will be utilized their entire lives. The structure of our 33 year program not only gives our children love, growth and development needed to be ready for kindergarten as well as providing our parents with peace of mind. Our parents know as part of the ITDC family their children are in a well rounded, safe, nurturing, yet academic environment daily.

Without the ITDC family the future of our children would not be as bright as it could be.

Jessica Laraon, 70 Glenwood Road, What was the reasoning behind a single solution across all grades when the developmental and educational requirements vary so widely K-12 (and, as a secondary consideration, when high schoolers can be self-directed and left alone at home while elementary students require adult supervision)? Can you include supervised, socially distanced spaces during the virtual days for families that need it (for example, set up desks in the unused gyms with a few supervisors, or even volunteer parents, and students can work from there)?

Eugene and Catie Kearns, 632 Linwood Ave., Dear Board of Education,  
My wife and I are writing to express our support of the Infant Toddler Development Center at the Glen School. After listening to the recent Board meeting on July 10th, there were concerns brought up by board members in regards to the programs viability and overall purpose within the Ridgewood Public School System.

our opinion that these programs should receive further investment, not be subject to budget. We are current Ridgewood residents and our kids will be the 4th generation growing up in Ridgewood and going through the public school system. The public school system is one of the biggest reasons we chose to start our family in Ridgewood, so we want to thank you for all the great work you have done over the years keeping our town's public school system as one of the best in the state.

Our 3 year old daughter currently attends ITDC and our son went through the ITDC program before moving on to REACH Pre-K and Transitional Kindergarten, another great program started by the board. As working parents, we were attracted to ITDC due to its affiliation to the Ridgewood school system. Though the main reason we chose ITDC was because the program had been servicing this community for over 30 years and we received many recommendations by residents who had also sent their children there. We also liked how ITDC was used by so many Ridgewood teachers, which served as evidence to the quality of the program and a testament to a school system that would support their teachers and families. This fall our son is entering kindergarten at Somerville, and we are very happy with how prepared, academically and socially, he is due to the past 6 years following Ridgewood curriculum at ITDC and REACH.

The focus on preparing our children for Kindergarten has been a great success and we feel is one of the reasons why Ridgewood schools are unmatched in the area. Ridgewood schools have been taking progressive steps forward to continue building and improving on educational opportunities within the village by most recently voting to operate full day kindergarten as well as start the REACH Pre-K/TK program. One of the items mentioned in the BOE meeting was that the primary focus should only be K-12, which we feel would be a step back in the board's recent progress of offering programs that prepare our kids to succeed within the Ridgewood school system. We understand these are unprecedented times and you have been given a monumental task to re-open schools in the Fall, but we hope the progress made in recent years doesn't get lost in this effort. Ridgewood supporting these programs financially is an investment in our children's and town's future. While we want our school budgets to be fiscally responsible and is why we recently voted for many of the new board members, we don't want that to come at the expense of educational

opportunities that set our town apart.

Fiscal responsibility and profitability go hand in hand for businesses. While we should strive for fiscal responsibility in our school budgets, in no way are our schools a business or profit center. Educational programs that benefit our community should be the goal of the BOE. While we want to root out any waste, we don't want to cut programs that would ultimately defeat the board's goal.

We need to make every effort to support ITDC so Ridgewood residents can get back to work, especially our teachers with schools planning to open in the Fall. With such a high percentage of Ridgewood teachers utilizing ITDC, I worry about the ramifications of a closure. Opening schools in the Fall and supporting ITDC are invariably linked.

We hope that every effort is made to support RED, RISE, REACH and ITDC during times of Covid and in years to come. These programs at the Glen School should be considered a shining achievement in early childhood education by the BOE. It is y cuts or potential outsourcing.

Ping Yang, 67 John Street, First, I would like to show my appreciation for the reopening plan that BOE had put together during such a difficult time. Second, I would like to bring the attention to the BOE the Gifted & Talented program that some parents had suggested during the past meetings. I would like to see a committee formed under BOE on this issue to make sure that a working plan can be submitted to the state on time. And I am willing to volunteer to serve on such a committee if needed. Thanks

Primy Mukherjee, 500 Darby Ct., What is the risk mitigation plan- in the event that it's discovered that a teacher, or a kid came in close contact with someone who tested positive for Covid 19. (1) Will the parents be notified (2) will all the kids be required to test + their families (3) how will the communication happen across the school. This communication is important to ensure high risk patients are aware of whom they came into contact and take measures accordingly.

If a teacher gets tested Positive for Covid 19- what will be the next course for class? will it switch to online?

In the regular flu season, we have seen children coming to school with flu-like symptoms, even after nurses warning not to send kids to school. This is not the flu, and there is sometimes no definite way to understand this. Will school be making mandatory testing "on entry/Premise" to understand who has developed symptoms?

Sam Kaestner, 575 Shelton Road, Dear Ridgewood Board of Education members,

We are reaching out as concerned parents of a child in Ridgewood's Infant Toddler Development Center. We've had children enrolled continuously at ITDC since 2012, and we are saddened and anxious to hear that members of the Board have indicated that the ITDC should not open or be shut down entirely.

In this time of uncertainty and distance, the strength of our Ridgewood community has been a source of inspiration, hope, and given us optimism for the future! For our family, an important part of this community has been ITDC. As transplants to New Jersey, finding a program for our three children which has given them warm and loving friendships, nurturing teachers, and tremendous educational support has been an anchor point for our entire family. As an active



duty military family, we're also grateful for the strong connection to our community we've found through ITDC. When our middle child faced surgery and a hospital stay at 18 months, the ITDC teachers gave emotional support to our oldest child, and sent us cheerful notes and artwork from classmates; we'll never forget the love we received from the ITDC community!

After reviewing other childcare centers in the area, we believe that ITDC is the best program available. As an active duty military family, we are eligible for a childcare subsidy from the Army. Because of the nature of ITDC's license, it does not qualify for the subsidy. We believe ITDC is so far superior to other programs that we have opted to pay the unsubsidized tuition, because we want the best care for our children.

We strongly urge you to vote to ensure the continued service of the ITDC program to the Ridgewood community. We are happy to further expand upon our experience with the ITDC at the Glen School if you are interested.

Thank you for your support of the ITDC and for your service to our community.

Jean Whitehead, 170 W Ridgewood Ave., Given the recent news from the Village about "a small number of young people in Ridgewood recently tested positive for COVID-19", does that change your plan for re-opening this fall? Thank you for all the thought you have put into the current plans given the ever-changing data.

Vishu V, 238 Olivia Street, Will there be additional sanitation stations at the schools? Will there be adequate or additional soaps at the school restrooms? In general our kids have told us that they run out of soaps very frequently in the school restrooms. Are there plans to upgrade school restrooms to make it touchless (for e.g touchless flushing etc.)

Lisa Arillo, 250 The By The Way, Based on last week's meeting, the school hours are from 8:20-12:45 (arrival will now be 10-15 minutes earlier than a minimum day). What is the reality of students being able to sit in the classroom for over 4 hours, especially the K-2 grade students. Is there any way to have story time outside for 15 minutes and that's when students can have a snack and get fresh air! If there is a student or staff member who gets Covid, is the entire school shut down or just that class? how long will the class or school be shut down for? What is the plan for arrival and dismissal? Will you be using other entrances such as "exit only" to spread classes out..keeping them "socially distant".

Cathy Liu, 405 N. Monroe Street, I have the following questions: (1) For Fall semester, will the school offer "full day every other day" option? (2) For a staying home/online session, how will the teacher interact with the kids when the same teacher is physically in school for the classroom session? (3) How will the students be graded and evaluated in the future? (4) What is the latest update on the Gifted & Talented program? Who is leading the effort for compliance in this Fall? And, How can parents and teachers get involved?

Indira Raja, 23 Pershing Ave., Thank you for all your hard work in supporting our children through the pandemic. We really appreciate it. I would like to express support for the Gifted and Talented program in the district. I know my children benefited from the program since their elementary school years, and it is

important that children in our schools have continued access. Thank you!

Erin Gisonno, 15 N Pleasant Ave., Please reconsider the A/B morning and afternoon half-day schedule for the elementary schools. A straight 4 hour core curriculum in the same room without a release of energy or scenery is not an optimal learning environment for children especially in the younger grades.

Eleanor Gruber, 229 S. Irving St., I am writing to urge the Board to immediately subject the Infant Toddler Daycare Program to state licensing protocols. Nothing is more important to us than the health and welfare of our most vulnerable residents, our infants and toddlers. Parents count on the school to protect their children. I was disappointed to learn that approximately 5 years ago the Board and Supt decided to go with local, Ridgewood health department protocols rather than NJ protocols, I assume so not to be "burdened" with a longer list of requirements. Although we have an excellent health department, we should have used State requirements which were much more detailed. What you did makes no sense. I trust you all do realize that nothing will be the same when it comes to protections for our buildings, our tools, our teachers. We don't want to shortchange our children.

I think it would be prudent to go back and look at the minutes of the past meeting, approx. 5 years ago to see the reasons for selecting fewer health and safety requirements.

My second point refers to a statement made a while ago that the accounting practices at the Infant/Toddler Center were unusual. It seems that a true balance sheet was not forthcoming. I would like to know if the expenses (teacher salaries, building expenses, supplies, employee benefits, etc) and income (payment for children) are listed as a separate item in your accounting. It appears that money has been "borrowed" from the regular operating expenses and placed in the program.

**MOST IMPORTANT:** This is NOT a request to close down the School. It is an excellent program. Parents depend on the program. An infant/toddler program run by the Ridgewood Schools, who do such an excellent job in general is a good thing, purely because it is accountable to the public, and not a corporate shield.

But we should know the true costs of the program.

This is a request for transparency, both for the health and welfare of the children and teachers (and other staff), and also for the benefit of the taxpayers of Ridgewood

Ian Murphy, 152 Delaware Avenue, I am writing as a parent of a fairly recent addition to the ITDC program. My daughter Molly started with the program right around the beginning of 2020. Despite being involved for a relatively short period of time, the positive impact of the ITDC program was immediately felt in our home.

Molly was talking more about school, she was excited in the morning. Prior to our move to ITDC, she wouldn't really tell us about her activities or her teachers at the end of the day. Within her first week at the Ridgewood school, she was glowing and enthusiastic, she was sharing details with us and being more creative at home. After experiencing other daycare facilities that I would consider of a high quality, I can tell you that this program is head and shoulders

above them.

After these months of uncertainty and loss, the idea of ITDC permanently closing is truly heartbreaking. I understand that it comes down to dollars and cents, but these children will undoubtedly go on to be tremendous students within the Ridgewood system because of the foundation built at ITDC. They will grow to strengthen and enhance your core business. An investment in this program is an investment in your future K-12 students.

My wife and I have become close with the other parents since our daughter's recent enrollment. My wife is an employee of the Ridgewood school system. We speak regularly with the other parents; Ridgewood teachers, nurses and community members who have come to rely on this quality education for their young children. The idea that we all, with extremely short notice, may have to find new accommodations for our children during a pandemic is quite shocking.

But my possible inconvenience is not my reason for writing. I am writing to express how truly grateful I feel on a daily basis to have the opportunity to send my daughter to this program. I can't overstate that. She is excelling because we were lucky enough to have found ITDC

Honor Friberg, 152 Delaware Avenue, I am a Ridgewood BOE employee, and an ITDC parent. This is an excellent program, and it supports future Ridgewood K-12 students, as well as many Ridgewood teachers. Mr. Lembo has assured us that you are not voting to shut down the program, but some of the recent comments by board members regarding ITDC and the children enrolled are cause for concern for the longevity of the program. I hope you can see the value that ITDC adds to the Ridgewood community as a whole, especially the Ridgewood School District, and that the majority of you agree that floating us along during this time of need is worth the struggle.

Charley Krause, 129 Melrose Place, The summary of Ms. Poelstra's reported stated that "Over 300 teachers participated in summer professional development focused on remote instruction enhancement and collaborative unit revision." 1. Was this training mandatory? 2. If not, why not? 3. Will you make a list available showing those teachers who were trained?

The Report states, "The District purchase of instructional tools that support a blended learning environment:

- Chromebooks for K-1 students
- G Suite Enterprise: Includes advanced features for Google Meet (including attendance reports), enhanced security, originality reports, etc.
- RazPlus (RazKids and Learning A-Z) (grades K-5)
- Kami (grades K-12)
- Screencastify (grades K-12)
- EdPuzzle (grades 6-12)
- Epic (will remain free for school district for 2020-2021)
- Flipgrid (will remain free for 2020-2021)

1. What was the cost for each of these purchases? 2. What is the training being implemented for use of each of these tools? 3. Will there be an audit showing the total usage of these tools?

1. Will there be cameras in the classroom for all live/in-person classes? 2. Will a student be able to "attend" those classes remotely, and be counted as "present"

if s/he is concerned about actually going to school?

Lauren Kupiec, 112 N. Walnut St. Have you considered altering the school year (A/B) plan to have 2 consistent days each week for each group, and then 1 altering day? I.e. A goes Mon and Thur, B goes Tues and Friday and W alternates each week accordingly?

If not - why not? An inconsistent schedule is a nightmare for management and it seems easy enough to implement a more consistent one.

Jessica Franklin, 248 Pearsall Avenue, For the RHS Students, will the attendance policy be changed to allow for quarantine/illness issues?

Rebecca Lubell, 925 Norgate Avenue, How would dismissals work with social distancing? How would you be able to take all the children's temperatures while social distancing and getting the kids to their classes on time?

Lisa Negrycz-Gerstein, 641 Arcadia Road, Why can't students that are home remote into the live classroom, so pivot is seamless? There still is no explanation about exploration of expanding classrooms out to fields. Will high school course syllabi be available to parents to understand weekly classroom goals similar to the infrastructure utilized by Virtual Colleges?

Will high school course syllabi be available to parents to understand weekly classroom goals similar to the infrastructure utilized by Virtual Colleges?

Sara Chan, 35 Garfield Place, Regarding school reopening, how will fire drills and sheltering drills be approached or conducted? Specifically, will sheltering drills and protocol be changed due to social distancing? Schoolsecurity.org lists suggestions in which drills can begin as classroom discussions with teachers and administrators verbally walking through what to do in real emergencies and subsequently demonstrate appropriate techniques, identify safe locations, etc. Regarding mask-wearing in school, I would like to suggest that there be requirements describing properly fitting masks for children, which for example might suggest that masks worn by children be made FOR children, fit each child properly around the nose and face, and are checked for comfort and breathability for a period of time to ensure the child is likely to be able to comply with wearing at school. Thank you BOE and school staff for your very hard work and for including families in this very difficult planning process.

Vishu V., 238 Olivia Street, If we choose the option of completely remote learning at the beginning, are we allowed to change our option and send the kids to school after the initial 6 weeks?

Terry Levy, 84 Wildwood Road, Why isn't the middle school splitting the kids based on their house - i.e. Godwin/Monroe? Seems like a logical way as each house has their own English, Math, etc teachers?

Mike Ryter, 800 Newcomb Road, I've been researching how to teach in-person and virtual at the same time (6-8 model). The prevailing thought seems to be every student would be on a Google Meet (in front of a screen with headphones on) - even if my kids are in the room with me. This is counterintuitive to me as a teacher. I don't feel middle school students can sustain their attention for an 80 minute period. The high school schedule seems much better suited for middle

school students; this schedule also allows us to see (in person) our students more often and is certainly less complicated than the 16-day rotation schedule that is proposed.

Jaimie Davis, 204 Avondale Road, The previous survey did not address the Glen School, and the description of the surveys going out tomorrow did not include the Glen School. Will parents of Glen School students be polled?

A related question - the Power Point presentation said very little about self-contained programs. My son is in the RISE program at the Glen School - will there be more information circulated about the plan for programs like RISE (e.g., will that information be included in the FAQ)?

Jessica Kovac, 659 Midwood Ave., When will the next survey be due? It is very difficult to make a decision about things 4 weeks from now as the situation is dynamic (and we all expect things to go in the wrong direction).

Will the # of students allowed on buses be reduced? Prior to COVID, there weren't even enough seats on the buses to BF. Way too overcrowded.

Are students changing classroom locations at BF and RHS? How will hallways be handled?

Deborah Liguori, 319 Meadowbrook Avenue, The confusion with the survey was that the every other day option was presumed to be a full day. Why does the new survey not address this? If we must do half days, why not every day am or pm? I don't understand the logic in staying home if only half the kids are there. This is a huge burden for all parents and an unnecessary expense for dual income households.

Terry Levy, 84 Wildwood Road, Why is it that the Glen Rock public schools are able to have middle school and high school students attend school for a FULL day, every other day?? Why can't Ridgewood accommodate this schedule?

Kathleen Pascual, 661 Linwood Ave., What is the school reopening plan for the Red Program at the Glen School? How do we ensure that children who receive special services have the opportunity to be with typical peers in the mainstream setting when we reopen in September? Will students who are mainstreamed at least 60% of the day pre-pandemic, would five half days M-F be the schedule we would expect in the fall and how do we tailor their schedule to allow appropriate time w/ mainstream vs. services?

Wendy Schechter, 95 Glenwood Road,

It's extremely disappointing that the all-remote plan seems to be getting such a short shrift. It doesn't feel like an actual choice. It seems that if you want to keep your kids home because you believe that it is not safe for your children (and all signs point to it not being safe to return to school) then (1) you are a significant inconvenience to everyone; and (2) it seems obvious from what I'm hearing that that your child's education is going to be significantly different and certainly "lesser" than in-person.

Rose Mary McCotter, 673 Ellington Road, If I heard correctly from Dr. Fishbein during the meeting the students will be required to clean and disinfect their desks between classes at the middle and high school level? Who will be

enforcing and verifying that they are actually doing this correctly after every class change?

Jessica Kovac, 659 Midwood Road, What triggers have you identified to revert to full virtual learning? # of positive tests in school? % positive tests in the community?

Jiffy Vermylen, 241 N. Walnut Street, As Sheila Brogan just suggested, keeping the alternating days consistent each week (i.e. Monday/Wednesday and Tuesday/Thursday with Friday available as an alternating day or holiday makeup) would be so much more practical for students and parents. It would create a consistent schedule for those of us who work. The rotating schedule is a nightmare. Please establish some consistency. Why hasn't the fully virtual option been presented yet? I feel like a more robust option that doesn't seem like an afterthought would encourage more people to opt for fully virtual learning (safer overall for society). When will that plan be made available? I would like to point out the absurdity of Dr. Fishbein's comment about giving calendars out in advance "so we can tell our babysitters" about the rotating and inconsistent school days. Not everyone in this town has a babysitter or can even afford one. I would like to tell my employer with some time of consistency which days my children will be in school so that I can set meetings, etc. My children need to know their school days. It's not hard to set a consistent schedule with M/W and T/Th with Friday as the alternating of holiday makeup day. I'm willing to accept a lot, but this seems like too much. Just help us out a little bit, please.

Beth Hart, 329 Northern Parkway, I very much appreciate the work that has gone into the return to school plans. As the parent of a soon-to-be Kindergartner, I would like to register support for designated days in school instead of the current plan of alternating days. I agree with the suggestion of Friday being an alternating day--in the case of Monday holidays, that would automatically be the group that missed in-person school on the holiday. I hope that elementary teachers were consulted about which plan would work best for instruction and planning. I would think two consecutive days in and two days remote would allow for richer instructional opportunities, but I gladly defer to the teachers. I can say that when considering childcare (at home or outside location), regular days of the week are much easier to manage than handing a daycare or babysitter a list of dates

Mary Pilla, 333 Meadowbrook Ave. Kids are not social distancing outside of school. This model is impractical for working parents. You are not taking into account the needs of elementary students.

Karen Latimer, 53 Heights Rd., I think asking parents to commit to a choice, at the same time you are telling them they have to be flexible with changes because of all the unknowns is not only insensitive, it is hypocritical. You admitted the survey was confusing (in addition to offering two terrible choices.) I would like to know how much of the parental feedback actually factored into this 1/2 day every other day decision, considering many parents may have not realized what they were "voting" for. I understand reading that cases are up in other states may be paralyzing, and clearly based on Dr. Fishbein's comments about "I don't feel comfortable saying the younger kids don't get it ..." the news

reports are factoring into decisions. Please take a careful look at the latest death rates reported by the CDC. Despite the increase in cases (which is entirely to be expected due to the nature of viruses and the increase in testing), and with an open mind, consider what we are really protecting against. If an education wasn't more important than a risk of getting ill and getting better, we would have never had a public education system. Link:

[https://www.cdc.gov/nchs/nvss/vsrr/covid\\_weekly/index.htm](https://www.cdc.gov/nchs/nvss/vsrr/covid_weekly/index.htm)

Jessica Kovac, 659 Midwood Road, What will happen with specials, particularly music instruction, in the middle school? Will students have in school PE?

Ryan and Ashley Minetti, 110 Madison Place, First – thank you for the time and effort put into the plans. We were happy to see that the remote learning days will offer more teacher-led classes as opposed to our experience in the spring. However, we truly wish that there was a way to allow for full-day in-person learning as many other towns are offering. Remembering how fast the ½ day kindergarten day flew by, we just do not think the elementary kids are going to get a proper education. A 12:45 end time each day seems to be inadequate at best. By the time they get into the school and get settled, the kids will get maybe 3 hours of learning and some weeks, only twice a week. The middle school and high school schedules, although still disappointing to be ½ day in person every other day, at least offer education until 3:00. Can you please revisit the elementary school afternoon schedule?

Emily Hashem, 301 Westgate Road, I would like to hear more about how Ridgewood High School supports and ENCOURAGES low income students to attend RHS and thrive there. As a relatively affluent town, Ridgewood culture is often extremely exclusionary to low income students, and this extends to the classroom and extracurriculars which are a main focus at RHS. The intersectionality between racial justice and the injustices inflicted upon low income members of our community is also a pressing factor. Please explain how you support the development of low income students and how you are expanding to include and welcome an influx of a new diverse population of students to an already crowded school.

Corrinne Dillon, 217 Fairmount Rd. I want to start off by acknowledging the challenge the Administration faces in crafting a workable school reopening plan. This is not a task I envy the education community and no matter what choice any individual District makes, it is not going to please everyone – teachers, parents, students.

It's a monumental and unprecedented challenge, and given the time and effort it has – and will continue to – consume, it makes sense for us to come together as a community to help out where we can.

Which is why I am once again urging the Board of Education to work with a volunteer committee of passionate and dedicated parents to come up with a robust, best-in-class Gifted and Talented program for our K-12 students. The “Strengthening Gifted and Talented Education Act” was signed into law by Governor Murphy in 2020, and as of now the State has NOT extended the October 1 deadline whereby Ridgewood needs to submit a written plan detailing

how we assess and teach our gifted students.

In that report due October 1, the State will be asking for the number of identified students in K-12 with breakdowns by gender, race, IEP/504, etc. as well as how many teachers are GATE-certified (Gifted and Talented Educators.) We are expected to have all this information on our District website and to clearly outline what Ridgewood does for its G&T students as well as what we plan to do going forward.

These are unprecedented times that have forced all of us – teachers, parents, businesses – to re-evaluate and adjust how we operate over the past few months. COVID has forced us to re-think the way in which kids are taught, and the District should be able to provide more of a challenge to students who demonstrate previous mastery of grade-level skills, especially with the use of technology. How will these kids' needs be met this year? Who will ensure their right to learn new content and skills?

- Who is advocating for high-achieving Ridgewood kids?
- Who is responsible for the District's implementation of the new law?
- Who is leading the committee from the Board of Education on G&T?
- Will the committee hire a consultant to help with implementation, given that we have ZERO expertise within the District?
- How can parents and teachers get involved?

I will be following up after tonight's meeting by sending an email to Superintendent Fishbein and the five Board of Education trustees with a list of names of volunteers who are excited to serve on a committee to represent the parents and community on this matter. We will be asking for a timeline (Start date, frequency of meetings, etc.) as well as submitting a petition with a 100+ signatures from Ridgewood residents who enthusiastically support the robust implementation of a G&T program.

We have parents of elementary, middle and high schoolers, people whose families have lived in Ridgewood for generations, people who were born abroad and immigrated to the US, Irish, Polish, Italian, Chinese, Korean, and African Americans. We all want a top-notch education for kids who are in need of more of a challenge and are stepping up to volunteer our time and talent to make G&T a meaningful reality in Ridgewood.

In closing, I want to read the Administration and Board the Ridgewood Public School Mission Statement:

The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potential to become life-long learners and productive, responsible citizens.

All we're asking is that you do what you've already committed to do on paper. The community is ready to do our part. Please take us up on our offer!

Kristina Arocho, 314 Oak Street, Will students receive daily 1:1 assistance from



a teacher and small group instruction in self-contained classes? Will students in a self-contained class have partitions around their desks, have more independent time due to social distancing and have hand over hand learning? How will students receive mouth prompting for auditory assistance in self contained classes if teachers are wearing masks?

Brennan Heffernan, 995 East Glen Ave., My wife and I chose to send our daughter to the ITDC program at the Glen School because we thought that it was important that she attend a community school rather than a run-of-the-mill daycare center. We toured many different daycare centers, but when we entered that building, when we spoke with staff members and with parents, we knew that Glen School was a special place. If you ask any parent about the program at the Glen School, I assure you that you will hear the word "special" used over, and over, and over again. The teachers in that school become part of the child's family. These staff members go above and beyond their day-to-day responsibilities, and they have a truly loving relationship with the children in their care. From top to bottom the Glen School staff are extraordinary professionals. I can attest, both as a parent and as an educator, that this program is an asset to our community. This program has been the foundation for a generation of Ridgewood School students and it should be celebrated as an exemplar of early childhood education, it should be recognized as an important foundation of Ridgewood's tradition of educational excellence. As a parent and as an educator, I want to ensure that high-quality early childhood educational programs exist in our community. ITDC is one of the many things that makes the Ridgewood community unique and we should not so easily let it disappear. Finally, I think it is important to advocate for the vital work done by the teachers in that building, they have dedicated their lives to Ridgewood's children and this must be considered before any vote is taken.

I urge you, please vote to protect the IDTC program at the Glen School.

Christine Dubois, 224 Walther Ave. , I am a Ridgewood alum and a parent. I have had children in the Ridgewood school system continuously for more than 15 years. We are a transracial family including Caucasian family members and family members of color. I can assure that board that there is serious racism in the Ridgewood school system. ALL of my children have experienced racism whether they are white or black because we have members of our family who are of color. The response at the grammar school, middle school and high school levels have been mediocre at best and only occurred when I pushed teachers and administrators to address it. The diversity composition of all of the schools in Ridgewood is unacceptable. What is the board of Ed doing to change this? When I asked this question of an administrator at RHS last year in response to an incident at the school related to one of my children he told me pointedly that it is "very hard to recruit teachers from Paterson as the salary levels in Paterson are much higher". This is an unacceptable response. Until our children have some level of diversity among administrators and teachers, in other words real educators of other races who they can interact with, the environment of racism that we have experienced will continue for all future students in this school system.

Kaitlin Joyce, 217 Highland Ave., The man who thinks providing a calendar

makes it practical to arrange childcare on alternating days, has clearly never tried to arrange professional childcare. Childcare providers look for set schedules and don't want to book different days each week.

Sarah Pollak, 11 N Irving St., I am grateful that there was much more verbal discussion tonight than there was during Thursday's meeting about the ability for families who don't feel comfortable sending their children in September to opt back into in-person school on October 16 for Phase 2 and again on November 30 for Phase 3. That said, I was very disturbed to hear Mr. Kaufman discouraging that flexibility, and in fact suggesting that families be forced to be "locked into" their choices. The idea of being locked into a decision—particularly when what we know about the virus itself is evolving constantly—is deeply concerning. Was he suggesting that we be "locked in" for the whole year or just for that Phase? It's particularly unsettling because currently the "opt in" options are listed only as "recommendations" on the slides, not as any guarantee. As a parent who is very much on the fence about whether to send my child in-person, but leaning slightly towards starting all-remote due to serious concerns about the virus, it is of CRITICAL importance to understand (before filling out the survey) that if I choose to start my child remotely, that my child will not be barred from rejoining in-person school for the whole year. I truly understand and respect that a fair amount of patience and flexibility is needed of families, as the school must scramble to readjust things when families opt in, but I believe that AT LEAST at the start of every 6-week phase, families need and deserve that choice.

Thank you to the volunteer board members!!! I have my concerns (as listed in my first comment), but that does not change the gratitude, respect, and awe I have for those of you who selflessly volunteer your time and energy to this seemingly insurmountable crisis situation.

Gayle Menezes, 520 Upper Blvd., I acknowledge the challenge the Administration is facing in crafting a workable school reopening plan. The plan put forth would surely not meet the requirements of the kids above grade level. I understand that with the changing environments it is difficult to plan. But we have some deadlines coming soon and we need to meet those deadlines keeping in mind parents like me would like to provide our inputs in making sure the plan works for most kids above the curve.

Gifted and Talented program requirement by the state - I spoke regarding the State Gifted and Talented program at one of the meetings this summer. At that meeting we were told that there will be a presentation to give us additional details on what plan Ridgewood plans to submit to the State by October 1st. I do not see any information on that topic. The questions I have are

- Who is leading the committee from the Board of Education on G&T?
- Will the committee hire a consultant to help with implementation, given that we do not have any expertise within the district?
- How can parents and teachers get involved?

I strongly hope the district does not forget these kids and makes full use of the resources provided by the state to come up with the most effective plan.

Keeping the parents posted and involving them in the planning will only help the district meet the requirements of a larger number of kids in the district. I am looking forward to hearing more on this topic at the next meeting.

Current School Year Online Only Program-

I do not see any schedule for the online only program in case we decide to go that route. Can this be detailed out for us?

Stefan kahandaliyanage, 109 Hope St., I wholeheartedly support the establishment of a gifted and talented program (also required by state law). This will make our town more competitive overall in New Jersey. We are great at sports, music/the arts, but we can do much better on the academic side of things. A gifted and talented program lifts all boats. It creates a culture of academic excellence that benefits those who directly participate while inspiring those who do not directly participate to perform at a higher level. Let us take steps today to ensure "a tradition of excellence" for tomorrow!

Lynn Maki, 862 Hillcrest Rd., I listened in on last week's presentation of the Proposed Return to School Plan and want to thank everyone involved for the work put into it. While no option is ideal, I'm supportive of the proposal which has only one group attending each day for a half day. I am extremely lucky to work for a company that is making every effort to support their working parents through this tough time. That said, I am hoping the district will consider having both groups attend on consistent days each week to help working parents who may need to negotiate flexible work arrangements with their employers. I'm hoping this will be considered as the plan continues to evolve. Thank you.

Sarah Kline, 43 Ethelbert Pl., Transitional K/REACH- will it be 5 days a week like RED or 2 days like K-12?

Nina Farley, 355 Kensington Drive, Can you acknowledge the implicit and explicit bias that occurs within RPS? Have you reviewed these documented instances on the instagram page @rhs.amplify, and how do you plan to address these issues in the future? Why haven't you made a statement addressing patterns of overt and covert racism in RPS? RPS needs to create a diversity and inclusion office to support students of color, is this something you are considering?

Anne Burton Walsh, 112 south Irving Street, Hello all, I was planning to call in to ask how I can support the district's work in complying with the new law aimed at strengthening gifted and talented education in New Jersey. I would be more than happy to serve on a parents' committee – and do anything I can do - to help alleviate the burden on the district during this difficult time.

Of course, all children have gifts and are themselves gifts. However, as the law and our local policy recognize, it's important to address the special needs of the academically advanced to make sure they develop a work ethic and realize their potential. Research shows that not doing so – and just saying, wait, everyone else will catch up – can come at a real cost. Insufficient academic challenge for those who require it can lead not only to failing to develop a work ethic but to tuning out, depression and worse.

One of my children said within her first few weeks of kindergarten that "school is a place where people go to get help. Except for me, because I know everything." She sounded sad because she had been so looking forward to starting "real school." We were very fortunate that we had the support and

understanding from our principal, and that our daughter's kindergarten teacher had the knowledge and passion to work with us to get her appropriate, challenging work, as did many of her elementary school teachers afterwards. We also have had the benefit of extra math challenges as well as other enrichment provided by my mother, who is an SAT math tutor. Other parents enroll their children in extracurricular enrichment.

I know many other hard-working, passionate teachers across the district have also worked to provide appropriate, accelerated work to their students who need it.

This is GREAT not only for the reasons I mentioned but also because then children can maximize their out-of-school time for play and exercise.

As someone with personal experience with this issue and having researched the needs of G&T children, I'm willing to help out on the parents' committee to alleviate the burden on the district, especially now, to ensure that G&T is provided programmatically by all teachers across the district, particularly in the formative K-5 years.

Programmatic G&T will benefit parents who don't have the time or resources to advocate for their children or the resources to spend on getting their children extracurricular challenges and work. I am very hopeful that this difficult time will provide some opportunities – such as zoom breakout rooms – and to connect teachers to already available resources -- to provide an appropriate challenge to those kids who need it because every week, month and of course, every year, matter enormously in the life of a K-5 student in particular. Thank you for reading.

Chris Klemm, 240 Hamilton Rd., I want to know why the Ridgewood BOE has yet to respond to the demands to reform for the benefit of its black students and students of color. I would like to know why my black friends who have gone through Ridgewood high school had to teach themselves black history. All students should learn about black wall street, all students should know how black housing in Manhattan was demolished for the construction of Central Park, students need to know an accurate account of history. I don't know why these things aren't already being taught, maybe they're "uncomfortable" maybe it's uncomfortable for white students to learn how their ancestors dehumanized and murdered black people. However, the school must not care about students' comfort, because it doesn't care about black students' discomfort when English teachers say the N word in class. RHS and all Ridgewood schools need to change and address the racism that exists.

Robert Klemm, 240 Hamilton Rd., Assuming RHS is operating under the alternating A/B day schedule, what is the plan for after school extracurricular activities, such as band. Would students return to campus after their afternoon virtual sessions at home? Would afternoon programs have limited attendance policies following the A/B schedule? Have you considered using technology, such as a cell phone app to facilitate I think we would all prefer live in-person instruction. I am concerned that by planning a hybrid model, we are diluting both models. The only model that has certainty until a vaccine is available and distributed (likely late 2021) is the remote model. I would ask the board to ensure that we are investing enough in remote learning and technology. From

what I heard tonight, the administration is trying to use technology to fit into the old live model. Having every teacher create their own technology teaching plan does not take advantage of the benefits of technology. Please consider leveraging the technology- find the best teachers to develop online programs and have them broadcast it to all students in that grade. Create "broadcast" classrooms. In an extreme, one third grade teacher could teach math to all the third grade classes in the district other teachers could provide more focused small group instruction to re-enforce the online presentations. This would be a very different model but it exploits the best attributes of both in-person and remote learning. Thank you for all your hard work - I know this is not easy.

Dinesh Dcosta, 520 Upper Blvd., Support Gifted and Talented Program, I heard some time ago that Gov. Murphy enacted a law to strengthen the gifted and talented program. I have two children in the school system and have learned that we do not have any G&T program. I am aware that we as a school district have to submit a plan to the state by October 1st on how we plan to implement the program in our district.

What I'd like to know is if there has been any movement in this regard since this new law was enacted? If yes, I would like to know who is leading this effort and when does the BOE anticipate presenting the plan to the residents of Ridgewood. I truly think that this law is a great opportunity to provide our children the much needed G&T program that we lack. The October 1st deadline is fast approaching and I want to make sure that this does not get overlooked.

Re-Opening of Schools for 2020-21 - Remote Option  
At the last BOE meeting, the presentation did not include the schedule details if parents decided to go ahead with a fully remote option for their children. As a parent who is weighing the options we have, I would like the BOE to provide us with how the remote option would work. More specifically, I would like to see the use of live conferencing software that ensures constant interaction with their teacher to ensure we have a much more engaged classroom.

I do understand these are trying times and fully appreciate the time and effort you all put into making our children's schooling experience a positive and rewarding one.

Madeleine Beresford, 158 Hope St., I thank you for your work on COVID, but as other callers have mentioned, there is a second crisis that is incredibly important to address, and that's institutional racism in our schools. As a parent, I'm disappointed with how racism was neglected at RPS, and I'm eager to hear from you all regarding how you will begin to address this crisis moving forward, including what tangible actions you will take in the coming days, weeks, and years.

Sam Flynn, 399 Carlton Terrace, I'm an RPS alum and would like to know what the BOE is doing to address racism within the public school system, both overt and covert. I know the group Ridgewood for Black Liberation has sent a list of actionable demands for change within the Ridgewood Public School System and the instagram account @rhs.aplify has been highlighting many instances of discrimination. I would like to know if the board even sees these as issues that need immediate action because so far there have been no statements regarding what RPS will be doing to combat racism. I believe this must be a top priority for the board as well as ensuring the safety of staff and students during the

COVID-19 pandemic.

Cathay Hamilton, 3 High Street, What are the plans for school opening? My concerns are for the working parents. In light of recent positives what steps are we taking as a district if children are exposed? Will the entire school be placed on quarantine if one person is positive?

Mr. Dani requested to make a comment about a public comment. The deadline to submit the gifted and talented plan is October, at some point we have to present to the residents what our plan is.

Ms. Poelstra had a meeting with the subcommittee, the state was supposed to do a presentation for all districts with guidance tomorrow but that has not gotten off the ground due to the many furloughed people at the state level. The committees are going to make recommendation of what needs to be on the website, how to identify students, what type of professional development they will recommend school districts pursue. The committees are behind on the state level due to the conditions, October 1 so far has not changed, but we don't have a checklist and guidance on how to enact the law. That is still being developed on the state level.

Ms. Poelstra is a member of the state level subcommittee in collaboration with the Association for Gifted Children which have been developed to help districts interpret and understand the law and provide the districts guidance on how to enact them.

Mr. Dani wants to know per a public comment who is involved from the district to plan for the October 1 program?

Ms. Poelstra said we all will be involved when we get the guidance from the state, they are still not finalized with the steps that they want the districts to take. When the state subcommittees get the guidance to us then we will enact. The law itself has not changed much, there are certain parts of the law that are new and other parts that need to be communicated differently. Some examples include; to have in our curriculum opportunities for differentiation; which we already have; to have to be able to identify children; which we already do. The new parts of the law are if a parent does not feel that their child is not adequately serviced, they have the opportunity to go to the county and have them work with the district; that is a new part of the law that was not there before. Another new part is that the state is appointing a person at the state level who will be in charge of the gifted and talented programs, which was not there before. If you look at what is in our current policy, a lot is the same but they have added new levels to include county and state level participation in the G&T programs.

Ms. Poelstra will forward the current G&T policy that is currently on our website to the board.

Ms. Kwak asked if the G&T program is something that the curriculum subcommittee will be involved in?

Ms. Poelstra replied yes and added that every unit of study has an opportunity for enrichment for students who are demonstrating proficiency, when teachers feel a child warrants enrichment they can find that in the curriculum and instructional resources that they currently have.

**X. DISCUSSION ITEM**

None at this time.

**XI. ACCEPTANCE OF MINUTES**

**Mr. Lembo**

- June 1, 2020 Exec Session Meeting
- June 1, 2020 Regular Public Meeting
- June 4, 2020 Special Public Meeting
- June 15, 2020 Regular Public Meeting
- June 15, 2020 Exec session Meeting
- June 29, 2020 Regular Public Meeting
- June 29, 2020 Exec Session Meeting

Mr. Lembo tabled the June 1 and 29 executive session minutes, since there are additional questions and revision requests from the board.

Ms. Kwak asked to table all of the minutes to allow for further review.

It was agreed to table all of the minutes until the August 31 meeting.

**XII. OTHER BUSINESS**

**Mr. Lembo**

Mr. Dani reviewed the timeline for an RFP and asked about the progress of the first steps for the RFP on the architect and attorney.

Ms. Kelly responded that she has started the architect RFP, but work required for the opening of school and the ITDC program caused a little bit of a delay. She will get the first step done this week so she can get it to the committee. Her plan is to finish the architect RFP; done and reviewed and then do the legal RFP. She will try her best to get them both done by the end of August, but due to the additional restraints on time including the deadlines for the opening of school plans she cannot give an exact completion date.

Dr. Fishbein reminded everyone that these are extenuating times and setting up extra zoom meetings are very inefficient and time consuming. We are trying to juggle several things at the same time and some priorities that we had in the spring have changed due to the circumstances. He has asked everyone to be patient

and understanding.

Ms. Kwak stated that we all know the importance of early education and establishing the foundation early, ITDC is a good program that needs to be supported in the near term. There are a lot of numbers that have been thrown out and wants a review of any financial anomalies starting from 2013/14. On a side note, Ms. Kwak asked the committee to explore ways to expand the fee-based Pre-K program that would benefit Ridgewood families.

Ms. Kwak made a motion to approve an audit by a third party of the ITDC program from fiscal year 2013/2014 to current.

Mr. Dani seconded.

The board discussed the costs, benefits and negatives of conducting an audit.

The motion was not carried, per the following roll-call vote:

AYES: Mr. Dani, Ms. Kwak

NAYES: Ms. Brogan, Mr. Kaufman, Mr. Lembo

Ms. Brogan: No to get a 3rd party to look back, let us move forward.

Mr. Dani: The books should be clean.

Mr. Kaufman: appreciates what Mr. Dani and Ms. Kwak are saying but feels the board is on a schedule/path to look very closely at the program this year and make a decision for next year. There is nothing that a past audit will do but waste more money that we don't have.

Ms. Kwak: The rationales for this seems to be atypical loss and third party audit may prove to be a perennial loss.

Mr. Lembo: We already know there is a loss and not sure what more we would find. He thinks we need another audit done, but when we look at it in the new year, we know where we are right now and will look at it anyway and we should not spend money twice.

### **XIII. ADJOURNMENT**

8:34 pm motion by Mr. Lembo and seconded by Ms. Kwak, the meeting was adjourned.

Respectfully submitted,

**Mr. Lembo**



Antoinette Kelly  
Board Secretary

Lucy Papamichael  
Assistant Board Secretary

2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Ellen Wolff	Distance Learning: Successful, Practical Strategies Grades 3-5 Virtual sessions from Bureau of Education & Research, WA July 29, 2020	Professional Development	\$279.00	0
Lorna Oates-Santos	NJPSA & FEA NJL2L Mentor Re-Certification Virtual Sessions from NJPSA & FEA July 16, 2020	Professional Development	\$60.00	0
Christina Lim	Intermediate IMSE OG Training Virtual sessions from IMSE Orton Gillingham, MI August 3 - 7, 2020	Professional Development	\$1,275.00	5
Salliann Ran	Distance Learning: Successful, Practical Strategies Grades 3-5 Virtual sessions from Bureau of Education & Research, WA July 29, 2020	Professional Development	\$279.00	0
Don Friel	Distance Learning: Successful, Practical Strategies Grades 3-5 Virtual sessions from Bureau of Education & Research, WA July 29, 2020	Professional Development	\$279.00	0

The total cost for these conferences is \$2,172.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$19,437.81 leaving a balance of \$180,562.19.

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 2020-2021 will be \$1000.00.

**Contracted Therapists/ Providers for Special Education Student Services for the 2020- 2021 School Year**

<b>Contractor</b>	<b>Service</b>	<b>Schedule</b>	<b>Rates</b>
Alpine Learning Group Inc.	ABA Therapy, Consultation, Supervision, Clinical	75 hr/wk	\$65- \$400
Bayada Home Health Care, Inc.	Nursing Services, 1:1 & Home Health Aide	35 hrs/wk	\$46 - LPN, \$55 - RN, \$24 - HHA
Bergen County Special Services	OT/PT/SL/ ABA/ AVT/TOD/ In Home Services	80-95 hrs/wk	\$17.25-\$165 hr
Care Plus, NJ Inc	Psychiatric Evaluations	as needed	\$450 per evaluation
Pillar Care Continuum	Assistive Technology, Collaboration, Consultation, Evaluations, Tools & Tech training	4 days/wk	\$9,800/month
Progressive Therapy of NJ	ABA Therapy, Coordination, Supervision, Consult, Parent Training	25	\$70-\$110 per hr
Star Pediatric Home Care Agency	Nursing services	as needed	\$50/hr - LPN, \$60/hr - RN
Volt Wellness	Parent Training/Home Programming/ABA Therapy	~25 hrs/mo	\$60/hr - ABA, \$60/hr - \$110/hr

Ridgewood Public Schools  
2020-2021 Classroom Aides

Last Name	First Name	Location	Assignment	Hourly Rate	No Hrs/day	No. Days/Wk	Daily Rate	Weekly Salary	Annual Salary
Alessi	Taylor	BFMS	Applied Behavior Analyst Aide (ABA)	20.17	5.75	5	115.98	579.89	20,875.95
Camilleri	Nicholas	BFMS	Self-Contained	17.50	5.75	5	100.63	503.13	18,112.50
Caron	Lisa	BFMS	Self-Contained	17.50	5.75	5	100.63	503.13	18,112.50
Crawford	Ryan	BFMS	Applied Behavior Analyst Aide (ABA)	21.23	4.5	5	95.54	477.68	17,196.30
Cullen	Tara	BFMS	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Kim	Sung-Hui	BFMS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Kraemer	Jane	BFMS	Self-Contained	17.50	5.75	5	100.63	503.13	18,112.50
Liebkind	Olga	BFMS	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Miller	Danielle	BFMS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Montelbano	Dean	BFMS	One-to-One	17.50	5.75	5	100.63	503.13	18,112.50
Moran	Kathleen	BFMS	Self-Contained	17.50	5.75	5	100.63	503.13	18,112.50
Parks	Nicole	BFMS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Rabin	Rachel	BFMS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Seibold	Julie	BFMS	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Tilyou	Tina	BFMS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Amaral	Carla	Glen	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Baloch	Sumera	Glen	Self-Contained (RED)	17.50	5.75	5	100.63	503.13	18,112.50
Bini	Natalie	Glen	Self-Contained (RED)	17.50	5.75	5	100.63	503.13	18,112.50
Blau	Mary Ann	Glen	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Chalmers	Stephanie	Glen	Teacher Assistant (REACH)	17.50	5.75	5	100.63	503.13	18,112.50
Doyle	Christine	Glen	Self-Contained (RED)	17.50	5.75	5	100.63	503.13	18,112.50
Engstrom	Anna	Glen	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Fernandez	Patricia	Glen	Teacher Assistant (REACH)	15.01	5.75	5	86.31	431.54	15,535.35
Latif	Shaista	Glen	Teacher Assistant (REACH)	17.50	5.75	5	100.63	503.13	18,112.50
Lauritano	Scott	Glen	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Linton	Kristin	Glen	Teacher Assistant (REACH)	17.50	5.75	5	100.63	503.13	18,112.50
Mertens	Meghan	Glen	Self-Contained (RED)	17.50	5.75	5	100.63	503.13	18,112.50
Maxwell	Andrea	Glen	Teacher Assistant (REACH)	17.50	5.75	5	100.63	503.13	18,112.50
Rienzi	Caterina	Glen	Self-Contained (RED)	17.50	5.75	5	100.63	503.13	18,112.50

Ridgewood Public Schools  
2020-2021 Classroom Aides

Last Name	First Name	Location	Assignment	Hourly Rate	No Hrs/day	No. Days/Wk	Daily Rate	Weekly Salary	Annual Salary
Salcedo	Yosmari	Glen	Teacher Assistant (REACH)	15.01	5.75	5	86.31	431.54	15,535.35
Zinzi	Dorina	Glen	Self-Contained (RED)	17.50	5.75	5	100.63	503.13	18,112.50
Chowbey	Ritu	GWMS	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Goodman	Nancy	GWMS	One-to-One	17.50	5.75	5	100.63	503.13	18,112.50
Lawrence	John	GWMS	Brailist	23.31	5.75	5	134.03	670.16	24,125.85
Pilson	Mine	GWMS	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Sand	Grace	GWMS	Resource Room	15.01	5.75	5	86.31	431.54	15,535.35
Sharar	Connie	GWMS	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Tucker	Annette	GWMS	Self-Contained (LLD)	15.01	5.75	5	86.31	431.54	15,535.35
Wilhelm	George	GWMS	One-to-One	17.50	5.75	5	100.63	503.13	18,112.50
Cadorette	Christi	Hawes	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Callejas	Paola	Hawes	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Chaiken	Kamber	Hawes	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Dube	Christina	Hawes	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Feeney	Rory	Hawes	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Fisse	Lauren	Hawes	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Franklin	Jessica	Hawes	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Harcher	Jennifer	Hawes	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Haug	Sheri	Hawes	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Monnerat	Brian	Hawes	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Weinstein	Nicole	Hawes	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Ardito	Daniel	Orchard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Keenan	Kathleen	Orchard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Lewis	Jenny	Orchard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Linder	Brittany	Orchard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Pilkington	Jaclyn	Orchard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Wahler	Nicole	Orchard	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Beyer	James	RHS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Brandes	Melissa	RHS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05

Ridgewood Public Schools  
2020-2021 Classroom Aides

Last Name	First Name	Location	Assignment	Hourly Rate	No Hrs/day	No. Days/Wk	Daily Rate	Weekly Salary	Annual Salary
Bushnauskas	Thomas	RHS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Collins	Carla	RHS	Resource Room	15.71	5.75	5	90.33	451.66	16,259.85
Crabbe	Joseph	RHS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Driscoll	Patrick	RHS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Esposito	Michael	RHS	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Gillis	Daniel	RHS	One-to-One	17.50	5.75	5	100.63	503.13	18,112.50
Lohr	Jennifer	RHS	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Lug	Raymond	RHS	ESL Aide (Title 3 Immigrant Fund)	17.50	5.75	5	100.63	503.13	18,112.50
Oliver	Jo'elle	RHS	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Palazzola	Joan	RHS	Self-Contained	17.50	5.75	5	100.63	503.13	18,112.50
Ramos	Lisette	RHS	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Scofi	Alexander	RHS	Applied Behavior Analyst Bus Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Spadaccini	Ann	RHS	Self-Contained	17.50	5.75	5	100.63	503.13	18,112.50
Bonavita	Madison	Ridge	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Brophy	Daniel	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Castaldi	Deborah	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Coughlin	Wendy	Ridge	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Dittamo	Rachel	Ridge	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Feder	Karen	Ridge	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Hamilton	Elizabeth	Ridge	Applied Behavior Analyst Aide (ABA)	20.17	5.75	5	115.98	579.89	20,875.95
Hopper	Ann	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
King	Sean	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Kowalski	Alexandra	Ridge	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Leon	Johana	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Maccarrone	Meghan	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Mager	Lindsay	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	3	5	63.69	318.45	11,464.20
Marques de Chinchay	Marisol	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Meyer	Maureen	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Schierloh	Lauren	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05

Ridgewood Public Schools  
2020-2021 Classroom Aides

Last Name	First Name	Location	Assignment	Hourly Rate	No Hrs/day	No. Days/Wk	Daily Rate	Weekly Salary	Annual Salary
Sgambati	Jean	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Sunden	Kristine	Ridge	Applied Behavior Analyst Aide (ABA)	21.23	5.75	5	122.07	610.36	21,973.05
Tarantino	Brittany	Ridge	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Trujillo	Karen	Ridge	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Yegelwel	Samara	Ridge	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Aynilian	Elizabeth	Somerville	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Dekens	Gina	Somerville	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Eidschun	Maura	Somerville	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Haworth	Anna	Somerville	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Manziano	Kimberley	Somerville	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Materia	Donna	Somerville	One-to-One	17.50	5.75	5	100.63	503.13	18,112.50
McLaughlin	Amy	Somerville	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Pielka	Susan	Somerville	Resource Room	17.50	5.75	5	96.72	483.58	17,408.70
Schwartz	Katherine	Somerville	Resource Room	17.50	5.75	5	96.72	483.58	17,408.70
Taylor	Patricia	Somerville	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Asch	Carolyn	Travell	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Ebenhack	Kayley	Travell	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Felipe	Brenda	Travell	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Hughes	Regina	Travell	Resource Room	15.01	5.75	5	86.31	431.54	15,535.35
Manrara	Edna	Travell	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Morano	Victoria	Travell	Self-Contained (LLD)	17.50	5.75	5	96.72	483.58	17,408.70
Porfido	Joann	Travell	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Schmarak	Lorraine	Travell	Resource Room	15.01	5.75	5	86.31	431.54	15,535.35
Tornatore	Stacey	Travell	One-to-One	17.50	5.75	5	100.63	503.13	18,112.50
Yucis	Jessica	Travell	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Brito	Mirla	Willard	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Broesler	Breanna	Willard	Resource Room	17.50	5.75	5	96.72	483.58	17,408.70
Bukowski	Stacey	Willard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Burgess	Jennifer	Willard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50

Ridgewood Public Schools  
2020-2021 Classroom Aides

Last Name	First Name	Location	Assignment	Hourly Rate	No Hrs/day	No. Days/Wk	Daily Rate	Weekly Salary	Annual Salary
Cunningham	Carol	Willard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Galvin	Jennifer	Willard	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Gosselin	Linda	Willard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Kim	Elena	Willard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Luongo	Elizabeth	Willard	One-to-One	17.50	5.75	5	100.63	503.13	18,112.50
Mohajer	Poopak	Willard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
Neilson	Margaret	Willard	Resource Room	17.50	5.75	5	100.63	503.13	18,112.50
O'Neill	Karen	Willard	Kindergarten Aide	17.50	5.75	5	100.63	503.13	18,112.50
Paris-Rodriguez	Amber	Willard	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Sklar	Judith	Willard	Self-Contained (LLD)	17.50	5.75	5	100.63	503.13	18,112.50
Sweeney	Marcella	Willard	Kindergarten Aide	17.50	5.75	5	100.63	503.13	18,112.50



RIDGEWOOD HIGH SCHOOL  
 FALL 2020 COACHING ASSIGNMENTS ESTIMATE  
 TO BE IN THREE INSTALLMENTS 9/30/202, 10/15/2020 AND 11/13/2020

Name	Position	Step	Ratio*	Total	Third	Third	Third
				Stipend	9/30/2020	10/15/2020	11/13/2020
Cord, David	Head Football	II	0.120	11,105.00	3,701.68	3,701.67	3,701.67
Aday, Douglas	Assistant Football	IV	0.085	7,866.00	2,622.00	2,622.00	2,622.00
Santiago, Ernesto	Assistant Football	III	0.080	7,403.00	2,467.67	2,467.67	2,467.67
Bello, Richard	Assistant Football	IV	0.085	7,866.00	2,622.00	2,622.00	2,622.00
Scevola, Adam	Assistant Football	IV	0.085	7,866.00	2,622.00	2,622.00	2,622.00
<b>TBD</b>	Assistant Football	IV	0.085	7,866.00	2,622.00	2,622.00	2,622.00
DeRisi, Michael	Assistant Football	IV	0.085	7,866.00	2,622.00	2,622.00	2,622.00
Fabish, Christopher	Assistant Football	IV	0.085	7,866.00	2,622.00	2,622.00	2,622.00
McCluskey, Aidan	Head Boys Soccer	IV	0.094	8,699.00	2,899.67	2,899.67	2,899.67
McDade, Andrew	Assistant Boys Soccer	IV	0.064	5,923.00	1,974.33	1,974.33	1,974.33
Zielyk, Mathew	Assistant Boys Soccer	IV	0.064	5,923.00	1,974.33	1,974.33	1,974.33
Kay, Peter	Head Girls Soccer	IV	0.094	8,699.00	2,899.67	2,899.67	2,899.67
Casatelli, Stacy	Assistant Girls Soccer	IV	0.064	5,923.00	1,974.33	1,974.33	1,974.33
Caldwell, Kristen	Assistant Girls Soccer	I	0.049	4,535.00	1,511.67	1,511.67	1,511.67
Ryan, Patrick	Head Boys Cross Country	IV	0.080	7,403.00	2,467.67	2,467.67	2,467.67
Marzloff, Scott	Assist. Boys/Girls X-Country	IV	0.060	5,553.00	1,851.00	1,851.00	1,851.00
Opremcak, Stephen	Head Girls Cross Country	IV	0.080	7,403.00	2,467.67	2,467.67	2,467.67
Staunton, Joseph	Head Girls Tennis	IV	0.077	7,126.00	2,375.33	2,375.33	2,375.33
Tobin, Deirdre	Assistant Girls Tennis	IV	0.060	5,553.00	1,851.00	1,851.00	1,851.00
Currier, Robert	Assistant Girls Tennis	IV	0.060	5,553.00	1,851.00	1,851.00	1,851.00
Marzocchi, Jaime	Head Volleyball	IV	0.094	8,699.00	2,899.67	2,899.67	2,899.67
Quirk, Brian	Assistant Volleyball	IV	0.064	5,923.00	1,974.33	1,974.33	1,974.33
Donnelly-Britt, Trecia	Assistant Volleyball	IV	0.064	5,923.00	1,974.33	1,974.33	1,974.33
Mendez, Karen	Head Gymnastics	IV	0.094	8,699.00	2,899.67	2,899.67	2,899.67
Stahl, David	Assistant Gymnastics	IV	0.064	5,923.00	1,974.33	1,974.33	1,974.33
Centrelli, Erica	Head Cheerleader Advisor	III	0.072	6,663.00	2,221.00	2,221.00	2,221.00
<b>TBD</b>	Assist. Cheerleader Advisor	III	0.040	3,702.00	1,234.00	1,234.00	1,234.00
<b>Totals</b>				<b>189,529.00</b>	<b>63,176.34</b>	<b>63,176.33</b>	<b>63,176.33</b>
<b>*Ratio is applied to the B.A. Maximum</b>			<b>\$92,542</b>				

<b>Serial Number</b>	<b>Vendor</b>	<b>Category</b>	<b>Model</b>
D4KR1D2	Dell	Chromebook	
gpgfmx1	Dell	laptop	E5430
659K2D2	Dell	Chromebook	
GPGFMX1	Dell	Laptop	E5430
GXCfMX1	Dell	Laptop	E5430
9NDFMX1	Dell	Laptop	E5430
9WBFMX1	Dell	Laptop	E5430
69HFMX1	Dell	Laptop	E5430
BLKGMX1	Dell	Laptop	E5430
33BFMX1	Dell	Laptop	E5430
81KJMX1	Dell	Laptop	E5430
7MJJMX1	Dell	Laptop	E5430
JXGFMX1	Dell	Laptop	E5430
7GFFMX1	Dell	Laptop	E5430
64DFMX1	Dell	Laptop	E5430
3AHFMX1	Dell	Laptop	E5430
CPFFMX1	Dell	Laptop	E5430
6XDFMX1	Dell	Laptop	E5430
FFCFMX1	Dell	Laptop	E5430
FTGJMX1	Dell	Laptop	E5430
28JC8V1	Dell	Laptop	E5430
7WCFMX1	Dell	Laptop	E5430

**MINUTES OF THE  
SPECIAL MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey**

**August 28, 2020**

Minutes of the Special Public Meeting of the Board of Education held on August 28, 2020, at 3:00 p.m., utilizing videoconferencing.

**I. CALL TO ORDER AND ROLL CALL**

At 3:05 p.m. Mr. Lembo called the special public meeting to order and asked for a roll call.

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.

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

**Visitors:**

Not applicable

**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 shared that this Special Public Meeting was scheduled to get more information and to discuss questions pertaining to the reopening plan. There will be no voting on the plan or to make any major changes to the plan today.

**IV. COMMENTS FROM THE PUBLIC**

**V. DISCUSSION ITEMS**

**A. Proposed Return to School Plan**

Dr. Fishbein and Ms. Poelstra gave a reopening plan update presentation. Dr. Fishbein began by thanking the administrators and teachers for their hard work and creativity in making this reopening possible. He stated that we will need to face the fear and anxiety of reopening together. We are lucky that we are doing so well with covid numbers in our region and the municipality.

A revised 2020-2021 school calendar will be approved at the August 31 Regular Public Meeting. To give teachers an extra day to prepare for the start of school, a Professional Development Day was added on August 31 and removed from October 12. Schools will be closed on October 12 for teachers and students.

The district has worked very hard on logistics and operations, and the buildings are ready for the return of students. The Pandemic Response Teams which are made up of Administration, faculty and parent representatives, have taken walkthroughs of the buildings, and the response from those teams was very positive. We continue to review and assimilate all of the new information we receive from the state and federal government. We continue to work with the health officials to monitor the situation through the start of school and until we can come back 100%.

Our reopening plan was submitted to the state, and the three areas for revision (recess, cleaning manual, and technology services) were addressed. The cleaning manual is posted on the district website.

The district has faced two particular challenges regarding reopening: 1) the requirements for flexibility in models of instruction, and 2) staffing due to leaves, particularly at the 6-12 level where teachers have subject-area certifications.

Ms. Poelstra elaborated on the challenges posed by transitions between the remote and hybrid instructional models, and she emphasized that we need to prepare for continuous shifting in sections. Additionally, as we accommodate transition requests, parents should expect their child's teacher, and possibly school, to change during the year. Protocols for Requests to Transition between Models of Instruction can be found on the Reopening Our Schools page of the district website. It is also important to note that it may take up to ten consecutive school days to accommodate these requests. Ms. Poelstra reviewed scenarios of how changes will occur for students or classes as students transition between the models. Ms. Poelstra commended the elementary principals who worked together to create schedules based upon the parent requests for the remote or hybrid schedules. She asked everyone to be flexible to shifts in student schedules as we receive different requests from parents to remote and/or hybrid schedules as well as as we receive new guidance from the State.

Ms. Brogan asked if there is a time frame for transitioning from one option to another.

Ms. Poelstra stated that we have a form on the website and parents are asked

to stay within a model for 10 consecutive school days and then submit a form for a change. When a change is requested it may take up to 10 days to accommodate.

Ms. Poelstra shared the number of elementary students who will be starting the school year in the hybrid model and the remote model, and she pointed out that our "remote school" is our largest elementary school this year. At the secondary level, the number of remote students is significantly lower; however, staffing issues pose more of a challenge. Currently, there are approximately 40 staff members who will be teaching remotely. In some instances, students who are in the hybrid model may have a substitute in the room with the teacher zooming in for instruction.

Dr. Fishbein explained that the New Jersey Department of Education provided a Checklist for the Reopening of School 2020-2021. This checklist was distributed after reopening plans were due; however, upon receiving the checklist, our reopening plan was modified accordingly. Dr. Fishbein reviewed some of the plan components.

Educational spaces have been configured to adhere to the requirement of social distancing, and hallways have been marked with lines to help students maintain social distancing when moving between classrooms. Staff will be monitoring the social distance while students move between classes. At this time, students will not be using shared supplies or equipment.

Dr. Fishbein also explained that one component is to ensure facilities have adequate ventilation. The univents in our buildings have MERV 8 filters, and the rooftop units have MERV 13 filters. Dr. Fishbein shared that he doesn't know of a district that has MERV 13 filters throughout their buildings. Merv 13 is a hospital-level filtration. If having MERV 13 filtration was a standard, all schools would have to be closed in order for the changes to be made. Our task was to open schools and have properly functioning ventilation, which we do. Our windows will be open and there will be times when we can have students go outside for instruction. Students will be wearing masks unless they are medically exempt. All medical documentation will be reviewed by our school physician. Hand sanitizer will be available in every classroom, and hand sanitizer stations have been installed at entrances and throughout the buildings. Students will be wearing masks and following social distancing to the greatest extent possible on buses.

Health screening will be conducted daily through an online questionnaire that must be completed prior to arriving at school, and temperatures will be taken at the buildings. Families received a practice questionnaire via email on Friday, August 28. Dr. Fishbein reminded everyone that families and staff are asked to wear their own mask, and he noted that, based on an email he received, valve masks should not be worn. Plexiglass has been installed in critical areas, and all faculty members will receive a face shield and disposable masks. The district is working closely with the Village of Ridgewood Health Officer/Director regarding

contact tracing and response to students and staff presenting symptoms, and our school nurses will work directly with the Health Department. A three-step cleaning process is used in all buildings, and the custodial staff will be cleaning high-touch areas during the day. Water fountains will be closed, but the hands-free water filling stations may be used to refill water bottles.

Free and reduced lunch will be delivered to students' homes. Locker rooms will not be used at this time; therefore, students will wear clothes appropriate for physical education. There will be no field trips at this time and no use of facilities by outside groups.

We are hopeful after phase 1 we will be able to expand to a full day of instruction. We want our students to return to in-school instruction both for academic and social/emotional reasons. There has been a focus and collaboration between administration and teachers to create a conservative plan. The district will continue to respond to new guidelines and evolving conditions.

## **VI. BOARD MEMBER ANNOUNCEMENTS**

## **VII. COMMENTS FROM THE PUBLIC**

The following callers addressed the Board:

Michael Yannone, President of Ridgewood Education Association, Thanked the board for scheduling the meeting. The members of the REA are eager to return to teaching in person, but only if it is safe. Right now, three days before we are set to return and 5 days before we welcome students, we believe that our buildings are not safe. This is not due to the lack of work from our administrative staff, it is simply that we have run out of time. The members of the REA want to come back, we even agreed to come back one day early. We are not flooding the administration with requests to work remotely. Some teachers have been asked to teach remotely. It is because we are willing to come back that we are strongly advocating for the safety of the buildings on behalf of the staff and the students. 25% of the Ridgewood population is made up of students. The last thing we want is to rush to pen and then have to close.

Spent two hours in a workshop about ventilation, this is complicated since some buildings use different systems. Our classroom univents use Merv 8 filters but the CDC recommends Merv 13 or higher. Can the percent of fresh air brought into the room be increased? Is it possible to fully open our rooms' dampers? Can our ventilation system work for 2 hours before and after staff arrives? Can the windows stay open? Can we purchase portable air filtration units that can be used in areas that require it, such as the nurse's office? Can our window air conditioning units be equipped with better filters. How regularly will our maintenance staff inspect our areas to make sure everything is working properly? If the system fails, how will we know. The High School plan is to assign a large number of students to common areas, this is in violation to executive order 153 for any indoor gatherings of 25 people. The district claims that schools are exempt from this order, but the only exemptions listed are for weddings, funerals, and

services of celebrations. There is still concern that we cannot social distance in our classrooms. We fear administrators are relying on virtual students to assign space. On August 14 the state issued new health guidelines that addressed having multiple isolation students to quarantine students. Those spaces need to be the best ventilated areas. We have questions about phys ed and art classes. We don't have our plastic barriers, or PPE orders. We have more questions and concerns and time is needed to answer these questions. Our administrative team needs more time to prepare for the safe return.

Kevin, Willard district family, This has been an enormous challenge and the fact that 82 % of the families are choosing in-person learning speaks to the overwhelming loss that the students have gone through and the parents are so desperate to see them return to successful educational experience, especially for children with IEPs. To the degree that the school is exceeding the state expectations on the filtration systems, those families seeking in person instruction feel very good with the plan that was done with great integrity and confidence and we ask that you respectfully do not take the recommendation of Union bosses but listen to the teachers themselves who have participated in calls with parents the tremendous desire to get back to the classroom. We are proud of the teachers who serve our kids and thankful that they have the children's best interest in mind.

The Board asked questions regarding the plan.

Ms. Brogan thanked Dr. Fishbein and Ms. Poelstra, she stated that there is excitement from our Administrators through seeing their videos and letters. She would like to move forward with the plan.

Mr. Dani asked questions within three categories: the process, infrastructure and curriculum. He stated that most of his questions are from parents and teachers. In the Road Back document it says that collaboration is critical in the district's reopening plan every school district should establish a restart committee that includes Administrators, members of the Board of Education, presidents of local Education Association and a diverse set of experts including parents, students, and the local health department. He asked who was involved in our plan?

Dr. Fishbein answered as he stated that our process to develop a plan was established well before we received the Road Back guidance and although it is not an excuse, he does take full responsibility. Principals had already engaged with their staff who are members of the REA (and satisfied that component). They have been holding meetings about the plan in the spring and throughout the summer. We have had 3 surveys to gather feedback from parents. Administration and a lot of teachers comprised the team. For the restart group, the principals involved their staff, that started well before we received the road back document.

The Road Back document also asked for a Pandemic response team and we put that in our plan this week to walk through the facility. The pandemic response team is a different group that includes parent representation. The parent representatives who are

part of that team were chosen by the principals and have been in communication with them. The principals from each school each had their own process to identify parent representatives. A board vote is not a requirement for board representation within the group. Dr. Fishbein explained that he has shared communication that he has had with the County Superintendent of schools with Mr. Dani. He further added that he cannot change history but takes responsibility for it. The pandemic teams were chosen by the principals and the names of the people are on our plan.

Mr. Dani asked were there meetings before this week from the pandemic team. If yes, how many meetings?

Dr. Fishbein explained that he believes the first time they met was this Wednesday. The principals were meeting with other staff and administrators prior to this meeting.

Mr. Dani asked do we have time to fix issues and deficiencies?

Dr. Fishbein replied that issues that have come up were and are being addressed. The issues with the Merv, we have maintained airflow in the univents, we cannot change what the univents can do as far as accepting a filter that is greater than an 8. The districts around us who have completed recent renovations of their mechanical systems don't have the Merv 13 level. We are at the same level as all districts. The NJEA has called upon the Governor to take a statewide look of all the ventilation systems of all of the schools and Dr. Fishbein welcomes that review. We've explained what level of filtration we have and that is all we can do.

Mr. Dani discussed the referendum that was proposed for the Elementary Schools and confirmed that the referendum was not for the High School, the High School was upgraded in the 2008 referendum as was defined as a state of the art system. That was our benchmark and model system. Is there a difference for Merv rating?

Dr. Fishbein replied that most of the High School univents were rebuilt, not replaced. Dr. Fishbein explained that a univent serves a dual purpose, one brings in fresh outside air and the other is the heating element. The univents themselves are antiquated but the motors are maintained and replaced when they need to be replaced. The heating side of the univents is old and antiquated. Our issues with heat are overheating and failure of steam pipes. You have to look at the univent in two ways: bringing in fresh air and heating. Dr. Fishbein does believe that they need to be replaced but the outside air part of it is working and is operable.

Mr. Dani asked is there a difference between what was proposed to be replaced versus what was already done in the high school?

Dr. Fishbein replied that when we talked about the referendum, COVID-19 was not part of our vocabulary. There was no indication back then that we would need anything higher than Merv 8. Schools that have just finished those projects have Merv-8. If we were years ahead as far as that project is concerned, we would be in the same situation because there would be no way that we would know that COVID-19 would hit us and there is no way that we would have known that the guideline that are used as a standard in all schools would be changed.



Mr. Dani asked that since we updated a long range facility plan after COVID hit, do we have provisions for new filtration systems to go to a Merv 13.

Ms. Kelly stated that we don't have to be that specific in the Long Range Plan, it would state an upgrade to the filtration system.

Mr. Dani read an excerpt from The Road Back on page 41 that includes parent and board engagement in the plan. He asked what is our plan to engage parents, the community, the board on the ongoing plan? What did not happen with involvement from parents and boards being part of the pandemic team, what will happen to change?

Dr. Fishbein answered that our principals have done an excellent job communicating with parents through letters, videos and updates along the way. Dr. Fishbein has attempted to communicate with the community about the updates through letters and will continue to do that. The middle of October will be the time to look at transitioning to a full day if everything is going well, that decision will not happen on a Friday to go live on a Monday. We will review in September so we have time to transition to full time. Dr. Fishbein explained that the Pandemic Team as per the Road Back document does not include board members as part of the team, it includes parents who are already part of the team.

Mr. Lembo added that the Pandemic response teams are school specific, Dr. Fishbein has said that for the planning team he recognized that there was no parent or board member participation.

Dr. Fishbein added that we will continue to communicate with the community and reach out to them just as we have throughout the spring and the end of school.

Mr. Dani said that although the pandemic response teams are school specific, there should be more parents involved.

Mr. Lembo confirmed that parents are involved in this team and now we are moving forward with the plan and there will be board participation regarding the future plans. Going forward there will be more participation from parents and the board.

Ms. Brogan added that now that schools are back and the HSAs are up and running they will be involved. Federated Home and School Association is a built in feedback loop, where they gather information from parents and bring back information. HSA will be helpful, the principals are in attendance to their meetings and they bring back parent feedback from the meetings they attend.

Mr. Dani stated as per a comment that was submitted, there are rooms where there are no univents or windows? Are we planning to have this corrected?

Dr. Fishbein said he cannot respond to this right now because he needs to check to see if that statement is accurate. All of the nurses offices have windows. If there is a room that does not have windows, it has rooftop units that are Merv 13. Dr. Fishbein will need to follow up on this questions to check for accuracy.

Mr. Lembo asked if there is an issue that is brought up by a teacher or a parent it would be brought up to the principal or pandemic response team and then to Dr. Fishbein for resolution?

Dr. Fishbein confirmed yes.

Mr. Dani stated that some teachers have mentioned that when they are teaching in person and then need to switch to remote there may not be enough time for travel to their home. Can they teach outside of the building while their rooms are being cleaned during their lunch time? But the wifi does not work outside of the building.

Dr. Fishbein replied if there is an individual case where a child needs access to our wifi because they could not get home during that time, the parent can work with the principal. He added that he does not know the amount of teachers who are affected by travel time during their remote teaching portion of the day, if they stay in their classroom where they teach and don't use the student desks which have already been cleaned off when the students left, there should not be a problem. The ventilation system will continue after the students leave, and after the teacher leaves, the facility will get the three step process of cleaning as explained in the presentation.

Mr. Dani asked why can't we provide wifi outside of the building so that teachers can teach outside when the weather is nice?

Dr. Fishbein answered that he and the District Head of Security attended a webinar for school safety that included topics such as fire code issues. It was made very clear to them that being outside should not be the rule for instruction for many different reasons including bathroom use issues, school security issues, students that may have allergies, there are a number of issues that classes should not be held outdoors as a rule. Even before COVID, some teachers took their classes outside for parts of their lessons, but wifi is not provided for outside.

Mr. Dani said he received questions from 2 teachers regarding hallways and changing between the classes. It is suggested to leave the classroom 30 seconds earlier to have enough time to reach from one class to the other.

Dr. Fishbein answered that the secondary schools will have 10 minutes between classes, usually they have approximately 4-5 minutes; the time has been doubled. Administrators and teachers will be in the hallways to police kids. All the buildings have a blue line, just like a highway to keep to the right, every 6 feet there is a yellow line to maintain distance between the kids. At the secondary level, it will be kid, teacher, and Administrator responsibility to travel in the hallways safely. The added time and visual cues will make it doable, plus we have half of the kids in the buildings.

Mr. Dani asked how often are the filters changed on the window air conditioning units?

Dr. Fishbein answered they are changes as per the manufacturer requirements. Additionally, they are window units that just cool the inside air, they are not hospital grade that take air from the outside to cool the air and then bring it in. The teachers have asked to open the windows and doors, that is doable. The air conditioners cannot

cool down a room when the windows are open. The doors as a rule are closed and locked for security. During this time, they can keep them open as long as they are locked, so if there is an emergency they only need to shut the door instead of having to go outside and fumble with the keys to lock.

Mr. Dani asked Dr. Fishbein to check with the custodial staff about the window unit filters because he has received emails that teachers are changing the filters, and the filters are not changed for 5 years.

Dr. Fishbein asked Mr. Dani to forward that information after the meeting and he will address it.

Mr. Lembo reiterated that we should keep these to general questions and not specific.

Mr. Dani asked if students are asked to sign liability waivers?

Dr. Fishbein replied, no that is not correct. For graduation and project graduation at the High School they used those forms. For freshman orientation they used that form. The waivers are not part of our medical checklist/check in everyday, they simply used the same form again and it should not have been used.

Mr. Dani asked will we exceed 25 in one place?

Dr. Fishbein answered that the Executive Order 175 does not apply to schools, he has confirmed with the County Superintendent and the Association. Because we are closing the High School campus, if a student has a free period they will be assigned to a study hall. They will have desks that are socially distanced and they will wear masks, the ventilation will be on.

Mr. Dani asked a lot of chatter about hiring specialized teachers for learning pods, do you think parents are losing confidence in Ridgewood Schools?

Dr. Fishbein answered that he does not know what is in the minds of parents, but we have parents who hire tutors for a number of reasons. It could be that the student needs the help, or the parent wants the student to be in a class at a higher level than the Administrators thought the student should be in, or it could be that the student wants to maintain a very high grade and needs the additional assistance. Dr. Fishbein has spoken to colleagues and read articles that these pods are happening all over the place, not just Ridgewood, this is a pandemic that has not happened in a century, it is all new to schools and parents. He will not pass judgement on parents when they want to do what they believe is the right thing for their child, that is why we put in the 10 days to move between hybrid and remote. Parents are making decisions, and our philosophy was that we will do it as fast as possible to make the change. These are parent decisions and we respect those decisions, we may not agree but we respect their opinion.

Mr. Dani stated that he has heard from some people that their kids need Ridgewood school teachers to help them, but the parents cannot afford these pods. Parents have to go to work because they are essential workers and cannot teach and work. In the

original plan, he saw that we were prepared for hybrid and all remote. Are we prepared if the pandemic increases, to provide in person education to those limited number of kids if we have to go all remote? Can we think out of the box and take teachers or parent volunteers, parent chaperones to continue to provide education who are willing to come to the school to teach those kids, if we have to go all remote.

Dr. Fishbein answered that our remote option has changed from the spring, it is not a perfect replacement for live instruction, but if we are mandated to close he cannot make up a rule that we will remain open for a few students only. If we are asked to go all remote because of an increase in the pandemic, or as in situations as detailed in the health guidelines where a building has to close, it is closed for a specific reason that the people in that building have to be quarantined. If those people are asked to quarantine from an entire building he cannot have some of those students still come in.

Mr. Dani said he understands but he still wants to find some ways to teach those kids, maybe if a building closes we can teach some of those kids outside and break the rule about outside teaching.

Dr. Fishbein answered that if a building is quarantined, he cannot peel a few kids and say they are not going to be quarantined. He is hopeful it will not occur, but people cannot think that if a building closes, some kids will be exempt from quarantine.

Mr. Dani said that is ok for 14 days, but he does not want it to occur for a 6 month period like it did.

Mr. Lembo responded that is something that the health department will mandate, we will not be able to make that decision.

Mr. Dani added one feedback about the earlier schedule, where we had a difference in the earlier schedule is the inconsistency in the days. Can we do 2 days in one week to make it easier to prepare for childcare? Today's plan is even more confusing for Elementary School. When the teachers are changing it is very complicated.

Dr. Fishbein answered that there are so many changes because we are trying to have the flexibility of change to accommodate parent requests. If the district were to say you've made the decision and you have to stay with that decision for the first marking period, we would not have the scenarios for change, but we are trying our best to accommodate parent changes for what they want to do for their child. Other districts that are doing the Tues/Thursday, Wed/Friday schedule are having one day during the week that is completely remote, we wanted to have the biggest amount of in-person instruction and therefore created this model. Also, when looking at the other model that we did not choose, due to the calendar and days off, we would have been faced with students not getting in-person instruction for 5 days. We did not want the long periods of time of gaps for kids to get in-person instruction and we did not want one day per week where we would be all remote.

Mr. Dani asked what option was provided to teachers regarding working remote or in-person?

Dr. Fishbein answered that teachers fell into 3 categories. Those with a medical excuse completed a 504 form that our physician and Ms. Towns reviewed, in these cases they are allowed to teach remotely. Some teachers have taken a year of leave. The other category are teachers with childcare issues or have family members who may be ill, those do not rise to the level to provide accommodations as per the documentation from the State. As Mr. Yannone said, while it may appear to us that we have a lot of teachers falling into those categories, compared to some of my colleagues who were forced to go remote due to staffing and the creative work by our administrators to change schedules in every building, we can meet our instructional needs for students.

Mr. Kaufman stated that he thinks the limited involvement between the teachers, the community and the board, while we can't go back, in the future we need to create a more inclusive process so it doesn't happen again. He does not appreciate the comments on social media from parents about the teachers. He asked in regards to the air quality, have we had tests to determine that the air quality is at a safe level?

Dr. Fishbein answered that he is sure that someone out there can do that, but we do our preventative maintenance on our univents, change filters on our univenets and roof top units. We do that all the time in our schools. The air flow into the rooms does occur.

Mr. Kaufman asked if we are using new cleaning products, and is there an outside company doing the cleaning?

Dr. Fishbein answered that our custodial maintenance staff are outsourced by Aramark. We have been using these new cleaners starting in January/February. As soon as this was hitting the headlines Bob and Allan were proactive in getting the disinfectants and devices. The devices look like little guns, and when Dr. Fishbein saw them last winter, he was concerned and asked that they be used only after school hours, because guns in school, even facsimiles, are not a good thing. Staff who saw them last winter also complained. Fast forward to now, Dr. Fishbein is telling the custodial staff to let everyone see what they are doing. We want to make sure our rooms are sanitized and disinfected quickly. We have been very proactive since this first started. Our rooms waiting for students to come back last spring were cleaned and disinfected to the level of summer time. This summer they were cleaned again, disinfected, the floors were waxed even though they were not used since they were cleaned. We are in a great spot and appreciate the work that our maintenance supervisor and maintenance did in being proactive.

Mr. Kaufman is concerned about students cleaning their own desk. Is that something that is the best idea? Is this an extra thing and then will be cleaned by the janitors

Dr. Fishbein answered for the elementary level, it would just be at the end of the day. At the secondary level, it will be as they leave for their last class, this is very doable. You would be surprised that kids do what they are asked to do in our schools. We are fortunate that we have great kids and we will teach them why it is important, I guarantee that the kids will step up and comply with this one task.

Mr. Kaufman asked if there is a maximum number of kids allowed per class.

Dr. Fishbein answered that each class space is different in size and we are customizing per the class size. We'll continue to split students up by alphabet, eventually we will have to have all kids in the room. We are working to eventually have all kids in school 5 days per week all day.

Mr. Kaufman asked, have we been presented with the situation where some students/teachers cannot wear a mask?

Dr. Fishbein answered that for students we are looking through those now, we are receiving medical exemptions. We have Dr. Yankus looking at those and he will be contacting physicians when necessary to discuss why the exemption may not be applicable. As far as teachers, we don't know of any at this time. The teachers with medical exemption are being taken care of and are teaching remotely. A severe medical exemption would be the requirement for a student not to wear a mask. If that is the case we may ask the child to wear a plastic shield.

Mr. Kaufman asked, were the High School kids encouraged to drink water outside of their classrooms.

Dr. Fishbein stated he will check, he does not know the answer since he has not heard that.

Mr. Kaufman asked how will entering/exiting be organized?

Dr. Fishbein answered there will be yellow lines painted 6 feet apart and there will be designated entrances/exits. The same with the bus students, they have been spread out and there are multiple entrances with designated lines.

Mr. Kaufman asked if a teacher is absent, what will happen? If a substitute is brought in, will we be in a situation that there will be multiple substitutes.

Dr. Fishbein answered if it is a scenario that a teacher will have to be out for a long period of time, we would get a long term substitute for the class. If it is a short period of time, then we may have a substitute in the room. Because we have the electronic ability there may be a time that a teacher has to be home but can still teach the class remotely. If they are sick and contagious, but will be able to teach remotely, that will be an option that we could not do in the past. There will never be a time when a group of kids are in a class by themselves without a teacher or substitute.

Mr. Kaufman asked how will the study hall desks be cleaned?

Dr. Fishbein answered at the end of the period the adult in the room will instruct the students to clean the desk before they leave.

Mr. Kaufman stated he appreciates the work of the Administration and the staff.

Ms. Kwak commented that it is admirable that the Administration started the plan

before the document, but given the circumstances it would have been nice if we could have been more involved. What are concrete ways that the involvement will be enacted?

Dr. Fishbein answered that it would be great if people joined the HSA's since they are a big source of getting information out to the community and for receiving feedback. If parents are concerned about a schedule they should go to the principal first. Our District is set up with the chain of command for providing feedback and getting answers that is posted on our District website.

Ms. Kwak asked what are the metrics that will be used to go to full time instructions? Are you looking for a zero rate?

Dr. Fishbein answered that he will continue to work with the local health official, school physician, and the State to make decisions. He will continue to look at the map as per the presentation, to see if it stays the same or has improved. He will also look at situations where we are quarantining buildings. Hopefully that will not happen since that will be a step backwards. We will need to see what happens when we open up and bring students back together. There will be changes out in the community as gyms and restaurants open up. He is hopeful that we will be able to increase the opportunity for in school instruction and open up our greater community.

Ms. Kwak asked if we see a scenario if only one building will be quarantined?

Dr. Fishbein answered yes that is the case, the Department of Health document references the situations where one building may be required to quarantine.

Ms. Kwak who will be involved in the reopening decision?

Dr. Fishbein answered that we will get input from the buildings, the pandemic teams, Administrators. There will be discussions with the Board.

Ms. Kwak asked why at the end of September will we consider when we would reevaluate the reopening?

Dr. Fishbein answered that we will be assessing along the way, but we want to communicate the changes that will occur in two weeks so families can have time to make arrangements. The decision will be independent of people moving in and out of remote learning.

Ms. Kwak asked if we can move the timeline up so that phase two is not in 6 weeks.

Dr. Fishbein answered that we can look at that, but we developed a plan so that people can plan. When we make a change to something that we've put in a document, there are always the unintended issues when changes are made. September is a fairly short month since we have several Mondays off. We want to look at what we will transpire. We will look at it daily. Every Administrator and teacher would rather have a regular opening.

Ms. Kwak asked about the cleaning and stated the barrier seems to be that we are doing in excess of what the requirement is. She thinks the teachers raised points in safety and it sounds like the district is going above and beyond what other districts are offering in regards to cleaning. That is the main reason we cannot offer a full day schedule.

Dr. Fishbein answered that there is no minimum requirement recommended through the State, but this is the protocol recommended by the professionals we consulted including our maintenance/custodial managers and the school physician. We think this is the best thing we can do for our students and staff. Any less cleaning than originally agreed upon, will affect parent decisions to send students for in-person or to be remote, this will not be valuable. Even with a full day, students will be asked to clean their desks and we will continue our cleaning process. We were doing it in February and March at the end of the day, before anyone even knew it.

Mr. Lembo stated that he answered questions from parents and students and the number continues to go up. He apologizes if he has not been able to respond yet. He knows how hard Dr. Fishbein and the staff have worked to put the plan together. The plan has been created by the professionals including the school doctor, scientist, administrators, etc. Over the last month, Dr. Fishbein and other Administrators have gone virtually to parent meetings and addressed the Federation two times although difficult they were positive since voices were heard. The principals have had FAQ's distributed.

Mr. Lembo asked are the Merv ratings recommendations or mandates?

Dr. Fishbein answered they are recommendations, if they were mandates the whole State would be shut down.

Mr. Lembo commented that the Merv filters have been in place and wondered if during flu season we see outbreaks as a result of the filtration?

Dr. Fishbein stated that we do see flu outbreaks and we have people come in to offer the flu vaccine to the staff. We hope that families will take the opportunity to have the flu vaccine this year. While we see spikes during flu season, if we see spikes in one building we have discussions with Dr. Yankus to see what he is finding out about local flu levels.

Mr. Lembo talked about the digital divide and that some students depending on the group they are in will not get their chromebooks until the second day of school.

Dr. Fishbein explained that the digital divide refers to students who have no access to chromebooks due to family situations. The students who are remote will come to pick up their devices, the students who are in group b will receive a link about the first day of school.

Mr. Lembo asked about virtual learning, will students log in to specials and be with their teachers as well during remote days.



Ms. Poelstra answered that when elementary students are remote, they will have live virtual specials and have asynchronous assignments in reading, writing math since the teacher will be live in-person with the other group. The remote students will work on assignments given the day before or that have been posted on google classroom. In the afternoon, they will check in with their teacher. Our students are very good at learning routines quickly and adapting, once they get into the every other day groove it will go smoothly.

Mr. Lembo asked about the 2:00 prep time for teachers. Will they be available for questions at that time?

Dr. Fishbein answered If a student has a question they can email the teacher and the teacher will get back to the student. Students can also ask questions during the afternoon check in with their teachers.

Mr. Lembo asked about before and after care availability for students who are remote on given days. Will AlphaBest help the students log in?

Dr. Fishbein answered the students will be taught how to login in by their teachers, but AlphaBest knows that after the inschol instruction day the students they receive may have homework or need to log in. We looked into having AlphaBest help us on opposite days, but we do not have space in our buildings to house them.

Mr. Lembo discussed the concern from parents about students' virtual days for elementary school. Parents are concerned that if they don't come home from work until 5:00 pm and their child has not logged in all day that they would miss the work and not be accounted for during that day.

Dr. Fishbein responded that hopefully whoever the parents have watching their children during the day will be able to assist them in logging in.

Mr. Lembo discussed mask wearing and what will happen if they take it off and not wear them. What about the mental wellness of children with wearing masks? Will it be punitive if they take it off to take a breath

Dr. Fishbein answered that health and safety is our main concern. He has spoken to local nursery schools who have run summer programs and have had younger than school age kids wear it all day long without a problem. At the elementary schools we will provide opportunities for kids to go outside and have a socially distanced mask break. The older kids can do this, it is a shame they are not doing this out in town now. He believes the Executive order if worded differently would help local authorities to police mask wearing.

Mr. Lembo stated that he knows there were questions that were answered about busing, but going forward if they have questions about busing will the bus company answer those questions?

Ms. Kelly answered that If it is regular education, those letters went out by our transportation coordinator today. Region I does our special needs and non-publics, they have their system in place regarding transportation. Both the bus company and our transportation coordinator are in communication with the parents. Busing questions can be addressed with Ms. Kelly or Ms. Mary Alexander, transportation coordinator.

Mr. Lembo asked what is next? Is there a plan in place for the next reopening?

Dr. Fishbein answered that during phase 2 we would go to a full day scenario. The schedule would expand and lunch and recess will be involved in elementary and Middle School. Classes will be expanding in the full day meeting live without an afternoon remote session. Dr. Fishbein anticipates we will know where we are heading by the end of September so parents can make the adjustments in their own schedules. The thing that will be added during phase 2 is that the classes in school will meet every period.

Ms. Poelstra added that phase 2 is difficult to discuss right now since we need to see how things will change. Our focus now is getting our students back to start, we will then collect data and feedback from supervisors, teachers, and the pandemic response team to help us decide what phase 2 will look like. We will think carefully how it will impact all of the components. Feedback from school teams, department meetings, Federated Home and School Association will be important and it will be a fluid process. We also need to see what the State continues to give us.

Dr. Fishbein stated that there will be a time that there is an executive order that tells us to come back. We are a compulsory education State and the State may say we need to come back at a given time. We have what phase 2 will look like in our plan, the implementation will be at K-5 level, 6-8 and 9-12. Parents are involved in the pandemic teams.

The board discussed parent involvement options.

Dr. Fishbein stated that the Home and School Association has an elected board of parents. Parents make up the HSA and all parents can join and provide feedback, thoughts and become involved through the HSA.

Mr. Brogan made a statement that there is some dissatisfaction from the board about not being on the committee, but as a board member she received information and had the opportunity to ask questions. She cautioned that sometimes when input is given there may not be agreement, sometimes our educators may think that something else makes more sense when looking at the whole district. She believes that the board has the opportunity to ask questions and provide feedback, she has felt that the administrators are responsive. The FAQs are on our district website under the reopening plan. The Board's involvement in a public meeting is looking at these plans and having a good discussion. Today was an example where questions were asked and answered. By reading the materials sent by Dan in his weekly FYI and the CDC guideline documents, she saw where we were going to go even though she did not have a preview of the plan or was not part of a committee. Ms. Brogan stated that she

has not given input on changing the plan because she believes that the plan is solid. She stated that she trusts the professionals to look at the needs of the students, instructional needs, social needs and physical well being. To approach this in a cautious manner with so many unknowns is wise. There are a lot of different viewpoints, her viewpoint has been consistent to move slowly, evaluate, reevaluate based on data within the community and then move forward to phase 2 which brings our students back to in person learning.

Mr. Lembo felt that the board did not have an opportunity to ask questions until after the plan was complete.

The board discussed the possibility of moving the timeframe for the start of phase 2.

Ms. Kwak asked Dr. Fishbein his thoughts on his plan.

This is not a plan he wrote in isolation, he orchestrated the development of the plan but it was developed through administration and administrators talking to their staff. He takes ownership of the plan. He added that there was a lot of input in developing the plan including the survey data we received. If the infection rate falls to a different level and we don't have issues, we will reevaluate it. There are very few school days when looking at the time line through October to decide when we move to phase 2. It will be important to see the behaviors of our students when they are not with us, they continue to wear masks and social distance, and good hygiene. All of the factors will go into the calculus of how we move forward.

Ms. Kwak's concern is that after the plan was made public, there was a period of several weeks where stakeholders provided input and nothing changed,

Dr. Fishbein responded that we did look at that input and we evaluated the input and as he has stated, we did not want to have an all remote day to make the model that was suggested, as have other surrounding districts. Part of the decision was because of the number of Mondays schools are closed in the beginning of the school year. He reiterated Ms. Brogan's statement that providing input and coordinating input are two different things, it is not that we did not listen and think through with the input. It is that we could not make it work with some of the cornerstones of what we wanted to do with the plan.

Ms. Kwak how can all of the stakeholders be involved in the future. Would this be discussed in an executive session?

Dr. Fishbein replied this is not an executive session topic

Mr. Lembo ended the conversation by confirming that stakeholders will be involved in future plans in some portion. He added that back in July when the plan was presented, parent group feedback was taken into consideration. He asked Dr. Fishbein to confirm this.

Dr. Fishbein repeated that one mechanism that principals use to get parent

involvement is through their HSA. The HSA is not an exclusive group, it is an inclusive group and anyone who has children in the schools can be part of the meetings where principals discuss issues, share their plans and get feedback from parents.

The following callers addressed the Board:

Tara Hastings, 160 Woodland Ave, She understands that parents will be involved through the HSA, but the roadback guidance on page 41, states that it needs to be at the district level not just the school level. Parents want to provide input and make sure it goes up through the Administration. She does not feel confident that the feedback will get back up there. She appreciates that Dr. Fishbein is taking responsibility but wants a task force to include parent representatives, administration and health officials to meet regularly to have these conversations. There is a lack of trust in the community and a willingness to collaborate at the district level through a task force. There should be a published calendar, agenda and meeting minutes that will be shared. We are not asking for communication, we are asking for a seat at the table and need to know our voices will be heard and taken into account. We want something tangible coming out of this.

Peter Masajuski, 663 Midwood Rd., Echoed tara's comments. He has 6 children, 3 of which are in the Ridgewood Schools. He stated that his children suffered in the Spring and he is concerned and worried. He has never participated in a board meeting before and is concerned about the lack of parent involvement in the decision making and does not feel that it is being fixed he is grateful that schools are opening and to Dr. Fishbein and Ms. Poelstra for opening school. The community and children want their children in school and he feels that something needs to change. The teachers have made a public statement on facebook and in this meeting and have called for 100 percent remote, they have not talked about the well being of the children. They cannot speak for themselves and he is speaking on their behalf, remote instruction is not enough, they need to be in school. He is disappointed in the teachers who feel that schools need to be like a hospital before they can be opened. Nobody has said that remote learning is as good as in-person, he cannot educate his children himself. We have an amazing school system that needs to be opened up as soon as possible. He is disappointed that the board was not involved in the process, they are my elected representatives who speak on his behalf to make this decision.

Frank, Willard District, Thanked the teacher who are willing to come back, but it is not safe to open or go back. If 94% of the teachers don't want to go back, they are the professionals who are in the schools doing their job. Great job by the union to support their teachers. Why are the teaching assistants taking temperatures, when they work with the most vulnerable children? If you don't go remote and then you have to close again, what will that do? I'm hearing that remote is not good enough, colleges have been teaching remotely, and people are paying thousands of dollars to send their kids to school. You are putting a bunch of kids in a small environment. Why aren't we getting the best for our children, we need to make a hard decision, but the right one. The kids' lives are in your hands. We are in a pandemic, a state of emergency and we are willing to just send the kids to school. We need to go all remote, the union should

not have been shut down early on. Transparency is key and it is not happening. The board needs to get on point and realize the safety of the kids is what's important.

The following comments were submitted online:

Michael, Ridgewood, How is the ventilation situation being addressed? I understand that the filters are below CDC recommendation (MRV 8 vs. 13) If a teacher tests positive for COVID-19, do all of the students that they will have seen over the course of the hybrid schedule also need to then stay home and quarantine for 14 days or until negative tests are produced? Same for a student: would their teachers or classmates in each class need to do the same? What protections will staff have for barriers until the plexiglass arrives?

Lynne Witham, 290 Lakeview Drive, How are the ventilation issues being addressed? Is it possible to delegate more funds to fix our Ventilation systems to accommodate the MERV 13? Would it be possible to adjust/repair the windows so that they all can remain open? Are we able to put funds into providing the staff with PPE?

Anthony Albergate, 634 Maxwell Place, Have all the schools in the District met all State requirements to reopen? Have the difficulties with ventilation been resolved to the satisfaction of State requirements?

Matthew Connelly, Travel Elementary Classroom Teacher, In February 2020, (pre-COVID shutdown) the BOE declared that the RPS ventilation systems were seeking \$59 million as the HIGH PRIORITY NEED in repairs and replacement to the existing HVAC system. In addition, the MERV rating on our current system is MERV 8. The CDC says that the minimum MERV rating must be MERV 13. What is the timetable for having the district's ventilation systems upgraded? Does the BOE feel that it is safe to reopen in-person instruction if ventilation cannot be upgraded before August 31? Plexiglass is part of the district's safe reopening plan. Teachers will use this to work in close proximity to individual students. Although it has been ordered, it would be reasonable to expect that the order may not arrive for quite some time after the opening of schools due to shortages in supply. How will students and teachers work together without plexiglass? Will they need to remain 6 feet away from one another without plexiglass or some other barrier?

Much of the summer has been spent waiting for guidance from the State and preparing facilities to be safe to hold students and staff. Even now Building Level Pandemic Response Teams have not been formed. The BOE is just now responding to the district's reopening plan. Not to mention teachers, no matter where they are in their careers, will be forced to adopt an entirely new pedagogy and have not received training. While the district is doing its best in extreme circumstances, why is the district holding to a September 2 start date for students when the district is still finalizing safety plans and has scheduled only two days before students arrive to prepare staff to educate them?

Patrick Thurlow, 233 Steilan Ave., The MRV ratings on current ventilation systems in the district are MRV 8. The CDC says the minimum MRV rating for a ventilation system

must be 13 to help prevent the spread of COVID. How can students and teachers feel safe attending school if the ventilation systems are not modernized in a way that helps minimize the spread of COVID? The RPS reopening plan contains vague language in some areas and fails to address specific concerns in others. For example, it is unclear if all staff will be provided with additional PPE beyond face shields, or how the district intends to notify individuals that have come into contact with a COVID-positive person. Governor Murphy did not allow much time for districts to plan for reopening. However, doesn't this mean we should start fully remote so these plans can be more carefully written and implemented first?

A CDC report in August states that 1 in 3 children who contracted COVID had to be admitted to the ICU. Additionally, we are still learning more about the way COVID spreads among younger individuals, and the long-term impacts it can have on a person's health. As a young teacher, I am terrified of how this might affect me as well as my students if we open before we are truly safe.

Julie Gordon, 1001 Cumberland Court, Mahwah, Concerned about the current ventilation problem in the buildings. Concerned about no ventilation in the bathrooms. Concerned that there is not a good system for getting students in the building. Currently, the students will be lined up in the parking lot to get tested prior to entering the building without the lot being closed for drop off (high school)

Jena Tell, 67 Woodcrest Drive, Woodcliff Lake, How is it safe to reopen with the univents not having filters that are up to code? Is it suggested that we use the window air conditioners with the windows open? It will be hot in the classrooms. Wearing masks in a hot environment is challenging for adults and children. I work at Orchard and I have had a wasp problem in my classroom for years. I don't have screens on my windows. What am I to do when there are wasps in my classroom and the students get all riled up as they always do? In the past, I've relocated to the hall. This won't be possible this year.

With Orchard's soil remediation project still underway, and us not able to use the grounds except for small areas, I'm concerned that students won't get the "break" they need from sitting at their desk all morning. As they won't be moving around the classroom much, they will need some movement which they can't get much of during our break where we are quarantined to a small outside area. This obviously is an issue specific to Orchard.

Alex, RHS, Ideally, what should asynchronous learning look like? This may be challenging for classrooms with 1 teacher. Have the ventilator systems met the standards of the State and CDC? How many teachers and students have opted for remote?

Lauren Imbruglia, 3030 South Pleasant, How will student safety (particularly occupancy) be assured in restrooms and hallways? What happens if a parent doesn't fill out the questionnaire for their child for that day? This is bound to happen. Who is taking student temperatures? Will this be a teacher? Nurse? It seems like it will be a lengthy process to get into the school building, and may be feasible now, but in bad weather, it could be quite chaotic.

Katherine Keppel, GWMS Teacher 126 Payne Ave, Midland Park, I am assigned to work in windowless rooms in the basement of GWMS. I am concerned about the lack of fresh air and ventilation. I currently share an office with 11 other people. It is extremely difficult to social distance with that many people and two small windows for ventilation. The desks are on top of one another and are currently not 6 feet apart. My desk is pushed up against a colleague's desk, facing her directly.

Kim Casey, 235 East Franklin Turnpike, First, I would like to thank you for providing the community the opportunity to discuss the concerns we have regarding the ventilation system of our school buildings. I have been a teacher in the district for 19 years and want to go back on Monday more than anything. We all know that in-person learning is optimal for our students. My fear is that without a proper ventilation system, all the safety measures, PPE and such would not be enough to protect us.

Can you assure the teachers, staff, children, and parents that the ventilation system meets the CDC standards to help kill the COVID-19 virus? If so, would you be willing to share the data with the community? Another concern I have... I want to do my job with preparedness and professionalism. Two days before the students arrive is not going to give the teachers the time they need to get things set up for this new way of learning. I am proposing next week to be a training and preparedness week for teachers and staff. Have students arrive on September 8. This would give us the time we need to contact parents to discuss how things will run, teach the students about the programs they will be using, get training on the programs, etc... Thank you for your time and consideration. Is it possible to move the remaining PD Days to the beginning of the year?

Brittany Daidone, GWMS Special Education Teacher, Good Afternoon,

My name is Brittany Daidone, and I have been a teacher in the Ridgewood Public Schools for the past nine years. I am writing to you today with my concerns about our return to school via the hybrid model.

My first concern is my special education office at GWMS. I share this office with 11 other faculty members. Even though we may have different schedules, there are many times that we are all in the office together. The way the office was left right now is extremely unacceptable. It is impossible to keep an acceptable distance between all of us. I will be forced to spend my entire first day back at school rearranging pure chaos, instead of planning and collaborating with my colleagues

My second concern is the condition of the basement classrooms of GWMS. Some of the classrooms do not have windows, and the others have windows that begin at ground level, which leaves very little opportunity for the entrance of fresh air and proper circulation. My third concern is the 16-day rotation of our schedule. I was previously asked to be on a reopening scheduling committee where I spent approximately six unpaid hours trying to figure out how we can have the easiest transition from a hybrid, to remote and/or back to full in-person sessions as smooth as possible. I was able to look at this schedule from a special education teacher's perspective. The middle school 16-day rotation that is set up was not one that was reviewed by this committee. As teachers in this district, we are struggling with the processing of this schedule. It has taken me numerous hours trying to plan for this rotation. The afternoon sessions switching each day are creating the biggest challenge. This schedule is going to cause the students, especially our population of special education students, to face unnecessary confusion. In fact, they are more likely to struggle with this model causing

greater social-emotional trauma than what they already have had to deal with up to this point.

I am very eager for a return to normalcy and want nothing more than to welcome students into my class on September 2nd. However, the health and safety of our school community take precedence over in-person teaching as opposed to remote instruction.

Chris Watkins, Teacher at GWMS, What is the plan for assistive technology devices that have traditionally been shared among teachers? Students with specific learning impairments need teachers to wear microphones for the class period. Usually, those microphones have been shared among staffers. What is the plan for use of such devices this year? This is a significant concern for teachers affected. How will ventilation be improved in the basement level of GWMS? The hallways are without windows or univents. The cafeteria is in the basement level and does have windows that can be opened -- but that air does not move throughout the caf and into the hallways without fans, which should not be used with COVID concerns. Students and staff walk through those hallways daily before school, in between classes, and after school. What plans are in place to address this concern? When the size of a classroom physically prevents students from sitting 6 feet apart from one another, how is this spacing discrepancy to be handled? "Do the best you can" is a platitude and does not adequately address the reality of failing to meet social distancing protocols. There is no single entity to "blame" for this, be it administrative or operational, but the fact of the matter is there are some classrooms that will struggle to successfully fit 12 students in the space, all 6 feet apart from one another, along with the teacher(s) and aide(s) required to be present at the same time. So in those situations: what should be done? How should classrooms handle excessive heat? A/C units can interfere with the univent systems, potentially circulating contaminated air and delaying or rerouting the intake of air through ceiling vents. As such, they are not a safe option to use in the classrooms. Many classrooms receive direct sunlight for several hours and others receive reflected sunlight (off rooftops, other windows, etc) and heat up very, very quickly. These rooms tend to have window A/C units -- some even have two units to help combat the temperature concerns -- but again, those are not safe to use. With students and staff wearing masks, and staffers potentially wearing face shields and/or goggles as well, what is the protocol for handling temperatures in excess of 75, 80, or 85 degrees in classrooms? Opening windows will not cool the rooms down, as anyone who has set foot into a school building in the summer can attest How was the middle school schedule agreed upon? It is my understanding that the middle school scheduling committee (at least at GWMS) did not see the adopted schedule prior to the administration's presentation to the BOE. The morning sessions (16-day rotation) are not matched by the afternoon "mirror" periods, but rather a different 8-day rotation. Is there a reason this particular variation for afternoon periods was approved? Planning and tracking schedules for students and staff would seem to be easier with identical afternoon periods on back to back days. For example, the current schedule is laid out as follows... 4A day morning: 4, 1, 2 4A afternoon: 8, 5, 6 4B morning: 4, 1, 2 4B afternoon: 7, 8 5. If afternoon sessions were the same -- for example, 8, 5, 6 on each 4-day, whether A or B -- it would minimize confusion over "which periods meet when" while maintaining the same number of in-person 80-minute sessions (6) as 30-minute remote sessions (6). Students would similarly go no more than 2 school days without "seeing" a class in this



modified version of the schedule. In this way, students would really only need to learn one "version" of the schedule, as the matching periods would always be the same -- just some would be in-person in the morning, others would be remote in the afternoon. (ex: 4 days & 8 days: 4, 1, 2 & 8, 5, 6; 3 days & 7 days: 3, 4, 1 & 7, 8, 5; 2 days & 6 days: 2, 3, 4 & 6, 7, 8; 1 days & 5 days: 1, 2, 3 & 5, 6, 7 ) Staff members have voiced concerns about the schedule dating back to its introduction last month, and now that the reality of school opening is only days away, many are struggling to plan lessons and activities in accordance with the complicated afternoon schedule. Modifying the afternoon portion of the schedule will not impact the plan for in-person learning (3 80-minute sessions on alternating days) but will simplify one part of the hybrid model for staff, students, and their families trying to help keep them organized. [also, if the examples of how to "simplify" the schedule seem confusing, I recommend attempting to chart out a teacher's lesson plans using the current schedule... the sample middle school schedule provided by the administration following the BOE presentation follows the "simplified" approach suggested above, not the currently-approved version of the schedule. If classrooms and spaces used by students and staff do not meet the guidelines established by the CDC and the NJ Dept of Health, is it still acceptable to hold in-person schooling in those locations and potentially expose staff and students to greater levels of exposure and contagion?

Ruth Parks, 22 Sutton Way, Township of Washington, I am a Ridgewood High School teacher with over 40 years of experience in the district.

According to a study in the Harvard Gazette, extremely high levels of COVID, often undetectable because the symptoms overlap with common childhood illnesses, have been found in children. This makes them more contagious and more likely to spread the disease to other children, as well as to adults in their own families. Large numbers of children should not be congregating in an indoor environment. According to an article published on August 25th in the British Medical Journal, the virus was shown to be able to spread beyond six feet through coughs and sneezes. The classrooms in Ridgewood High School were not designed for social distancing and are not safe for our students. Poor ventilation and windows which do not open more than six inches make the school building a very dangerous place for students and staff I have heard talk that the schools will open and then close soon after the first cases are identified. I would like to respectfully remind the Board and the community that by failing to delay the opening until such time as it can be deemed safe, they are gambling with the lives of our staff, our students, and our students' families. There is nothing more important in life than health and no justification for opening schools during a pandemic that continues to claim the lives of children and adults nationwide.

Social-emotional learning is not going to take place in classrooms where masked students sit six feet apart from a masked teacher wearing a face shield and seated behind plexiglass. Our teachers were praised for the work they did last spring and do not understand why they are being vilified now on social media. I do not know one single teacher who considers remote teaching a vacation and who would not rather be back in the classroom this year. Many of us were up until midnight or later last spring preparing online lessons that could replicate what we do in the classroom. We are not looking forward to more weeks of this.

We are well aware that delaying the school opening is inconvenient for many families and possibly disappointing to many of our students. However, there is nothing more

important in life than health. You hold the power of life and death in your hands.

Lisette Ramos, 351 Gilbert, I wish RPS spent this summer composing a remote-only option. Our boys will be remote learners. NYC Public Schools just announced remote learners will also have access to a live stream of teacher's instruction like the rest of their classmates. They would have another teacher for the virtual learning days of their group. I wish we would have that option.

Eileen D'Elia, 163 Lexington Ave. Westwood, This is not business-as-usual. Although students will be back in the physical building, the teaching that they have grown to love will not be the same because of the safety protocols we need to follow. In the virtual world, students will be able to interact and work together safely. If students and staff are exposed to the virus, how will contact tracing work? How will the individual's privacy be protected while ensuring that the people who were exposed are quarantined? We have spent the past few years focusing on the social and emotional health of students. How will students deal with the situation if one of their teachers gets sick or worse? This "new normal" will affect students emotionally. For example, if a popular student isn't wearing a mask properly, what student is going to tell him/her to fix it? Teachers can't be everywhere in the building and students may not only be exposed, but they also may feel distressed because of feeling helpless to correct the situation. We have seen videos of adults reacting to no masks or being told to wear masks and it has resulted in conflict. For example, Delta Airlines has hundreds of people on its no-fly list because they have refused to wear masks. There is already a lot of pressure to excel at the highest level. This pandemic adds another layer of stress. Students will feel the added stress. The argument of students needing to be in school for their mental health is only looking at the problem from one angle. Will these same students struggle with not being able to socialize closely with their peers? As far as communication, non-verbal communication affects us all. With mask coverings, there will be miscommunication among students. This would not be an issue on video calls. Students who are struggling with whatever issues should be dealt with one-on-one. There can be a plan in place where they can safely socially distance with friends. We should use this as an opportunity to deal with issues in another way and potentially reach more students.

Daine Abbatiello, 53 Dale Ave, Wyckoff, I have been teaching in Ridgewood for over 30 years. There is nothing that I enjoy more than instructing my students in a LIVE setting. Teaching remotely this past spring was certainly one of the more challenging obstacles I have been faced with throughout my experiences. However, I made it work, did my absolute best, and received many accolades with regard to my efforts. There is nothing that I desire more than to return to my classroom to be with my students this next year. However, our circumstances are not normal.

George Washington Middle School is a very old school. I, myself, have been moved out of my classroom in the past for over four months as it was consumed with mold. The ventilation systems are outdated. The classrooms are NOT ready. In my classroom right now, the desks are not set up at all. My supplies are piled high all over my classroom. My room is a disaster.

How will I walk into school on Monday and Tuesday with safety meetings, procedural meetings, convocation, grade-level meetings, etc. with 2 hours and 15 minutes each

day in the afternoon to prepare my lessons for a schedule that is simply incomprehensible?

Teachers are not being provided with the planning time necessary to adequately prepare for the start of school.

How is a teacher supposed to plan to teach students LIVE and REMOTE SYNCHRONOUSLY and properly monitor what their students are doing during class instruction?

How is a teacher supposed to plan to teach three eighty-minute class periods in the morning and then transition to 30 minute periods in the afternoon, with a rotating block schedule each day - that is a 16-day schedule - and keep students all aligned? It is simply impossible. It is a nightmare.

Why are teachers required to be in the classroom with students for 80 minutes in an enclosed area when NO other business has required this. My schedule sometimes requires me to spend three consecutive 80 minute periods with my students in an enclosed area without proper social distancing.

Here is a link to the NJEA guidelines - see page. 5  
[https://assets.njea.org/njea-media/NJEAMinimumAcceptableStandards\\_7-23-20.pdf](https://assets.njea.org/njea-media/NJEAMinimumAcceptableStandards_7-23-20.pdf)

Why have teachers been asked to voluntarily attend multiple informational meetings over the summer? If we do not attend, we do not get informed. So our only choice is to attend without compensation. In the 30+ years I have worked in Ridgewood Public Schools, this district continues to uphold that we maintain a "Tradition of Excellence". I beg to differ.

Why is it that in 30 years a contract has never been settled without a fight?

Why is it that we have to continually battle for proper compensation?

WHY ARE WE BEING ASKED TO RETURN TO AN ENVIRONMENT THAT IS UNSAFE? MY HEALTH IS AT RISK. MY FAMILY MEMBERS' HEALTH IS AT RISK. I AM SCARED

What will the district do to help me to alleviate the anxiety that I have with regard to returning to an unsafe environment?

What will the district do to help me to plan for a schedule that is simply incomprehensible?

What will the district do to compensate me for the endless hours I have spent at the end of the school year and throughout my summer vacation on committees for reopening plans when nothing that was suggested by these committees has come to fruition?

Why were the middle school teachers never asked about our thoughts regarding this schedule?

Our buildings are old, our ventilation systems are outdated. Why has the caliber of the filters required not yet been met in all schools? Why is it that our Superintendent and Administrators have said that it is impossible to meet all of the criteria for a safe return to school yet we are required to teach LIVE? Why isn't the plexiglass that was required in every classroom not ready yet? Why are our classrooms not yet set up appropriately for social distancing?

Al, Ridgewood High School, Will the expectations of observations change due to limited teaching methods in order to enforce social distancing? How should we assess fully virtual students? Are there any guidelines the school has offered for what asynchronous learning will/should look like? Has this been explained to parents?

Elaine Karten, Teacher at RHS, The CDC recommends the use of MERV 13 filters (at minimum) to more effectively trap COVID 19 virus particles and prevent them from circulating. Considering the aging HVAC system throughout the district's buildings and its inability to use these higher-rated filters, how can we keep students and staff safe from infection spreading within the schools? I can keep my windows open and the AC on in the hot weather, but if there is no breeze, any infectious particles in the room will not be adequately diluted to pose less of a health threat...Can all toilets have lids/covers installed, since aerosols created when they are flushed can spread the virus? In a majority of bathrooms, there are no windows, and the air is stagnant.

Robin Fisher, 412 North Monroe Street, Can you please clarify the rules for when a child gets sick for non-COVID and what they do to return to school. Rules about sick (non-COVID) and siblings.

Mariann Gelenius, Employee at BFMS, The first day of school often brings a number of students to the guidance department feeling overwhelmed and tearful (even outside of a pandemic). Will they be expected to keep on the masks and remain socially distant while crying and upset? Also, while scheduling appointments may help to keep the numbers in the small office space lower, how can students be scheduled for being upset? Is there a plan in place should we experience a late summer push of heat from Mother Nature? Once the buildings become hot- it is very difficult to cool them down (especially with the requirement to keep windows open and no fans permitted). How can students be expected to keep masks on in temperatures that can easily push toward 100 degrees? According to a New York Times Article dated 6/16/2020 titled "Flushing the Toilet May Fling Coronavirus Aerosols All Over", has the administration made plans to purchase lids for toilet seats or come up with a plan to limit the students in the restroom? Also, has consideration been given to footplates to open restroom doors instead of using handles that could negate the benefit from handwashing?

Laura Polk, Staff member, As I noted in my emails to the BOE members, I am concerned about the ventilation at RHS. The MERV filters are not up to CDC recommendation and the windows only open 6". There are so many questions regarding policy and procedures that have still not been addressed by the administration. (ie, discipline regarding masks, how to monitor bathroom occupancy, where will sick students and staff be isolated and is it safe, how will temperature checks be taken in time for the start of class, how will contact tracing happen when someone falls ill, how will remote staff members' classes be monitored, etc). Social distancing will not be possible for 4 of 5 of my classes in my room, given the alphabetical breakdown. The split is not even and 6' of space between desks will not be possible for that number in Rm 322. In fact, in 1 of my classes, there will be 13 students on an A day and 1 student on a B-day. How is that fair to that student? Or the others who will be less than 6' apart?

Paola Nadi, Benjamin Franklin Middle School, In detail, what exactly are the cleaning protocols going to be? For the classrooms? For the bathrooms? (Faculty and student?) Who is wiping down during classes? Even with masks, assuming that a student/teacher is asymptomatic, aerosols can remain in the air for hours. How can

the classroom be aired out in between classes? If a family member (child/spouse) is quarantined and we are asked to quarantine with them; how does that affect the number of days we are using up? What if we have to quarantine several times? What if we just have a cold; can we not come to work? If a student develops a fever and a cough during school and is isolated, all the classrooms and places where that student has been should be cleared and disinfected immediately to prevent community spread. Why is it safe for any student or staff member to be in any classroom at any time with the likelihood that a student or staff member WILL develop COVID?

Lauren Rosenfeld, 439 E Saddle River Road, Inevitably, as we open schools, the number of cases of the virus will begin to rise.

- 1.) What is the official district policy on # of cases that will require a class/building to go to strictly virtual teaching?
- 2.) What is the official district policy on students/staff who may come into contact with a positive person OUTSIDE of school? Will they need to quarantine? Will they need to present a negative test before returning to work/school?
- 3.) If a student(and or family member)/employee travels to an area that is designated as a high-risk zone, will they be required to quarantine for 14 days upon return? Will teachers be then allowed to teach virtually during that time? There may be students who cannot/will not wear masks in the classroom. The district has said that, as long as they provide medical documentation, they will not have to wear it while at school. Will these students be required to attend school virtually because their lack of mask-wearing will put students and teachers at a higher level of risk? Under what circumstances would these students be allowed to attend school and how can that be done safely for all involved? The ventilation systems in many of the RPS buildings perform far below the minimum required by the NJDOE to be considered safe for reopening. How can you justify placing hundreds of students in classrooms without adequate ventilation for hours at a time? What steps have been taken to specifically address these subpar filtering systems?

Patricia Piotrowski, 686 Newcomb Rd., 1- Did Dr. Fishbein submit an attestation letter stating that the buildings are safe for the students and staff?

- 2- If the schools are safe why did parents of the students attending Freshman Orientation have to sign a liability waiver for both "assumption of risk for COVID 19" along with a "waiver of claims" which waives any and all claims for liability against RPS? If the school buildings are safe why did you require this from the parents?
- 3- Will you be requiring RPS staff members to sign the same liability waiver?
- 4- Will this liability waiver be attached to the health screening like it was for the freshman? Or will the health screening be solely a health screening?
- 5- Who will be reviewing the health screenings each day and contacting parents if there is a discrepancy? If the forms are due by 7:15 am that only leaves 30 minutes for all the high school forms to be reviewed prior to the start of the school day.
- 6- What is the rationale for students cleaning their desks at the beginning and end of each period?
- 7- How will you be "training" the students on how to use the school approved cleaning products?
- 8- Will students be provided with disposable gloves to wear when using these cleaning products?

9- How will RHS be handling free periods/study halls? Where will the students spend this period and will they be supervised?

10- What is the maximum number of students allowed in each class to allow for social distancing?

11- How will RHS handle attendance issues? Will there be allowances for excessive absences due to COVID concerns?

Maria Sweeney, teacher Hawes School, If a family has two parents teaching in the district, they are twice as likely to be exposed. Do both teachers have to quarantine if only one is exposed? If a teacher becomes ill and is tested as positive, what is the district's plan if that teacher is out for an extended period? Do both teachers stay home for that period of time? When will the plexiglass be installed? Will they be installed in time for school starting? Who is installing them? When will teachers receive the portable plexiglass dividers discussed in the elementary principals' video? Can teachers still use classroom sets of textbooks? Won't this expose more students to Covid-19? How will the district provide individual materials for students (i.e., books, pencils)?

Pat Rosenfeld, 43 East Saddle River Road, Last December we were told that many of our schools' univents needed to be completely refurbished and that many of our buildings' mechanical systems were past their useful life (RBOE Public Meeting 12/16/19). Our univents are so old

that they can not use a filter higher than a MERV 8. According to the Centers for Disease Control, only MERV filters rated 13 or higher can help prevent the spread of Covid-19 ("Guidance for Building Operations During the Covid-19 Pandemic" ASHRAE Journal May 2020, p.73). Fresh air is the best ventilation against the spread of Covid-19 but the referendum proposal also listed classroom windows as another "high priority need" stating that many are inoperable (RBOE Public Meeting 2/10/20). In addition, according to State law windows that do work can only be opened six inches. How do we safely have students and staff attend school in-person when we clearly don't meet the minimum standards for healthy air exchange? Sitting in one room for 4 hours, wearing masks without adequate ventilation does not equate to a good learning experience or a safe environment. Please join the many other districts in NJ who recognize the need and have RPS begin the school year virtually. Lives may depend on it! This special meeting of BOE is virtual because "Due to the Governor's Executive Order 104 citing the CDC's recommendation for cancellation or postponement of gatherings of fifty or more people, the meeting will be held utilizing video conferencing." How is it okay for students in RPS to be required to gather in groups of more than 50 (during the change of classes in unventilated hallways or during "free" periods?

Nancy Kennedy, 346 Northern Parkway, Governor Executive Order 104 states cancellation or postponement of indoor gatherings of more than 50 people. Your BOE meeting is virtual, and you want to put hundreds of kids in the school halls? Our kids are not guinea pigs. Per the governor's orders, indoor amusement and water parks remained closed. Outdoor playgrounds, amusement parks, and water parks are allowed at 50 percent capacity. BUT you want to put our kids in school. Gyms are just reopening and indoor dining is still not allowed. BUT you want to use kids as guinea

pigs. Every student in this district deserves the exact same education whether it be in person or remote. If I choose to keep my child at home to do remote learning, my child and every other child learning remotely deserve exactly what the in-person is receiving, not asynchronous learning. This is a form of discrimination against these children. What happened to THE TRADITION OF EXCELLENCE. Keep every student in our district on the same page! and if that means going remote for everyone then so be it. Equality?

Kelly Ashford, 359 Prospect St., My question is about the daily wellness check questionnaire. My middle schooler does not have a cell phone. Will this cause delay for him in the morning if he wants to enter the building? Is he then still encouraged to fill out the questionnaire on his email himself or would it make more sense for me to do it? Thanks.

There are currently some anomalies in the A-K/L-Z model, where the alphabetical breakdown does not result in a 50/50 split. Has social distancing been confirmed to exist in all classrooms where this might be the case? (Example - The A/K portion of a class may only contain 3 students where the L/Z may contain 16). Is there any timetable as to when the buildings will receive PPE or upgrades to the building ventilation system? There is no ventilation in the hallways. How will safety to students be ensured during passing periods?

Fisher, 412 Monroe Street, It will never be a perfect plan but the kids need to go back to school!

Kerry Miller, 141 John Street, I'm writing to ask for your support in helping the community understand the following about the return to school plan, and to please add the two items listed for discussion at today's Special Public Meeting at 3PM. (I'll also submit the below items for public comments):

1. Why wasn't the BOE and the community involved in drafting the plan?
  - a. The Administration has cited that they gave parents an opportunity to provide feedback, but:
    - i. Stated on the July 27 Board Meeting that they knew the parent surveys were confusing, and did not reissue or find another mechanism to gather feedback
    - ii. Stated that principals worked with parents via HSA representatives; however, anecdotally, we have heard otherwise
  - b. The Administration has cited that they presented the plan to the BOE, but did not involve them in the creation, citing that plan development is an "administrative" task. However, the "Road Back" states plans should be developed in partnership with BOE and community
2. How will the Administration ensure deep community involvement going forward?
  - a. There will be many decisions that will need to be made in this upcoming school year, and the community – specifically parents who are very attuned to the needs of their children – needs to be a partner, along with the BOE, in making decisions that affect our children
  - b. The community does not have faith that the administration will include them, as the process to date has been non transparent.

I'm one of the parent representatives on the change.org (<https://www.change.org/p/ridgewood-board-of-education-and-dr-fishbein-ridgewood-ki>)

ds-deserve-a-better-return-to-school-plan-4013969f-c442-48ca-9a6d-c4ad27293edd?redirect=false )petition signed by over 1000 members of the Ridgewood community. I participated on the August 14th call with Dr. Fishbein, Ms. Poelstra, Dr. Yankus, and two BOE members, Mr. Lembo and Ms. Kwak. During that meeting, we asked Dr. Fishbein to listen to the 1000 members of the community who are dissatisfied with the return to school plan for Elementary. On that call, the parent representatives stated that we – and the community - are willing to partner, and we asked for clarification on decisions, and provided suggestions to alleviate some of the obstacles presented for a more robust in-person plan.

It took almost a week to get more clarity on the questions posed on that call, and we lost precious time. Dr Fishbein declined to modify the plan, stating that “A reconsideration of your request did not result in a change of the educators’ preferred model of instruction, especially after revisiting the issue.”

In addition, what is concerning to us is the open letter the REA penned on 8/20 stating that they don’t think the existing plan allows for a safe return. This is alarming as we had heard that the return to school plan had been developed, according to Dr. Fishbein with “all administrators and dozens and dozens of teachers”. The parent representatives penned a letter to Dr. Fishbein refuting those points from the REA, and while he responded that the current plan is to reopen schools, he did state “we cannot break down relationships that cannot be repaired”. We are of course not advocating for a break down in teacher relationships and are not sure how to interpret that.

It is these issues, and the lack of transparency with the community that cause concern for parents. The fact that the BOE was presented the plan, and not involved in crafting it, makes us further concerned that the community’s voice is not being heard.

As our conduits to the administration, we look to you to represent our needs and help us get our voices heard.

We respectfully ask that you support the overwhelming community desire to (1) return to school and (2) be involved in the planning process moving forward

Elizabeth Rose, 494 Fairfield Ave., What is the actually hard plan for remote learning? Are kids in resource room replacement going to be able to get help From their teachers on days they are at home or learning remotely? Are the teachers going to be less stringent when giving grades for students who struggle with remote Learning

Maria Maresciallo, 737 Colfax Ave., Pompton Lakes, As a teacher in the Ridgewood Public Schools, I do not feel safe being in a building, even at half capacity, with ventilation systems that are not up to par. We all, especially at the elementary level, would like to start the school year in person. Elementary aged children benefit so much more from in person instruction than from remote instruction. I really do feel that we should not lose sight of the fact that this virus is still out there and we need to do what is safest for all concerned. Until proper protocols are put in place for ventilation systems that are fully functional, I truly feel that it would not be safe for the students and staff to be in our buildings.As an elementary school educator, a parent and grandparent myself, as well as many of you, can attest to the fact that elementary aged children will find it difficult to spend 4 to 5 hours per day wearing a mask. Being able to see their peers, and not touch them, be near them, or work collaboratively with them will be extremely difficult for them. Working with their teachers from behind a plexiglass screen, many of which still have not been delivered, can be frightening for the younger



students. All of the concerns regarding the social emotional aspect of returning to school are a high priority. If the children are home (which is their absolute safest environment), they will not be able to interact with their peers; conversely, if the children are in school, they will still not be able to totally interact with their peers. For many, this may be more difficult to handle. Please consider this aspect of a return to in person school. We should start out remotely until these problems are solved and the virus is no longer a threat, and eventually return to school with a hybrid model, then to full in person instruction. It may not be the best model that is conducive for learning, but I believe it would be the SAFEST model for learning. Thank you for your time.

Gavin Stewart, 178 Wales Ave., River Edge, The CDC website says the following regarding face masks:

"Face masks with one-way valves or vents allow exhaled air to be expelled out through holes in the material. This can allow exhaled respiratory droplets to reach others and potentially spread the COVID-19 virus. Therefore, CDC does not recommend using masks if they have an exhalation valve or vent."

Does the school opening plan address this issue? Have students, parents, and staff been alerted to the dangers of masks with one-way valves or vents? Does the school opening plan forbid the use of these masks in our school buildings? More broadly, who will be responsible for monitoring the types of masks used by people in the building in order to maximize safety? Without such monitoring, an inappropriate face covering could provide a false sense of security and potentially spread the virus.

The CDC lists among "Adequate Supplies" the acquisition and use of "no-touch/foot-pedal trash cans" with lids to help prevent the spread of infection. Have such trash cans been supplied for classrooms, bathrooms, and offices?

As much as we all wish to return to our schools, are we in a position at this moment to honestly say, with a clear conscience, that we have done everything within our power to ensure the safety of students, staff, and their families? Providing for safety in our schools during a pandemic is a tremendously challenging task, especially since our understanding of this airborne virus is constantly evolving. For instance, there have been claims that, "this virus does not affect young people." We now know that young people have caught the virus, carried it home, and infected entire families. That has happened right here in Ridgewood. If more work needs to be done, especially with our ventilation systems, we should postpone the return to our school buildings, remedy the problems that remain, and maximize our efforts to educate our students in a virtual setting until we are fully ready to open our classroom doors. Healthcare workers in Bergen County who were on the front lines this spring will tell you that the worst-case scenarios wrought by this virus are nothing short of horrifying. The consequences of getting our school opening wrong are too serious to ignore.

Amy Nolan, 79 Grove Street, My family has already lost one person to covid and my 88 year-old mother tested positive a few days ago. Classroom exposure means I expose another elderly family member for whom I care to the virus as well. Why is the health of my family not a valid concern to the BOE? I don't think the RHS ventilation system is at the CDC-recommended capacity to protect us.

Andrew Couch, GW MS Teacher, Why, since we are aware that asymptomatic people can still spread the disease, are we not being tested prior to returning to an in-person

format? Social distancing and masks are preventative measures but do not ensure that the disease will not spread. It should be a requirement for anyone planning to go back to be tested, and tests should be provided by the district for those intending to return. Some of my classes, even split in half, have more than 15 kids in them. There is no way to social distance in this circumstance in my current classroom. This is creating a high-risk environment for anyone, regardless of whether they classify themselves as 'high-risk' per the previously sent questionnaire. What am I to do in this circumstance? If we were to request a plexiglass barrier for our classroom, since the offices are not the only place where the students will be, can we have one installed? As many students come into the classes each day as do the offices, so we shouldn't ignore the fact that they could be used elsewhere effectively - especially since many of the classrooms don't meet the ventilation requirements due to a lack of proper Univents, inoperable windows and since they are simply not large enough to enforce a social distancing policy.

Becky Catanzaro, 17 Cathy Road, The district's plan does not include providing all staff with n95 masks. This is a requirement, per OSHA. Also, the governor's executive order requires that everyone wear masks. Lately, there have been reports about the inefficiencies of cloth masks without filters as well as homemade masks. In fact, one study that was shared by the American Association for the Advancement of Science noted that wearing gator masks is WORSE than NOT wearing a mask. Is there going to be some type of clarification with staff and families to make sure that the masks they are wearing will be appropriate and safe?

<https://advances.sciencemag.org/content/early/2020/08/07/sciadv.abd3083>

<https://news.yahoo.com/neck-gaiters-may-actually-increase-covid-19-transmission-study-finds-183034882.html>

The Road Back says that districts need a minimum of MERV13 filters to address Covid-19 air particles. It is my understanding that some of our HVAC runs on MERV8, which does not meet the standard from the Road Back. How will the district address this? Will it be addressed before the students enter the building? A/C units in the wall cannot be used, what alternative will be in place to keep the air properly filtered since fans are not to be used and windows can only be open 6 inches?

What happens if someone in a teacher's household or a student's household tests positive for COVID? Students and staff will then have to seek a test. Will teachers have to use their sick days after EPSL has been used, even though they could teach remotely from home while awaiting their results?

M.C. Benintende, As a registered nurse and Ridgewood resident over 55 I have three questions regarding sending village children back to school :

With the current nursing shortage will there be enough on staff on a daily basis to assess adults and children throughout the day? What will be the nurse to student ratio? How will the teacher maintain the 6 foot CDC guidelines when addressing behavioral and/or safety emergencies?

Will teachers be responsible for checking the temperatures of students and assessing if they have any other COVID symptoms?

Thank you for your prompt reply to these questions.

GeorgeAnn Starace, 390 Windsor Road, 1. According to the newly released plans from

the Department of Health, schools may have to close if they identify two confirmed cases of Covid-19 in two different classrooms. What is the district's plan in addition to working with the local health department. Under what circumstance would the district close the school? What would be the protocol for this? 2. With a shortage of substitutes and teachers who could potentially be out due to illness or a fragile medical condition, how are you planning to cover classes? Will you be pulling special education teachers who often co-teach to cover classes? If so, won't that disparately impact special education teachers or the assistants for the children in special education, and more importantly special education students? 3. What is the district's plan to assist teachers in grades K-2 - who need to administer assessment to students 1 on \* Will there be subs? Are there enough subs?

William Cahill, 357 Sutton Place, Norwood, How will students who are not virtual have classes with non-gen-ed teachers who have remote medical accommodations? The students will be in school. The teachers with remote accommodations will be in school in isolated classrooms. Will the students be brought to a dedicated space whereby they can have remote learning? How will state requirements for some non-IEP special program students be accommodated when traveling teachers are not expected to travel between schools on any school calendar day?

Jill Rota, 916 East Glen Ave., The reopening plan states, "Teachers participated in professional development this summer to enhance their knowledge and proficiency with instructional technology tools." pg 22

Not all teachers were able to participate in this professional development.

Will time be allotted for teachers to become familiar with the different platforms and applications? Why must teachers working virtually report to their buildings? During a pandemic, the EEOC guidelines suggest that telework or working from home should be a common accommodation, if the essential functions of the job can be done from home. The EEOC also states that an employer CANNOT deny this modification based on the morale of other employees or the fact that other jobs cannot be done from home. Some heating/cooling systems have been "fixed" several times over the past years only to need repair again. If systems break during the course of the year, after once again being "fixed" since March, what will the plan be for the teachers/students in those rooms?

Deborah Gregory-Fink, 70 Circle Dr. Paramus, Who is doing temperature checks, besides the nurses? Are staff permitted to do these checks, despite not having medical certification?

How will temperature checks be conducted? Will students be tested in the presence of other students as they get off of the bus?

Is it a FERPA violation to take temperatures of students in front of their peers? Is it a FERPA violation to divide students into groups in front of their peers based on the results of temperature checks? What have you done to ensure that these protocols do not violate FERPA rights of each individual student? Staff and students must complete a survey each morning before coming to school. What happens if staff and students forget to fill out their form? Who is monitoring these surveys? Will they be responsible for ensuring that if a staff member or student hasn't completed the form, they will not be allowed to enter the building? How can each building possibly vet surveys daily in a

timely manner to protect students and staff? Is the form just a recommendation or is it actually a requirement? As a music specialist in the elementary school I believe that I have been designated as one of the teachers who will take temperatures. I wonder how students who do not have a completed form and or a temperature that is too high can safely travel to the room designated in the Pandemic plan. Do I send Kindergartener's off on their own to find the room? Will students travel through the building to get there? How can I be accountable to the other students in my roster and a student who will potentially need further evaluation?

Dawn Fleming, Teacher Travell Elementary School,

I do not feel that our ventilation system is adequate given that COVID-19 is an airborne virus. The CDC recommends MERV 13 filters to protect people from COVID-19 and our system uses MERV 8 filters and cannot accommodate MERV 13 filters. Air conditioners can spread the virus from person to person. However, it can be stifling hot in some classrooms. What is the BOE recommendation on AC use? Teachers should use air conditioners with the windows closed? Teachers should use the air conditioners with the windows opened? Some parents, teachers, and students will want the windows open for increased ventilation and some will want them closed so the room is as cool as possible. Teachers need more time to get ready for the start of the school year. Two days is not nearly adequate. Typically teachers choose to start to prepare weeks in advance, but we did not have the necessary information to do so (like whether we were teaching the hybrid model or remote) and pertinent information continues to change daily. We did not get our class lists until yesterday, 8/27, and they continue to change. Teachers desperately need training before the start of the school year. We are all teaching remotely part time or full time. We need to be proficient in a variety of computer programs, apps, and tools to do it well. Most K-2 teachers have never even used Google Classroom, but will have to use it this year. There was some professional development offered over the summer, but not all teachers were able to do it for a number of reasons including second jobs and child care needs.

Anthony Albergate, 634 Maxwell Place, As I understand it, if a decision is to be made, it won't happen until the Board meets this Monday evening. Meanwhile, hundreds of teachers and administrators would have spent all school day Monday in person at their respective schools. Why not make a decision prior to Schools reopening on Monday to avoid the risk of COVID-19?

Kacey Fischer, 351 Wyckoff Ave, Wyckoff, The reopening plan states, "Elementary staff will have information/professional development to assist in identifying emotional/social supports due to pandemic and beyond." pg 23

The students arrive next week. To date, we are not aware of any training being scheduled. When will this happen?"Student supplies will not be shared in the classroom. At the elementary level, each student will be provided with the necessary supplies that will be kept in individual desks or bags that will not come in contact with other students' supplies. While some logistics for how this is done may vary from grade level to grade level, protocols will be in place to ensure that supplies are not shared." Pg 26.

To date, teachers have not been given protocol referenced on page 26 to facilitate student supplies. How and when will this be communicated to the teachers before the

start of the student school year? The reopening plan states, "Each K-5 school will use their designated guidance counselor to provide both in-class instruction and small group/individual counseling to any student requiring support." pg 23

Is there guidance for identifying "at risk" students?

How and when would groups meet?

District Teacher, Ridgewood Public Schools, If the BOE acknowledged, in February 2020, that ventilation repairs were a "high priority need" - and we've come to understand the filtration in the univents doesn't meet CDC or NJDOE guidelines - how can we return to the classroom safely? How does the Board justify sending students, faculty, and staff back to physical schools when they still haven't held in-person board meetings? Public comment can still be call-in or write-in, so limits on capacity are not a factor. If the in-person instruction is going to be, essentially, remote instruction (due to social distancing, restrictions on class activities, and lesson planning obstacles), what is the purpose of pushing ahead with it? It will only be a Pyrrhic victory. Why accept even a low risk if instruction can be handled remotely in a manner that is simpler and values continuity?

Patricia Piotrowski, 686 Newcomb Rd., 1- Did Dr Fishbein submit an attestation letter stating that the buildings are safe for the students and staff?

2- If the schools are safe why did parents of the students attending Freshman Orientation have to sign a liability waiver for both "assumption of risk for Covid 19" along with a "waiver of claims" which waives any and all claims for liability against RPS? If the school buildings are safe why did you require this from the parents?

3- Will you be requiring RPS staff members to sign the same liability waiver?

4- Will this liability waiver be attached to the health screening like it was for freshmen? Or will the health screening be solely a health screening?

5- Who will be reviewing the health screenings each day and contacting parents if there is a discrepancy? If the forms are due by 7:15am that only leaves 30 minutes for all the high school forms to be reviewed prior to the start of the school day.

6- What is the rationale for students cleaning their desks at the beginning and end of each period?

7- How will you be "training" the students how to use the school approved cleaning products?

8- Will students be provided with disposable gloves to wear when using these cleaning products?

9- How will RHS be handling free periods/study halls? Where will the students spend this period and will they be supervised?

10- What is the maximum number of students allowed in each class to allow for social distancing?

11- How will RHS handle attendance issues? Will there be allowances for excessive absences due to Covid concerns?

Chris Kearns, classroom teacher, If fall outdoor sports in fellow Bergen County districts are deemed too dangerous currently...then why is 'ok' or 'safe' to pack hundreds of people inside schools together? ...and many of those 'people' are children and families you make great educational decisions for on a daily basis. Thank you for your attention today and listening to voices on such a delicate topic.

Sean Lynaugh, Teacher at Ridgewood High School, As a teacher at Ridgewood High School I'm writing to the Board today to request an all remote start to the school year because our buildings are not yet safe for students and staff. As a graduate of the Ridgewood Public Schools in 2001 and an employee in the district for fifteen years, I know that Ridgewood always strives to do what's right for the community. In this instance the facts tell us that it is not safe to reopen our schools yet. The main reason is due to the outdated ventilation systems in our school buildings. I know the Board recognizes this issue because you stated their replacement was a "high priority need" and included it in the District's \$59 million bond referendum proposal in February of 2020 right before the pandemic hit. Our univents are too old to use the required MERV filters rated 13 or higher that the Centers for Disease Control say are needed to prevent the spread of Covid-19. Our univents can only handle a MERV filter rated 8 which is far below the standard and makes me very worried for the health of my family, my students, and their families when a potentially deadly virus is brought home from my classroom.

We all want to get back to normal. No one wants to be teaching in person more than me but only when it is safe to do so. I am imploring the Board to recognize that under the current plan presented by the administration the students, teachers, and community are not adequately protected.

Julie Berry, 348 S Irving St., At the elementary level, when working one on one with a student, teachers will have a plexi-glass shield, according to the informational video sent home to parents. However, the plexi-glass shields have not arrived yet. How can we be certain that we will have that safety precaution when students return to school on Wednesday?

Laura Weinstein, Teacher at RHS, From the optional RHS faculty meeting today via Google Meet, it is clear that there are still many details that will need to be worked out as we live through them. Every detail potentially compromises the safety precautions that have been presented. We should not be required to live through a higher risk in order to work these out. My suggestion is to open the first two weeks at RHS fully virtual for students. Use the hybrid model plan, and let teachers go through all the daily routines our schedule involves for two rounds of an A-B-C-D type day, teaching remotely from the rooms that will have their in-person classes. Let all the plastic barriers be installed where needed (they have not yet been delivered); give teachers a chance to set up their rooms, then perhaps set them up a bit differently when they have a chance to visualize the logistics. Let teachers have time to prepare adequate communications to parents about what their particular situation will be and their particular expectations of their students. Let parents and students have time to acquire any materials that they are being asked to bring with them into the school. Then, after two weeks, we can begin having students enter the school. Two days for all of that is not even close to enough time.

One side benefit of this approach would be that all students would receive the same introductory experience to their classes, so virtual-only students would not stand out immediately as being "different." Another benefit is that teachers may start to gain some of the comfort of familiarity once they are used to being in school, and can extend that comfort more sincerely to their own in-person students. Overall, there

would not be an increased risk due to working out the operational details with 1000 people physically in the building.

I believe we are divided: some people feel it is acceptable to begin school and adjust as we go, without everything in place and procedures worked out. Others feel it is a substantial health risk to do so, and “the punches” we would roll with might be serious illness or even death. We do not all need to agree, but I believe it is vital to acknowledge the legitimacy of these perspectives if we want to build a strong sense of community within RHS.

I am missing the urgency of bringing everything together before the details are worked out, especially when there are people who feel the risks might include extended illness or even death. I still personally believe the risks are too great until all the recommended safety precautions are installed, and the entire district should open remotely in the interim.

Laura Grasso, 136 Circle Ave., What controls are in place to provide ENHANCED ventilation in the buildings? Adequate ventilation is not enough. Who inspects our ventilation systems? If Aramark, is there an outside company that can back up their inspections for faculty and staff. If yes, who is the company and can you provide the report. If no, The REA would request a third party contractor to inspect the systems are above "adequate" . Is there a checklist the REA can be provided with showing documentation of maintenance and repairs from each building so each member can see exactly what has been done in their classroom. The CO2 level in classrooms when students are present is a good tool to see if the ventilation is working. Since that is truly the only way for staff to know if ventilation systems are working properly can this be done daily in each building? Has each school increased custodial staff during the mornings? What is the district policy about outside maintenance workers entering the building while students and teachers are present? Are parents permitted in the building?

Suzanne Simone, 7 Gerald Rockaway, Around this time of the summer, I start to get a “nervous” feeling of excitement as I prepare for the start of the school year. I am absolutely terrified for the start of this school year. Are we truly prepared for this? Concerned about teaching in classrooms with no windows in the basement of GWMS as well as sharing an office with 12 teachers. It is going to be incredibly challenging to properly social distance when we are all in the workspace together.

Alissa DiStefano, GWMS, There are rooms in the basement level of GW with no windows. The remaining rooms have windows that start at ground level. Given the condition of the univents and lack of fresh air being able to enter these rooms, are these safe spaces to have students and teachers for 80 minutes at a time?

Diane Spino, 801 Newcomb Rd., How do Special Ed teachers teach classes both hybrid AND home? Teachers are very concerned about having adequate training and time. Although the district offered PD this summer, many teachers were unable to participate due to family obligations over the summer. Since Special Ed. teachers are teaching both hybrid and virtual instruction at the same time will there be cameras installed in their classrooms? Will teachers or students be asked to use cleaning, disinfecting, and sanitizing products to wipe down surfaces and rooms? If so, when is

this to take place? At the end of each instructional period?

Jennifer Thornton, Hawes School Teacher, Thank you for holding this special meeting to address the district's reopening plan. I have specific concerns about the ventilation system at Hawes and throughout the district. I was recently made aware that the filters in some of the HVAC systems are unable to be upgraded to the minimum recommendation by the CDC (MERV 13) because the system can only handle a MERV 8. The MERV 8 is only 20% effective at filtering out particles the size the virus can be transmitted through. This is very concerning, as COVID-19 is an airborne virus that could spread through and expose an entire building without the proper filters. ASHRAE has stated "little is known about the penetration of SARS-CoV-2 into HVAC systems". Since there is not much data, are we willing to leave this to chance and just hope that the virus won't be transmitted this way? My question is what can be done to upgrade the HVAC systems to make sure they are at least grade 13 or above?

Susan Ruane, 705 Kingsbridge Lane, On July 28, 2020, I requested my daughter's Benjamin Franklin records via the district OPRA (Open Public Records Act) form. To date, I have not received any of my daughter's records from my OPRA request. On August 18, 2020, I emailed Dr. Fishbein regarding the district's failure to comply with my OPRA request. To date, Dr. Fishbein has failed to reply to my email. I am bringing this matter up to the Ridgewood Board of Education attention since the district is failing to comply with New Jersey Open Public Records Act - which is a NJ State Law

Nadeer Mahmood, 499 Stevens Ave., I remain concerned about a dual track for multiple reasons. But primarily how can both tracks deliver equal educational quality? What plans are in place if a student or teacher is found positive so that there are no disruptions in the school year? Would the school be forced close, the classroom, etc. What is the harm in remote only and monitoring through the end of October if COVID remains flat in the state and then opening up schools giving a unified track to the district's kids.

Amanda McCullough, 31 Lillian Court Ramsey, I am a mathematics teacher at Ridgewood High School and I am married to Chris McCullough, District Supervisor of the Arts. Some of you know me well, as I've taught your children or worked with you. I am writing this letter in support of Mike Yannone's letter to you on August 20, 2020. This will be the beginning of my 20th year teaching in Ridgewood. I have never been more fearful for my life, and the life of my husband, than ever before and this is a result of having to return to a building that does not meet the safety requirements of the CDC. I am no longer sleeping, and I am terrified about what will happen to our two children, ages 6 and 8, should something happen to the both of us. We cannot afford for the both of us to take leaves of absence and considering we both work at the same place, there wouldn't be a point in just one of us taking a leave when the other will be exposed anyway.

I was told that my office of 20+ teachers would have a plexiglass enclosure around each of our desks. This plexiglass has neither been received nor installed. My desk chair is literally 2.5 feet from my colleagues. I've considered trying to work in my car



during my prep periods, however, after checking, the wifi doesn't work that far. This means that my prep time will be wasted because I am not willing to sit in this office.

I teach in a small classroom, where on an "A" day there will be 16 of us in one room, possibly 18 if two remote students decide to return. I invite you to visit my classroom, room 216, next week and see what that feels like. This classroom has awful ventilation. Year after year I send emails that the room is too warm, too cold. A/C and heat never work as they should. As you know the CDC says the minimum MRV rating is MRV 13, yet I'm being told to return to a building that can only accommodate MRV 8.

There will be over 900 people in the building each day at RHS beginning next week, yet in the State of NJ, indoor dining has yet to return. Major corporations are still allowing staff to work remotely. On a similar note, even the admin team of RPS did NOT meet as a group and they are only about 40 people. They held a virtual Admin Retreat. The RHS admin met OUTDOORS in the courtyard. During new teacher orientation, the Admin Team did NOT go to the Campus Center at RHS to introduce themselves, because it would have exceeded 25 people, yet the plan is to have 90 students in the RHS cafeteria. I know this because I am concerned for my husband's safety, yet he assured me he is ok, because of the precautions that were taken. Why don't these precautions apply to me and my students? I can do my job as a math teacher better from my home. In fact, the Spring went well with all five of my classes. However, now, I can't even walk over to my students in the classroom, to see the math they are doing in their notebooks, because we need to socially distance. What is the point? Have you thought about this? I am being told to stand in the front of the room, by my computer and whiteboard and to not move around. If you tell me it's for their social emotional well being, how well will they be when their teachers pass away, when they bring their germs home to their parents and grandparents and they pass away? What will my mental state be after one of them passes away? I've already lost too many students over the years due to illness and suicide. Sending us back during a pandemic, when you have the option to wait until it's safer, is asking for trouble.

You have the option of waiting to open the RPS and RHS until it is made safe. Let other schools, smaller schools in NJ, who have the proper safety protocols in place reopen for a while and let's see how that goes. Please don't make me, my husband and colleagues guinea pigs when there is a safer option.

I teach teens and adults who go to parties, who don't wear masks in the company of their large friend groups. I'm putting my life in your hands. Please be careful with it. Please consider opening at least the high school remotely until it's made safer.

Carolyn Holt, 249 Mountain Ave., This week, GW sent out an email to detail their reopening plans. In it, we learned that certain teachers of the core subjects : English, Social Studies, Science and Math would be teaching remotely into the classroom and there will be an in person aide in the classroom. The aides assigned to these classes are being referred to as subs which implies that they are not fully certified teachers. Since these are considered "core" subjects, can't the school district prioritize these classes to ensure an in person teacher is assigned to the class? I am concerned that this will not be an effective approach for in person learning for Middle School students. Thank you to all the administrators, teachers and BOE for all of their hard

work this summer to make an in person learning experience available for our students.

Elizabeth Janowski, 46 Charles ST., Will teachers be permitted to have their own air purifier next to their desk if they choose?

Stuart Lavietes, 242 Gateway Rd., I realize that class lists are in flux, but, as it stands now, my son's in-person third-grade class is divided into two very unbalanced sections based on last names: 7 students A-K and 15 students L-Z. This probably will not change, as this ratio reflects the composition of the entire third grade class. Are there any plans to balance the sections more evenly, especially as large sections make social distancing more difficult?

Nancy Sabatiel, 989 E. Ridgewood Ave, Can you please address band for middle school?

Daine Abbatiello, 53 Dale Ave., Wyckoff, Dan stated that staff who needed plexiglass would be provided with it. Shouldn't ALL teachers need that protection? All of our other essential workers are provided with it. Why wouldn't ALL teachers have plexiglass in their classrooms?

Anne Goebel Krstelj, 316 Prospect St., I have a question. If my child is enrolled in the hybrid model (example: Group A-K) and we subsequently switch her to remote only prior to the start of school ... should we then later move back to Hybrid, would my child go back to Group A-K or are they then 'permanently' assigned to a different cohort? Thank you.

Brian Koscuiskza, 552 Hillcrest Road, The first caller did not identify his address. Is he a Ridgewood resident? If not, he should not have been allowed to speak and his comments should be stricken from the record.

Gavin Stewart, 178 Wales Ave., Will students who are unable to wear a mask due to a medical condition be tested for the virus? If they are not tested, it seems they are putting others at risk of infection. I know that testing is "just a snapshot," but that snapshot could save lives. This situation seems highly problematic. Has the efficacy of opening windows in cold weather been considered?

Jennifer Cimler, 372 Grandview Circle, At the elementary level, on the days that the hybrid students are not in school they are essentially working independently on work that reinforces the previous day's lessons with the exception of two live specials. This isn't enough instruction. I teach first grade in another district. The students are streaming the whole day so we can teach the required curriculum. How will Ridgewood be able to teach the required curriculum? Also, if Ridgewood goes fully remote. What is the plan? Will the lessons be live? Will it be a full day? My boys had very different experiences in the same school at different grades. One grade level was great. The other left much to be desired.

Michael Yannone, 320 Kenilworth Rd., The State has asked that each district have a policy in place on how staff and the community will be notified of a Covid positive student or staff member. The district's reopen plan doesn't contain such a plan. The

privacy of the individual is important, but we also believe the community should know if a member of the school community tests positive.

Jeffrey Haas, RHS Music Teacher, In the Plan Components List, there is a statement that "Social Distancing will be maintained to the greatest extent possible." Is there a minimum distance that must be maintained?

Laura McKenna, 861 Bingham Rd., Studies show that students nationwide had as much as a 10-month regression in academic skills due to the school shutdowns. What measures are being taken to assess the regression levels from this spring? What measures are being taken to give students additional education to make up for these academic deficits? Students with IEP's have been particularly harmed by school shutdowns. What are the plans to address social/emotional, behavioral, and academic regressions for students with IEPs, who are not in self-contained classrooms? Thanks for all your hard work, everyone!

Diane Abbatiello, 53 Dale Ave., How can teachers feel safe if in addition to being in their classrooms with three different groups of students for 80 minutes they must also police hallways where most of the school population will be traveling? I am in a basement hallway with absolutely - NO VENTILATION.

Lauren Truncale, Ridgewood High School Teacher, I just wanted to clarify - there was a statement made saying that at the secondary school there are 10 minutes between classes but unfortunately that is incorrect. The high school has allotted 5 minutes for passing time between classes, and teachers were instructed to either let students out 30 seconds to 1 minute earlier or later, depending on if they are an even or odd number classroom. So at most, students have 6 minutes to transition between classes, but not 10 minutes.

Nancy Sabatiel, 989 E. Ridgewood Ave., All you asked for was a survey response. Now you seem to be building your plan as if this was commitment. Can you please clarify.

Michelle Primavera, Clifton, In order to maintain the scope and sequence of our lessons in a very complicated rotating schedule, middle school teachers have been told to plan all of their lessons as if they are remote. Because our live students must keep distant from each other and because we will be teaching remote students simultaneously, every student must be able to access and complete the lesson remotely. Since this is the case, what is the benefit of holding in person instruction? Does the benefits of being in person outweigh the risks?

Amanda McCullough, 31 Lillian Court, Ramsey, Just to clarify, Ridgewood High School only has 5 minute of passing time between classes, not 10. At the secondary level, we were told students WILL BE cleaning desks at the end of each period, before a new student sits there.

Diane Abbatiello, 53 Dale Ave, Wyckoff, Why is it OK with the incomprehensible Middle School Hybrid Schedule that there are days where teachers do not have a single prep

period?

Rebecca Katzman, 70 Crest Rd., I have three children in elementary school. I look forward to sending them back to school in the hybrid model. I believe great care has been taken to consider their safety as well as that of their teachers and school staff. I know this year will require flexibility from all of us and I appreciate the work that has gone into getting our children back to school.

Janette Morgan, 166 No Pleasant Ave., What are the air exchanges in the High School classrooms? My office had an air exchange inspection performed by a company. Was this type of inspection performed in the district schools?

Salvador, 651 Midwood Rd., What does #5 in the Welcome Back Procedure mean? Dropping off the kids in the surrounding streets will create total chaos, traffic, not to mention unsafe for the students. This will be very unsystematic and will not be conducive to the proper observance of social distancing procedure. There has to be a better and more systematic way to go about this. I don't see the reason why cars cannot enter the parking lot. Please explain. Thank you.

Eric Beiter, 610 Albert Pl., I'm happy to put my trust in you to make the decisions you think are best for our students, and I appreciate the efforts you are taking to make the school year as normal as possible for our students.

My question concerns eventual positive covid tests for students who are attending classes in-person.

What impact, if any, will that have on other students in those classes?

Will they be required to move to remote learning for a period of time, and furthermore, will this have any impact on their ability to participate in school athletics should a season actually occur.

Kate Krsnak, 25 Lee Ave., When and how will a teacher be notified if a student that has been in their classroom tests positive for COVID-19?

Suzanne Simone, 7 Gerald Rockaway, Around this time of the summer, I start to get a "nervous" feeling of excitement as I prepare for the start of the school year. I am absolutely terrified for the start of this school year. Are we truly prepared for this? Concerned about teaching in classrooms with no windows in the basement of GWMS as well as sharing an office with 12 teachers. It is going to be incredibly challenging to properly social distance when we are all in the workspace together.

Janet Holmes, 127 Kenilworth Road, Sorry if you already answered my comment below...It sounds like you all have the social distancing at school well in hand. Can you tell me if there is any kind of protocol you would like the parents to follow/enforce as the kids walk to and from school. I can imagine that all kids will be compliant during school but then (for some kids) those masks will be ripped off and social distancing not present as they walk to and from school together. I often see groups of kids in town who are not socially distancing and who are not wearing masks. That is a choice those children and their parents are making but now I have to worry about that as children

such as those could theoretically be in the proximity of my children...

Diane Abbatiello, 53 Dale Ave. Wyckoff, Is there a social distancing plan for fire drills and lockdowns? Have these been shared with teachers. parents and the Board of Education? I have not seen one.

Lia Littlewood, 235 Walthery Ave., Is there a reason we cannot have a response team at the district Level? I get we have them at individual schools, but there's so much feedback from all angles, everybody should have a seat and voice when it comes to these large decisions.

Jim, High School, Will people who are fully remote receive live classes in the morning?

Susan, 144 Mulberry Rd., Is it safe / fair to have teachers to do health checks/ temperature checks?

Jennifer Howarth, 625 Upper Blvd., With all of the cleaning and distancing protocols, how much actual teaching is getting done?The teachers seem to be very concerned about their health and safety, which is understandable, but will the quality of teaching suffer? If so, what is the point of in-person education, at this point?

Linda McNamara, 575 Knickerbocker Rd., The first speaker gave a very compelling reason for the need of a task force to collaborate with the Board and Administration during the planning process which may need to include changes along the way.Also, I think it would be better to read the whole comment rather than paraphrasing as the minutes will come days later. I especially would have liked to hear the teachers comments.

Eric Corcoran, BF Teacher, 312 Cardinal Pl. Paramus, With so many unanswered questions why wouldn't the district consider a "soft opening" like businesses do and have one grade in at a time to work out the so many kinks that will happen. Kids need us to feel organized to feel safe- without all of these details we will start very unorganized.

Deidre Roberts, ESL Teacher, 88 Waldron Ave., Glen Rock, Teaching ELLs language with a mask while addressing all 3 groups at the same time. Concern about students being afraid of in new culture with masks, ppe

Livia Lauro, 463 Dorchester Rd., PLEASE ask all listeners to read the full comments.. All these teachers complaining about ventilation are giving specific stories about the broken hvac's in their classrooms. Or their lack of ventilation. Or their WINDOWLESS classrooms. The listener is not hearing that. READ THE WHOLE COMMENT! The PPE is NOT in the schools yet. The plexiglass dividers are not in schools yet for classrooms. How can we start without the proper PPE?

Christie Fitzgerald, 714 Midwood Rd., Has a "pushed" start date to the Tuesday after Labor Day ever been discussed so that the teachers can receive proper and valuable professional development for hybrid learning and in the event we have to go full

remote?

Lucille Cigolini, BFMS Teacher, Public comments should be read in entirety as written.

Linda M., Teacher Ridgewood Schools, Why are aides taking temperatures and then immediately seeing students? They are paid to be with students. How will these questions be answered? Who is training teachers on safety measures and best practices?

The following caller addressed the board:

Susan Ruanne, 705 Kingsbridge Lanbe, wrote in about the OPRA not being executed and the district failed to comply with it. Sent one in on July 22 and received only the report card and Parc score sent another request on July 28 and has not heard anything. Would like to receive the daughter's records from the Benjamin Franklin Middle School.

Mr. Lembo stated that some people are upset that all of these questions are not fully being read. The answers to all of these questions will be available within the FAQs that will be posted on the website. The school specific FAQs are posted within the school websites.

## **IX. OTHER BUSINESS**

Ms. Brogan stated this is an unprecedented time and if there is a wish for the district and the board to create a taskforce she would be glad to work with the parents. She understands that Education for parents is extremely personal and if a task force would be formed it would have to include parent representation including the Federated President or a designee.

Mr. Dani stated that the meeting today had a lot of parents and teachers who submitted the comments, most of the written comments were from the teachers. He has not heard if the issues that the task force who visited the facilities on Wednesday have been addressed. He added, if the teachers don't feel confident, we need to go back and see if the issues from the tours have been resolved.

Dr. Fishbein replied that the principals went through the buildings with their pandemic teams, some issues were addressed and some are being addressed. Issues with ventilation have been explained tonight. All teachers will be supplied with a clear mask. There were questions about plexiglass, there is another shipment coming in. In the main offices there is plexiglass to protect people, it will be different and people won't be able to go behind the counter for safety reasons. When teachers arrive on Monday they will receive a bag with a face shield, some spare masks and hand sanitizers, in addition to the sanitizers throughout the classrooms and buildings. We are in good shape and many issues that were brought up have been addressed already.

## **XII. ADJOURNMENT**

At 6:56 p.m., on a motion made by Mr. Lembo, seconded by Ms. Brogan and unanimously approved, the meeting was adjourned.

Respectfully submitted,

Antoinette Kelly  
Board Secretary

Lucy Papamichael  
Assistant Board Secretary

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**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
August 31, 2020**

Minutes of the Special Public Meeting of the Board of Education held on August 31, 2020, at 6:00 p.m., at the Education Center

**I. CALL TO ORDER AND ROLL CALL**

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, 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. 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 student personnel matter.

**B. MOTION TO OPEN REGULAR SESSION**

At 6:17 p.m. Mr. Lembo called the regular public meeting to order and asked for a roll call.

**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. Cristopher Kaufman; Mr. Saurabh Dani

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources



**Visitors:**

Not applicable

**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.

Mr. Lembo said that due to health concerns related to COVID the public cannot attend the meeting but they can call in or submit written comments. If we have a lot of written comments the names will be read and their comment paraphrased, the full comments will be posted in the minutes and reviewed by the board.

He welcomed everyone and stated it is good that we are in person.

Mr. Lembo stated there is a lengthy list of AP scholars on the agenda. The students have gone above and beyond for these exceptional achievements and he congratulated the students. He stated that this shows the great quality of education our students are receiving.

**IV. INFORMATION****A. ADVANCED PLACEMENT SCHOLARS**

One hundred eighty nine 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.

Nineteen 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.

These students are: **Jongyun An, Taeseok An, Steven Cheng, Jack K. Christinger, Sarah E. Eppley, Avery Fog, Hunter Haglid, Alexandra Jerdee, Olivia N. Jerdee, Choong Jae Lee, Hunter L. Maskin, Annabel S. Mendoza, Joseph L. Micale, Edward P. O'Keefe, Brendan J. Sherman, Ethan G. Sterling, Aidan R. Voorhis-Allen, Inhyeok Yang, and Brad Yuan.**

Ninety-Eight 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.

These students are: **Alexander P. Abramenko, Jordan M. Afromsky, Jongyun An, Taeseok An, Reiya Aono, Katherine A. Bamberg, Cameron Blair, Walter J. Bock, Tomas Carlson, Christy S. Chang, Amelia Chen, Steven Cheng, Vanessa Cheng, Dev M. Chhabra, Alexander Y. Cho, Sean Choi, Jack K. Christinger, Natasha Cicogna, Kieran P. Corcoran, Benjamin A. Crosly, Jeffrey P. Deiss, Nora G. Donnelly, Benjamin J. Donohue, Morgan Dunican, James Ellinghaus, Sara G. Ellinghaus, Sara E. Eppley, Emily A. Ertle, John D. Flusche, Avery Fogg, Jayden A. Fraiman, Mollie G. Goetze, Hunter Haglid, Ridley P. Handley, Margaret Heuer, Sophie Howard, Katherine X. Hu, alexandra Jerdee, Olivia N. Jerdee, Donovan M. Joseph, Austin G. Karrat, Irene D. Keh, Christy Kim, Nathaniel L. Kim, Steven Korolov, Nicole J. Kye, Priyanka Lal, Choong Jae Lee, Alina Levin, Kaitlin Levine, Patric C. Mancini, Hunter L. Maskin, Jessica N. McArthur, Mary A. McDade, Annabel S. Mendoza, Joseph L. Micale, Theodore A. Moll, Chloe G. Monplaisir, Thomas L. Montgomery, Esme H. Morcom, Anirudh V. Narayan, Ann Nishida, Edward P. O'Keefe, Frank J. Orlando, Dylan N. Park, Eugene Park, Rishi Patel, Sidharth Red Patlollu, Michael S. Rego, Hoon Hee Rhew, Luca Richman, Zachary A. Rippas, Colin H. Roche, Campbell B. Romano, Evan A. Rosenfeld, Amelia M. Safai, Yaroslav M. Sakharov, Ria Santhanaraman, Rithan Santhanaraman, Gabriel G. Santiago, Alexandra K. Savage, Brendan J. Sherman, Cole B. Sherman, Daniel Son, Ethan G. Sterling, Emma Su, Saori Takahashi, Megumi Tamura, Philip W. Terman, Alexander P. Testa, Lawrence h. Tiangco, Elpiniki Tsapatsaris, Ellie N. Veenhof, Aidan R. Voorhis-Allen, Inhyeok Yang, Brad Yuan, Richard M. Zamboldi, and Baiyue Zhao.**

Thirty 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.

These students are: **Sarah C. Afromsky, Payton C. Angus, Benjamin C. Brodeur, Olivia N. Cha, Kevin Collier, Jaimie Douaihy, Allison H. Doyle, Cameron Doyle, Madeline S. Ewell, Laurence S. Fine, Julianne E. Flusche, Sarah M. Gnall, Elise Higgins, Nicholas Hoy H. Hoy, Alex Hua, Rachel S. Kenney, Hyein Lee, Alexandra Liu, Brooke McKenna, Cyrus Q. Nasser, Luke R. Notaro, Caitlyn M. O'Hara, Carina Rosenberg, William G. Stewart, Nicholas A. Suppiah, Sarah C. Walicki, Ilana O. Whittaker, Changgeun Yang, and Madison Yurgelonis-Pere.**

Sixty-one students qualified for the AP Scholar Award by completing three or more AP Exams with grades of 3 or higher.

These students are: **Allegra M. Alvarado, Addison R. Audette, Taylor E. Barnabi, Edmund Cheung, Bawoo Cho, Terrence S. Chun, Jennifer O. Cocchiere, Julio R. Contreras, Carley M. Cumba, Matthew J. Curtis, Matthew E. De Meulder, Patrick A. De Meulder, James M. Dolan, Emily a. Fitts, Aaron D. Friedman, Robert D. Gasaway, Shaun Goda, Anna Goto, Jeremy T. Grunat, Gregory B. Harrison, Charles Healy, Allison Hong, Donn P. Joseph, Trisha Kant, Adina E. Kestenbaum, Marin Y. Kim, Zachary Kim, Alexis L. Kvetnoy, Brandon Lee, Matthew T. Lepis, Maxwell Levy, William N. Maasarani, Grace E. Mabli, Katharine P. Maxwell, Emily M. McCarthy, John L. Mondri, Kateryna Morhun, Fiona Mulla, Aum Mundhe,**

**Samantha N. Ngai, Allison M. Olsen, Khushi Patel, Sarah Pilson, Jared R. Powers, Alessandro S. Prieto, Maya Ramasamy, Jordan Rarich, Meaghan M. Rossignol, Jake S. Rubenstein, Leanna M. Rudin, Aiko J. Schinasi, James M. Serventi, Anna M. Soderlund, Decklan L. Spencer, Claire Sullivan, Yicheng Wang, Lili R. Weissberg, Daniel Y. Woo, Noah R. Wood, Dae Yoo.**

Thirty-two 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. RIDGEWOOD BOE 2019-2020 SELF-EVALUATION

#### ➤ **Matt Lee, New Jersey School Boards Association**

- Board Goals
- District Goals

Mr. Lee, the district's NJSBA representative, presented the Board self-evaluation and reviewed it in detail. The Board self-evaluation is a tool used by boards across the state to get a sense of how they are operating from a governance perspective and a team perspective. It is recommended as a best practice prior to goal setting. The information can be used to find the areas of governance the board may want to work on as a team.

Mr. Lee stated that it is broken down into 3 parts:

1. ranking the important of the 9 facets of governance that the Board has to perform
2. breakdowns of how the board performs as a team and how each board member performs the 9 facets individually
3. things that presents the board with challenges and the training the board would like to participate in during the coming year.

He provided an overview of the components of the self-evaluation and shared the ratings for the 9 facets of governance. These scores are on a scale of 0 to 4.0.

1. Planning - 3.4
2. Policy - 3.3; This is the section that the board expresses to the Administration how the district needs to be run and from there the Superintendent, along with the Administration creates the regulations that allows them to facilitate the policy.
3. Student Achievement - 3.6; This is a reflection that the board has on student achievement, the board creates the environment where learning can take place.
4. Finance - 3.3; In this section the board is not involved in actual day to day transactions, but exercises an oversight goal.
5. Board Operations - 3.5; This is broken down into two different areas including operational structure as it relates to committees.
6. Board Performance - 3.3
7. Board Superintendent Relationships - 3.4; As per the board training the board/superintendent relationship is the key relationship within the structure of the district, this section breaks down how a board respects and helps to

- advance goals within the district.
8. Board/Staff Relationships - 3.6; This section is how the board creates an environment where staff can successfully interact with students.
  9. Board and Community - 3.3; This is how the board creates an open environment for the community.

Mr. Lee reviewed that there is a section for comments on the self evaluation and allowed the board time to review the comments that were submitted. Mr. Lee reviewed the charts including the scores. He noted the individual scores are higher or equal to the board scores.

Mr. Lee shared a systemic, data-informed model for setting goals and reviewed the board governance cycle. The district goals revolve around the day-to-day operation of the district, such as program and instruction, staffing, professional development, facilities, and finance; whereas, the board goals revolve around the processes and procedures that are owned by the board and can be executed by the board. The CSA evaluation is based upon the district goals that are set by the board. The Board is responsible for the what, while the Superintendent is responsible for the how.

Mr. Dani questioned the source of creating the proposed goals and the due date.

Dr. Fishbein was the source of the proposed goals that are starting points for the board to review and modify.

Ms. Brogan reviewed the normal process to create the goals. The superintendent would provide the proposed goals. Today, the board would discuss and refine the proposed goals that are presented, which may or may not make it to the forefront, for the next meeting the goals would then be solidified and voted on. This has been the previous practice.

Ms. Kwak asked Mr. Lee what the deadline for the goal development is and how the superintendent goals will be nested in to align with these goals.

Mr. Lee advised that NJSBA does not work on creating the superintendent goals; those are between the board and superintendent. For timing it is best to create the goals as soon as possible to allow for the most time in the school year, however this is a highly unusual year and there has been static advice from the DOE about opening schools, so many districts have only just started creating goals.

Dr. Fishbein reviewed that the source of creating the goals are that these are the main issues that the district is facing at this time, coming off of the 2019-2020 school year. While we have been addressing these issues and continue to address these issues, mental health issues, the idea of students learning remotely at some level, and having to do with what the whole country and community has gone through in the spring with the unfortunate deaths of people and the resulting public discussion about what we will do about diversity and equity. That is why Dr. Fishbein put them out there as positive goals. They are the three big issues we will be dealing with this year and in the future. These areas are also part of our strategic plan to review curriculum, hiring practices and

alot of other things that we can review when we look at the plan and what is measurable. The goals should push the strategic goals forward to ensure that the district is working on the Strategic Plans.

Mr. Lee stated that the proposed goals are very much in line with goals that a lot of other districts in New Jersey are focusing on. It is not surprising based on the pandemic and social issues. The nature of goals from the board point of view, looking at them at a 5000 degree level. Underneath that in the action plan the Superintendent will concentrate on ways to incorporate these goals. Mr. Lee provided examples of how they are incorporated and therefore how they are measured. He stated that the board talks about the presented goals and then the Superintendent would bring the action plan back to the board.

The proposed district goals and board goals were discussed, including options for wording. Dr. Fishbein asked the board to submit their wording suggestions to him this week so that the proposed district goals can be rephrased to incorporate suggestions and reviewed at a later meeting.

Once the final wording of the district goals has been agreed upon, the goals will be approved at a public meeting. Administrators will then begin working on the action plans to achieve the district goals, and the board would follow a similar process.

Mr. Dani asked how are board goals and superintendent goals related?

Dr. Fishbein responded that any board goal is in collaboration with the administration. The administration will do the work for the board goals including negotiations for the REA, providing numbers and data.

Discussion regarding the specifics of creating board goals continued.

Ms. Kwak questioned the RFP process and added that she provided comments regarding how the architect RFP should be written that were not included.

Ms. Kelly responded that the role of the Board Committee members in the RFP process is to review, evaluate and make a recommendation to the board for the architect or the counsel. The role of the Business Administrator is to create the RFP. Ms. Kelly has received 28 requests for the RFP, and has gotten a good crop of qualified architects. Ms. Kwak along with the rest of the committee will have the opportunity to review the candidates. Ms. Kelly added that Ms. Kwak's comments were taken into consideration and she has provided her with the reasons why the wording on the RFP should not be changed.

Mr. Lee reviewed the process for creating board and district goals. He added that the goals should be published on the district website.

## **B. Presentation with Questions from August 28 Meeting**

Dr. Fishbein presented answers to questions submitted during the public comment portion of the agenda at the August 28, 2020 meeting. The questions were broken down

into five areas:

#### Ventilation

- The district has a univent system, which brings fresh air from outside into the room and an exhaust vent goes out through the ceiling. The univents have MERV 8 filters, and the rooms without univents that have rooftop units have MERV 13 filters. Univents cannot hold Merv 13 filters, and their motors could not support them. Schools that are currently putting in brand new univents would still be using MERV 8 filters. Our units are maintained based on the manufacturer's recommendations. Our windows can be open for additional ventilation, and our classroom doors can be open. The doors will be open and locked in case of an emergency. Our window air conditioners cool and recycle the air.

#### Positive COVID-19 Test

- If the district becomes aware that someone has tested positive, district personnel must immediately contact the Village Health Officer, and contact tracing will be implemented by the local health department. Families will be notified, as appropriate, while maintaining confidentiality. If a child was in close contact with someone who tested positive, families would receive a letter indicating that their child was in close contact with someone who has tested positive and must follow certain guidelines, as per the recommendation of the Health Officer. The process for handling these scenarios is posted on our website and is outlined in the NJDOH COVID-19 Public Health Recommendations. Our school nurses and school physician will meet with the Health Officer tomorrow. If students or staff are sent home with symptoms based on the school nurse's assessment, they may be asked to get a COVID-19 test. If the test is positive, families would receive one of the types of communication described above. Communication would not be sent if the test is negative. Furthermore, if there are multiple positive cases in a building, the entire building may be quarantined and required to pivot to remote learning for that period of time.

#### Safety Protocols

- All staff will be wearing masks, and they have been provided with face shields. Students will also be wearing masks. Plexiglass shielding has been installed in the main offices. Additional personal protective equipment has been ordered, but even with PPE, everyone will be expected to maintain social distancing protocols. More items are on order and Ms. Kelly and the facilities manager have gone through all of the buildings and everyone has received their PPE.

#### Temperature Screening and Daily Questionnaire

- The district has decided to incorporate temperature screening for employees and students into the reopening plan as an added safety measure, even though it is not a requirement. To reduce capacity and promote social distancing, students were divided into A-K and L-Z groups for rotating

in-person instruction. Dr. Fishbein reiterated that it is everyone's responsibility to maintain social distancing, and he shared that we will be reinforcing this with our students. Middle school and high school students will need to travel between classrooms and to serve as a reminder, hallways have a blue line down the center and yellow markers on each side every six feet. Ridgewood High School will not have an open campus, and students will be assigned to a study hall for any free periods. Those spaces will have desks that are appropriately spaced for social distancing. Safety drills will be conducted following social distancing protocols.

- Staff members will be taking the temperatures of students upon arrival, using a non-contact digital forehead thermometer. Anyone with an elevated temperature will be brought to the nurse's office and sent home. Temperatures will be taken but not recorded. In addition to the temperature screening, all students and staff members must complete a daily electronic questionnaire prior to arriving at the building. A practice questionnaire was emailed to students and staff last week. If the questionnaire has not been completed, students will not be able to enter the building, and parents will be notified. Teachers who travel between buildings will complete the questionnaire every day in the morning, and their temperature will be taken upon arrival at each building.

#### Substitutes

- The district is planning to use substitutes as necessary, and principals will work with substitutes to facilitate the implementation of their assignments.

#### Curriculum

- The creation of the schedules was a collaborative effort done at each grade band. Administrators created the proposed schedules, held building-level meetings, and articulated plans across the district. Professional development was offered this summer to help teachers prepare for the school year, and approximately 300 teachers participated. Two professional development days (August 31 and September 1) have also been built into the schedule. Numbers of students and teacher certifications were a significant factor in determining how remote instruction could be delivered. We've learned a lot from the past spring and will capitalize on what we've learned and adapt to the new situation.

## VI. COMMITTEE OF THE WHOLE REPORTS

### ➤ Finance

#### ○ June Financial Reports

Ms. Kelly reviewed the June financials. The funds that needed to be transferred for the Infant Toddler program. There is a separate resolution on tonight's agenda that is separate from the transfers.

Ms. Kelly reviewed the ITDC financials. She, along with the committee that included Ms. Brogan and Mr. Dani, met with Mr. Parente who represents our independent

auditing firm. The committee discussed the funds for the health benefits from the 17/18 school year that were not charged at the time which was \$179,504 and discussed what to do with the \$17,222 for FICA that was not charged out for the 18/19 school year. The auditors recommendation was to do a prior period adjustment. In the July audit, the beginning balance will be restated with an increase in the fund balance and a decrease in the infant toddler fund balance, to show a beginning balance deficit. Also, in 19/20 due to COVID there was a deficit of \$394,581. There will be a footnote in the audit to explain the true expenses through the ITDC. There will be a deficit from the two years, the expenses for 19/20 and a transfer coming in to cover the deficit for the three years. If the transfer is not approved, there will be a deficit of \$497,671 in the ITDC at the end of 19/20 there will be an audit comment and that would be difficult to recover the funds, especially since we will have a deficit in 20/21 due to the situation that we are in. If this is not done the money will go to surplus and then into the Capital Reserve. We have the funds available since we are ending much better than anticipated and will give us the opportunity to save the program. The 19/20 deficit was due to covid and not due to the actual program.

Discussion regarding the auditor's recommendation ensued.

Ms. Kelly stated that the general account was better than the projection and reviewed the 19-20 budget analysis.

Estimated Year End Surplus at 6/30/20 \$3,616,964

Fund Balance budgeted for 2020-2021 - \$257,000

Transfer to Unassigned Fund Balance (EXAID) - 221,858

Transfer to Unassigned Fund Balance (NP Transportation Aid) - \$7,919

Allocation of year End Surplus

Excess Surplus budgeted for 2021-2022 - \$650,000

Unexpended balance of capital projects budgeted for 2021-2022 - \$108,884

Transfer to Maintenance Reserve - \$700,000

Transfer to Emergency Reserve - \$200,000

Transfer to Capital Reserve - \$1,471,303

Ms. Kelly reminded the board that the switchgear project at the High School has to be done, that is at least \$750,000 we had money budgeted in capital projects, but PSE&G wanted us to move the transformer to a different space which caused the project to be more expensive than anticipated.

Mr. Dani asked if we can refund the maintenance and capital accounts where money was transferred out of previously in the year?

Ms. Kelly stated she has never heard that this can be done, however she will ask if this is an option.

## VII. COMMENTS FROM THE PUBLIC



**The following callers addressed the board:**

Laura McKenna, 861 Bingham Rd., On Friday there was discussion that the school board was not part of the reopening in the fall, were you asking questions about it? There was a lot of discussion about budgetary issues and the big issues about learning and academics are not being discussed at all. She asked why are we not talking about academics and the social well being of our students? They have been at home in isolation away from school for 6 months. When the majority of parents are working we need to work on the learning loss that has happened during the last 6 months. How will you fit in a whole year of learning into a handful of instructional hours. Research shows in person instruction is the best. Seeing their teachers live on the computer, everything else is not effective. Teachers have put in a lot of work to prepare this, but we have to move forward and their kids need to see their teachers face to face. Some districts have purchased video cameras to be installed in the classrooms so they can see their teachers and classmates. We need to come back to academics as stuff we are talking about.

Michael Yannone, 20 Kenilworth Road, President of Ridgewood Education Association and a parent. When we returned to the classroom today, we found ourselves doing the work that we were told was already done over the summer, measuring the desks and chairs. What did not happen today is training to teach in person, hybrid and fully virtual. He does not know how to live stream my lesson to students at home. He was told not to expect this training. Parts of Hawes did not have hot water, if it occurred on Wednesday students would not be able to wash his hands. He thanked Dr. Fishbein on his comments about ventilation and asked if we know our univents can't take the cdc filter, what other steps will be taken to offset this. The board knows the plexiglass was not received, and some other districts are going virtual to prepare. On Friday there are 1100 students that are going virtual, if the state did not allow the students to go fully virtual what would have happened? Would we have waited until August 28 to start these discussions He would like to know if the parents were the ones calling with concerns on Friday instead of the teachers would the board have treated their concerns with a different sense of urgency. He finds it hard to believe that the board would have treated the concerns from parents the same way they treated the concerns of the employees. He added that it is a hard feeling to shake.

Laurie Weber, 235 South Irving St., She said that a few weeks back the director of the program put out an email suggesting that a resident was trying to close the ITDC, when she was only looking for an accurate accounting process and promoting health and safety. She is not looking to see the program close just to solve a few problems that have been brought up by a couple of the board members. These problems can be solved if the district would put out an RFP for the program and allow an outside vendor who can run the business at a profit and the vendor takes the financial responsibility of running the business. She asks the board to reconsider and bring this up for discussion and keep this business afloat but in a financially responsible way.

Maria Sweeney, teacher in the district, 30 years beginning with 4th grade at Hawes school, she has committed to being the best teacher she can be, just like her colleagues. The vast majority of the families she knows appreciate and respect those who work in the schools and the ed center, during the past 30 years she have not always agreed with the Board of Education but have felt that they have respected the teachers and administrators and

worked together with mutual respect to build the best education for the students and sadly she no longer believes that is true, at least for a few board members. She has recently been watching the board meetings regularly, what an eye opener. She is aghast on August 28 when she heard the comments and questions directed at Dr. Fishbein and Ms. Poelstra, the tone and the words from some of the board members were often disrespectful and not at all civil. She was also disappointed by the negative comments made by these board members about the Ridgewood teachers and their willingness to return to school. The teachers want to return to school, but only when it is safe for our students and their families. When listening to these meetings, I thought where is the civility, why the hostility? Where is the appreciation for the countless hours that Dr. Fishbein, Ms. Poelstra and the administrators put in to try to ensure the safe reopening of the schools. Where is the appreciation? While she doesn't believe the hybrid plan is safe, she knows the administrators did their best under the circumstances. She believes the negative comments of the two new board members do not reflect the will of the majority of the town. Most residents truly respect and appreciate Ridgewood Professionals and Administrators. There are some board members who are here to trash us, she believes the residents take great pride in the school and have a deep appreciation of the school. Sheila Brogan has worked tirelessly to learn and be well informed and a constructive educational leader. She questions why don't the new board members look at Sheila? She hopes the good citizens of Ridgewood begin to watch the board meetings, ask questions and see if these board members truly represent them. If you have children and appreciated the professionalism of the staff, contact the board and let them know. She asked the Board members to try to continue the tradition of the Ridgewood Public Schools that was achieved by the professionals. Teachers are not your enemy.

Frank, 174 Franklin Ave., He is disappointed in how the board is treating the teachers and students. He feels that it is turning into an appeasement for parents to house these kids for daycare centers. How are kids getting anything for 4 hours per day, send them for multiple hours virtual from home.

The following written comments were submitted:

Laura Grasso 136 Circle Ave., In Stacie's presentation, she mentioned that fully virtual students at middle school and high school are being taught solely by the hybrid teacher. This is news to me so I'm sure its news to many other staff members. All students have been placed on rosters. So, based on what you said, virtual-only students, when their group is "hybrid live" we need to provide differentiated instruction and additional lesson plans to them that is different than for the hybrid virtual student that day? So based on this planning all middle and high school teachers need to set up three different plans every other day and while we have "live" students we have two different "virtual groups" to be synchronous as well? Can you provide the REA which rooms in the different buildings use the rooftop ventilation?

Dr. Karen Latimer, 53 Heights Road, Please ensure science and not politics or agenda drives the transition back to full-time in-person learning. I have 2 students in the high school, who have never before had any emotional problems, and I watched them develop serious signs of depression and anxiety in the spring. I made the very difficult decision to move my sons out of Ridge school -- this fall will be my first in 15 years my children will not start at our local elementary. I did this because the risk of COVID to my kids is negligible, and the very well known, real mental and physical risks to them from staring at a computer terrify me. In addition to anxiety and depression, the risks include obesity, insomnia and sleep disturbances, inability to focus, and much more. It is time we start

weighing the risks instead of being fooled into thinking COVID is the only reality in our lives. We need a new metric. Viruses are something we contend with all the time and there will be cases, just as there are colds and cases of flu every year. If we used hospitalizations and deaths as our metric, it would be very clear it is overwhelmingly safe for our children and our teachers to go back to school. We have the intelligence and the means to protect the vulnerable and educate our children, something I think everyone can agree is of the utmost importance.

Finally, I think the administration should abstain from making broad sweeping comments about the mandates in place in the community and avoid shaming children who are following the rules that are in place, and not the ones they wished were in place. There is enough hate, shame, and blame, and it is in all of our best wishes for the administration to focus on what is happening in the schools.

Chao, 726 Midwood Rd., If I would like to switch my kid to remote learning, what are the processes, who I should contact, how quickly it will be done, and can I switch back to Hybrid class(A/B) any time? Will schools offer disinfectant wipes for kids to clean the desk and stuff? Are there papers, books, or any other stuff that will be passed through by students to teachers or among students?

Brian Koscuiszka, 552 Hillcrest Road, Please approve the re-opening plan. Parents who feel remote learning is in the interests of their children's well-being have been provided that option. Please allow those of us who feel in-person learning is in our children's well-being to maintain the same right to pursue that option.

Dr. Fishbein presented for consideration A. Attendance at Conferences, B. Administration, C. Curriculum and Instruction, D. Human Resources and E. Finance.

Ms. Kwak requested to remove for discussion: E. Finance iv. Approval: Budget Appropriation Transfers, v. Approval: Transfer of Operating Funds to the Infant Toddler Enterprise Fund, vi. Approval: Secretary's Line Item Certification.

Mr. Dani requested to remove for discussion: B. i. Approval: Submission of the Ridgewood School District Reopening Plan and C. Approval: New Community School Courses for Fall 2020.

## VIII. CONSENT ITEMS

### 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**.

Dr. Fishbein presented for consideration B. Administration.

### B. ADMINISTRATION

#### ii. Approval: Reading & Adoption of New Policies, to be approved in one reading as per Bylaw 0131

- Policy 1648 - Restart and Recovery Plan (**Attachment B**) *new*
- Policy 1648.02 - Remote Learning Options for Families (**Attachment C**) *new*
- Policy 1648.03 - Full Time Remote Instruction (**Attachment D**) *new*
- Policy 1649 - Federal Families First Coronavirus (COVID-19) Response Act

(FFCRA) (**Attachment E**) *new*

iii. **Approval: Revised 2020-2021 School Calendar**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revised 2020-2021 School Calendar, as listed on **Attachment F**.

iv. **Approval: Settlement Agreement SE# 1/2020-2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#1 /2020-2021 between the parents of Student #505827 and the Ridgewood Board of Education.

The Board has received background information.

**C. CURRICULUM & INSTRUCTION**

i. **Approval: Field Trips**

None at this time

ii. **Approval: Professional Development Proposal from Jennifer L. Goeke, Ph.D.**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional development proposal from Jennifer L. Goeke, Ph.D., "High Quality IEP Development: From PLAAFP to Goals," during the 2020-2021 school year, in the amount of \$4,125.00.

The Board has received background information.

iii. **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 2020-2021 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

v. **Approval: New and Revised Curricula for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves new and revised curricula for the 2020-2021 school year, as listed on **Attachment H**.

vi. **Approval: Budgeted 2020 Extended School Year Out of District Extraordinary Services**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the budgeted 2020 Extended School Year out of district extraordinary services, as listed below.

2020 - 2021 ESY Out-Of-District Extraordinary Services	
SCHOOL	# OF STUDENTS
Matheny Medical And Educational Center, Peapack, NJ	1
Pompton Lakes Board of Ed, Pompton Lakes, NJ	1

vii. **Approval: 2020-2021 Extended School Year Budgeted Out-of-District Tuition Placements**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2020 Extended School Year budgeted out of district tuition placements, as listed below

2020 - 2021 ESY Out-Of-District Tuition Placements	
SCHOOL	# OF STUDENTS
Caldwell University Ctr For Autism, Caldwell, NJ	1
Matheny Medical And Educational Center, Peapack NJ	1
Pompton Lakes Board of Ed, Pompton Lakes, NJ	1

viii. **Approval: 2020-2021 School Year Budgeted Extraordinary Services for Out of District Students**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2020-2021 school year budgeted extraordinary services for out of district students, as listed below.

ix. **Approval: 2020-2021 School Year Budgeted Out of District Tuition Placements**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2020-2021 school year out of district budgeted tuition placements as listed below.

2020 - 2021 Out-Of-District Extraordinary Services for REGULAR SCHOOL YEAR	
SCHOOL	# OF STUDENTS
Franklin Lakes Public School, Franklin Lakes, NJ	1
Glenview Academy, Fairfield, NJ	1
Matheny Medical And Educational Center, Peapack, NJ	1
Morris-Union Jointure Commission Board Of Ed, New Providence, NJ	1
Northern Valley Regional HS, Demarest, NJ	1
Phoenix Center, Nutley, NJ	2
Pompton Lakes Board of Ed, Pompton Lakes, NJ	1
Spectrum 360 – Upper School, Livingston, NJ	3

2020 – 2021 Out-Of-District Placements for REGULAR SCHOOL YEAR TUITION	
SCHOOL	# OF STUDENTS
Alpine Learning Group, Paramus, NJ	3
Banyan School, Fairfield, NJ	1
Banyan Upper School, Livingston, NJ	1
BCSS – HIP Godwin, Midland Park, NJ	2
BCSS – Washington Elem. School, Paramus, NJ	1
BCSS – Springboard Program, Paramus, NJ	1
BCSS – New Bridges, Paramus, NJ	3
Caldwell Univ., Center For Autism, Caldwell, NJ	1
The Community School Inc., Teaneck, NJ	1
Cornerstone Day School, Mountainside, NJ	2
CTC Academy, Oakland, NJ	1
EPIC, Paramus, NJ	4
Glenview Academy, Fairfield, NJ	1
Holmstead School, Ridgewood, NJ	1
HoHoKus School Of Trade & Technical Services, Paterson, NJ	1
Institute For Educational Achievement, New Milford, NJ	1
Matheny Medical And Educational Center, Peapack, NJ	1
Morris-Union Jointure Commission Board Of Ed, New Providence, NJ	1
New Alliance, Paramus, NJ	1
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
Reed Academy, Oakland, NJ	5
Ridgefield Board of Education, Ridgefield, NJ	1
Sage Day, Rochelle Park, NJ	1
Sage Day, Township Of Mahwah, NJ	1
Spectrum 360 – Upper School, Livingston, NJ	4
Wediko School, Keene, NH	1
Windsor Bergen Academy, Ridgewood, NJ	2
Windsor Prep, Paramus, NJ	1

**D. HUMAN RESOURCES**

<b>i.</b>	<b><u>Appointments</u></b>
	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.
	<b><u>Teachers</u></b>
	<u>BARNARD, Elizabeth</u> - Leave of Absence Replacement Resource Room Teacher (non-tenure track), Hawes School, effective August 31, 2020 through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Barnard pending issuance of an NJDOE Certificate as an Elementary School Teacher in Grades K-6 and a Teacher of Students with Disabilities. <u>Account # 11-213-100-101-00-02-019-000</u>
	<u>FISHER, Isabelle</u> – School Psychologist (tenure track), Benjamin Franklin Middle School, effective August 31, 2020 through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Fisher is pending issuance of an NJDOE Certificate as a School Psychologist. <u>Account # 11-000-219-104-00-08-019-000</u>
	<u>HORTON, Christina</u> – School Nurse (tenure track), Orchard School, effective August 31, 2020 through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Horton anticipates receiving an NJDOE Emergency Certificate as a School Nurse. Ms. Horton will be registered into the NJDOE Provisional Program. <u>Account # 11-000-213-104-00-03-019-000</u>
	<u>HUBER, Courtney</u> – Special Education (STEPSS) Teacher (tenure track), Benjamin Franklin Middle School, effective August 31, 2020 through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Huber possesses an NJDOE Standard Certificate as a Teacher of Students with Disabilities. <u>Account # 11-212-100-101-00-08-019-000</u>
	<u>NUNEZ, Jonathan</u> - Leave of Absence Replacement Social Studies Teacher (non-tenure track), Ridgewood High School, effective October 21, 2020 through April 12, 2021, pending verification of employment as outlined by Chapter 5. Mr. Nunez possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Social Studies. Mr. Nunez will be registered into the NJDOE Provisional Program. <u>Account # 11-140-100-101-05-10-019-000</u>
	<u>RISSMEYER, Lindsay</u> - Leave of Absence Replacement Kindergarten Teacher (non-tenure track), Orchard School, August 31, 2020 through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Rissmeyer possesses an NJDOE Provisional Certificate as an Elementary School Teacher in Grades K-6. She will be registered into the NJDOE Provisional Program. <u>Account # 11-110-100-101-11-03-019-000</u>
	<b><u>Administrative Assistant</u></b>
	<u>ALTOMARE, Jacquelyn</u> - Administrative Assistant to Assistant Principal, Ridgewood High School, effective August 24, 2020, or as soon after as possible, through June 30, 2021. <u>Account # 11-000-218-105-00-10-019-000</u>

	<b><u>Long-term Substitutes</u></b>
	<u>CERMACK, Daniel*</u> - Science Teacher, Benjamin Franklin Middle School, effective August 31, 2020, through December 1, 2020, at a daily rate of \$125 per day, until the assignment ends. <u>Account # 11-130-100-101-02-08-019-000</u>
	<u>SHULMAN, Leanne</u> - Special Education RISE K-2 Teacher, Ridge School, August 31, 2020 through December 14, 2020, at a daily rate of \$125 per day, until the assignment ends. Ms. Shulman will be registered into the NJDOE Provisional Program. <u>Account # 11-212-100-101-00-04-019-000</u>
	<u>TATORIS, Michael</u> - Music Teacher, George Washington Middle School, effective August 31, 2020 through September 10, 2020, at a daily rate of \$125 per day, until the assignment ends. <u>Account # 11-130-100-101-04-09-019-000</u>
	<b><u>Field Placements</u></b>
	<u>LEWIS, Joshua</u> - Seton Hall University, student athletic trainer placement, to shadow Nikitas Nicholaides, Ridgewood High School, effective August 17, 2020 through November 30, 2020.
	<u>McGRATH, Skylar</u> - Fordham University, field experience at Somerville School, with Kathryn Doske and Shannon Pia, Kindergarten Teachers, effective September 2, 2020 through December 15, 2020.
	<u>SIMS, Farrah</u> - Seton Hall University, student athletic trainer placement, to shadow Nikitas Nicholaides, Ridgewood High School, effective August 17, 2020 through November 30, 2020.
	<u>VILLANELLA, James</u> - Montclair State University, Clinical I and II, Somerville School, with Theresa Ross, Kindergarten Teacher, effective September 2, 2020 through June 22, 2021.
	<u>WOLMAN, Andie</u> - Montclair State University, Clinical II, Somerville School, with Cassandra Fabish, Resource Room Teacher, effective September 2, 2020 through December 23, 2020.
	<b><u>Additional: Classroom Aides/Lunchroom Aides for the 2020-2021 School Year</u></b>
	<u>BATTAGLIA, Karen</u> - Lunchroom Aide, Orchard School, effective September 2, 2020 through June 22, 2021, 4 hours per day, 5 days per week, at an hourly rate of \$17.50. <u>Account # 11-000-262-107-00-03-003-001</u>
	<u>BEDNARSKI, Patricia</u> - Resource Room Special Education Classroom Aide, Orchard School, effective September 2, 2020 through November 2, 2020, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50. <u>Account # 11-213-100-106-00-03-024-001</u>
	<u>BOELE, Kristina</u> - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle



	<p>School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$20.17.  <u>Account # 11-000-217-106-00-08-024-001</u></p>
	<p><u>BREITER, Lauren</u> - Resource Room Special Education Classroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, 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.  <u>Account # 11-213-100-106-00-05-024-001</u></p>
	<p><u>COPPOLA, Jonathan</u> – Resource Room Special Education Classroom Aide, Ridgewood High School, effective September 2, 2020 through November 2, 2020, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-213-100-106-00-10-024-001</u></p>
	<p><u>DARIENZO, Robert</u> - Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$20.17.  <u>Account # 11-000-217-106-00-10-024-001</u></p>
	<p><u>FELDHAWN, Karen</u> - Lunchroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, pending verification of employment as outlined by Chapter 5, 2 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-000-262-107-00-05-005-001</u></p>
	<p><u>FOSSARI, Rosemary</u> - Self-Contained (LLD), Hawes School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-204-100-106-00-02-024-001</u></p>
	<p><u>GREANEY, Julie</u> - Lunchroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, pending verification of employment as outlined by Chapter 5, 3.5 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-000-262-107-00-05-005-001</u></p>
	<p><u>HEINS, Lisa</u> - Resource Room Special Education Classroom Aide, Benjamin Franklin Middle School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-213-100-106-00-08-024-001</u></p>
	<p><u>IRBY-MASON, Shakerra</u> - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective September 2, 2020 through June 22, 2021, 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.  <u>Account # 11-216-100-106-00-01-024-001</u></p>
	<p><u>JENNINGS, Shayna</u> - Resource Room Special Education Classroom Aide, Benjamin Franklin Middle School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-213-100-106-00-08-024-001</u></p>

	<p><u>JOHNSON, Hallie*</u> - Lunchroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, pending verification of employment as outlined by Chapter 5, 3 hours per day, 5 days per week, at an hourly rate of \$17.50. <u>Account # 11-000-262-107-00-05-005-001</u></p>
	<p><u>KASPEROWICZ, Brianna</u> - One-to-One Special Education Classroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, 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. <u>Account # 11-000-217-106-00-05-024-001</u></p>
	<p><u>LAM, Antenette</u> - Applied Behavior Analyst Aide (ABA), Glen School, effective September 2, 2020 through June 22, 2021, 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. <u>Account # 11-000-217-106-00-01-024-001</u></p>
	<p><u>LYNCH, Lisa</u> - Lunchroom Aide, Travell School, effective September 4, 2020 through June 22, 2021, 2.5 hours per day, 5 days per week, at an hourly rate of \$17.50. <u>Account # 11-000-262-107-00-06-006-001</u></p>
	<p><u>MANNION, Erin</u> - Resource Room Special Education Classroom Aide, George Washington Middle School, effective September 2, 2020 through June 22, 2021, 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. <u>Account # 11-213-100-106-00-09-024-001</u></p>
	<p><u>MONAHAN, Colleen</u> - Resource Room Special Education Classroom Aide, Somerville School, effective September 2, 2020 through October 14, 2020, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50. <u>Account # 11-213-100-106-00-05-024-001</u></p>
	<p><u>MOOMJY, Christine</u> - Applied Behavior Analyst Aide (ABA), Ridge School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.23. <u>Account # 11-000-217-106-00-04-024-001</u></p>
	<p><u>PERRY, Cynthia</u> - Lunchroom Aide, Ridge School, effective September 2, 2020 through June 22, 2021, 4 hours per day, 5 days per week, at an hourly rate of \$17.50. <u>Account # 11-000-262-107-00-04-004-001</u></p>
	<p><u>PLAVIER, Gerardina</u> - Lunchroom Aide, Willard School, effective September 2, 2020 through June 22, 2021, 5 hours per day, 5 days per week, at an hourly rate of \$17.50. <u>Account # 11-000-262-107-00-07-007-001</u></p>
	<p><u>SHOVLIN, Emily</u> - One-to-One Special Education Classroom Aide, George Washington Middle School, effective September 2, 2020 through June 22, 2021, 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. <u>Account # 11-000-217-106-00-09-024-001</u></p>

	<p>SHAHIDI, Terry - Lunchroom Aide, Hawes School, effective September 2, 2020 through June 22, 2021, 4 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-000-262-107-00-02-002-001</u></p>
	<p>ULLAH, Tania - Lunchroom Aide, Orchard School, effective September 2, 2020 through June 22, 2021, 4 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-000-262-107-00-03-003-001</u></p>
	<p>VEHMAS, Heidi - Lunchroom Aide, Ridge School, effective September 2, 2020 through June 22, 2021, 4 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-000-262-107-00-04-004-001</u></p>
	<p>ZAVERI, Salomee - Lunchroom Aide, Hawes School, effective September 2, 2020 through June 22, 2021, 4 hours per day, 5 days per week, at an hourly rate of \$17.50.  <u>Account # 11-000-262-107-00-02-002-001</u></p>
	<p><b><u>Permanent Substitutes for the 2020-2021 School Year</u></b></p>
	<p><b><u>Benjamin Franklin Middle School</u></b></p>
	<ul style="list-style-type: none"> <li>● <b>Lisa Cermack*</b>, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.</li> <li>● <b>Emily Downs</b>, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.</li> </ul> <p><u>Account # 11-130-100-101-00-00-019-002</u></p>
	<p><b><u>George Washington Middle School</u></b></p>
	<ul style="list-style-type: none"> <li>● <b>George Arluna</b>, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.</li> <li>● <b>Brian Kuiken*</b>, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.</li> <li>● <b>Sahar Taschayyodi</b>, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.</li> <li>● <b>Marcee Taylor</b>, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.</li> </ul> <p><u>Account # 11-130-100-101-00-00-019-002</u></p>
	<p><b><u>Ridgewood High School</u></b></p>
	<ul style="list-style-type: none"> <li>● <b>Andrew Johnson</b>, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.</li> </ul> <p><u>Account # 11-140-100-101-00-00-019-002</u></p>
	<p><b><u>Revision: Fall 2020 Coaching Assignments</u></b>, approved by the Board at its meeting on July 27, 2020</p>
	<p><b><u>Assistant Football Coach</u></b></p>
	<p>Remove: <b>Richard Bello</b>  Replace: <b>Torrance Watson</b></p> <p>Remove: <b>TBD</b>  Replace: <b>William Straub</b>  <u>Account # 11-402-100-101-00-10-034-001</u></p>

	<p><b><u>Contract Renewals and Hourly Rates for Non-Contract Personnel Infant/Toddler Development Center</u></b></p>														
	<p>It is recommended that the Board approve contract renewals and salaries for fulltime and part-time Infant/Toddler Development Center Staff members, effective September 1, 2020 through June 30, 2021, with the exception of the Director (12 month) and Secretary (11 Month) employees, as follows:</p>														
	<p><b><u>Full-time Employee</u></b></p>														
	<ul style="list-style-type: none"> <li>● <b>Lisa Kontos♦*</b> - Director (8/17/20-6/30/21) - \$58,148 pro-rated (12-month employee) <u>Account # 62-990-200-103-00-62-060-000</u></li> <li>● <b>Lynda Pisani♦</b> - Secretary (9/1/20-7/30/21) - \$38,547 (11-month employee) <u>Account # 62-990-200-105-00-62-060-000</u></li> <li>● <b>Marion Flanagan♦</b> - Teacher - \$34,477</li> <li>● <b>Katherine Kontos*</b> - Teacher - \$34,542</li> <li>● <b>Katrina Middlebrooks♦</b> - Teacher - \$33,025</li> <li>● <b>Dawn Southey♦</b> - Teacher - \$32,207</li> <li>● <b>Barbara Stevens♦*</b> - Teacher - \$33,999</li> <li>● <b>Mackenzie Stevens*</b> - Teacher - \$33,000</li> <li>● <b>Stephanie Vassallo♦</b> - Teacher - \$35,142 <u>Account # 62-990-100-101-00-62-060-000</u></li> </ul> <p>♦Denotes employees receiving health benefits (if applicable, all others receive \$3,000 in lieu of benefits package).</p> <p>Salaries (with the exception of the Secretary) include \$750 Professional Growth Pathway (PGP).</p>														
	<p><b><u>Hourly Rates for Non-Contract Child Care Personnel</u></b></p>														
	<table border="1" data-bbox="381 1402 873 1877"> <tr> <td>High School/College</td> <td>\$11.00*</td> </tr> <tr> <td>Step 1 (Entry/Sub)</td> <td>\$12.00</td> </tr> <tr> <td>Step 2</td> <td>\$12.40</td> </tr> <tr> <td>Step 3</td> <td>\$12.80</td> </tr> <tr> <td>Step 4</td> <td>\$13.20</td> </tr> <tr> <td>Step 5</td> <td>\$13.60</td> </tr> <tr> <td>Step 6</td> <td>\$14.00</td> </tr> </table> <p>Current employees, step 1-6 continue to move up one step per year.</p>	High School/College	\$11.00*	Step 1 (Entry/Sub)	\$12.00	Step 2	\$12.40	Step 3	\$12.80	Step 4	\$13.20	Step 5	\$13.60	Step 6	\$14.00
High School/College	\$11.00*														
Step 1 (Entry/Sub)	\$12.00														
Step 2	\$12.40														
Step 3	\$12.80														
Step 4	\$13.20														
Step 5	\$13.60														
Step 6	\$14.00														

Current employees, 7-24 receive a \$.40 per/hour increase on base rate each year, with a cap at Step 24 of \$20.00 per hour.

\*NJ State minimum wage increase for 2020.

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

**Hourly Rates for Child Care Personnel**

Melody Anderson	\$13.60
Alexis Biagi	\$12.00
Carmela Calbi	\$12.00
Cassidy Collins	\$11.00
Cheryl Demsey	\$12.40
Meagan Edreich	\$13.60
Joan Galland	\$20.00
Barbara Greco	\$16.40
Kim Introna	\$12.40
Emily Kontos*	\$11.00
Morgan Lacast	\$12.40
Rund Qasem	\$11.00
Danielle Rinaldo	\$12.40
Alko Schinasi	\$11.00
Melissa Terrin	\$13.60
Annamaria Volpe*	\$15.60
Christina Volpe*	\$14.40
Marlene Whittmore	\$90.00 (music teacher)
Michele Maltese	\$70.00 (yoga teacher)

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

**Ridgewood Community School Employees - Fall Semester 2020**

	<p>Resolved that the list of individuals listed on <b>Attachment I</b>, be approved to work for the Ridgewood Community School for the Fall 2020 Semester. Salary range is \$25-\$75 per hour and/or \$12-\$125 per participant and/or \$65-\$475 per course.</p> <p><u>Account # 13-423-100-101-00-60-060-001 (Junior Education)</u></p> <p><u>Account # 13-424-100-101-00-60-060-001 (Driver Education)</u></p> <p><u>Account # 13-602-100-101-00-60-060-001 (Adult Education)</u></p>
	<p><b><u>Painters, effective September 2, 2020 through June 30, 2021, on an as needed basis</u></b></p>
	<ul style="list-style-type: none"> <li>● <b>Raymond Lug</b>, Supervisor, at an hourly rate of \$21.00.</li> <li>● <b>Jonathan Coppola*</b>, Painter, at an hourly rate of \$15.50.</li> <li>● <b>Ann Spadaccini</b>, Painter, at an hourly rate of \$15.50.</li> </ul> <p><u>Account # 11-000-262-104-00-42-048-001</u></p>
	<p>_____</p> <p>*Related to staff member</p>
<b>ii.</b>	<b><u>Change of Assignments</u></b>
	<p>The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following change of assignments, as listed below.</p>
	<p><u>DRISCOLL, Patrick*</u> - <b>from</b> Applied Behavior Analyst Aide (ABA), Ridgewood High School, 5.75 hours per day, 5 days per week, <b>to</b> Permanent Substitute, George Washington Middle School, 5.75 hours per day, 5 days per week, effective September 2, 2020 through June 22, 2021.</p> <p><u>Account # 11-130-100-101-00-00-019-002</u></p>
	<p><u>EBENHACK, Kayley</u> – <b>from</b> Resource Room Special Education Classroom Aide, Travell School, 5.75 hours per day, 5 days per week, <b>to</b> Long-term Substitute, Education Specialist, Travell School, effective August 31, 2020 through November 30, 2020.</p> <p><u>Account # 11-230-100-101-06-019-000</u></p>
	<p><u>GARVIN, Natalie</u> - <b>from</b> 0.40 FTE Title 1 and 0.60 FTE Special Education Teacher, George Washington Middle School, <b>to</b> 0.40 FTE Title 1 and 0.80 FTE Special Education Teacher, George Washington Middle Middle, effective August 31, 2020 through June 23, 2021.</p> <p><u>Account # 20-231-100-101-00-09-022-000 (\$29,950)</u></p> <p><u>Account # 11-213-100-101-00-09-019-000 (\$43,341)</u></p> <p><u>Account # 11-230-100-101-00-09-019-000 (\$14,447)</u></p>
	<p><u>PILKINGTON, Jaclyn</u> - <b>from</b> Resource Room Special Education Classroom Aide, Orchard School, 5.75 hours per day, 5 days per week, <b>to</b> Long-term Substitute, Fourth Grade Teacher, Somerville School, effective August 31, 2020 through November 2, 2020.</p> <p><u>Account # 11-120-100-101-00-05-019-000</u></p>
	<p><u>LEVY, Daniela</u> - <b>from</b> Long-term Substitute, Second Grade Teacher, Hawes School, <b>to</b> Leave of Absence Replacement Second Grade Teacher (non-tenure track), Hawes School, effective August 31, 2020 through June 23, 2020. Ms. Levy possesses an</p>

	NJDOE Provisional Certificate as an Elementary School Teacher . Ms. Levy will be registered into the NJDOE Provisional Program. <u>Account # 11-120-100-101-00-02-019-000</u>
	<u>MORAN, Kathleen</u> – <b>from</b> Self-Contained Special Education Classroom Aide, Benjamin Franklin Middle School, <b>to</b> Administrative Assistant to Principal, Orchard School, effective August 24, 2020 through June 30, 2021. <u>Account # 11-000-240-105-00-03-019-000</u>
	<u>SCHWARTZ, Katherine</u> - <b>from</b> Resource Room Special Education Classroom Aide, Somerville School, 5.75 hours per day, 5 days per week, <b>to</b> Long-term Substitute, Second Grade Teacher, Somerville School, effective August 31, 2020 through October 14, 2020. <u>Account # 11-120-100-101-00-05-019-000</u>
	<u>WEINSTEIN, Nicole</u> - <b>from</b> Self-Contained (LLD) Special Education Classroom Aide, Hawes School, 5.75 hours per day, 5 days per week, <b>to</b> Long-term Substitute, First Grade Teacher, Hawes School, effective August 31, 2020 through November 30, 2020. <u>Account # 11-120-100-101-00-02-019-000</u>
	<hr/> *Related to staff member
<b>iii.</b>	<b><u>Resignation</u></b>
	The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the resignation listed below.
	<b><u>Teacher</u></b>
	<u>LANDA, Jennifer</u> – 0.70 FTE Dance/Acting Teacher, Ridgewood High School, effective October 30, 2020.
	<b><u>Support Staff</u></b>
	<u>HAYES, Andrea</u> – Payroll Supervisor, Education Center, effective October 19, 2020.
<b>iv.</b>	<b><u>Rescind Appointments</u></b>
	The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves rescinding of the appointments of the employees listed below.
	<b><u>Classroom Aides</u></b>
	<u>BONAVITA, Madison</u> - Resource Room Special Education Classroom Aide, Ridge School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.
	<u>CHOWBEY, Ritu</u> – Self-Contained Special Education Classroom Aide, George Washington Middle School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.

	<u>DEKEN, Gina</u> - Resource Room Special Education Classroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.
	<u>DUBE, Christina</u> - Self-Contained (LLD) Special Education Classroom Aide, Hawes School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.
	<u>KING, Sean</u> - Applied Behavior Analyst Aide (ABA), Ridge School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.23.
	<u>RIENZI, Caterina</u> - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.
	<u>SEIBOLD, Julie</u> - Resource Room Special Education Classroom Aide, Benjamin Franklin Middle School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.
	<u>TAYLOR, Patricia</u> - Resource Room Special Education Classroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.
	<u>ZINZI, Dorina</u> - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.
	<u>WILHELM, George</u> - One-to-One Special Education Classroom Aide, George Washington Middle School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.
<b>v.</b>	<b><u>Revision: Administrative Leave of Absence</u></b>
	It is recommended that the Board approve employee #4458 for administrative leave of absence with pay <b>from</b> effective February 11, 2020 through <b>TBD</b> , approved by the Board at its meeting on April 13, 2020, <b>to</b> effective February 11, 2020 through June 19, 2020, with a restatement date of August 31, 2020.
<b>vi.</b>	<b><u>Leave of Absences</u></b>
	The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the leave of absences listed below.
	<u>CATANZARO, Becky</u> – First Grade Teacher, Hawes School, effective September 2, 2020 through December 3, 2020, with a reinstatement date of December 4, 2020, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.
	<u>JASINSKI, Danielle</u> – Kindergarten Teacher, Orchard School, effective August 31, 2020 through November 25, 2020, using sick days in accordance with the REA/Board



	Agreement and utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.
	<u>LISA, Erica</u> – Resource Room Teacher, Hawes School, effective August 31, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.
	<b>MARIOTTI, Elizabeth</b> – Fifth Grade Teacher, Somerville School, effective August 31, 2020 through November 25, 2020, with a reinstatement date of November 30, 2020, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.
	<b>Revision:</b> <u>MARTIN, Patricia</u> – Second Teacher, Hawes School, <b>from</b> effective April 27, 2020 through June 19, 2020 and September 1, 2020 through November 30, 2020, with a reinstatement date of December 1, 2020, approved by the Board on June 29, 2020, <b>to</b> effective April 27, 2020 through June 19, 2020 and September 1, 2020 through August 30, 2021, with a reinstatement date of August 31, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.
	<u>RIORDAN, Nicole</u> – Social Studies Teacher, Ridgewood High School, effective October 21, 2020 through April 9, 2021, with a reinstatement date of April 12, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.
	<b>Revision:</b> <u>ROESEMANN, Megan</u> – RISE K-1 Teacher, Ridge School, <b>from</b> effective September 1, 2020 through December 4, 2020, with a reinstatement date of December 7, 2020, approved by the Board on April 13, 2020, <b>to</b> effective August 31, 2020 through December 11, 2020, with a reinstatement date of December 14, 2020, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement
	<u>WITHAM, Lynne</u> – Second Grade Teacher, Somerville School, effective August 31, 2020 through October 13, 2020, with a reinstatement date of October 14, 2020, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.
<b>vii.</b>	<b><u>Personal Leave of Absence</u></b>
	The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the personal leave of absence listed below.
	<u>JASINSKI, Danielle</u> – Kindergarten Teacher, Orchard School, effective November 30, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021.
<b>viii.</b>	<b><u>Supplemental Pay Beyond Contract</u></b>
	The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves supplemental pay beyond contract, as listed below.
	<b><u>Somerville School</u></b>

	<b><u>Additional: 2020 Summer Secretarial Support</u></b>
	<ul style="list-style-type: none"> <li>● <b>Janet Crocamo</b>, not to exceed 10 hours, at an hourly rate of \$27.18 (\$271.80).</li> <li>● <b>Carla Nebbia</b>, not to exceed 20 hours, at an hourly rate of \$34.86 (\$697.20).</li> <li>● <b>Susan Pauley*</b>, not to exceed 15 hours, at an hourly rate of \$34.28 (\$514.20).</li> </ul> <u>Account # 11-000-240-105-00-05-005-001</u>
	<b><u>Willard School</u></b>
	<b><u>Additional: 2020 Summer Secretarial Support</u></b>
	<ul style="list-style-type: none"> <li>● <b>Monica Bostler</b>, not to exceed 32 hours, at an hourly rate of \$37.67 (\$1,205.44).</li> <li>● <b>Jane Parigi</b>, not to exceed 15 hours, at an hourly rate of \$31.21 (\$468.15).</li> </ul> <u>Account # 11-000-240-105-00-07-007-001</u>
	<b><u>Benjamin Franklin Middle School</u></b>
	<b><u>Permanent Substitutes/Classroom Aides Training - September 1, 2020 - Each not to exceed 2 hours</u></b>
	<ul style="list-style-type: none"> <li>● <b>Taylor Alessi</b>, at an hourly rate of \$20.17 (\$40.34).</li> <li>● <b>Kristina Boele</b>, at an hourly rate of \$20.17 (\$40.34).</li> <li>● <b>Nicholas Camilleri</b>, at an hourly rate of \$17.50 (\$35.00).</li> <li>● <b>Lisa Caron</b>, at an hourly rate of \$17.50 (\$35.00).</li> <li>● <b>Lisa Cermack*</b>, at an hourly rate of \$21.50 (\$43.00).</li> <li>● <b>Ryan Crawford</b>, at an hourly rate of \$21.23 (\$42.46).</li> <li>● <b>Tara Cullen</b>, at an hourly rate of \$17.50 (\$35.00).</li> <li>● <b>Emily Downs</b>, at an hourly rate of \$21.50 (\$43.00).</li> <li>● <b>Lisa Heins</b>, at an hourly rate of \$17.50 (\$35.00).</li> <li>● <b>Shayna Jennings</b>, at an hourly rate of \$17.50 (\$35.00).</li> <li>● <b>Sung-Hui Kim</b>, at an hourly rate of \$21.23 (\$42.46).</li> <li>● <b>Jane Kraemer</b>, at an hourly rate of \$17.50 (\$35.00).</li> <li>● <b>Olga Liebkind</b>, at an hourly rate of \$17.50 (\$35.00).</li> <li>● <b>Danielle Miller</b>, at an hourly rate of \$21.23 (\$42.46).</li> <li>● <b>Dean Montelbano</b>, at an hourly rate of \$17.50 (\$35.00).</li> <li>● <b>Nicole Parks</b>, at an hourly rate of \$21.23 (\$42.46).</li> <li>● <b>Rachel Rabin</b>, at an hourly rate of \$21.23 (\$42.46).</li> <li>● <b>Tina Tilyou</b>, at an hourly rate of \$21.23 (\$42.46).</li> </ul> <u>Account # 11-130-100-101-00-08-008-001</u>
	<b><u>Ridgewood High School</u></b>
	<b><u>Additional: Secretarial and Technology Support for 2020 Graduation, July 8, 2020 (\$980.48)</u></b>
	<ul style="list-style-type: none"> <li>● <b>Elizabeth O'Brien</b>, not to exceed 4 hours, at an hourly rate of \$82.33 (\$329.32).</li> <li>● <b>Margaret Schaefer</b>, not to exceed 4 hours, at an hourly rate of \$87.68 (\$350.72).</li> <li>● <b>Meredith Yannone</b>, not to exceed 4 hours, at an hourly rate of \$75.11 (\$300.44).</li> </ul> <u>Account #11-000-240-105-00-10-010-001 (Secretary)</u> <u>Account #11-000-222-104-00-10-010-001 (Technology)</u>

	<b><u>2020 Summer Support</u></b>
	<ul style="list-style-type: none"> <li>● <b>Kevin Feeley</b>, not to exceed 30 hours, at an hourly rate of \$76.68 (\$2,300.40). <u>Account # 11-000-218-104-00-10-010-001</u></li> </ul>
	<b><u>Professional Development Days - August 31, 2020, September 1, 2020, November 3, 2020, and May 13, 2021</u></b>
	<ul style="list-style-type: none"> <li>● <b>Kelly Clark</b>, not to exceed 4.5 hours, at an hourly rate of \$61.69 (\$1,110.42).</li> <li>● <b>Gary Fink*</b>, not to exceed 6 hours, at an hourly rate of \$43.38 (\$1,041.12).</li> <li>● <b>Larry Holand</b>, not to exceed 2.25 hours, at an hourly rate of \$61.69 (\$555.21).</li> <li>● <b>Jennifer Landa</b>, not to exceed 2.25 hours, at an hourly rate of \$56.83 (\$511.47).</li> </ul> <u>Account #11-140-100-101-00-10-010-001</u>
	<b><u>2020 Percussion Marching Band Field Show</u></b>
	<ul style="list-style-type: none"> <li>● <b>Gary Fink*</b>, not to exceed 40 hours, at an hourly rate of \$40.17 (\$1,606.80). <u>Account # 11-401-100-101-00-10-010-001</u></li> </ul>
	<b><u>Site Managers - Fall Sports, each at an hourly rate of \$40.17 each for a maximum of 30 hours</u></b>
	<ul style="list-style-type: none"> <li>● <b>Charles Appel</b></li> <li>● <b>Mary Consol</b></li> <li>● <b>Paul Cronk*</b></li> <li>● <b>Robert Currier</b></li> <li>● <b>Ronald Knott</b></li> <li>● <b>Michael Lucchesi</b></li> <li>● <b>Raymond Lug</b></li> <li>● <b>Aaron Mandel</b></li> <li>● <b>Allison Mende</b></li> <li>● <b>Candace Mitola</b></li> <li>● <b>Michael Pounds</b></li> </ul> <u>Account # 11-402-100-104-00-10-034-001</u>
	<b><u>Clock Operators each to receive \$50 per game for boys and girls soccer, each not to exceed 20 games</u></b>
	<ul style="list-style-type: none"> <li>● <b>Ronald Knott</b></li> <li>● <b>Raymond Lug</b></li> <li>● <b>Aaron Mandel</b></li> <li>● <b>Kenneth Moscarello</b></li> </ul> <u>Account # 11-402-100-104-00-10-034-001</u>
	<b><u>Ticket Booth - Home Football Games, each to receive \$50 per game, each not to exceed 8 games per season</u></b>
	<ul style="list-style-type: none"> <li>● <b>Carla Collins</b></li> <li>● <b>Mary Consol</b></li> <li>● <b>Aaron Mandel</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Allison Mende</li> <li>• Candace Mitola</li> <li>• Christopher Reilly*</li> <li>• Nancy Reilly*</li> </ul> <u>Account # 11-402-100-104-00-10-034-001</u>
	<b><u>FIT Instructors, each to receive \$40.17 per hour, fall session, each not to exceed 20 hours</u></b>
	<ul style="list-style-type: none"> <li>• Candace Mitola</li> <li>• Michael Pounds</li> </ul> <u>Account # 11-402-100-101-00-10-036-001</u>
	<b><u>Special Programs</u></b>
	<b><u>Child Study Team Support - Responses to Parents</u></b>
	<ul style="list-style-type: none"> <li>• Mariann Gelenius, not to exceed 20 hours, at an hourly rate of \$74.07 (\$1,481.40).</li> </ul> <u>Account # 11-000-219-104-00-24-024-001</u>
	<b><u>Additional: 2020 Summer Special Programs Personnel</u></b>
	<ul style="list-style-type: none"> <li>• Susan Fink, not to exceed 15 hours, at an hourly rate of \$71.89 (1,078.35).</li> <li>• Laura Murphy, not to exceed 20 hours, at an hourly rate of \$75.25 (\$1,505).</li> <li>• Jessica Vasquez, not to exceed 12 hours, at an hourly rate of \$52.96 (\$635.52).</li> <li>• Courtney Weiss-Chromack, not to exceed 20 hours, at an hourly rate of \$46.82 (\$936.40).</li> </ul> <u>Account # 11-000-219-104-00-24-024-001</u>
	<b><u>Supplemental Instruction</u></b>
	<ul style="list-style-type: none"> <li>• Christie DeAraujo, not to exceed 10 hours, at an hourly rate of \$60.21 (\$602.10).</li> </ul> <u>Account # 11-213-100-101-00-24-024-001</u>
	<b><u>Staff Training - ABA Aides</u></b>
	<ul style="list-style-type: none"> <li>• Stacy Giardino, not to exceed 16 hours, at an hourly rate of \$76.68 (\$1,226.88).</li> <li>• Cindy Lora, not to exceed 20 hours, at an hourly rate of \$58.92 (\$1,178.40).</li> </ul> <u>Account # 11-000-219-104-00-24-024-001</u>
	<b><u>ABA Aides Training - August 26-27, 2020 - Each not to exceed 11 hours</u></b>
	<ul style="list-style-type: none"> <li>• Carla Amaral, at an hourly rate of \$21.23 (\$233.53).</li> <li>• James Beyer, at an hourly rate of \$21.23 (\$233.53).</li> <li>• Mary Ann Blau, at an hourly rate of \$21.23 (\$233.53).</li> <li>• Melissa Brandes, at an hourly rate of \$21.23 (\$233.53).</li> <li>• Daniel Brophy*, at an hourly rate of \$21.23 (\$233.53).</li> <li>• Thomas Bushnauskas, at an hourly rate of \$21.23 (\$233.53).</li> <li>• Paola Callejas, at an hourly rate of \$21.23 (\$233.53).</li> <li>• Deborah Castaldi, at an hourly rate of \$21.23 (\$233.53).</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Joseph Crabbe</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Ryan Crawford</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Robert Darienzo</b>, at an hourly rate of \$20.17 (\$221.87).</li> <li>● <b>Anna Engstrom</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Elizabeth Hamilton</b>, at an hourly rate of \$20.17 (\$221.87).</li> <li>● <b>Ann Hopper</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Antenette Lam</b>, at an hourly rate of \$20.17 (\$221.87).</li> <li>● <b>Scott Lauritano</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Johana Leon</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Meghan Maccarrone</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Lindsay Mager</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Maureen Meyer</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Danielle Miller</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Marisol Mori Marques de Chinchay</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Christine Moomjy</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Jo'elle Oliver</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Nicole Parks</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Rachel Rabin</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Lauren Schierloh</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Alexander Scofi</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Jean Sgambati</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Kristine Sunden</b>, at an hourly rate of \$21.23 (\$233.53).</li> <li>● <b>Tina Tilyou</b>, at an hourly rate of \$21.23 (\$233.53).</li> </ul> <p><u>Account # 11-000-217-106-00-24-024-001</u></p>
	<b><u>ABA Aides Training - August 26-27, 2020 - Each not to exceed 12 hours</u></b>
	<ul style="list-style-type: none"> <li>● <b>Kristan Boele</b>, at an hourly rate of \$20.17 (\$242.04).</li> <li>● <b>Sung-Hui Kim</b>, at an hourly rate of \$21.23 (\$254.76).</li> <li>● <b>Alessi Taylor</b>, at an hourly rate of \$20.17 (\$242.04).</li> </ul> <p><u>Account # 11-000-217-106-00-24-024-001</u></p>
	<b><u>Additional: 2020 Secretarial Support - RED/RISe/REACH</u></b>
	<ul style="list-style-type: none"> <li>● <b>Nadine Macolino</b>, not to exceed 40 hours, at an hourly rate of \$27.89 (1,115.60).</li> </ul> <p><u>Account # 11-000-219-105-00-01-024-001</u></p>
	<b><u>Curriculum, Instruction &amp; Assessment</u></b>
	<b><u>Revision: 2020 Summer Curriculum Writing</u></b> , approved by the Board at its meeting on June 15, 2020
	Staff members as listed on <b>Attachment J</b> , at the curriculum hourly rate of \$53.33. <u>Account # 11-000-221-104-00-22-022-001</u>
	<b><u>Information Technology Department</u></b>
	<b><u>Technology Support for district-wide door access upgrades and camera repair</u></b>
	<ul style="list-style-type: none"> <li>● <b>Jaeson Enmore</b>, not to exceed 150 hours at a minimum regular hourly rate of</li> </ul>

	<p>\$51.82 totaling \$7,773.00 and a maximum overtime hourly rate of \$77.73 totaling \$11,659.50.  <u>Account # 11-000-266-104-08-31-031-001</u></p>
	<p>_____ *Related to staff member</p>
<b>ix.</b>	<b><u>Substitutes for the 2020-2021 School Year</u></b>
	<p>The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2019-2020 school year, as listed below.</p>
	<p><b><u>Teachers:</u> Deirdre Anderson, George Arluna, Victoria Bahner, Carolyn Bimonte-Brush, Karen Bragg, Arthur Bressler, Mirla Brito, Breanna Broesler, Richard Brooks, Maryanne Brown, Ginger Brown Monplaisir, Stacey Bukowski, William Burton, Kim-Yvette Cadaret, Nina Calvin, Noelle Caramanna, Keely Coffey, William Crosby, Ann Daly, John Delamater, Justine DeVecchio, Angela DeMallie, Anthony Dinice, Jennifer Dudley, Jaclyn Durant, Susan Fischer, Melissa Fluet, Summer Foerch, Patrick Foley, Rosemary Fossari, Richard Friedl, Jennifer Galvin-Hegewald, Lori Ganci, Corrine Gubb, Michele Haas, Nancy Hafers, Paula Hegybeli, Diane Held, John Herlihy, Carol Hohausser-Nizza, Stewart Holmes, Lauren Hudon, Thomas Hughes, Kathleen Hutton, Patricia Infantino, Samir Ismail, Philip Kaukonen, Tracy Keeney, Theresa Kelly, Elena Kim, Yuhsiu Lai, Stamatina Levanti, Jenny Lewis, Lu Ann Lorenzo, Meredith Lowy, Elizabeth Luongo, Audrey Magnuson, Steven Manin, John Marcy, Lilia Marotta, Megan Matesic, Ara Meyer, Maureen Meyer, Poopak Mohajer, Tara Montelbano, Fakhrossadat Moshasha, Camryn Muller, Abigail Munro, Catherine Negron, Lissette Negron, Margaret Neilson, Karen O'Neill-Sticco, James O'Rourke, Maureen Raymond, Jessica Reitter, Lewis Ritter, Evelyn Santos, Benjamin Saporito, Deirdre Scali, Victoria Schnure, Terry Shahidi, Susan Smith, Lucinda Spence, Andrew Stewart, Katherine Suel, Skylar Suess, Sandra Sullivan, Sahar Taschayyodi, Adrienne Tolbert, Nivy Trama, Barbara Wallace, Marcia Warren, Maryann Wejnert, Brian Whelan, Donald White, Brooke Wittlinger, Christopher Wolfstirn, Leticia Young, Theresa Zabielski</b></p> <p><b><u>Nurses:</u> Emily Byrne, Josiane Charles, Theresa DiMaulo, Jeanne Gao, Laura Thurlow*</b></p>
	<p>_____ *Related to staff member</p>

**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.

--

Donor	Amount	Use	Account Number
Ridgewood High School Student Activity Account	\$1,305.90	To be used to pay for project graduation/prom chaperones.	20-030-100-101-00-10-010-008 (\$1,205.10) 20-030-200-220-00-10-010-008 (\$100.80)

Acceptance of a gift in kind from Mr. and Mrs. Hanrahan of 1 Elkay 3-compartment sink, 3 Sloan ebf 550 auto faucets, 1 Liberty drain pump, valued at \$5,495.27.

Acceptance of a gift in kind from the RHS Alumni Association of a chandelier, valued at \$691.00.

Acceptance of a gift in kind from the RHS Alumni Association of a scoreboard poster back, valued at \$1300.00.

**ii. Approval: Additional Contracted Therapists to Provide Special Education Services for the 2020-2021 School Year**

Approval of additional contracted therapists to provide special education services for the 2020-2021 school year, as listed on **Attachment K**.

**iii. Approval: Disposal of Equipment**

Approval to dispose of the equipment listed below through www.govdeals.org and as listed on **Attachment L**. These items are obsolete and no longer needed.

**vii. 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 2020** ; 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: Renewal of Transportation Contracts for the 2020- 2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewal of transportation contracts for the 2020-2021 school year, as listed below. The contracts reflect a 1.45% CPI index which has been mandated by the State of NJ for 2020-2021

Route #	Contractor	School	Annual Cost
H1	Durham School Services	Hawes	\$40,759.20

H2	Durham School Services	Hawes	\$40,759.20
H3	Durham School Services	Hawes	\$40,759.20
H4	Durham School Services	Hawes	\$40,759.20
BF10	Durham School Services	BFMS	\$39,058.20
BF11	Durham School Services	BFMS	\$39,058.20
BF12	Durham School Services	BFMS	\$39,058.20
BF13	Durham School Services	BFMS	\$39,058.20
BF13A	Durham School Services	BFMS	\$39,493.80
GW14	Durham School Services	GWMS	\$39,058.20
GW16	Durham School Services	GWMS	\$39,058.20
RW17	Durham School Services	RHS	\$39,335.40
RW18	Durham School Services	RHS	\$39,335.40
RW19	Durham School Services	RHS	\$39,335.40
RW20	Durham School Services	RHS	\$39,335.40
RW21	Durham School Services	RHS	\$39,335.40
RW22	Durham School Services	RHS	\$39,335.40
RW23	Durham School Services	RHS	\$39,335.40
R7	D&M	Ridge	\$43,437.60
R8	D&M	Ridge	\$43,437.60
W9	D&M	Willard	\$43,437.60

ix. **Approval: 2020-2021 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 2020-2021 school year, listed below. Tuition will be paid by the parents.

- 2 students attending Somerville

x. **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 2020-2021 school year, in the amount of \$24,700 (65 cars at \$38 per car per month). There is no increase from the 2019-2020 school year.

Parking for evening/special events is an additional \$2,300 and requires separate permission. Fees are detailed on the invoice attached to the agreement.

The Board received background information.

**xi. Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000**

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 \$40,000 for goods and services.

The Board has received background information.

Mr. Dani moved approval of A. Administration, B. Human Resources, C. Curriculum and Instruction, D. Human Resources and E. Finance except the items that were removed.

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

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo  
Mr. Kaufman; except for the appointment of the assistant football coach.

NAYS: none

Ms. Brogan commented that she is pleased that the community school can perform virtual classes. She suggested adult classes to learn about using zoom.

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

**E. FINANCE**

**iv. Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **June 2020** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

Mr. Kaufman moved to approve iv: Approval: Budget Appropriation Transfers  
Mr. Lembo seconded the motion, which carried by the following roll-call vote:

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

NAYS: Mr. Dani

**v. Approval: Transfer of Operating Funds to the Infant Toddler Enterprise Fund**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the transfer of \$497,671.81 from the General Fund operating budget to the Infant Toddler Enterprise fund to cover the operating deficit in the fund. The \$497,671.81 is made of the \$179,504 prior period adjustment for the 17-18 school year, the \$17,222 prior period adjustment from 18-19 school year and the deficit from the 19-20 school year of \$300,945.81.

Ms. Kwak requested to split item v. and make it approval of restatement of the 17/18 and 18/19 school year and the second part would be the transfer.

The restatement is upon the auditors recommendation/principals and the second is a philosophical question because it is taking money from the general account that serves the district.

Ms. Kelly said taking that into consideration, unless we are allowed by the county to do differently, we do have money to cover that in the budget at this time.

**v (a): Approval: 2019-2020 Audit Prior period adjustment for the 2017-18 and 2018-19 school year in the Infant Toddler Program.**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the prior period adjustments for the 17-18 school year in the amount of \$179,504 and the 18-19 school year in the amount of \$17,222 to be included as part of the 2019-20 audited financial statements of the Infant Toddler Program.

Ms. Kwak moved to approve v(a): 2019-2020 Audit Prior period adjustment for the 2017-18 and 2018-19 school year in the Infant Toddler Program.

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

**v(b): Approval: Transfer of Operating Funds to the Infant Toddler Enterprise Fund**

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

of Schools, approves the transfer of \$497,671.81 from the General Fund operating budget to the Infant Toddler Enterprise fund to cover the operating deficit in the fund. The \$497,671.81 is made of the \$179,504 prior period adjustment for the 2017-18 school year, the \$17,222 prior period adjustment from 18-19 school year and the deficit from the 2019-20 school year of \$300,945.81.

Mr. Lembo moved to approve v(b): Transfer of Operating Funds to the Infant Toddler Enterprise Fund in the amount of \$497,671.81.

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

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

NAYS: Ms. Kwak

**vi. 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 2020**,

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.

Ms. Kwak moved to approve vi: Secretary's Line Item Certification.

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

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

NAYS: Ms. Kwak

**B. ADMINISTRATION**

**i. Approval: Submission of the Ridgewood School District Reopening Plan**

**WHEREAS**, the plan to reopen schools for the 2020-2021 school year includes, to the extent possible and within the confines as dictated by the District's buildings and facilities, the health, safety, and "Leadership and Planning" measures identified as "Anticipated Minimum Standards" (minimum standards) in the Department of Education's *The Road Back, Restart and Recovery Plan for Education*; and

**WHEREAS**, the District's plan, to the extent possible will implement those minimum standards as outlined in the District's reopening plan: and

**WHEREAS**, the District's plan, to the extent possible, will adhere to the directives of the Governor and the Department of Education of the State of New Jersey regarding the reopening of schools for 2020-2021; and

**NOW, BE IT RESOLVED**, that the Board has considered the above and, upon the recommendation of the Superintendent, approves the submission of the District's plan for reopening schools for the 2020-2021 school year to the Department of Education.

Mr. Dani requested an explanation of what the board was voting on tonight.

Dr. Fishbein explained that the board is voting on the submission of the reopening plan as identified on the front page of the district website; including how we answered the department of ed checklist schedules and processes for reopening schools.

Mr. Dani moved to approve i. Submission of the Ridgewood School District Reopening Plan.

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

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

NAYS: Mr. Dani

Ms. Kwak added that she appreciates the hard work that the administration put into the plan and wishes the board and different stakeholders had more input hopes that for phase II it will be more collaborative.

Mr. Lembo added that Dr. Fishbein has answered all of the questions during the last few weeks and moving forward believes everything will be addressed.

**C. CURRICULUM AND INSTRUCTION**

**Approval: New Community School Courses for Fall 2020**

- iv.** The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the New Community School Courses for Fall 2019, as listed on **Attachment G**.

The Board has received background information.

Mr. Dani moved to approve iv. New Community School Courses for Fall 2020.  
Mr. Kaufman seconded the motion, which carried by the following roll-call vote:

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

NAYS: Mr. Dani

#### 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
August 26	Columbia Bank On-Line	098663-098980	2,846,707.32	Mr. Kaufman
August 26	Columbia Bank On-Line Scholarship	831511-831513	5,012.97	Mr. Kaufman
July 13	Payroll Transfer	P31293	574,985.78	Mr. Kaufman
July 27	Payroll Transfer	P31649	579,647.27	Mr. Kaufman
August 12	Payroll Transfer	P31650	441,513.54	Mr. Kaufman
August 17	Electronic Transfer	B31652	36,375.00	Mr. Kaufman
July 31	Electronic Transfer	C31658	21.45	Mr. Kaufman
July 31	Electronic Transfer	C31660	76.05	Mr. Kaufman
July 31	Electronic Transfer	F31656	13,021.04	Mr. Kaufman
August 4	Electronic Transfer	H31543	1,164,142.94	Mr. Kaufman
August 6	Electronic Transfer	L31612	5,356.12	Mr. Kaufman

July 3	Electronic Transfer	R31659	1,546.92	Mr. Kaufman
August 4	Electronic Transfer	R31657	3,920.65	Mr. Kaufman
July 29	Food Service	620213-620214	10,467.59	Mr. Kaufman
July 23	Colombia Bank Void Check	096864	(72.24)	Mr. Kaufman
July 29	Colombia Bank Void Check	097575	(2,400.00)	Mr. Kaufman
August 6	Colombia Bank Void Check	097720	(90.00)	Mr. Kaufman
August 6	Colombia Bank Void Check	097741	(70.00)	Mr. Kaufman
August 6	Colombia Bank Void Check	096892	(78.58)	Mr. Kaufman
August 6	Colombia Bank Void Check	098289	(9,420.87)	Mr. Kaufman
August 12	Colombia Bank Void Check	098258	(28.83)	Mr. Kaufman
August 12	Colombia Bank Void Check	097822	(100.00)	Mr. Kaufman
August 12	Colombia Bank Void Check	096872	(395.00)	Mr. Kaufman
August 12	Colombia Bank Void Check	098534	(18.24)	Mr. Kaufman
August 13	Colombia Bank Void Check	097827	(100.00)	Mr. Kaufman
August 20	Colombia Bank Void Check	096501	(4,762.34)	Mr. Kaufman
<b>TOTAL</b>			<b>5,665,258.54</b>	

Mr. Kaufman moved approval of bills reviewed by him.

Ms. Brogan seconded the motion.

Approval of Bills 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 asked how convocation will happen.

Dr. Fishbein answered that you will receive a link either tonight or tomorrow morning which is asynchronous and therefore can be viewed at any time.

Ms. Brogan discussed how we will appoint and interview our professionals. In the past the full board was part of the interviews for the architect and engineer and would ask for that type of consideration. She requested the interviews to be done as part of the committee of the whole in an Exec session.

Mr. Lembo thanked Dr. Fishbein for helping the board and answered the questions that the public has. The cdc numbers changed today and he knows that Dr. Fishbein has assured the staff and pandemic response teams are meeting. The board's job is to give the superintendent the what and the superintendent's job is to do the how. Going back to school is a trying time and this year is exceptional. Has heard some great things after the first day of school and he is very excited. He does not envy Ms. Poelstra who handles the transfer requests.

#### **XI. BOARD COMMITTEE REPORTS**

Mr. Lembo stated that he met with Mr. Dani and Dr. Fishbein as part of the policy committee and the details will be discussed shortly. He and Mr. Kaufman met with the Federation and Dr. Fishbein with Ms. Poelstra and the administrators. Ms. Poelstra's presentation was discussed during that time and there was some great information. Online learning has been going on with the NJSBA. IF the public wants to look at them, they are on the website the day after.

#### **XII. COMMENTS FROM THE PUBLIC**

The following callers addressed the board:

Laurie Weber, 235 South Irving Street, addressed a previous caller and she believes that the caller had an infraction on policy Rule 3 comments shall be limited to issues, if personal remarks are made the presiding officer will require the caller to stop. She heard that the caller singled out two board members and accused them of going against the schools and questioned how they were elected into service. She believes the voters are happy with their choice, she appreciates the huge amount of their time that they give to this and their good intentions for the community and schools. She cannot imagine why the caller was not stopped and appreciates the trustees and added that the caller speaks for herself and not the community.

The following comments were submitted online:

Laura Grasso, 136 Circle Ave., I feel compelled to be very clear that I, a teacher for 30 years at GWMS and a leader of the REA for the last 25 years....., I DITTO Maria Sweeney's words. Thank you, Dan, Ojetta, Stacie, and Antoinette for your diligence and hard work.

Diane Abbatiello, 53 Dale Avenue, I am making a formal request that the Board of Education provides teachers additional time without students LIVE to prepare for reopening. We are not ready. The classrooms are not fully prepared. We need more time in our classrooms to make sure that everything is working properly, spaced properly, and functional for all students. We also need more time to learn about new technologies for the efficiency of teaching all three groupings of students. The emotional and physical well-being of the teachers after returning today is the worst I have ever experienced in over 30 years. I have had multiple conversations with Laura Grasso - REA Chief Negotiator- today who was inundated with phone calls from teachers throughout the district who are simply completely overwhelmed and stressed beyond belief. I am formally asking the administration and BOE to make a motion to allow all students to remain remote for teachers to utilize the technology in the classroom to ensure its efficiency and effectiveness for all virtual students before we have students LIVE in our classrooms. In this format, all students would receive the same instruction throughout each of their class periods. Right now, this is critical to our teachers being effective. There is simply not enough time for the training necessary for any of us to effectively teach our students. Teachers need time to collaborate with one another and our technology specialists to successfully ensure that the remote instruction is fluid and effective. This is the first time teachers have been in our buildings or any buildings since March 13th for a prolonged period of time. It would be in the best interest of staff and students to give your educators three more days of remote teaching to ensure that we are ready. I urge you to consider this.

Linda McNamara, 575 Knickerbocker Road, I heard the comments from one of our respected teachers regarding what she felt was disrespectful behavior from 2 Board members. It is so hard to be the one asking questions and seeking answers to questions that have been asked multiple times. I admire those willing to do it. I believe it takes courage. I have not heard any disrespect and want to thank all those willing to step out of the box to speak their truth: Board members, teachers, and the public.

### XIII. DISCUSSION ITEM

New Policies/Regulations and Revisions to Policies/ Regulations as listed below:

- Policy 1581 - Domestic Violence (**Attachment M**) *revised*
- Regulation 1581 - Domestic Violence (**Attachment N**) *new*
- Policy 2422 - Health and Physical Education (**Attachment O**) *revised*
- Policy 3421.13 - Postnatal Accommodations (**Attachment P**) *new*
- Policy 4421.13 - Postnatal Accommodations (**Attachment Q**) *new*
- Policy and Regulation 5330 - Administration of Medication (**Attachment R**) *revised*
- Policy 7243 - Supervision of Construction (**Attachment S**) *revised*
- Policy 8210 - School Year (**Attachment T**) *revised*
- Policy 8220 - School Day (**Attachment U**) *revised*
- Regulation 8220 - School Closings (**Attachment V**) *revised*
- Policy 8462 - Reporting Potentially Missing or Abused Children (**Attachment W**) *revised*
- Policy 2270 - Religion in Schools (**Attachment X**) *revised*
- Policy 2431.3 - Heat Participation Policy for Student - Athlete Safety (**Attachment Y**) *revised*



- Policy 2622 - Student Assessment (**Attachment Z**) *revised*
- Policy and Regulation 5111 - Eligibility of Resident/Nonresident Students (**Attachment AA**) *revised*
- Policy and Regulation 5200 - Attendance (**Attachment AB**) *revised*
- Policy and Regulation 5320 - Immunization (**Attachment AC**) *revised*
- Policy and Regulation 5330.04 - Administering an Opioid Antidote (**Attachment AD**) *revised*
- Policy 5610 Suspension (**Attachment AE**) *revised*
- Regulation 5610 - Suspension Procedures (**Attachment AF**) *revised*
- Policy 5620 - Expulsion (**Attachment AG**) *revised*
- Policy and Regulation 8320 - Personnel Records (**Attachment AH**) *revised*
- Bylaw 0143.2 - Pupil Representatives to the Board of Education (**Attachment AI**) *revised*
- Bylaw 0164 - Conduct of Board Meetings (**Attachment AJ**) *revised*
- Bylaw 0169.02 - Board Member Use of Social Media (**Attachment AK**) *revised*

Mr. Lembo reviewed that edits to policies/regulations are made based upon various factors including law mandates. The district works in collaboration with Strauss Esmay on changes.

Ms. Kwak questioned why supervision of architects was struck out within policy 7243? Who supervises the architect if they are part of the project?

Mr. Lembo answered that the architect is not always involved in that part and is not part of the building part of the project. He added that the architect would be considered a contractor of the project.

Ms. Kwak questioned bylaw 0169.02 board members use of social networks, there is a sentence that she thought was rather vague and not necessary: Board member use of social networks shall not damage the reputation of the school district.

How do you assess damage? It is very vague. We are already abiding by ethics code and she believes that this exposes the board trustees. She would like that statement deleted.

Mr. Dani agrees that it is vague and the essence of the policy is still in #1-7.

Ms. Brogan stated that ethics charges would be brought up and the ethics commission would review. This is the way that damages are assessed.

Dr. Fishbein added that this is the standard that board members should be held up to, it reflects that board member behaviors will not damage any of the items listed.

Ms. Kwak believes that this is very subjective. She would like the language tightened up so it is not very vague.

Ms. Brogan asked about the change for Bylaw 0169.2 #6 board members are entitled to express themselves publicly in any matter, including issues involving the Board and the school district. She questioned what the thoughts behind the change were and if we have reviewed the change with Strauss Esmay to ensure there are no conflicts.

Mr. Dani stated that the original #6 restricted any board member to reply to any posting, he suggested the new #6 that was taken from another bylaw called board member authority.

Mr. Lembo stated that the rationale behind the change is so that board members can speak about board business that happened in the past, not talking about future stuff. It is hard to word this item since we want to ensure we can speak as a unified group and tightened the words so we can speak.

Ms. Brogan added that as a board member you don't give up the right for freedom of speech, but as a board member you need to identify yourself that the opinion you are expressing is your own and not the opinion of the board. She thinks that any revisions should be sent to Strauss Esmay, sometimes there are unintended consequences with slight wording changes.

Ms. Brogan questioned how the two business days would impact operations in the district. This would mean that the packet would be presented to the board on Thursday, operationally there is a lot on everyone's plate and is wondering if it will make a significant difference.

Dr. Fishbein stated that the change will lead to more walk in changes on board agendas.

#### **XIV. ACCEPTANCE OF MINUTES**

- June 1, 2020 Exec Session Meeting
- June 1, 2020 Regular Public Meeting
- June 4, 2020 Special Public Meeting
- June 15, 2020 Regular Public Meeting
- June 15, 2020 Exec session Meeting
- June 29, 2020 Regular Public Meeting
- June 29, 2020 Exec Session Meeting
- July 10, 2020 Special Public Meeting
- July 23, 2020 Special Public Meeting
- July 27, 2020 Regular Public Meeting

Mr. Dani moved to approve the June 2020 meeting minutes only.

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

The July meeting minutes were tabled until the September 14 meeting.

#### **XV. OTHER BUSINESS**

No other business at this time.

#### **XVI. ADJOURNMENT**

At 10:04 p.m., on a motion made by Mr. Lembo, seconded by Ms. Brogan and

unanimously approved, the meeting adjourned.

Respectfully submitted,

Antoinette Kelly  
Board Secretary

Lucy Papamichael  
Assistant Board Secretary

2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Erin McGuire	Handle With Care Instructor and Re-Certification Program Handle With Care Behavior Management System, NY September 16, 2020	Professional Development	457.00	0
Ariana Bray	Handle With Care Instructor and Re-Certification Program Handle With Care Behavior Management System, NY September 16, 2020	Professional Development	497.25	0
Cindy Lora	Handle With Care Instructor and Re-Certification Program Handle With Care Behavior Management System, NY September 16, 2020	Professional Development	506.00	0

The total cost for these conferences is \$1478.25. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$20,916.06 leaving a balance of \$179,083.94.

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 2020-2021 will be \$1000.00.

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 ~~district-owned~~ 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 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.** ~~by all students who are able to do so in accordance with A.2.c. below.~~ **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 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** ~~strongly encouraged~~ to wear face coverings ~~and are required to do so when social distancing cannot be maintained~~, unless doing so would inhibit the student's health. It is ~~also~~ 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** ~~and could~~ 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.

(See Appendix A. Ridgewood Public Schools Reopening and Operations Plan)

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.

(See Appendix A. Ridgewood Public Schools Reopening and Operations Plan)

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.

(See Appendix A. Ridgewood Public Schools Reopening and Operations Plan)

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:

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 help 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 of 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:

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:

**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

ADMINISTRATION

1649/page 1 of 13

Federal Families First Coronavirus  
(COVID-19) Response Act

June 20

**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:





Prof. Development Day – No School for Students
Opening & Closing Day for Students
Schools Closed
Minimum Day
Schools will be closed per snow days used

**School Hours:** **Full Day**  
 K-5 8:45-3:00  
 Gr 6-8 8:00-2:53  
 Gr 9-12 7:45-3:15

**Minimum Day**  
 8:45-12:45  
 8:00-12:15  
 7:45-12:10

draft 7/29/20

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 Professional Development 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					

3 Prof. Develop.: No school for students

5-6 NJEA convention – School closed

14 Diwali observed

25 Minimum Day

26-27 Thanksgiving Recess

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						

12-16 February Recess (includes Lunar New Year)

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					

13 Prof. Devstudents no school/Eid al-Fitr

31 Memorial Day – Schools Closed

26-28 school may be closed per below note

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 Convocation: Professional Development

2 Opening day for students

7 Labor Day – School closed

28 Yom Kippur – School closed

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

24-31 December Recess – School Closed

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			

29-31 April Recess (Passover begins 3/27)

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			

22 Last day of instruction (minimum day)

22 RHS graduation

23 Closing Day for Teachers

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

12 Columbus Day – schools closed

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 – School Closed

18 MLK Day – School Closed

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	

1-2 April Recess (includes Good Friday))

**DAYS IN SESSION**

Students		Teachers	
0	August	1	August
19	September	20	September
21	October	21	October
16	November	17	November
17	December	17	December
19	January	19	January
17	February	17	February
20	March	20	March
20	April	20	April
19	May	20	May
16	June	17	June
184	total days	189	total days

**Ridgewood Community School  
New Classes and Trips for Fall 2020**

Day Tours (In-Person)

**Celebrate the Sleepy Hollow Bicentennial**

**Joey Arminio & Family Salute to Vets - All American Variety Show at The Mount Airy Casino**

**Wine and Wolves - Lakota Wolf Preserve & Brook Hollow Winery**

**Thankfulness at Valley Forge National Historical Park -American Treasure Tour**

**Castles & Holiday Cheer - Fonthill Castle, Peddler's Village Christmas Festival & New Hope**

Multi Day Tours (In-Person)

**The Finger Lakes - Corning Museum of Glass, Belhurst Castle, It's A Wonderful Life Museum & Women's Rights Historical Park**

**Get Your Jazz On: Exit Zero Jazz Festival, Cape May**

**The Greenbrier America's Resort at Christmas Time**

**A Magical Annapolis Christmas - Eastport Yacht Parade, Illuminated London Town & Christkindlmarkt**

**A Coastal Christmas in Newport**

**Extravagance on Jekyll Island**

**Winterfest Lake Geneva, WI - An Artistic Snowy Wonderland & US National Snow Sculpting Contest**

**An Excellent Everglades Experience**

Creative Arts

**Comedy Improvisation: The Joy of SIT-PROV-COM (Virtual)**

Culinary Arts

**Professional Entertaining - Make a Cheese & Charcuterie Board Like a Pro (Virtual)**

Dance

**Cruisers & Crawlers (In-Person-Virtual)**

**Cardio Dance Fitness (In-Person-Virtual)**

**Music & Movement (In-Person-Virtual)**

**Adult Jazz (In-Person-Virtual)**

**Yogalates (In-Person-Virtual)**

**Power Vinyasa Flow (In-Person-Virtual)**

**Musical Theatre/ Broadway Workshop (Grades 4-7) (In-Person/Virtual)**

**Belly Dancing for Beginners (Virtual)**

**Advanced Beginner/Intermediate Belly Dancing (Virtual)**

Handcrafting

**Virtual Knitting Night**

**Mending and Alterations (Virtual)**

Home

**Decluttering Your Nest Whether Your Selling or Resting (Virtual)**

**Floral Design 101 (Virtual) - Designing the Perfect Fall Centerpiece**

Leisure & Personal

**Master the New York Times Crossword (Virtual)**

**Do I Need to Get Dressed (Virtual)**

Liberal Arts

**The Nazi Spy from Begren County (Virtual)**

Junior Edition

**Virtual Fashion Design (Virtual)**

## 2020 - 2021 New &amp; Revised Curricula

<b><u>Curriculum</u></b>	<b><u>Department</u></b>	<b><u>New Courses</u></b>	<b><u>Revised Courses</u></b>
12 Revised Courses	Elementary		Math K-5 Library Media K-5
9 Revised Courses 1 New Course	Math	Algebra I Advanced	Algebra I, Algebra I CP, Algebra II, Algebra II CP, Algebra II E, Geometry, Geometry CP, Statistics AP, Calculus AP
1 Revised Course 1 New Course	Science	AP Capstone RAHP	Anatomy & Physiology H RAHP
2 Revised Courses	English		American Studies AP Capstone Seminar 10 American Studies AP Capstone Research
1 New Course	Social Studies	Global Citizen	
3 Revised Courses	World Language		French 8, French I, German II
7 Revised Courses  2 New Courses	Fine & Applied Arts	7th Grade "Soundology" Theatre History	5th Grade Instrumental Band, 5th Grade Instrumental Strings, 6th Grade Vocal, 7th Grade Vocal, 8th Grade Vocal, Painting I, Interior Design

**Adult Education****Account #13-602-100-101-00-60-060-001**

Carl Andreasen  
Robert Austin  
William Brown  
Robert Burke  
Vivian Burns  
James Calaski  
Alain Chahine  
Martine Chahine  
Catherine Chriss  
Mary Lee Costello  
Dawn Dittmar  
Patricia Ermilio  
Richard Feingold  
Ellen Feld  
Mary Fitzgerald  
Lisa Fondo  
Irene Fortunato  
Julian Garcia Medina  
Mary Ann Gebhart  
Diana Gibson  
Karina Granin  
Gwendolen Gross  
Burton Hall  
Frederick Hammond  
Yasuko Hansen  
Amy Harrison  
Alex Ishkanian  
Fran Kelley  
Terrance Kovalcik  
Lois Kramer-Perez  
Michelle Kupfer  
Susan Liebowitz  
Isabel LeLuc  
Lia Littleton  
Karen Livianos-Centauro  
Angela Maniaci  
Steven Manin  
Michael Manna  
Vincent Marchese  
Evelyn McKinnon  
Amy Nellissen  
Eugene Papay

**Adult cont.**

Myra Petretti  
Harold Petzold  
Joel Popadics  
Jason Porod  
Harris Reinstein  
Dawn Romeo  
Aliza Rosen  
Donald Rubin  
Eric Santoli  
Zahava Schwartz  
Marshall Schwartzman  
Joanna Secreti  
Britt Sikiric  
Charles Soloman  
David Spiegel  
Joan Tarrant  
John Tully  
LaShondra Tyree  
Neil Valere  
Richard Van Der Wall  
Patricia Vangieri  
Linda Voogd  
Anne Winner  
Maksim Zaitsev

**Driver Education****13-424-100-101-00-60-060-001**

James Cosgrove  
Robert Currier  
Peter Kay\*  
Ronald Knott  
Candace Mitola  
Jennifer Ross  
Andrea Watson\*

**Junior Edition**

**13-423-100-101-00-60-060-001**

Lisa Alexander

Andre Baruch

Matthew Beaumont

Megan Beaumont

Matthew Bilyk

Kenneth Brescia

Vivian Burns

Louise Butler

Zhe (Gil) Cheng

Eva Conti

Catherine Cosco

Patrick Driscoll\*

John Eichmann

Gary Fink\*

James Garde

Daryl Goldberg

Benjamin Hankle

Christine Ims

Gregory Landes

Patricia Lazzara

Britt Sikiric

Maksim Zaitsev



### Revision

<b>Curriculum Fine &amp; Applied Arts</b>	<b>New or Revised (N/R)</b>	<b>Staff Member</b>	<b>Total Hour s</b>	<b>Cost per hour 53.33</b>	<b>APPROVED 6/1/2020  REVISE FROM:</b>	<b>Amount Not to Exceed  REVISE TO:</b>
6 <sup>th</sup> Grade Vocal	R	Justine Kawash	27		18 hours @ 959.94	27 hours @1439.91
7 <sup>th</sup> Grade Vocal	R	Laurie Ann DeGroat	27		18 hours @ 959.94	27 hours @1439.91
8 <sup>th</sup> Grade Vocal	R	Stephen Bourque	18		18 hours @959.94	0 hours @ 0.00

<b>Contracted Therapists/ Providers for Special Education Student Services for the 2020- 2021 School Year</b>			
<b>Contractor</b>	<b>Service</b>	<b>Schedule</b>	<b>Rates</b>
Above and Beyond Learning Group	Speech Therapy @RHS	As needed	\$80 - \$120/hr
Bergen Co Region V	Social Skills, Behavior Intervention, Speech for OOD student	1x/wk, 30 min	\$70/hr
Cresskill BOE	Counseling & Speech Therapy for OOD student	1x/wk, 30 min	\$30 & \$50 per session
Dr. Lori Hanes	Educational Evaluations	as needed	\$450 per evaluation
Esther Fridman	Psychiatric Evaluations	as needed	\$600 per eval
Learning Tree BiLingual Evals	Bilingual Evaluations	As needed	\$750 per eval
Mercedes Paine, M.D. PC	Psychiatric Evaluations	as needed	\$700 - \$1,100
Northern Valley Regional HS	OT/Speech for OOD student	2x/wk, 30 min	\$65 per 30 min
Pascack Valley Regional HS District	ABA Parent Training Workshop	as needed	\$225/family
Platt Psychiatric Associates, LLC	Psychiatric Evaluations	as needed	\$650 - \$1,200 per evaluation
Professional Education Services, Inc	Hospital Instruction/Tutoring (5-10 hrs wk per student)	As needed	\$58.09 per hr
Reed Academy	ABA Therapy, 1:1, Coordination, Supervision for OOD students	~45 hr/wk	\$57 - \$150/hr
Ridgefield Board of Education	OT/Speech for OOD student	2x/wk 60 min	\$90/hr
SP & SK, LLC	Interpretation Services	As needed	\$180 session
Supreme Consultants, LLC	Bilingual Speech Evaluations, translation, interpretation	As needed	\$47/hour and/or \$750 per eval.
The Bilingual Child Study Team	Bilingual Evaluations	As needed	\$1,000 per evaluation

Serial Number	Item	Model
GJ5HMX1	Laptop	Dell Latitude 5430
3S6YLX1	Laptop	Dell Latitude 5430
83JFMX1	Laptop	Dell Latitude 5430
53FFMX1	Laptop	Dell Latitude 5430
DBGFMX1	Laptop	Dell Latitude 5430
FMHJMX1	Laptop	Dell Latitude 5430
2QFFMX1	Laptop	Dell Latitude 5430
7CHFMX1	Laptop	Dell Latitude 5430
7HGFMX1	Laptop	Dell Latitude 5430
7WFFMX1	Laptop	Dell Latitude 5430
JQDFMX1	Laptop	Dell Latitude 5430
855HMX1	Laptop	Dell Latitude 5430
2ZRFX1	Laptop	Dell Latitude 5430
CH3RRY1	Laptop	Dell Latitude 5430
40K4MX1	Laptop	Dell Latitude 5430
32LTY6PLGQ56490	TV	Vizio TV 46"
QXQ125689	Projector	Mitsubishi
QC3CU02101	Projector	
F9BU00094	Projector	Hitachi CP-X3010
F3BU62239	Projector	Hitachi CP-X3010
KM3F86C909L	Projector	Epson 83+
F6713ED0A	Projector	Hitachi CP-X2011N

## POLICY

# RIDGEWOOD BOARD OF EDUCATION

ADMINISTRATION

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~~Victim of Domestic or Sexual Violence Leave~~  
M

## 1581 VICTIM OF DOMESTIC OR SEXUAL VIOLENCE LEAVE

~~In accordance with the provisions of N.J.S.A. 34:11C-1 et seq., an employee who was a victim of an incident of domestic violence as defined in Section 3 of P.L.1991, c.261 (C.2C:25-19) or a sexually violent offense as defined in Section 3 of P.L.1998, c.71 (C.30:4-27.26), or whose child, parent, spouse, domestic partner, or civil union partner was a victim shall be entitled to unpaid leave of no more than twenty days in one twelve-month period, to be used in the twelve-month period following any incident of domestic violence or any sexually violent offense as provided in N.J.S.A. 34:11C-1 et seq.~~

~~For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, an "employee" means a person who is employed for at least twelve months by the Board of Education, with respect to whom benefits are sought under N.J.S.A. 34:11C-1 et seq. "NJ SAFE Act" for not less than 1,000 hours during the immediately preceding twelve-month period.~~

~~For the purposes of N.J.S.A. 34:11C-3 and this Policy, each incident of domestic violence or any sexually violent offense shall constitute a separate offense for which an employee is entitled to unpaid leave, provided the employee has not exhausted the allotted twenty days for the twelve-month period. The unpaid leave may be taken intermittently in intervals of no less than one day, as needed for the purpose of engaging in any of the following activities as they relate to the incident of domestic violence or a sexually violent offense:~~

- ~~1. Seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence to the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;~~
- ~~2. Obtaining services from a victim services organization for the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;~~
- ~~3. Obtaining psychological or other counseling for the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;~~
- ~~4. Participating in safety planning, temporarily or permanently relocating, or taking other actions to increase the safety of the employee or the employee's child, parent, spouse, domestic partner, or civil union partner from future domestic or sexual violence or to ensure economic security;~~



- 5. ~~Seeking legal assistance or remedies to ensure the health and safety of the employee or the employee's child, parent, spouse, domestic partner, or civil union partner, including preparing for, or participating in, any civil or criminal legal proceeding related to or derived from domestic or sexual violence; or~~
- 6. ~~Attending, participating in, or preparing for a criminal or civil court proceeding relating to an incident of domestic or sexual violence of which the employee or the employee's child, parent, spouse, domestic partner, or civil union partner, was a victim.~~

~~An eligible employee may elect, or the Board of Education may require the employee, to use any of the accrued paid vacation leave, personal leave, or medical or sick leave (in accordance with the provisions of N.J.S.A. 18A:30-1) during any part of the twenty-day period of unpaid leave provided under N.J.S.A. 34:11C-1 et seq. In such case, any paid leave provided by the Board, and accrued pursuant to established policies of the Board, shall run concurrently with the unpaid leave provided under N.J.S.A. 34:11C-1 et seq. and, accordingly, the employee shall receive pay pursuant to the Board's applicable paid leave policy during the period of otherwise unpaid leave. If an employee requests leave for a reason covered by both N.J.S.A. 34:11C-1 et seq. and the "Family Leave Act," P.L.1989, c.261 (C.34:11B-1 et seq.) or the Federal "Family and Medical Leave Act of 1993," Pub.L.103-3 (29 U.S.C. § 2601 et seq.), the leave shall count simultaneously against the employee's entitlement under each respective law.~~

~~Leave granted under N.J.S.A. 34:11C-1 et seq. and this Policy shall not conflict with any rights pursuant to the "Family Leave Act," P.L.1989, c.261 (C.34:11B-1 et seq.), the "Temporary Disability Benefits Law," P.L.1948, c.110 (C.43:21-25 et seq.), or the Federal "Family and Medical Leave Act of 1993," Pub.L.103-3 (29 U.S.C. § 2601 et seq.).~~

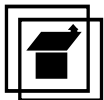
~~Prior to taking this leave an employee shall, if the necessity for the leave is foreseeable, provide the Superintendent of Schools with written notice of the need for the leave. The notice shall be provided as far in advance as is reasonable and practical under the circumstances.~~



~~Nothing contained in N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed to prohibit the Superintendent from requiring that a period of this leave be supported by the employee with documentation of the domestic violence or a sexually violent offense which is the basis for the leave. If documentation is required, the employee shall be regarded as having provided sufficient documentation if the employee provides one or more of the following:~~

- ~~1. A domestic violence restraining order or other documentation of equitable relief issued by a court of competent jurisdiction;~~
- ~~2. A letter or other written documentation from the county or municipal prosecutor documenting the domestic violence or a sexually violent offense;~~
- ~~3. Documentation of the conviction of a person for the domestic violence or a sexually violent offense;~~
- ~~4. Medical documentation of the domestic violence or a sexually violent offense;~~
- ~~5. Certification from a certified Domestic Violence Specialist or the director of a designated domestic violence agency or Rape Crisis Center, stating that the employee or employee's child, parent, spouse, domestic partner, or civil union partner is a victim of domestic violence or a sexually violent offense; or~~
- ~~6. Other documentation or certification of the domestic violence or a sexually violent offense provided by a social worker, member of the clergy, shelter worker, or other professional who has assisted the employee or employee's child, parent, spouse, domestic partner, or civil union partner in dealing with the domestic violence or a sexually violent offenses.~~

~~For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, "Certified Domestic Violence Specialist" means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals; and "designated domestic violence agency" means a county wide organization with a primary purpose to provide services to victims of domestic violence, and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.~~



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

ADMINISTRATION

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~~Victim of Domestic or Sexual Violence Leave~~

~~For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, "Rape Crisis Center" means an office, institution, or center offering assistance to victims of sexual offenses through crisis intervention, medical and legal information, and follow up counseling.~~

~~The Board shall display conspicuous notice of its employees' rights and obligations pursuant to the provisions of N.J.S.A. 34:11C-1 et seq., in such form and in such manner as the Commissioner of Labor and Workforce Development shall prescribe, and use other appropriate means to keep its employees so informed.~~

~~No provision of N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed as requiring or permitting the Board to reduce employment benefits provided by the Board or required by a collective bargaining agreement which are in excess of those required by N.J.S.A. 34:11C-1 et seq. Nor shall any provision of N.J.S.A. 34:11C-1 et seq. be construed to prohibit the negotiation and provision through collective bargaining agreements of leave policies or benefit programs which provide benefits in excess of those required by N.J.S.A. 34:11C-1 et seq. This provision shall apply irrespective of the date that a collective bargaining agreement takes effect.~~

~~Nothing contained in N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed as permitting the Board to:~~

- ~~1. Rescind or reduce any employment benefit accrued prior to the date on which the leave taken pursuant to N.J.S.A. 34:11C-1 et seq. commenced; or~~
- ~~2. Rescind or reduce any employment benefit, unless the rescission or reduction of the benefit is based on changes that would have occurred if an employee continued to work without taking the leave provided pursuant to N.J.S.A. 34:11C-1 et seq.~~

~~All information and/or documentation provided to the Board or Superintendent of Schools pursuant to N.J.S.A. 34:11C-1 et seq., any information regarding a leave taken pursuant to N.J.S.A. 34:11C-1 et seq., and any failure of an employee to return to work, shall be retained in the strictest confidentiality, unless the disclosure is voluntarily authorized in writing by the employee or is required by a Federal or State law, rule, or regulation.~~



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

ADMINISTRATION

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~~Victim of Domestic or Sexual Violence Leave~~

~~The Board of Education shall not discharge, harass or otherwise discriminate or retaliate or threaten to discharge, harass or otherwise discriminate or retaliate against an employee with respect to the compensation, terms, conditions or privileges of employment on the basis that the employee took or requested any leave to which the employee was entitled pursuant to N.J.S.A. 34:11C-3 or on the basis that the employee refused to authorize the release of information deemed confidential pursuant to N.J.S.A. 34:11C-3.f.~~

~~N.J.S.A. 34:11C-1 et seq.~~

Adopted: 23 June 2014

Revised:





**REGULATION****RIDGEWOOD  
BOARD OF EDUCATION**

ADMINISTRATION

R 1581/page 1 of 20

Domestic Violence

Mar 20

**M****R 1581 DOMESTIC VIOLENCE**

Policy and Regulation 1581 - Section A. sets forth the New Jersey Civil Service Commission's (Civil Service Commission) Uniform Domestic Violence Policy that all public employers shall adopt and distribute to all their employees in accordance with the provisions of N.J.S.A. 11A:2-6a. The purpose of the Uniform Domestic Violence Policy is to encourage public employees who are victims of domestic violence, and those impacted by domestic violence, to seek assistance from their public employer's human resources officer(s) and provide a standard for a public employer's human resources officer(s) to follow when responding to employees.

Policy and Regulation 1581 – Section B. provides employment protection for employees of those employers as defined in N.J.S.A. 34:11C-2, who are victims of domestic violence or sexual violence in accordance with the provisions of the New Jersey Security and Financial Empowerment Act (NJ SAFE Act) - N.J.S.A. 34:11C-1 et seq.

A. Uniform Domestic Violence Policy (N.J.S.A. 11A:2-6a)

1. Definitions

The following terms are defined solely for the purposes of N.J.S.A. 11A:2-6a and Policy and Regulation 1581:

“Domestic Violence” - Acts or threatened acts, that are used by a perpetrator to gain power and control over a current or former spouse, family member, household member, intimate partner, someone the perpetrator dated, or person with whom the perpetrator shares a child in common or anticipates having a child in common if one of the parties is pregnant. Domestic violence includes, but is not limited to the following: physical violence; injury; intimidation; sexual violence or abuse; emotional and/or psychological intimidation; verbal abuse; threats; harassment; cyber harassment; stalking; economic abuse or control; damaging property to intimidate or attempt to control the behavior of a person in a relationship with the perpetrator; strangulation; or abuse of animals or pets.



“Abuser/Perpetrator” - An individual who commits or threatens to commit an act of domestic violence, including unwarranted violence against individuals and animals. Other abusive behaviors and forms of violence can include the following: bullying, humiliating, isolating, intimidating, harassing, stalking, or threatening the victim, disturbing someone’s peace, or destroying someone’s property.

“Human Resources Officer (HRO)” - An employee of a public employer with a human resources job title, or its equivalent, who is responsible for orienting, training, counseling, and appraising staff. Persons designated by the employer as the primary or secondary contact to assist employees in reporting domestic violence incidents.

“Intimate Partner” - Partners of any sexual orientation or preference who have been legally married or formerly married to one another, have a child or children in common, or anticipate having a child in common if one party is pregnant. Intimate partner also includes those who live together or have lived together, as well as persons who are dating or have dated in the past.

“Temporary Restraining Order (TRO)” - A civil court order issued by a judge to protect the life, health, or well-being of a victim. TROs can prohibit domestic violence offenders from having contact with victims, either in person or through any means of communication, including third parties. TROs also can prohibit offenders from a victim’s home and workplace. A violation of a TRO may be a criminal offense. A TRO will last approximately ten business days, or until a court holds a hearing to determine if a Final Restraining Order (FRO) is needed. In New Jersey, there is no expiration of a FRO.

“Victim” - A person who is eighteen years of age or older or who is an emancipated minor and who has been subjected to domestic violence by a spouse, former spouse, or any other person who is a present household member or was at any time a household member. A victim of domestic violence is also any person,



regardless of age, who has been subjected to domestic violence by one of the following factors: a person with whom the victim has a child in common; a person with whom the victim anticipates having a child in common, if one of the parties is pregnant; and a person with whom the victim has had a dating relationship.

“Workplace-Related Incidents” - Incidents of domestic violence, sexual violence, dating violence, and stalking, including acts, attempted acts, or threatened acts by or against employees, the families of employees, and/or their property, that imperil the safety, well-being, or productivity of any person associated with a public employee in the State of New Jersey, regardless of whether the act occurred in or outside the organization’s physical workplace. An employee is considered to be in the workplace while in or using the resources of the employer. This includes, but is not limited to: facilities; work sites; equipment; vehicles; or while on work-related travel.

2. Persons Covered Under N.J.S.A. 11A:2-6a and Policy and Regulation 1581

All New Jersey public employees are covered under N.J.S.A. 11A:2-6a and Policy and Regulation 1581 – Section A. A State of New Jersey public employer is any State, county, municipality, school district, or other political subdivision thereof, and any agency, authority, or instrumentality of the foregoing. Casual/seasonal employees, interns, volunteers, and temporary employees of any public employer at any workplace location are also covered under N.J.S.A. 11A:2-6a and Regulation 1581 – Section A.

3. Responsibility of Employer to Designate a Human Resources Officer (HRO)

- a. All public employers shall designate an HRO to assist employees who are victims of domestic violence.



- b. The designated HRO must receive training on responding to and assisting employees who are domestic violence victims in accordance with Policy and Regulation 1581 – Section A. Should the HRO be unavailable at any time, the employer must designate a secondary HRO, who must also be appropriately trained to respond and assist domestic violence victims pursuant to Policy and Regulation 1581.
  - c. Managers and supervisors are often aware of circumstances involving an employee who is experiencing domestic violence. Managers and supervisors are required to refer any employee who is experiencing domestic violence or who report witnessing domestic violence to the designated HRO. Managers and supervisors must maintain confidentiality, to the extent possible, and be sensitive, compassionate, and respectful to the needs of persons who are victims of domestic violence.
    - (1) The name and contact information of the designated HRO must be provided to all employees.
  - d. Policy and Regulation 1581 – Section A. does not supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report.
    - (1) For example, if there is any indication a child may also be a victim, reporting is mandatory to the Department of Children and Families, Child Protection and Permanency, under N.J.S.A. 9:6-8.13.
4. Domestic Violence Reporting Procedure
- a. Employees who are victims of domestic violence are encouraged to seek immediate assistance from their HRO.



- b. Employees who have information about or witness an act of domestic violence against an employee are encouraged to report that information to the designated HRO, unless the employee is required to report the domestic violence pursuant to applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report, in which case the employee must report to the appropriate authority in addition to reporting to the designated HRO.
- c. Nothing in Policy and Regulation 1581 – Section A. shall preclude an employee from contacting 911 in emergency situations. HROs shall remind employees to contact 911 if they feel they are in immediate danger.
- d. Each designated HRO shall:
  - (1) Immediately respond to an employee upon request and provide a safe and confidential location to allow the employee to discuss the circumstances surrounding the domestic violence incident and the request for assistance.
  - (2) Determine whether there is an imminent and emergent need to contact 911 and/or local law enforcement.
  - (3) Provide the employee with resource information and a confidential telephone line to make necessary calls for services for emergent intervention and supportive services, when appropriate. The HRO or the employee can contact the appropriate Employee Assistance Program to assist with securing resources and confidential services.
  - (4) Refer the employee to the provisions and protections of the New Jersey Security and Financial Empowerment Act, N.J.S.A. 34:11C-1 et seq. (NJ SAFE Act), referenced in Regulation 1581 - Section B.



- 5) In cases where domestic violence involved a sexual touching or sexual assault between State employees, the HRO is also required to report the incident to their agency's Equal Employment Opportunity (EEO) Officer or Title IX Officer, as appropriate.
- (6) If there is a report of sexual assault or abuse, the victim should be offered the services of the New Jersey State Sexual Assault Response Team.
- (7) Maintain the confidentiality of the employee and all parties involved, to the extent practical and appropriate under the circumstances, pursuant to A.5. below.
- (8) Upon the employee's consent, the employee may provide the HRO with copies of any TROs, FROs, and/or civil restraint agreements that pertain to restraints in the work place and ensure that security personnel are aware of the names of individuals who are prohibited from appearing at the work location while the employee who sought the restraining order is present. All copies of TROs and FROs must be kept in a separate confidential personnel file.

## 5. Confidentiality Policy

- a. In responding to reports of domestic violence, the HRO shall seek to maintain confidentiality to protect an employee making a report of, witnessing, or experiencing domestic violence, to the extent practical and appropriate under the circumstances and allowed by law.
- b. No provision of Policy and Regulation 1581 – Section A. shall supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report.



- c. Policy 1581 and Regulation 1581 – Section A.5. shall not prevent disclosure where to do so would result in physical harm to any person or jeopardize safety within the workplace.
    - (1) When information must be disclosed to protect the safety of individuals in the workplace, the HRO shall limit the breadth and content of such disclosure to information reasonably necessary to protect the safety of the disclosing employee and others and comply with the law.
    - (2) The HRO shall provide advance notice to the employee who disclosed information, to the extent possible, if the disclosure must be shared with other parties in order to maintain safety in the workplace or elsewhere.
    - (3) The HRO shall also provide the employee with the name and title of the person to whom they intend to provide the employee's statement and shall explain the necessity and purpose regarding the disclosure.
      - (a) For example, if the substance of the disclosure presents a threat to employees, then law enforcement will be alerted immediately.
  - d. Policy 1581 and Regulation 1581 – Section A. does not supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines where mandatory reporting is required by the appointing authority or a specific class of employees.
6. Confidentiality of Employee Records
- a. To ensure confidentiality and accuracy of information Policy and Regulation 1581 – Section A.6. requires the HRO to keep all documents and reports of domestic violence in a confidential personnel file separate from the employee's other personnel records.



- b. These records shall be considered personnel records and shall not be government records available for public access under the Open Public Records Act. See N.J.S.A. 47:1A-10.
7. Public Employer Domestic Violence Action Plan
- a. Public employers in the State of New Jersey shall develop an action plan to identify, respond to, and correct employee performance issues that are caused by domestic violence, pursuant to N.J.S.A. 11A:2-6a, and in accordance with the following guidelines:
    - (1) Designate an HRO with responsibilities pursuant to A.3. and A.4. above.
    - (2) Recognize that an employee may need an accommodation as the employee may experience temporary difficulty fulfilling job responsibilities.
    - (3) Provide reasonable accommodations to ensure the employee's safety. Reasonable accommodations may include, but are not limited to, the following: implementation of safety measures; transfer or reassignment; modified work schedule; change in work telephone number or work-station location; assistance in documenting the violence occurring in the workplace; an implemented safety procedure; or other accommodation approved by the employer.
    - (4) Advise the employee of information concerning the NJ SAFE Act; Family and Medical Leave Act (FMLA); or Family Leave Act (FLA); Temporary Disability Insurance (TDI); or Americans with Disabilities Act (ADA); or other reasonable flexible leave options when an employee, or his or her child, parent, spouse, domestic partner, civil union partner, or other relationships as defined in applicable statutes is a victim of domestic violence.





- (5) Commit to adherence of the provisions of the NJ SAFE Act, including that the employer will not retaliate against, terminate, or discipline any employee for reporting information about incidents of domestic violence, as defined in Policy and Regulation 1581 – Section A., if the victim provides notice to their human resources office of the status or if the human resources office has reason to believe an employee is a victim of domestic violence.
- (6) Advise any employee, who believes he or she has been subjected to adverse action as a result of making a report pursuant to Policy and Regulation 1581 - Section B. of the civil right of action under the NJ SAFE Act.
  - (a) Advise any employee to contact their designated Labor Relations Officer, Conscientious Employees Protection Act (CEPA) Officer, and/or Equal Employment Opportunity Officer in the event they believe the adverse action is a violation of their collective bargaining agreement, the Conscientious Employees Protection Act, or the New Jersey Law Against Discrimination and corresponding policies.
- (7) Employers, their designated HRO, and employees should familiarize themselves with Policy and Regulation 1581. Policy and Regulation 1581 shall be provided to all employees upon Board approval and to all new employees upon hiring.
- (8) Information and resources about domestic violence are encouraged to be placed in visible areas, such as restrooms, cafeterias, breakrooms, and where other resource information is located.



8. Resources

Resources and program information will be readily available to assist victims of domestic violence. These resources should be provided by the designated HRO to any victim of domestic violence at the time of reporting.

9. Distribution of Policy

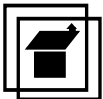
The Civil Service Commission and the Division of Local Government Services in the Department of Community Affairs shall distribute a Uniform Domestic Violence Policy, and any modifications thereto, to public employers. The Director of the Division of Local Government Services shall release Local Finance Notices setting forth any changes to the Uniform Domestic Violence Policy, as changes occur.

10. Other Applicable Requirements

In addition to Policy and Regulation 1581, the HRO and the public employer's appointing authority, if applicable, must follow all applicable laws, guidelines, standard operating procedures, internal affairs policies, and New Jersey Attorney General directives and guidelines that impose a duty to report. Additionally, to the extent that the procedures set forth in Policy and Regulation 1581 conflict with collective negotiated agreements or with the Family Educational Rights and Privacy Act (FERPA), the provisions of the negotiated agreements and the provisions of FERPA control.

11. Policy Modification and Review

- a. A public employer may seek to modify Policy and Regulation 1581 to create additional protocols to protect victims of domestic violence, but may not modify in a way that reduces or compromises the safeguards and processes set out in the Uniform Domestic Violence Policy.
- b. The Civil Service Commission will review and modify their Uniform Domestic Violence Policy periodically and as needed.



12. Policy Enforceability

The provisions of the Uniform Domestic Violence Policy are intended to be implemented by the Civil Service Commission. These provisions do not create any promises or rights that may be enforced by any persons or entities.

13. Policy Inquiries and Effective Date

Any questions concerning the interpretation or implementation of the Uniform Domestic Violence Policy shall be addressed to the Chair/Chief Executive Officer of the Civil Service Commission, or their designee. The Uniform Domestic Violence Policy and Policy and Regulation 1581 shall be enforceable upon the HRO's completion of training on the Uniform Domestic Violence Policy and Policy and Regulation 1581.

B. NJ SAFE Act – (N.J.S.A. 34:11C-1 et seq.)

1. The New Jersey Security and Financial Empowerment Act, N.J.S.A. 34:11C-1, et seq. (NJ SAFE Act), is a law that provides employment protection for victims of domestic or sexual violence.

2. Definitions (N.J.S.A. 34:11C-2)

The following terms are defined solely for the purpose of N.J.S.A. 34:11C-1 et seq. - NJ SAFE Act:

“Employee” means a person who is employed for at least twelve months by an employer, with respect to whom benefits are sought under the NJ SAFE Act, for not less than 1,000 base hours during the immediately preceding twelve-month period. Any time, up to a maximum of ninety calendar days, during which a person is laid off or furloughed by an employer due to that employer curtailing operations because of a state of emergency declared after October 22, 2012, shall be regarded as time in which the person is employed for the purpose of determining eligibility for leave time under the NJ SAFE Act. In making the determination, the base hours per week during the layoff or furlough shall be deemed to be the same as the average number of hours worked per week during the rest of the twelve-month period.



“Employer” means a person or corporation, partnership, individual proprietorship, joint venture, firm or company, or other similar legal entity which engages the services of an employee and employs twenty-five or more employees for each working day during each of twenty or more calendar work weeks in the then current or immediately preceding calendar year. “Employer” includes the State, any political subdivision thereof, and all public offices, agencies, boards, or bodies.

“State of emergency” means a natural or man-made disaster or emergency for which a state of emergency has been declared by the President of the United States or the Governor, or for which a state of emergency has been declared by a municipal emergency management coordinator.

3. Regulations Relative to Unpaid Leave for Employees and Family Members Affected by Certain Offenses (N.J.S.A. 34:11C-3)

- a. Any employee of an employer in the State of New Jersey who was a victim of an incident of domestic violence as defined in N.J.S.A. 2C:25-19, or a sexually violent offense as defined in N.J.S.A. 30:4-27.26, or whose parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, was a victim shall be entitled to unpaid leave of no more than twenty days in one twelve-month period, to be used in the twelve-month period next following any incident of domestic violence or any sexually violent offense as provided in N.J.S.A. 34:11C-3.

For purposes of N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3., each incident of domestic violence or any sexually violent offense shall constitute a separate offense for which an employee is entitled to unpaid leave, provided that the employee has not exhausted the allotted twenty days for the twelve-month period.



The unpaid leave may be taken intermittently in intervals of no less than one day, as needed for the purpose of engaging in any of the following activities as they relate to the incident of domestic violence or sexually violent offense:

- (1) Seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence to the employee or the employee’s parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;
- (2) Obtaining services from a victim services organization for the employee or the employee’s parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;
- (3) Obtaining psychological or other counseling for the employee or the employee’s parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;



- (4) Participating in safety planning, temporarily or permanently relocating, or taking other actions to increase the safety of the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, from future domestic or sexual violence or to ensure economic security;
- (5) Seeking legal assistance or remedies to ensure the health and safety of the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, including preparing for, or participating in, any civil or criminal legal proceeding related to or derived from domestic or sexual violence; or
- (6) Attending, participating in, or preparing for a criminal or civil court proceeding relating to an incident of domestic or sexual violence of which the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, was a victim.



- b. An eligible employee may elect to use any accrued paid vacation leave, personal leave, or medical or sick leave of the employee, or any family temporary disability leave benefits provided pursuant to N.J.S.A. 43:21-27 during any part of the twenty-day period of unpaid leave provided under N.J.S.A 34:11C-3 and Regulation 1581 - Section B.3.a.

In such case, any paid leave provided by the employer, and accrued pursuant to established policies of the employer, or family temporary disability leave benefits, shall run concurrently with the unpaid leave provided under N.J.S.A. 34:11C-3.a and Regulation 1581 - Section B.3.a. and, accordingly, the employee shall receive pay pursuant to the employer's applicable paid leave policy, or family temporary disability leave benefits, during the period of otherwise unpaid leave. If an employee requests leave for a reason covered by both N.J.S.A. 34:11C-3.a and the "Family Leave Act," N.J.S.A. 34:11B-1 et seq. or the Federal "Family and Medical Leave Act of 1993," 29 U.S.C. § 2601 et seq., the leave shall count simultaneously against the employee's entitlement under each respective law.

Leave granted under N.J.S.A. 34:11C-3 and Regulation 1581 - Section B. shall not conflict with any rights pursuant to the "Family Leave Act," the "Temporary Disability Benefits Law," N.J.S.A. 43:21-25 et al, or the Federal "Family and Medical Leave Act of 1993."

- c. Prior to taking the leave provided for in N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3.a., an employee shall, if the necessity for the leave is foreseeable, provide the employer with written notice of the need for the leave, unless an emergency or other unforeseen circumstance precludes prior notice. The notice shall be provided to the employer as far in advance as is reasonable and practical under the circumstances.



- d. Nothing contained in the NJ SAFE Act (N.J.S.A. 34:11C-1 et seq.) and Regulation 1581 - Section B. shall be construed to prohibit an employer from requiring that a period of leave provided pursuant to N.J.S.A. 34:11C-3 and Regulation 1581 - Section B. be supported by the employee with documentation of the domestic violence or sexually violent offense which is the basis for the leave.

If the employer requires the documentation, the employee shall be regarded as having provided sufficient documentation if the employee provides one or more of the following:

- (1) A domestic violence restraining order or other documentation of equitable relief issued by a court of competent jurisdiction;
- (2) A letter or other written documentation from the county or municipal prosecutor documenting the domestic violence or sexually violent offense;
- (3) Documentation of the conviction of a person for the domestic violence or sexually violent offense;
- (4) Medical documentation of the domestic violence or sexually violent offense;
- (5) Certification from a certified Domestic Violence Specialist or the director of a designated domestic violence agency or Rape Crisis Center, that the employee or employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, is a victim of domestic violence or a sexually violent offense; or

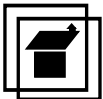




- (6) Other documentation or certification of the domestic violence or sexually violent offense provided by a social worker, member of the clergy, shelter worker, or other professional who has assisted the employee or employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, in dealing with the domestic violence or sexually violent offenses.

For the purpose of N.J.S.A. 34:11C-3.c and Regulation 1581 - Section B.3.d.:

- (1) "Certified Domestic Violence Specialist" means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals;
- (2) "Designated Domestic Violence Agency" means a county-wide organization with a primary purpose to provide services to victims of domestic violence, and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the Division for the express purpose of providing the services.
- (3) "Rape Crisis Center" means an office, institution, or center offering assistance to victims of sexual offenses through crisis intervention, medical and legal information, and follow-up counseling.



- e. An employer shall display conspicuous notice of its employees' rights and obligations pursuant to the provisions of the NJ SAFE Act, in such form and manner as the Commissioner of Labor and Workforce Development shall prescribe, and use other appropriate means to keep its employees so informed.
  
- f. No provision of N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. shall be construed as requiring or permitting an employer to reduce employment benefits provided by the employer or required by a collective bargaining agreement which are in excess of those required by the NJ SAFE Act. Nor shall any provision of N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. be construed to prohibit the negotiation and provision through collective bargaining agreements of leave policies or benefit programs which provide benefits in excess of those required by the NJ SAFE Act. N.J.S.A. 34:11C-3.e and Regulation 1581 – Section B.3.f. shall apply irrespective of the date that a collective bargaining agreement takes effect.

Nothing contained in N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. shall be construed as permitting an employer to:

- (1) Rescind or reduce any employment benefit accrued prior to the date on which the leave taken pursuant to the NJ SAFE Act commenced; or
  
- (2) Rescind or reduce any employment benefit, unless the rescission or reduction of the benefit is based on changes that would have occurred if an employee continued to work without taking the leave provided pursuant to Regulation 1581 – Section B.3.a.



- g. All information provided to an employer pursuant to N.J.S.A. 34:11C-3.c and Regulation 1581 – Section B.3.d. above and any information regarding a leave taken pursuant to N.J.S.A. 34:11C-3.c and any failure of an employee to return to work, shall be retained in the strictest confidentiality, unless the disclosure is voluntarily authorized in writing by the employee or is required by a Federal or State law, rule, or regulation.

4. Certain Actions by Employer Prohibited (N.J.S.A. 34:11C-4)

An employer shall not discharge, harass, or otherwise discriminate, retaliate, or threaten to discharge, harass, or otherwise discriminate or retaliate against an employee with respect to the compensation, terms, conditions, or privileges of employment on the basis that the employee took or requested any leave to which the employee was entitled pursuant to N.J.S.A. 34:11C-3 of the NJ SAFE Act and Regulation 1581 – Section B.3. or on the basis that the employee refused to authorize the release of information deemed confidential pursuant to N.J.S.A. 34:11C-3.f and Regulation 1581 – Section B.3.g.

5. Violations; Penalties (N.J.S.A. 34:11C-5)

- a. Upon a violation of any of the provisions of N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3., or N.J.S.A. 34:11C-4 and Regulation 1581 - Section B.4., an employee or former employee may institute a civil action in the Superior Court for relief. All remedies available in common law tort actions shall be available to a prevailing plaintiff. The Court may also order any or all of the following relief:

- (1) An assessment of a civil fine of not less than \$1,000 and not more than \$2,000 for the first violation of any of the provisions of N.J.S.A. 34:11C-3 or N.J.S.A. 34:11C-4 and not more than \$5,000 for each subsequent violation;



- (2) An injunction to restrain the continued violation of any of the provisions of N.J.S.A. 34:11C-3 or N.J.S.A. 34:11C-4;
  - (3) Reinstatement of the employee to the same position or to a position equivalent to that which the employee held prior to unlawful discharge or retaliatory action;
  - (4) Reinstatement of full fringe benefits and seniority rights;
  - (5) Compensation for any lost wages, benefits, and other remuneration;
  - (6) Payment of reasonable costs and attorney's fees.
- b. An action brought under N.J.S.A. 34:11C-5 shall be commenced within one year of the date of the alleged violation.
- c. A private cause of action provided for in N.J.S.A. 34:11C-5 shall be the sole remedy for a violation of N.J.S.A. 34:11C-1 et seq.

Adopted:



**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

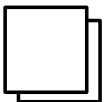
PROGRAM  
2422/page 1 of 4  
Health and Physical Education  
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**2422 HEALTH AND PHYSICAL EDUCATION**

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 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 to 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) 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.**

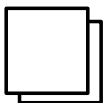


- 18. **Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.**
- 19. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education 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.

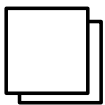
In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early 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 mean 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; 18A:35-5; 18A:35-7; 18A:35-8

Adopted: 18 July 2016  
Revised: 01 April 2019  
Revised:





**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

TEACHING STAFF MEMBERS

3421.13/page 1 of 2

Postnatal Accommodations

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**3421.13 POSTNATAL ACCOMMODATIONS**

The Board of Education recognizes teaching staff members may be returning to work shortly after their child's birth and may need to express breast milk during the workday. The Patient Protection and Affordable Care Act (PPACA) amended Section 7 of the Federal Fair Labor Standards Act (FLSA) for nursing mothers to be permitted reasonable break times and a private location to express breast milk for their nursing child for one year after the child's birth.

Every employee position in the school district is designated as either "non-exempt" or "exempt" by the provisions of the FLSA. Generally, a teaching staff member entitled to overtime pay is designated as "non-exempt." A teaching staff member that performs duties that are executive, administrative, or professional in nature and not entitled to overtime pay is designated "exempt." The school district administration shall refer to the comprehensive definitions of "exempt" and "non-exempt" as outlined in 29 C.F.R. 541 et seq. in determining an employee's designation.

A Board of Education is required to provide reasonable break times to non-exempt teaching staff members to express breast milk for their nursing child. The non-exempt teaching staff member shall coordinate such breaks with their immediate supervisor. The non-exempt teaching staff member will not receive compensation during this break time unless the break time is during a non-exempt teaching staff member's compensated break time.

A Board of Education is not required under the FLSA to provide such breaks to exempt teaching staff members. However, exempt teaching staff members may take such breaks provided the breaks are coordinated with their immediate supervisor. If this break is taken during the exempt teaching staff member's duty free lunch period or duty free break period during the workday, the exempt teaching staff member will not be reduced in compensation.

The Principal or the nursing mother's immediate supervisor, in consultation with the school nurse, will designate a lactation room that is shielded from view and free from intrusion from co-workers and the public. The location must be functional as a space for expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. If the space is not dedicated to



the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.

All exempt and non-exempt teaching staff members are required to sign-out of work to begin the break to express breast milk and shall sign-in when they return to work after the break. The break shall be for a reasonable amount of time. For compensation purposes, the immediate supervisor shall forward all sign-in and sign-out information relative to break times for nursing mothers under the FLSA to the School Business Administrator/Board Secretary.

Fair Labor Standards Act – 29 U.S.C. 201 et seq.  
Patient Protection and Affordable Care Act – P.L. 111-148  
N.J.S.A. 26:4C-1 through 26:4C-3

Adopted:



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

SUPPORT STAFF MEMBERS

4421.13/page 1 of 2

Postnatal Accommodations

## 4421.13 POSTNATAL ACCOMMODATIONS

The Board of Education recognizes support staff members may be returning to work shortly after their child's birth and may need to express breast milk during the workday. The Patient Protection and Affordable Care Act (PPACA) amended Section 7 of the Federal Fair Labor Standards Act (FLSA) for nursing mothers to be permitted reasonable break times and a private location to express breast milk for their nursing child for one year after the child's birth.

Every employee position in the school district is designated as either "non-exempt" or "exempt" by the provisions of the FLSA. Generally, a support staff member entitled to overtime pay is designated as "non-exempt." A support staff member that performs duties that are executive, administrative, or professional in nature and not entitled to overtime pay is designated "exempt." The school district administration shall refer to the comprehensive definitions of "exempt" and "non-exempt" as outlined in 29 C.F.R. 541 et seq. in determining an employee's designation.

A Board of Education is required to provide reasonable break times to non-exempt support staff members to express breast milk for their nursing child. The non-exempt support staff member shall coordinate such breaks with their immediate supervisor. The non-exempt support staff member will not receive compensation during this break time unless the break time is during a non-exempt support staff member's compensated break time.

A Board of Education is not required under the FLSA to provide such breaks to exempt support staff members. However, exempt support staff members may take such breaks provided the breaks are coordinated with their immediate supervisor. If this break is taken during the exempt support staff member's duty free lunch period or duty free break period during the workday, the exempt support staff member will not be reduced in compensation.

The Principal or the nursing mother's immediate supervisor, in consultation with the school nurse, will designate a lactation room that is shielded from view and free from intrusion from co-workers and the public. The location must be functional as a space for expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. If the space is not dedicated to the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.



the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.

All exempt and non-exempt support staff members are required to sign-out of work to begin the break to express breast milk and shall sign-in when they return to work after the break. The break shall be for a reasonable amount of time. For compensation purposes, the immediate supervisor shall forward all sign-in and sign-out information relative to break times for nursing mothers under the FLSA to the School Business Administrator/Board Secretary.

Fair Labor Standards Act – 29 U.S.C. 201 et seq.  
Patient Protection and Affordable Care Act – P.L. 111-148  
N.J.S.A. 26:4C-1 through 26:4C-3

Adopted:



### 5330 ADMINISTRATION OF MEDICATION

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of an illness of any student. However, in order for many students with chronic health conditions and disabilities to remain in school, medication may have to be administered during school hours. Parents are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of students. The Board will permit the administration of medication in school in accordance with applicable law.

Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, the student's parent, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine **and hydrocortisone sodium succinate** in an emergency pursuant to N.J.S.A. 18A:40-12.5 ~~and 12.6, , 12.29, and 12.30.~~

Self-administration of medication by a student for asthma or other potentially life-threatening illness or a life threatening allergic reaction, **or adrenal insufficiency** is permitted in accordance with the provisions of N.J.S.A. 18A:40- 12.3.

~~Medication no longer required must be promptly removed by the parent.~~

The school nurse shall have the primary responsibility for the administration of epinephrine **and hydrocortisone sodium succinate to the student**. However, the ~~certified~~ school nurse may designate, in consultation with the Board or the Superintendent, additional employees of the district who volunteer to be trained in the administration of epinephrine via a pre-filled auto-injector mechanism **and the administration of hydrocortisone sodium succinate** using standardized training protocols established by the **New Jersey Department of Education (NJDOE)** in consultation with the Department of Health ~~and Senior Services~~ when the school nurse is not physically present at the scene.

In accordance with the provisions of N.J.S.A. 18A:40-12.6.d, no school employee, including a school nurse or any other officer or agent of a Board of Education or a physician **or an advanced practice nurse** providing a prescription under a standing protocol for school epinephrine pursuant to N.J.S.A. 18A:40-12.5 **and/or hydrocortisone sodium succinate pursuant to N.J.S.A. 18A:40-12.29**, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.5 **and N.J.S.A. 18A:40-12.29**, nor shall any action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.6.d **and N.J.S.A. 18A:40-12.33**. Good faith shall not include willful misconduct, gross negligence, or recklessness.

The school nurse or designee shall be promptly available on site at the school and at school-sponsored functions in the event of an allergic reaction **or an emergency requiring the administration of hydrocortisone sodium succinate**. In addition, the parent must be informed that the school district, its employees and agents shall have no liability as a result of any injury arising from the administration of epinephrine **or hydrocortisone sodium succinate** to the student

The parent of the student must sign a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism **or the administration of hydrocortisone sodium succinate** to the student. ~~and~~ **In addition**, the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism **or the administration of hydrocortisone sodium succinate** to the student

The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to students for anaphylaxis **and/or the emergency administration of hydrocortisone sodium succinate for adrenal insufficiency** is effective for the school year it is granted and must be renewed for each subsequent school year.

Each school in the district shall have and maintain for the use of students at least one nebulizer in the office of the school nurse or a similar accessible location. Each certified school nurse or other persons authorized to administer asthma medication will receive training in airway management and in the use of nebulizers and inhalers consistent with ~~State Department of Education~~ **NJDOE** regulations. Every student that is authorized to use self-administered asthma medication pursuant to N.J.S.A. 18A:40-12.3 or a nebulizer must have an asthma treatment plan prepared by the student's physician which shall identify, at a minimum, asthma triggers, the treatment plan and other such elements as required by the State Board of Education.

All student medications shall be appropriately maintained and secured by the school nurse, except those medications to be self-administered by students. In those instances the medication may be retained by the student with the prior knowledge of the school nurse. The school nurse may provide the Principal and other teaching staff members concerned with the student's educational progress with such information about the medication and its administration as may be in the student's best educational interests. The school nurse may report to the school physician any student who appears to be affected adversely by the administration of medication and may recommend to the Principal the student's pupil's exclusion pursuant to law.

The school nurse shall document each instance of the administration of medication to a student. Students self-administering medication shall report each incident to a teacher, coach or other individual designated by the school nurse who is supervising the student during the school activity when the student self-administers. These designated individuals shall report such incidents to the school nurse within twenty-four hours of the self-administration of medication. The school nurse shall preserve records and documentation regarding the self-administration of medication in the student's health file.

N.J.S.A. 18A:6-1.1; 18A:40-3.1; 18A:40-6; 18A:40-7; 18A:40-12.3;  
18A:40-12.4; 18A:40-12.5; 18A:40-12.6; 18A:40-12.7;  
18A:40-12.8

N.J.S.A. 45:11-23

N.J.A.C. 6A:16-2.3(b)

Adopted: 7 December 2009

Revised: 2 November 2015

Revised:

R 5330 ADMINISTRATION OF MEDICATION

A. Definitions

1. “Medication” means any prescription drug or over-the-counter medicine or nutritional supplement and includes, but is not limited to, aspirin and cough drops.
2. “Administration” means the taking of any medication by ingestion, injection, or application to any part of the body or the giving of direct physical assistance to the person who is ingesting, injecting, or applying medication.
3. “Self-administration” means carrying and taking medication without the intervention of the school nurse, approved through the school district policy and restricted to students with asthma, other potentially life-threatening illnesses, ~~or~~ life-threatening allergic reaction, **or adrenal insufficiency**.
4. “Life-threatening illness” means an illness or condition that requires an immediate response to specific symptoms or sequelae (an after effect of disease or injury) that if left untreated may lead to potential loss of life, ~~i.e. adrenaline injection in anaphylaxis~~.
5. “A pre-filled auto-injector mechanism containing epinephrine” is a medical device used for the emergency administration of epinephrine to a student for anaphylaxis.
6. “Noncertified ~~school~~ nurse” means a person who holds a current license as a registered professional nurse from the State Board of Nursing and is employed by the district, and who is not certified as a school nurse by the **New Jersey Department of Education (NJDOE)**.
7. “Substitute school nurse” means a person who holds a current license as a registered professional nurse from the State Board of Nursing and who has been issued a county substitute certificate to serve as a substitute for a certified school nurse in accordance with N.J.A.C. 6A:9B-7.6.
8. “School physician” means a physician with a current license to practice medicine or osteopathy from the New Jersey Board of Medical Examiners who works under contract or as an employee of the district. This physician is referred to as the medical inspector in N.J.S.A. 18A:40-4.1.
9. “Advanced practice nurse” means a person who holds **a current certification license** as nurse practitioner/clinical nurse specialist from the State Board of Nursing.



10. “Certified school nurse” means a person who holds a current license as a registered professional nurse from the State Board of Nursing and an Educational Services Certificate with a school nurse endorsement or school nurse/non-instructional from the Department of Education pursuant to N.J.A.C. 6A:9B-14.3 and 14.4.

B. Permission for Administration by a School Nurse or Registered Nurse

1. Permission for the administration of medication in school or at school-related sponsored events functions will be given only when it is necessary for the health and safety of the student.
2. Medication will not be administered to a student who is physically unfit to attend school or has a contagious disease. Any such student should not be permitted to attend school and may be excluded in accordance with Policy 8451.
3. Parent requests for the administration of medication in school must be made in writing and signed by the parent.
4. The parent must submit a certified statement written and signed by the student’s physician. The statement must include:
  - a. The student’s name;
  - b. The name of the medication;
  - c. The purpose of its administration to the student for whom the medication is intended;
  - d. The proper timing and dosage of medication;
  - e. Any possible side effects of the medication;
  - f. The time when the medication will be discontinued;
  - g. A statement that the student is physically fit to attend school and is free of contagious disease; and
  - h. A statement that the student would not be able to attend school if the medication is not administered during school hours.

5. The request for the administration of medication must be made to the ~~Principal~~ **Superintendent or designee** prior to any administration of medication or delivery of the medication to the school. The ~~Principal~~ **Superintendent or designee** may consult with the school nurse and the school physician in making his/her final determination to allow or deny the request.
  - a. An approved request will be signed by the ~~Principal~~ **Superintendent or designee** and given to the school nurse and the student's parent.
  - b. The parent will be informed of ~~the a~~ reason for a denied request; ~~a denied request may be appealed to the Superintendent.~~

C. Administration of Epinephrine to Students

1. **In accordance with N.J.S.A. 18A:40-12.5,** ~~t~~The parent may provide the Superintendent **or designee** authorization for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to a student for anaphylaxis provided:
  - a. The parent provides the Superintendent **or designee** a written authorization for the administration of epinephrine ~~with written orders from the physician or an advanced practice nurse that the student requires the administration of epinephrine for anaphylaxis.;~~
  - b. **The parent of the student provides the Superintendent or designee with written orders from the physician or an advanced practice nurse that the student requires the administration of epinephrine for anaphylaxis;**
  - ~~b. The school nurse has the primary responsibility for the administration of epinephrine. However, the school nurse shall designate, in consultation with the Board or Superintendent, additional employees of the district who volunteer to administer epinephrine via a pre-filled auto-injector mechanism to a student when the school nurse is not physically present at the scene. These volunteers shall be trained using standardized training protocols established by the New Jersey Department of Education in consultation with the Department of Health and Senior Services. The student's parent must consent in writing to the administration of epinephrine via a pre-filled auto-injector mechanism by the designee(s).~~
  - c. The parent ~~must be~~ **is** informed in writing by the Board **of Education** or Superintendent **or designee** that the school district and its employees or agents shall have no liability as a result of any injury to a student arising from the administration of epinephrine via a pre-filled auto-injector mechanism.;

- d. The parent ~~must~~ signs a statement acknowledging their understanding the district shall incur no liability as a result of any injury arising from the administration of epinephrine via a pre-filled auto-injector mechanism to the student and the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of epinephrine via a pre-filled auto-injector mechanism to the student-;
- e. The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism is effective for the school year it is granted and must be renewed for each subsequent school year upon the fulfillment of the requirements as outlined in a. through d. above-;
- f. **The Superintendent or designee requires:**
  - ~~f. (1)~~ **The school nurse shall be responsible for** The placement of the student's prescribed epinephrine **to be** in a secure but unlocked location easily accessible by the school nurse and trained designees to ensure prompt availability in the event of an allergic emergency at school or at a school-**sponsored** function. The location of the epinephrine shall be indicated on the student's emergency care plan. Back-up epinephrine shall also be available at the school if needed-;
  - ~~g. (2)~~ The school nurse or trained designee ~~shall~~ **to** be promptly available on site at the school and school-sponsored functions in the event of an allergic reaction-; **and**
  - ~~h. (3)~~ ~~The school nurse or trained designee shall arrange for~~ **The** transportation of the student to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the student's symptoms appear to have resolved.
- g. **The Superintendent or designee shall also:**
  - ~~i. (1)~~ ~~In accordance with the provisions of N.J.S.A. 18A:40-12.5.f,~~ **Permit** the school nurse or a ~~designated employee~~ trained **designee** to administer epinephrine via a pre-filled auto-injector mechanism ~~is permitted to administer epinephrine via a pre-filled auto-injector mechanism~~ to any student without a known history of anaphylaxis or to any student whose parent has not met the requirements outlined ~~above~~ **in Regulation 5330 – Section C.1.a., b., and d. and has not received the notice required in Regulation 5330 – Section C.1.c.** when the school nurse or trained designee in good faith believes the student is having an anaphylactic reaction-; **and**

- j- (2) **Require e**Each school in the district ~~to will~~ maintain in a secure, but unlocked and easily accessible location, a supply of epinephrine auto-injectors prescribed under a standing order from a licensed physician **or advanced practice nurse**, and ~~that~~ is accessible to the school nurse and trained designees for administration to a student having an anaphylactic reaction.
2. **In accordance with N.J.S.A. 18A:40-12.6, the school nurse shall have the primary responsibility for the administration of the epinephrine. The school nurse shall designate, in consultation with the Board of Education, additional employees of the school district who volunteer to administer epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis when the nurse is not physically present at the scene. In the event that a licensed athletic trainer volunteers to administer epinephrine, it shall not constitute a violation of the “Athletic Training Licensure Act,” P.L.1984, c.203 (C.45:9-37.35 et seq.).**
- a. **The school nurse shall determine that:**
- (1) **The designees have been properly trained in the administration of the epinephrine via a pre-filled auto-injector mechanism using standardized training protocols established by the NJDOE in consultation with the Department of Health;**
  - (2) **The parent of the student consented in writing to the administration of the epinephrine via a pre-filled auto-injector mechanism by the designees;**
  - (3) **The Board or Superintendent or designee has informed the parent of the student in writing that the district and its employees or agents shall have no liability as a result of any injury arising from the administration of the epinephrine to the student;**
  - (4) **The parent of the student signed a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism to the student and the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism to the student; and**

- (5) The permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements in subsections 2.a.(1) through 2.a.(4) above.
3. The NJDOE, in consultation with the Department of Health, shall require trained designees for students enrolled in a school who may require the emergency administration of epinephrine for anaphylaxis when the school nurse is not available.
4. Nothing in N.J.S.A. 18A:40-12.6 and Regulation 5330 – Section C. shall be construed to prohibit the emergency administration of epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis by the school nurse or other employees designated pursuant to N.J.S.A. 18A:40-12.3(a)(1) when the student is authorized to self-administer epinephrine pursuant to N.J.S.A. 18A:40-12.3, or when there is a coexisting diagnosis of asthma, or when a prescription is received from a licensed health care professional for epinephrine coupled with another form of medication, or when the epinephrine is administered pursuant to N.J.S.A. 18A:40-12.5.f.
5. The certified school nurse, in consultation with the Superintendent or designee, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building as deemed necessary by the nursing services plan, in accordance with N.J.S.A. 18A:40-12.6c(b).
6. No school employee, including a school nurse, or any other officer or agent of a Board of Education, or a physician or an advanced practice nurse providing a prescription under a standing protocol for school epinephrine pursuant to N.J.S.A. 18A:40-12.5.f and Regulation 5330 – Section C.1.g., shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.5 et seq., nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.6. Good faith shall not include willful misconduct, gross negligence, or recklessness.

**D. Administration of Hydrocortisone Sodium Succinate to Students**

- 1. In accordance with the provisions of N.J.S.A. 18A:40-12.29, the Board will permit the emergency administration of hydrocortisone sodium succinate through appropriate delivery devices and equipment to a student for adrenal insufficiency provided that:**
  - a. The parent of the student provides the Superintendent or designee a written authorization for the administration of hydrocortisone sodium succinate;**
  - b. The parent of the student provides the Superintendent or designee written orders from the physician or an advanced practice nurse that the student requires the administration of hydrocortisone sodium succinate for adrenal insufficiency;**
  - c. The Superintendent or designee informs the parent of the student in writing that the school district and its employees or agents shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate;**
  - d. The parent of the student signs a statement acknowledging their understanding that the district shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student and that the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of hydrocortisone sodium succinate to the student; and**
  - e. The permission for the administration of hydrocortisone sodium succinate is effective for the school year for which it is granted and must be renewed for each subsequent school year upon the fulfillment of the requirements as outlined in a. through d. above.**
  
- 2. In accordance with the provisions of N.J.S.A. 18A:40-12.29.b:**
  - a. The placement of the student's prescribed hydrocortisone sodium succinate shall be in a secure, but unlocked location easily accessible by the school nurse and trained designees to ensure prompt availability in the event of emergency situations at school or at a school-sponsored function. The location of the prescribed hydrocortisone sodium succinate shall be indicated on the student's emergency care plan.**

**Back-up hydrocortisone sodium succinate, provided by the student's parent, shall also be available at the school if needed;**

- b. The school nurse or trained designee shall be promptly available on site at the school and school-sponsored functions in the event of an emergency; and**
  - c. The student shall be transported to a hospital emergency room by emergency services personnel after the administration of hydrocortisone sodium succinate, even if the student's symptoms appear to have resolved.**
- 3. In accordance with N.J.S.A. 18A:40-12.30, the school nurse has the primary responsibility for the administration of hydrocortisone sodium succinate.**

**The school nurse shall designate, in consultation with the Superintendent or designee, additional employees of the school district who volunteer to administer hydrocortisone sodium succinate to a student when the school nurse is not physically present at the scene.**

**In the event that a licensed athletic trainer volunteers to administer hydrocortisone sodium succinate, it shall not constitute a violation of the "Athletic Training Licensure Act" - N.J.S.A. 45:9-37.35 et seq.**

**The school nurse shall determine that:**

- a. The designees have been properly trained in the administration of hydrocortisone sodium succinate using standardized training protocols established by the NJDOE in consultation with the Department of Health;**
- b. The parent of the student consented in writing to the administration of hydrocortisone sodium succinate by the designee(s);**
- c. The Superintendent or designee has informed the parent of the student in writing that the district and its employees or agents shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student;**
- d. The parent of the student signed a statement acknowledging their understanding that the district shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student and that the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of hydrocortisone sodium succinate to the student; and**

**The permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements in N.J.S.A. 18A:40-12.30 and D.3.a through d above.**

- 4. Nothing in N.J.S.A. 18A:40-12.30 and D.3. above shall be construed to prohibit the emergency administration of hydrocortisone sodium succinate to a student for adrenal insufficiency by the school nurse or other employees designated pursuant to N.J.S.A. 18A:40-12.30 and D.3. above when the student is authorized to self-administer hydrocortisone sodium succinate pursuant to N.J.S.A. 18A:40-12.3.**
- 5. The certified school nurse, in consultation with the Superintendent or designee, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building as deemed necessary by the nursing services plan, in accordance with N.J.S.A. 18A:40-12.32(b).**
- 6. No school employee, including a school nurse, or any other officer or agent of a Board of Education shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.29 et al., nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.30. Good faith shall not include willful misconduct, gross negligence, or recklessness, in accordance with N.J.S.A. 18A:40-12.33.**

**DE. Permission for Self-Administration of Medication**

**In accordance with N.J.S.A. 18A:40-12.3, the Board shall permit the ~~Permission for~~ self-administration of medication ~~of~~ **by** a student ~~with~~ **for** asthma, ~~or~~ other potentially life-threatening illnesses, ~~or~~ a life-threatening allergic reaction, ~~or~~ **adrenal insufficiency** ~~may~~ be granted under the following conditions **provided that:****

- 1. The ~~p~~Parent of the student ~~must~~ provides the Board ~~or Superintendent or designee~~ written authorization for the self-administration of medication;**



2. The parent of the student ~~must also~~ provides the Board **or Superintendent or designee** with a signed written certification from the physician of the student that the student has asthma or another potentially life threatening illness, ~~or~~ is subject to a life-threatening allergic reaction, **or has adrenal insufficiency** and is capable of, and has been instructed in, the proper method of self-administration of medication. The written certification must include:
  - a. The student's name;
  - b. The name of the medication;
  - c. The purpose of its administration to the student for whom the medication is intended;
  - d. The proper timing and dosage of medication;
  - e. Any possible side effects of the medication;
  - f. The time when the medication will be discontinued, **if applicable**;
  - g. A statement that the student is physically fit to attend school and is free of contagious disease; and
  - h. A statement the medication must be administered during the school day or the student would not be able to attend school.
3. **The Board or the Superintendent or designee informs the parent of the student in writing that the district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student;**
34. The parent of the student ~~have signed~~ a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parent shall indemnify and hold harmless the school district, the Board, and its employees or agents against any claims arising out of the self-administration of medication by the student;
45. The parent's written authorization and the physician's written certification ~~shall be~~ **is** reviewed by the Principal or designee with the school nurse and the school physician. The school nurse and the school physician must agree the student is capable of self-administration of the medication. If it is determined the student may self-administer medication in accordance with the request:
  - a. The request will be signed by the Principal and given to the school nurse and the student's parent;

- b. The parent will be informed of ~~the a~~ reason for a denied request; ~~a denied request may be appealed to the Superintendent.~~
- 56. Permission to self-administer one medication shall not be construed as permission to self-administer other medication; and
- 67. Permission shall be effective on the school year for which it is granted and shall be renewed for each subsequent school year upon fulfillment of the requirements in E.1. through E.46. above.

~~E~~F. Custodianship of Medication

- 1. Medications to be administered by the school nurse or a registered nurse:
  - a. All medications must be delivered to the school by the parent.
  - b. All medications must be in the original container, with the prescription information affixed.
  - c. The school nurse shall be custodian of students' medication, which will be properly secured.
  - d. Any unused medication must be picked up by the student's parent.
  - e. After reasonable efforts to have the parent retrieve the medication have failed, any unused medication that remains in the school at the end of the school year or two school weeks after the student stops taking the medication, whichever first occurs, must be destroyed or discarded by the school nurse, in accordance with proper medical controls.
- 2. Medications to be self-administered by a student:
  - a. Time being of the essence in cases of asthma, **or** other potentially life threatening illnesses, or a life-threatening allergic reaction, **or adrenal insufficiency**, all medications to be self-administered by a student must be kept in the student's possession.
  - b. No student may possess medication for self-administration unless the proper permission has been granted by the Principal **or designee** and a record of the medication is on file in the office of the school nurse.
  - c. Students who are permitted to self-administer medications must secure their medication in such a manner that the medication will not be available to other students. The medication must be in a sealed container and clearly

labeled with the medication name, dosage, and ordering physician. The medication, if ingested by someone other than the student, shall not cause severe illness or death.

- d. Students who are permitted to self-administer medications shall only have in their possession the quantity of medication necessary for the time period of the student's school day.
- e. Notwithstanding any other law or regulation, a student who is permitted to self-administer medication in accordance with the provisions of N.J.S.A. 18A:40-12.3 shall be permitted to carry an inhaler or prescribed medication for allergic reactions, including a pre-filled auto-injector mechanism, **or prescribed medication for adrenal insufficiency**, at all times, provided the student does not endanger himself/herself or other persons through misuse.

**FG.** Administration of Medication

- 1. No medication shall be administered to or taken by a student in school or at a school-sponsored ~~event~~ **function** except as permitted by Board ~~P~~**policy 5330** and this ~~R~~**regulation**.
- 2. Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 ~~and 12.4~~, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and 12.6 **and to administer hydrocortisone sodium succinate in an emergency pursuant to N.J.S.A. 18A:40-12.29 and 12.30.**
- 3. When practicable, self-administration of medication should be observed by the school nurse.
- 4. Students self-administering medication shall report each administration of medication and any side effects to a teacher, coach, or the individual in charge of the student during school activities. Such individuals shall report all administrations and any side effects reported or observed to the school nurse within twenty-four hours.
- 5. When a student attends a school-sponsored ~~event~~ **function** at which medication may be required (such as an outdoor field trip or athletic competition) and the school nurse cannot be in attendance, the student's parent will be invited to attend. If neither the school nurse nor the parent can attend and the student does not have

permission to self-administer medication and there is a risk that the student may suffer injury from lack of medication, the student may be excused from the ~~event~~ **function**.

#### **GH.** Emergencies

1. Any medical emergency requiring medication of students will be handled in accordance with Policy 8441 and implementing regulations on first aid and, as appropriate, the school physician's standing orders for school nurses. Arrangements will be made to transport a student to a hospital emergency room after the administration of epinephrine in accordance with N.J.S.A. 18A:40-12.5.e.(3) **and after the administration of hydrocortisone sodium succinate in accordance with N.J.S.A. 18A:40-12.29.b.(3).**
- ~~2. Nothing in N.J.S.A. 18A:40-12.6 prohibits the emergency administration of epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis by the school nurse or other trained designated employees pursuant to N.J.S.A. 18A:40-12.6 when the student is authorized to self-administer epinephrine pursuant to N.J.S.A. 18A:40-12.3, or when there is a coexisting diagnosis of asthma, or when a prescription is received from a licensed health care professional for epinephrine coupled with another form of medicine, or when the epinephrine is administered pursuant to N.J.A.C. 18A:40-12.5.~~

#### **HI.** Records

The school nurse shall include the following in a student's health record:

1. The approved written request for the administration or self-administration of medication;
2. A record of each instance of the administration of the medication by the school nurse or a registered nurse;
3. A record of reports by teachers, coaches, and other individuals in charge of school activities who report student self-administration of medication;
4. Any side effects that resulted from the administration of medication; and

5. Whether the supply of medication provided in cases where the medication is to be administered by the school nurse or a registered nurse was exhausted or the parent removed the medication or, if the parent failed to remove the medication, the medication was destroyed and the date on which that occurred.

**II.** Notification

1. The school nurse may provide the Principal and other teaching staff members concerned with the student's educational progress with information about the medication and administration when such release of information is in the student's best educational interest.
2. The school nurse will provide teachers, coaches, and other individuals in charge of school activities with a list of students who have been given permission to self-administer medication.
3. The school nurse will inform the student's parent of any difficulty in the administration of medication or any side effects.
4. The school nurse will report to the school physician any student who appears to be adversely affected by the medication.

Adopted: 7 December 2009  
Revised: 2 November 2015  
Revised: 10 October 2016  
Revised:

## POLICY

# RIDGEWOOD BOARD OF EDUCATION

PROPERTY

7243/page 1 of 2

Supervision of Construction

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## 7243 SUPERVISION OF CONSTRUCTION

The Board of Education directs that the School Business Administrator/Board Secretary or designee be responsible for the supervision of all building construction in this **school** district. Supervision shall include field inspection of the **construction** contractor's operations, administrative review of the activities of the architect relating to the construction, and any other construction matters relating to the interests of the school district.

The School Business Administrator/Board Secretary and Superintendent **or designee** shall report periodically to the Board **on the progress of** that by his/her personal knowledge the work of the construction contractor(s) ~~and the architect is being performed in accordance with the plans, specifications, and contracts approved by the Board.~~

**The Board shall not employ for pay or contract for the paid services of any person serving in a position which involves regular contact with students unless the Board has first determined, consistent with the requirements and standards of N.J.S.A. 18A:6-7.1 et seq., that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.**

**The Superintendent shall direct the School Business Administrator/Board Secretary or designee to act as liaison to all construction contractors for school facility and construction projects to obtain a list of the individuals who will have regular contact with students and will be employed by or working for the contractor on a school district project that will be undergoing a criminal history record check pursuant to the requirements of N.J.S.A. 18A:6-7.1 et seq. The liaison shall provide the list of those contracted employees to the Superintendent or designee and the Human Resources Director. The Superintendent or designee and the Human Resources Director who receive any adverse action correspondence from the New Jersey Department of Education (NJDOE) related to the criminal history record check process shall review the contracted company list in order to determine if the subject of that correspondence is either a school employee or an employee of any contract service provider and take**



**appropriate action. No employee of a contracted service provider shall commence work at a school facility without having first obtained an approval for employment from the NJDOE. Approvals for employment of these contracted employees shall be maintained with the liaison and copies forwarded to the Superintendent's office.**

A change order involving additional cost will be submitted by ~~the architect~~ **to the for Board** for review **and approval.**

**A change order not involving monetary considerations may be acted upon solely by the Superintendent and Business Administrator and reported to the Board.**

Upon completion of a building project and a final inspection of all its aspects by the architect, contractors, and school officials, a recommendation for acceptance shall be made to the Board by the ~~architect~~ **Business Administrator or designee.**

N.J.S.A. 18A:18A-16; 18A:18A-43; 18A:18A-44

Adopted: 7 December 2009

Revised:



# POLICY

## RIDGEWOOD BOARD OF EDUCATION

OPERATIONS  
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School Year

### 8210 SCHOOL YEAR

The Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the **school** district.

The Board shall determine annually the days when the schools will be in session. Unless the Board exercises its right to alter the calendar for any particular calendar year, such school calendar shall consist of no fewer than the maximum number of instructional and staff attendance days contained in the negotiated agreements.

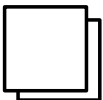
**A half-day class or shortened school day shall be considered the equivalent of a full day only if school is in session for four or more hours, exclusive of recess periods or lunch periods.**

The **Superintendent shall in consultation with the** Calendar Committee ~~shall~~ propose the school calendar for Board consideration. The Board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district; **the number of school closings during the school year extend the school year past a reasonable closing date in June; there is an extended school closing during the school year due to an unforeseen circumstance; and/or due to any reason deemed in the best interest of the student.**

The Board shall adopt annually a list of religious holidays which shall consist as a minimum of those holidays designated by the Commissioner of Education.

N.J.S.A. 18A:25-3; 18A:36-2; 18A:36-16  
N.J.A.C. 6A:32-8..3

Adopted: 7 December 2009  
Revised:





# POLICY

## RIDGEWOOD BOARD OF EDUCATION

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School Day

### 8220 SCHOOL DAY

The Board of Education shall **annually approve** ~~determine~~ the times that school will be in session, ~~for the purpose of providing adequate time for pupils to profit from the educational program of the district~~ **including the starting and ending time of a shortened day. A school day shall be in accordance with N.J.A.C. 6A:32-8.3.**

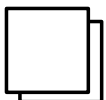
The schools of the district will be in session for pupils on those days ~~specified~~ **and times recommended by the Superintendent and annually approved** by the Board. ~~as recommended by the Superintendent.~~

The Superintendent may close ~~the~~ schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of pupils and staff members **or other good cause. A shortened school day, whether it is planned or emergent (as in the case of inclement weather), must meet certain requirements in order to count toward the one hundred eighty day requirement of N.J.S.A. 18A:7F-9.**

The Superintendent shall inform the Board President of any such alteration as soon as possible and shall prepare rules for the proper and timely notification of concerned persons in the event of any **delayed opening or** emergency school closing. ~~of the schools.~~

N.J.A.C. ~~6:20-1.3; 6:21-2.5~~ **6A:32-8.3**

Adopted: 7 December 2009  
Revised:



# REGULATION

## RIDGEWOOD BOARD OF EDUCATION

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School Closings

### R 8220 SCHOOL CLOSINGS

The following procedures will govern the unscheduled closing of school for the entire school day, the delayed opening of school, and the early closing of school. No single set of rules can anticipate the problems that may be encountered when schools must be closed, and Building Principals may be required to exercise independent judgment in individual circumstances. Any consequent deviation from these rules ~~should~~ **shall be reported approved promptly to** by the Superintendent.

#### A. Notification Provisions

1. The district's alert system, Swift Reach (reverse 911), will inform parent(s) or legal guardian(s) of the emergency closings.

A message will be placed on the Central office line at (201) 670-2600\* and on the Superintendent's line at (201) 670-2700\*\*.

\*(201) 670-2600: Emergency Closing message can only be accessed until 7:55 a.m.

\*\* (201) 670-2700: Emergency Closing message will remain in effect throughout the day.

Emergency closing information can also be obtained from the following:

TV Channel 12 – News 12 New Jersey

Web sites [www.ridgewood.k12.nj.us](http://www.ridgewood.k12.nj.us) and [www.News12.com](http://www.News12.com)

2. The district's alert system, ~~Swift Reach~~ School Messenger (Skylert), (~~reverse 911~~), will inform parent(s) or legal guardian(s) of the early dismissal. Teachers will refer to the School Dismissal Form, completed by parent(s) or legal guardian(s), to determine each parent's or legal guardian's wishes as indicated on the form.
3. The Principal of each school building shall prepare an emergency call chain for the prompt notification of all teaching staff members and support staff members who regularly report to that school.
  - a. The staff call chain will be reviewed and updated annually. Each staff member is responsible for supplying the telephone number at which he/she can be reached for notification of the closing or delayed opening of school.



- b. A copy of the complete staff call chain will be maintained by the Principal and will be kept as a confidential document.
    - c. Portions of the staff call chain will be released to staff members as necessary for the integrity and efficient operation of the call chain process.
  4. The Superintendent's office will prepare and administer a staff call chain for central office employees.
  5. Each staff call chain should be so organized as to ensure that the first called are those staff members who live farthest from the school, office, or facility to which they regularly report.
- B. All Day Closing
  1. The decision to close schools for the day will be made in accordance with Policy No. 8220. As soon as the decision is made, the Superintendent will promptly provide notification (see paragraph A1).
    - a. All Building Principals,
    - b. The Transportation Coordinator,
    - c. Board President,
    - d. Private schools to which transportation is provided for district children, and
    - e. Ridgewood Police Department.
  2. Each Building Principal and other person responsible for a call chain will promptly institute the process of notifying staff members of the closing by means of the staff call chain. Every effort should be made to notify staff members as soon as practicable.
  3. In the event a staff member cannot be reached by telephone, the caller will report that fact to the Building Principal or other person responsible for the call chain.
  4. Unless the Superintendent determines otherwise, school office personnel and custodial personnel are expected to report for work on an emergency closed day. It is the intention of this rule that all school offices be uniformly closed or open on a day when the schools are closed for emergency.



## C. Delayed Opening

1. When circumstances are such as to require the late opening of school, the school day will ordinarily be delayed by two hours. All beginning schedules will be in effect, modified only by the two hour delay.
2. The decision to delay the opening of school will be made as soon as practicable. Notice of the delayed opening will be given in accordance with B.
3. Unless the Superintendent determines otherwise, school office personnel and custodial personnel are expected to report to work on time.
4. If weather conditions ~~deteriorate~~ **change** after a delayed opening has been announced, the Superintendent may decide to close schools for the day. This decision will be made as soon as practicable. Notice of the closing of schools for the day will be given in accordance with B.
5. The Principal of each school will modify the school's schedule to accommodate the shorter day. Morning schedules may be canceled. After-school and athletic events may be canceled.
6. Lunch will be served as usual, but may be delayed.

## D. Early Dismissal

1. ~~A~~ **The decision by the Superintendent or designee** to close school early will be promptly relayed to:
  - a. Building Principals in the affected schools,
  - b. The Transportation Coordinator,
  - c. Other individuals or offices to be notified,
  - d. Private schools to which transportation is provided for district children, and
  - e. Ridgewood Police Department.
2. Building Principals in the affected schools will promptly notify all **school** staff members of the early closing, using appropriate building procedures.



3. The district's alert system, ~~Swift Reach (reverse 911)~~ Skyward (School Messenger) will inform parent(s) or legal guardian(s) of early dismissal.
4. Buses may be loaded as soon as they arrive at the school and may depart as soon as all pupils assigned to the bus have boarded.
5. A parent(s) or legal guardian(s) may come to the school and sign out his/her child at any time after the decision to close early has been made. Any removal of a child must be in strict accordance with Policy No. 5230 regarding the person(s) to whom a child may be released.
6. The Principal will designate a safe and secure location in the school building to which may be assigned pupils whose parent or temporary caretaker could not be reached by telephone or other means **or the student was unable to be released from school early for good reason.**
  - a. A teaching staff member will be assigned to supervise the pupils who remain in the school.
  - b. ~~Pupils who have remained in the school will be released at the time school regularly closes, by whatever means of transportation they would have taken were the school not closed early.~~
  - c. ~~The Principal may arrange for a late bus or transportation by private vehicle for pupils retained at the school.~~

## E. Emergency Minimum Day

The Emergency Minimum Day option is intended for emergency conditions that are known or anticipated before the start of school, and are expected to occur or worsen during the afternoon hours.

Emergency Minimum Days will be announced in the same manner as procedures for closing of schools, delayed openings, and early dismissals.

On Emergency Minimum Days pupils will attend school as follows:

Kindergarten (AM)	8:45 a.m.- <del>11:20 a.m</del> <b>12:45p.m.</b>
Grades 1 – 5	8:45 a.m. – 12:45 p.m.
Grades 6 – 8	<del>8:050</del> a.m. – 12:15 p.m.
Grades 9 – 12	<del>7:475</del> a.m. – 12: <del>06</del> <b>10</b> p.m.



# REGULATION

## RIDGEWOOD BOARD OF EDUCATION

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School Closings

~~Unlike Early dismissal where parent(s) or legal guardian(s) may request (via the Emergency Card) to have their child kept at school until the regular dismissal, when an Emergency Minimum Day is called all children will be dismissed at the times noted above.~~

Cafeterias will not operate and lunches will not be provided on Emergency Minimum Days. Elementary pupils may bring snacks in keeping with their school's snack policy.

Bus companies will be notified when Emergency Minimum Days are called.

Issued: 7 December 2009



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

OPERATIONS

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Reporting Potentially Missing  
or Abused Children

M

## 8462 REPORTING POTENTIALLY MISSING OR ABUSED CHILDREN

The Board of Education recognizes early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board of Education adopts this Policy pursuant to the requirements of N.J.S.A. 18a:36-2 and 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-24 and 18A:36-25 et seq., N.J.A.C. 6A:16-11.1, and N.J.S.A. 9:6-8.10, **and N.J.A.C. 6A:22-4.1(d)**.

Employees, volunteers, or interns working in the school district shall immediately notify designated child welfare authorities of incidents of alleged missing, abused, and/or neglected children. Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New Jersey State Central Registry (SCR) at 1-877 NJ ABUSE or to any other telephone number designated by the appropriate child welfare authorities. If the child is in immediate danger, a call shall be placed to 911 as well as to the SCR.

**The school district shall prominently display information about the Department of Children and Families' State Central Registry, a toll-free hotline for reporting child abuse, in each school of the district. The information shall give instructions to call 911 for emergencies and shall include directions for accessing the Department of Children and Families' website or social media platforms for more information on reporting abuse, neglect, and exploitation.**

**The information shall be in a format and language that is clear, simple, and understandable. The information shall be on a poster and displayed at each school in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students, pursuant to N.J.S.A. 18A:33.28.**



The person having reason to believe that a child may be missing or may have been abused or neglected may inform the Principal or other designated school official(s) prior to notifying designated child welfare authorities if the action will not delay immediate notification. The person notifying designated child welfare authorities shall inform the Principal or other designated school official(s) of the notification, if such had not occurred prior to the notification. Notice to the Principal or other designated school official(s) need not be given when the person believes that such notice would likely endanger the reporter or student involved or when the person believes that such disclosure would likely result in retaliation against the student or in discrimination against the reporter with respect to his or her employment.

The Principal or other designated school official(s) upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school district. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School district officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children in accordance with the provisions of N.J.A.C. 6A:16-11.1(a)5.

The district designates the Director of Special Programs as the school district's liaison to designated child welfare authorities to act as the primary contact person between the school district and child welfare authorities with regard to general information sharing and the development of mutual training and other cooperative efforts. The district designates the Superintendent or designee as the school district's liaison to law enforcement authorities to act as the primary contact person between the school district and law enforcement authorities, pursuant to N.J.A.C. 6A:16-6.2(b)1, consistent with the Memorandum of Agreement, pursuant to N.J.A.C. 6A:16-6.2(b)13.

An employee, volunteer, or intern working in the school district who has been named as a suspect in a notification to child welfare and law enforcement authorities regarding a missing, abused, or neglected child situation shall be entitled to due process rights, including those rights defined in N.J.A.C. 6A:16-11.1(a)9.





The Superintendent or designee shall provide training to school district employees, volunteers, or interns on the district's policy and procedures for reporting allegations of missing, abused, or neglected child situations. All new school district employees, volunteers, or interns working in the district shall receive the required information and training as part of their orientation.

There shall be no reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potentially missing, abused, or neglected child situation pursuant to N.J.S.A. 9:6-8.13.

N.J.S.A. **18A:33-28**; 18A:36-24; 18A:36-25 et seq.  
N.J.A.C. 6A:16-11.1

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 18 July 2016  
Revised: 27 August 2018  
Revised:



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

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Religion in the Schools

~~The Board believes that an understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum may be developed to include, as appropriate to the various ages and attainments of the pupils, instruction about the religions of the world~~

~~The Board also acknowledges the degree to which a religious consciousness has enriched the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the schools of this district frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may, therefore, be religious in nature shall not, by itself, bar their use by the district. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.~~

~~The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the thorough and efficient education of the children of this district, not for its conformity to religious principles. Pupils should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.~~

**Any issues regarding religion in the schools and the provisions of this Policy shall be referred to the Superintendent of Schools who may consult with the Board Attorney.**

U.S. Consti. Amend. 1

U.S. Department of Education - Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools – February 7, 2003

N.J. Consti. (1947) Art. 1, para. 4

N.J.S.A. 18A:35-4.6 et seq.; 18A:36-16

Adopted: 7 December 2009

Revised:



# RIDGEWOOD BOARD OF EDUCATION

## POLICY

PROGRAM

2431.3/page 1 of 2

Ridgewood High School

Heat Acclimatization

### Heat Participation Policy for Student-Athlete Safety

2431.3 ~~RIDGEWOOD HIGH SCHOOL PRACTICE AND PRE SEASON HEAT ACCLIMATIZATION FOR SCHOOL SPONSORED ATHLETICS AND EXTRA CURRICULAR ACTIVITIES~~ HEAT PARTICATIPATION POLICY FOR STUDENT-ATHLETE SAFETY

The goal of the Ridgewood High School Heat Acclimatization Policy is to insure the safety of our student-athletes while enhancing exercise heat tolerance and the ability to exercise safely and effectively in warm to hot conditions. This policy includes practice guidelines and a system of evaluating individual student-athlete's hydration levels. All Ridgewood student athletes will receive an educational presentation on proper hydration and heat illness.

Therefore, the Board of Education requires the implementation of the practice and pre-season heat acclimation procedures as recommended by the New Jersey State Interscholastic Athletic Association (NJSIAA) for students participating in all school-sponsored athletic programs and extra-curricular activities during warm weather months. The Superintendent of Schools or designee shall ensure the implementation of the Practice and Pre-Season Heat-Acclimation Procedures.

#### Practice Guidelines:

For all sports, on days one and two, athletes may not participate in more than three total hours of practice. Warm-up, stretching, cool-down activities, and strength/speed training are included as part of the three hour practice time. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.

For football, on day one, helmets are the only protective equipment permitted. On day two, helmets and shoulder pads are allowed to be worn.

For all sports, on days three and four, athletes may not participate in more than 3.5 hours of practice and no practice can exceed three hours. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.

For football, full equipment may be worn.

For all sports, any day in which athletes participate in more than three hours of practice must be followed by a day in which athletes participate in no more than 3 hours of practice.

For all sports, beginning with day five, athletes may not participate in more than four hours of practice and no practice can exceed three hours. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.



For all sports, after six consecutive practices, athletes are required to have one complete day of rest (no conditioning, walk-throughs, or practice).

Because the risk of exertional heat illnesses during the preseason is high, the athletic trainer must be on site before, during, and after all practices.

### Wet Bulb Globe Temperature Guidelines:

The Wet Bulb Globe Temperature (WBGT) is a composite temperature used to estimate the effect of temperature, humidity, and solar radiation. The athletic trainer will use a digital psychrometer to measure the wet bulb globe temperature 10-15 minutes before practice. The athletic trainer will inform all coaches of any necessary accommodations.

<i>Level</i>	<i>WBGT</i>	<i>Risk</i>	<i>Fluid</i>	<i>Accommodations</i>
Green	< 73°	Moderate	Every 15-20 mins	None
Yellow	73°-82°	High	Every 15-20 mins	Use caution
Red	82°-90°	Very High	Every 15 mins	Reduce intensity Modify practice Remove protective equipment for non-contact drills
Black	> 90°	Extreme	Rehydrate 24 oz per pound of wt loss	No outdoor practice

### Hydration Guidelines:

All athletes will weigh in, before and after each practice. Weight charts will be monitored daily by the coach and the athletic trainer. Athletes with weight loss greater than 3% will be held from practice until they have adequately replaced their weight.

Water will be available to athletes throughout all practices. All athletes will be instructed to replenish fluids every 15 -20 minutes.

### **N.J.S.A.18A:11-3.10**

### **New Jersey State Interscholastic Athletic Association Heat Participation Policy and Pre-Season Heat Acclimatization Policy**

Adopted: 26 September 2011

Revised: 01 April 2019

Revised:



2622 STUDENT ASSESSMENT

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 he or she deems appropriate. The Commissioner shall report to the State Board of Education the results of such assessments.

The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLs). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLs at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLs.

State assessments provide parents with important information about their child's progress; detailed 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 can be assessed and may be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly as a student progresses to successive school levels.

Pursuant to N.J.A.C. 6A:8-4.1(b) and (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. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessments System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.



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 districts 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.

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. ~~However,~~ 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 (30) 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.

## 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, 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 his 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.
- b. By August 1 preceding the new school year, all nonresident staff members will be billed by

## Eligibility of Resident/Nonresident Students

the Business Office at the rates established at the annual reorganization meeting. 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).

## 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** ~~will~~ 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

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Revised:



**R 5111 ELIGIBILITY OF RESIDENT/NONRESIDENT PUPILS**

**A. Definitions**

1. “Affidavit student” means a student attending, or seeking to attend, school in a district pursuant to N.J.S.A. 18A:38-1. and N.J.A.C. 6A:22-3.2(a).
2. “Appeal” means contested case proceedings before the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.
3. “Applicant” means a parent, guardian, or a resident supporting an affidavit student who seeks to enroll a student in a school district; or an unaccompanied homeless youth or adult student who seeks to enroll in a school district.
4. “Commissioner” means the Commissioner of Education or his/her designee.
5. “Guardian” means a person to whom the court or competent jurisdiction has awarded guardianship or custody of a child, provided that a residential custody order shall entitle a child to attend school in the residential custodian’s school district unless it can be proven that the child does not actually live with the custodian. “Guardian” also means the Department of Children and Families for purposes of N.J.S.A. 18A:38-1.

**B. Eligibility to Attend School – Students Domiciled in the District**

1. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district if the student is domiciled within the district:
  - a. A student is domiciled in the school district when he or she is living with a parent or guardian whose domicile is located within the school district.





- (1) When a student's parents or guardians are domiciled within different school districts and there is no court order or written agreement between the parents designating the school district of attendance, the student's domicile is the school district of the parent or guardian with whom the student lives for the majority of the school year. This provision shall apply regardless of which parent has legal custody.
- (2) When a student's physical custody is shared on an equal-time, alternating week/month or other similar basis so the student is not living with one parent or guardian for a majority of the school year and there is no court order or written agreement between the parents designating the school district of attendance, the student's domicile is the present domicile of the parent or guardian with whom the student resided on the last school day prior to October 16 preceding the application date.
  - (a) When a student resided with both parents or guardians, or with neither parent or guardian, on the last school day prior to the preceding October 16, the student's domicile is the domicile of the parent or guardian with whom the parents or guardians indicate the student will be residing on the last school day prior to the ensuing October 16. When the parents or guardians do not designate or cannot agree upon the student's likely residence as of that date, or if on that date the student is not residing with the parent or guardian previously indicated, the student shall attend school in the school district of domicile of the parent or guardian with whom the student actually lives as of the last school day prior to October 16.
  - (b) When the domicile of the student with disabilities as defined in N.J.A.C. 6A:14 cannot be determined pursuant to N.J.A.C. 6A:22-3.1, nothing shall preclude an equitable determination of shared responsibility for the cost of such student's out-of-district placement.
- (3) When a student is living with a person other than a parent or guardian, nothing in N.J.A.C. 6A:22-3.1 is intended to limit the student's right to attend school in the parent or guardian's school district of domicile pursuant to the provisions of N.J.A.C. 6A:22.



- (4) No school district shall be required to provide transportation for a student residing outside the school district for all or part of the school year unless transportation is based upon the home of the parent or guardian domiciled within the school district or otherwise required by law.
  
  - b. A student is domiciled in the school district when he or she has reached the age of eighteen or is emancipated from the care and custody of a parent or guardian and has established a domicile within the school district.
  
  - c. A student is domiciled in the school district when the student has come from outside the State and is living with a person domiciled in the school district who will be applying for guardianship of the student upon expiration of the six-month "waiting period" of State residency required pursuant to N.J.S.A. 2A:34-54 ("home state" definition) and 2A:34-65.a(1). However, a student may later be subject to removal proceedings if application for guardianship is not made within a reasonable period of time following expiration of the mandatory waiting period or if guardianship is applied for and denied.
  
  - d. A student is domiciled in the school district when his or her parent or guardian resides within the school district on an all-year-round basis for one year or more, notwithstanding the existence of a domicile elsewhere.
  
  - e. A student is domiciled in the school district if the Department of Children and Families is acting as the student's guardian and has placed the student in the school district.
2. When a student's dwelling is located within two or more school districts, or bears a mailing address that does not reflect the dwelling's physical location within a municipality, the school district of domicile for school attendance purposes shall be the municipality to which the majority of the dwelling's property tax is paid, or to which the majority of the dwelling's or unit's property tax is paid.
- a. When property tax is paid in equal amounts to two or more municipalities, and there is no established assignment for students residing in the affected dwellings, the school district of domicile for school attendance purposes shall be determined through assessment of individual proofs as provided pursuant to N.J.A.C. 6A:22-3.4.



- b. This provision shall not preclude the attendance of currently enrolled students who were permitted to attend the school district prior to December 17, 2001.
  - c. When a student's parent or guardian elects to exercise such entitlement, nothing in N.J.A.C. 6A:22-3.1 shall exclude a student's right to attend the school district of domicile although the student is qualified to attend a different school district pursuant to N.J.S.A. 18A:38-1. or the temporary residency (less than one year) provision of N.J.S.A. 18A:38-1.
3. Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other section of law to the contrary, 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 any of the armed forces of the United States 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. The school district shall not be responsible for providing transportation for the child if the child lives outside of the district. 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.S.A. **18A:38-3.1** shall cease at the end of the current school year unless the child is domiciled in the school district.

## C. Eligibility to Attend School – Other Students Eligible to Attend School

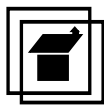
1. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1.b if that student is kept in the home of a person other than the student's parent or guardian, and 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;



- a. A student is not eligible to attend this school district pursuant to this provision unless:
  - (1) The student's parent or guardian has filed, 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 that the pupil is not residing with the other person solely for the purpose of receiving a free public education; and
  - (2) The person keeping the student has filed, if so required by the Board of Education:
    - (a) 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 longer time than the school term, and will assume all personal obligations for the student pertaining to school requirements; and
    - (b) A copy of his or her lease if a tenant, ~~or~~ a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner.
- b. A student shall not be deemed ineligible under this provision because required sworn statement(s) cannot be obtained when evidence is presented that the underlying requirements of the law are being met, notwithstanding the inability of the resident or pupil to obtain the sworn statement(s).
- c. A student shall not be deemed ineligible under this provision when evidence is presented that the student has no home or possibility of school attendance other than with a school district resident who is not the student's parent or guardian but is acting as the sole caretaker and supporter of the student.
- d. A student shall not be deemed ineligible under this provision solely because a parent or guardian gives occasional gifts or makes limited contributions, financial or otherwise, toward the student's welfare provided the resident keeping the student receives from the parent or guardian no payment or other remuneration for regular maintenance of the student.



- e. Pursuant to N.J.S.A. 18A:38-1.c, 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 school district commits a disorderly persons offense.
2. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district 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.
  - a. Eligibility under this provision shall cease at the end of the school year during which the parent or guardian returns from active military duty.
3. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student-as is otherwise entitled by law to a free public education, is eligible to attend school in this school district 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:
  - a. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of the student attending the school district of temporary residence;
  - b. When one of a student's parents or guardians temporarily resides in a school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with N.J.A.C. 6A:22-3.1(a)1i. However, no student shall be eligible to attend school based upon a parent or guardian's temporary residence in a district unless the parent or guardian demonstrates, if required by the Board of Education, the temporary residence is not solely for purposes of a student's attending the school district.



4. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1. if the student's pupil'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.
5. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-2 if the student is placed by court order or by a society, agency, or institution in the home of a school district pursuant to N.J.S.A. 18A:38-2. -As used in this section, "court order" shall not encompass orders of residential custody under which claims of entitlement to attend a school district are governed by provisions of N.J.S.A. 18A:31-1 and the applicable standards set forth in N.J.A.C. 6A:22.
6. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student pupil as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-3.b if the student had previously resided in the school district and if the parent or guardian 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. A school district admitting a student pursuant to N.J.S.A. 18A:38-3.b shall not be obligated for transportation costs.
7. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend the school in the district pursuant to N.J.S.A. 18A:38-7.7 et seq. if the student pupil resides on Federal property within the State.
8. In accordance with N.J.S.A. 18A:38-1.1, a student who is not considered homeless under N.J.S.A. 18A:7B-12 and who moves to a new school district during the academic year as a result of a family crisis shall be permitted to remain enrolled in the original school district of residence for the remainder of the school year without the payment of tuition. A student attending an academic program during the summer, who is otherwise eligible except for the timing of the move, shall be permitted to remain in the school district for the remainder of the summer program if it is considered an extension of the preceding academic year.



- a. For purposes of N.J.A.C. 6A:22-3.2(h) and Policy and Regulation 5111, "family crisis" shall include, but not be limited to:
  - (1) An instance of abuse such as domestic violence or sexual abuse;
  - (2) A disruption to the family unit caused by death of a parent or guardian; or
  - (3) An unplanned displacement from the original residence such as fire, flood, hurricane, or other circumstances that render the residence uninhabitable.
- b. Upon notification of the move by the parent or guardian, the original school district of residence shall allow the student to continue attendance and shall provide transportation services to and from the student's new domicile in accordance with N.J.S.A. 18A:39-1. The original school district of residence may request from the parent or guardian and may review supporting documentation about the reason(s) for the move; however, any such review shall not interrupt the student's continued enrollment in the school district and in the current school of attendance with the provision of transportation.
  - (1) Examples of documentation include, but are not limited to, newspaper articles, insurance claims, police or fire reports, notes from health professionals, custody agreements, or any other legal document.
- c. If the parent or guardian or the relevant documentation indicates the child is homeless pursuant to N.J.S.A. 18A:7B-12, the school district liaison shall assume the coordination of enrollment procedures pursuant to N.J.A.C. 6A:17-2.5 and the student shall not be eligible for enrollment under N.J.S.A. 18A:38-1.1.
- d. If the original school district of residence determines the situation does not meet the family crisis criteria outlined in 8.a. above, the Superintendent or designee shall notify the parent or guardian in writing. The notification shall inform the parent or guardian of his or her right to appeal the decision within twenty-one calendar days of his or her receipt of the notification, and shall state that if such appeal is denied, he or she may be assessed the costs for transportation provided to the new residence during the period of ineligible attendance. It shall also state whether the parent or guardian is required to withdraw the student by the end of the twenty-one day appeal period in the absence of an appeal.



- (1) The parent or guardian may appeal by submitting the request in writing with supporting documentation to the Executive County Superintendent of the county in which the original school district of residence is situated.
  - (2) Within thirty calendar days of receiving the request and documentation, the Executive County Superintendent shall issue a determination whether the situation meets the family crisis criteria set forth at 8.a. above. The original school district of residence shall continue to enroll the student and provide transportation to the current school of attendance in accordance with N.J.S.A. 18A:39-1 until the determination is issued.
  - (3) If the Executive County Superintendent determines the situation does not constitute a family crisis, the school district may submit to the Executive County Superintendent for approval the cost of transportation to the ineligible student's new domicile. The Executive County Superintendent shall certify the transportation costs to be assessed to the parent or guardian for the period of ineligible attendance.
- e. When the original school district of residence determines the situation constitutes a family crisis pursuant to N.J.S.A. 18A:38-1.1, the Superintendent or designee shall immediately notify the parent or guardian in writing.
- (1) When the original school district of residence anticipates the need to apply for reimbursement of transportation costs, it shall send to the Executive County Superintendent a request and documentation of the family crisis for confirmation the situation meets the criteria set forth at 8.a. above.
  - (2) Within thirty days of receiving the school district's request and documentation, the Executive County Superintendent shall issue a determination of whether the situation meets the criteria for a family crisis. The original school district of residence shall continue to enroll the student and provide transportation to the current school of attendance in accordance with N.J.S.A. 18A:39-1 until the determination is issued, and shall not be reimbursed for additional transportation costs unless the Executive County Superintendent determines the situation is a family crisis or as directed by the Commissioner upon appeal.





# REGULATION

# RIDGEWOOD BOARD OF EDUCATION

STUDENTS

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Eligibility of Resident/Nonresident Students

- f. In providing transportation to students under N.J.S.A. 18A:38-1.1, the Board shall use the most efficient and cost-effective means available and in conformance with all laws governing student transportation.
  - g. At the conclusion of the fiscal year in which the Executive County Superintendent has determined the situation constitutes a family crisis, the original school district of residence may apply to the Executive County Superintendent for a reimbursement of eligible costs for transportation services.
    - (1) Eligible costs shall include transportation for students who are required to be transported pursuant to N.J.S.A. 18A:39-1.
    - (2) The school district shall provide documentation of the transportation costs for the eligible student(s) to the Executive County Superintendent who shall review and forward the information to the Department's Office of School Facilities and Finance for reimbursement payment(s) to the school district.
    - (3) Payment to the school district shall be made in the subsequent fiscal year and shall equal the approved cost less the amount of transportation aid received for the student(s).
  - h. Nothing in N.J.A.C. 6A:22-3.2 shall prevent the Board of Education from allowing a student to enroll without the payment of tuition pursuant to N.J.S.A. 18A:38-3.a.
  - i. Nothing in N.J.A.C. 6A:22-3.2 shall prevent a parent or school district from appealing the Executive County Superintendent's decision(s) to the Commissioner in accordance with N.J.A.C. 6A:3-1.3. If the Commissioner of Education determines the situation is not a family crisis, his or her decision shall state which of the following shall pay the transportation costs incurred during the appeal process: the State, school district, or parent.
9. Children of nonresident staff members under contract to 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, upon the recommendation of the Superintendent and the approval of the Board. **Special Education pupils may not be enrolled in the district under this provision.**



- 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 his decision, in writing, no later than June 15 of the current school year. Students must maintain good academic standing, citizenship, and discipline. Family members must behave properly toward school personnel.
- c. 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. 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).

## D. Housing and Immigration Status

1. A student's eligibility to attend 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.
2. Except as set forth in a. below, immigration/visa status shall not affect eligibility to attend school. Any student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, who is domiciled in the school district or otherwise eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 shall be enrolled without regard to, or inquiry concerning, immigration status.



- a. However, the provisions of N.J.S.A. 18A:38-1 and N.J.A.C. 6A:22 shall not apply to students who have obtained, or are seeking to obtain, a Certificate of Eligibility for Nonimmigrant Student Status (INS Form I-20) from the school district in order to apply to the INS for issuance of a visa for the purpose of limited study on a tuition basis in a United States public secondary school (“F-1” Visa).

### 3. F-1 Visa Students

The school district **is not required to, but may** ~~will~~ permit the attendance of F-1 Visa students into the school district with 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 or J-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 documentation as determined by the Superintendent or designee. A student with a 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.**

- E. Nothing in Policy and Regulation 5111 or N.J.A.C. 6A:22-3.2 shall be construed to limit the discretion of the Board to admit nonresident students, or the ability of a nonresident student to attend school with or without payment of tuition, with the consent of the district Board pursuant to N.J.S.A. 18A:38-3(a).

### F. Proof of Eligibility

1. The Board of Education shall accept a combination of any of the following or similar forms of documentation from persons attempting to demonstrate a student’s eligibility for enrollment in the school district:
  - a. Property tax bills; deeds; contracts of sale; leases; mortgages; signed letters from landlords; and other evidence of property ownership, tenancy or residency; and



- b. Voter registrations; licenses; permits; financial account information; utility bills; delivery receipts; and other evidence of personal attachment to a particular location;
    - c. Court orders; State agency agreements; and other evidence of court or agency placements or directives
    - d. Receipts; bills; cancelled checks; insurance claims or payments; and other evidence of expenditures demonstrating personal attachment to a particular location, or where applicable, to support of the student; pupil;
    - e. Medical reports; counselor or social worker assessments; employment documents; unemployment claims; benefit statements; and other evidence of circumstances demonstrating family or economic hardship, or temporary residency;
    - f. Affidavits, certifications and sworn attestations pertaining to statutory criteria for school attendance, from the parent, legal guardian, person keeping an "affidavit student," adult student, person(s) with whom a family is living, or others as appropriate;
    - g. Documents pertaining to military status and assignment; and
    - h. Any other business record or document issued by a governmental entity.
  2. The Board of Education may accept forms of documentation not listed above, and shall not exclude from consideration any documentation or information presented by an applicant.
  3. 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.
  4. 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. They include, but are not limited to:
    - a. Income tax returns;
    - b. Documentation or information relating to citizenship or immigration/visa status, except as set forth in N.J.A.C. 6A:22-3.3(b);
    - c. Documentation or information relating to compliance with local housing ordinances or conditions of tenancy; and
    - d. Social security numbers.

5. The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in 4. above, or pertinent parts thereof if voluntarily disclosed by the applicant. However, the Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment.
6. In the case of a dispute between the school district and the parents or guardians of a student in regard to a 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 New Jersey 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. **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.**

G. Registration Form and Procedures for Initial Assessment

1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that:
  - a. Are consistent with the forms provided by the Commissioner;
  - b. Do not seek information prohibited by N.J.A.C. 6A:22 or any other provision of statute or rule;
  - c. Summarize, for the applicant's reference, the criteria for attendance set forth in N.J.S.A. 18A:38-1 and specify the nature and form of any sworn statements to be filed;
  - d. Clearly state the purpose for which the requested information is being sought in relation to the criteria; and
  - e. Notify applicants that an initial eligibility determination is subject to a more thorough review and evaluation and that assessment of tuition is possible if an initially admitted applicant is later found ineligible.



2. The Board of Education shall make available sufficient numbers of registration forms and trained registration staff to ensure prompt eligibility determinations and enrollment. Enrollment applications may be taken by appointment, but appointments shall be promptly scheduled and shall not unduly defer a student's attendance at school.
  - a. If the school district uses separate forms for affidavit student applications rather than a single form for all types of enrollment, affidavit student forms shall comply in all respects with the provisions of G.1. above. When affidavit student forms are used, the school district shall provide them to any person attempting to register a student of whom he or she is not the parent or guardian, even if not specifically requested.
    - (1) The Board of Education or its agents shall not demand or suggest that guardianship or custody must be obtained before enrollment will be considered for a student living with a person other than the parent or guardian since such student may qualify as an affidavit student.
    - (2) The Board of Education or its agents shall not demand or suggest that an applicant seeking to enroll a student of whom the applicant has guardianship or custody produce affidavit student proofs.
  - b. 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.
3. 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.
  - c. 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.
  - d. When a student appears ineligible based on 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 school district's determination and an intent to appeal to the Commissioner.

- (1) 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.
4. 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 that the student will be attending school in another school district or nonpublic school, or receiving instruction elsewhere than at a school, 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 purposes of ensuring compliance with compulsory education laws, 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.
5. Enrollment or attendance in the school district shall not be conditioned on advance payment of tuition in whole or part when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information.
6. 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.
7. Enrollment or attendance in the school district shall not be denied based upon absence of a certified copy of the student's birth certificate or other proof of his or her identity as required within thirty days of initial enrollment pursuant to N.J.S.A. 18A:36-25.1.



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8. Enrollment in the school district shall not be denied based upon absence of pupil 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.
9. 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.

## H. Notice of Ineligibility

1. 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 shall immediately provide notice to the applicant that is consistent with Commissioner-provided sample form(s) and meets the requirements of N.J.A.C. 6A:22-4 et seq.
  - a. 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.
2. Notices of ineligibility shall include:
  - a. In cases of denial, a clear description of the specific basis on which the determination of ineligibility was made:
    - (1) The description shall be sufficient to allow the applicant to understand the basis for the decision and determine whether to appeal; and
    - (2) The description shall identify the specific subsection of N.J.S.A. 18A:38-1 under which the application was decided.
  - b. In cases of provisional eligibility, a clear description of the missing documents or information that still must be provided before a final eligibility status can be attained under the applicable provision of N.J.S.A. 18A:38-1;



- c. A clear statement of the applicant's right to appeal to the Commissioner of Education within twenty-one days of the notice date, along with an informational document provided by the Commissioner describing how to file an appeal;
- d. A clear statement of the student's right to attend school for the twenty-one day period during which an appeal can be made to the Commissioner. It also shall state the student will not be permitted to attend school beyond the twenty-first day following the notice date if missing information is not provided or an appeal is not filed;
- e. A clear statement of the student's right to continue attending school while an appeal to the Commissioner is pending;
- f. A clear statement that, if an appeal is filed with the Commissioner and the applicant does not sustain the burden of demonstrating the student's right entitlement to attend the school district, or the applicant withdraws the appeal, fails to prosecute or abandons the appeal by any means other than settlement, the applicant may be assessed, by order of the Commissioner enforceable in Superior Court, tuition for any period of ineligible attendance, including the initial twenty-one day period and the period during which the appeal was pending before the Commissioner;
- g. A clear statement of the approximate rate of tuition, pursuant to N.J.A.C. 6A:22-6.3, that an applicant may be assessed for the year at issue if the applicant does not prevail on appeal, or elects not to appeal;
  - (1) If removal is based on the student's move from the school district, the notice of ineligibility shall also provide information as to whether district Policy permits continued attendance, with or without tuition, for students who move from the school district during the school year.
- h. The name of a contact person in the school district who can provide assistance in explaining the notice's contents; and of the notice



- i. When no appeal is filed, notice that the parent or guardian shall still comply with compulsory education laws. In the absence of a written statement from the parent or guardian that the student will be attending school in another school district or non-public school, or receiving instruction elsewhere than at a school, school district staff shall notify the school district of actual domicile/residence, or the Department of Children and Families, of a potential instance of “neglect” pursuant to N.J.S.A. 9:6-1. For purposes of facilitating enforcement of the State compulsory education requirement (N.J.S.A. 18A:38-25) staff shall provide the student’s name, the name(s) of the parent/guardian/resident, address to the extent known, denial of admission based on residency or domicile, and absence of evidence of intent to attend school or receive instruction elsewhere.

## I. Removal of Currently Enrolled Students

1. Nothing in N.J.A.C. 6A:22 and this Regulation 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.
2. 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.
  - a. The Superintendent shall issue a preliminary notice of ineligibility meeting the requirements of N.J.A.C. 6A:22-4.2. However, the notice shall also provide for a hearing before the Board of Education prior to a final decision on removal.
3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student," has been informed of his or her entitlement to a hearing before the Board of Education.
4. 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.



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5. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board of Education or a Board committee, at the discretion of the full Board. If the hearing is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. However, no student shall be removed except by vote of the Board of Education taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.
6. The continued enrollment of a nonresident child admitted to school at the discretion of the Board, upon the recommendation of the Superintendent, 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.

## J. Appeal to the Commissioner

1. An applicant may appeal to the Commissioner of Education a school district 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:38-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3.
  - a. Pursuant to N.J.S.A. 18A:38-1.b(1), appeals of "affidavit student" ineligibility determinations shall be filed by the resident keeping the student.

## K. Assessment and Calculation of Tuition

1. If no appeal to the Commissioner is filed by the parent, guardian, adult student, or school district resident keeping an "affidavit" student following notice of 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.
  - a. 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.



2. If an appeal to the Commissioner is filed by the parent, guardian, adult student, or school district resident keeping an “affidavit” student 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 during which the hearing and decision on appeal were pending, and for up to one year of a student’s ineligible attendance in a school district prior to the appeal’s filing and including the twenty-one day period to file an appeal.
  - a. Upon the Commissioner’s finding that an appeal has been abandoned, the Board of Education may remove the student ~~pupil~~ from school and seek tuition for up to one year of ineligible attendance pursuant to N.J.A.C. 6A:22-6.1(a) plus the period of ineligible attendance after the appeal was filed. If the record of the appeal includes a calculation reflecting the tuition rate(s) for the year(s) at issue, the per diem tuition rate for the current year and the date on which the student’s ineligible attendance began, the Commissioner may order payment of tuition as part of his or her decision. In doing so, the Commissioner shall consider whether the ineligible attendance was due to the school district’s error. If the record does not include such a calculation and ~~but~~ the Board of Education has filed a counterclaim for tuition, the counterclaim shall proceed to a hearing notwithstanding that the petition has been abandoned.
  - b. An order of the Commissioner assessing tuition is enforceable 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, in accordance with N.J.S.A. 2A:58-10.
3. Tuition assessed pursuant to the provisions N.J.A.C. 6A:22-6 shall be calculated on a per-student basis for the period of a student’s ineligible enrollment, up to one year, by applicable grade/program category and consistent with the provisions of N.J.A.C. 6A:23A-17.1. The individual student’s record of daily attendance shall not affect the calculation.



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4. Nothing in N.J.A.C. 6A:22 shall precludes an equitable determination, by the Board of Education or the Commissioner that tuition shall not be assessed for all or part of any period of a pupil's ineligible attendance in the school district when the particular circumstances of a matter so warrant. In making the determination, the Board of Education or Commissioner shall consider whether the ineligible attendance was due to the school district's error.

Issued: 7 December 2009

Revised: 19 July 2010

Revised: 9 May 2011

Revised: 26 August 2013

Revised: 18 July 2016

Revised: 1 April 2019

Revised:



The Board of Education shall, according to a schedule prescribed by the Commissioner, 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 end-of-course ~~PARCC~~ assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.

The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLs consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade ~~four~~ **five**.

The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.

The Department of Education shall implement a high school assessment program component of the NJSLs that assesses, at a minimum, English language arts, mathematics, and science with the exception that students may receive a waiver from the Board of Education from taking the high school end-of-course ~~PARCC~~ assessment in ELA 11 due to the student's participation in another English language/literature college placement assessment during the same school year.

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:8-14.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native languages, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education 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.





At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Board of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).

#### Test Administration Procedures and Security Measures

The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district. All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

#### Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student performance after each test administration in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). ~~The Board shall maintain an accurate record of each student's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2.~~ Information regarding individual student test scores shall only be in accordance with Federal and State law.

The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

The Board of Education shall maintain an accurate record of each student's performance on Statewide assessments.

The Board of Education shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth in N.J.A.C. 6A:8-5.1(a)6;
2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);



3. Evidence of instructional experience and performance in the NJSLS;
4. Evidence of technological literacy;
5. Evidence of career education instructional experiences and career development activities;
6. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department of Education-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and
7. Any other information deemed appropriate by the Board of Education.

#### Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education **within sixty days of receipt of information from** ~~as required by~~ the New Jersey Department of Education **pursuant to N.J.A.C. 6A:8-4.3(a)**. The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.2. The Board 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 Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the NJSLS as measured by the Statewide assessment system.

#### Annual Review and Evaluation of School Districts

The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.



Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the 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 Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board **of Education** on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.

Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

N.J.S.A. 18A:7C-1 **et seq.**; **18A: 7E-1 et seq.**

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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**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

PUPILS

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Attendance

M

**5200 ATTENDANCE**

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the schools district attend school regularly in accordance with the laws of the State.

**Notwithstanding the requirements of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences, for the purpose of expectations and consequences regarding truancy, student conduct, promotion, and the award of course credit is a local Board decision outlined in N.J.A.C. 6A:16-7.6 and Policy and Regulation 5200.** In accordance with the provisions of N.J.A.C. 6A:16-7.6, and for the purposes of this Policy and Regulation 5200, a student’s absence from school will **either** be excused or unexcused. ~~that~~ **Unexcused absences will** counts-toward truancy.

**A parent or adult student shall provide advance notice to the school prior to the student being absent from school. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student’s absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student’s parent to notify the parent of the absence and determine the reason for the absence.**

In order for the Board of Education to fulfill its responsibility for providing a thorough and efficient education for each student, the complete cooperation of parents/guardians and students is required to maintain a high level of school attendance.

The frequent absence of students from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully.

**Excused Absences**

The Board considers the following as cause for excused absence:

- a. Illness
- b. College Visit
- c. Legal obligation
- d. Death in the family



- e. Family obligation
- f. Medical appointment
  
- g. Motor vehicle test
  
- f. Such good cause as may be acceptable to the Principal.

## Regular Release Of Students Before The End Of The Normal School Day

There are varying situations which may justify release of certain students from school before the normal time for closing. Such situations are justifiable only if the release does not jeopardize the student's educational program and the reasons for such release can be shown to have positive benefits for the student.

## Truancy

The Board will report to appropriate authorities infractions of the law regarding the attendance of students below the age of sixteen. Repeated infractions by enrolled students over the age of sixteen may result in the suspension or expulsion of the student.

It shall be the policy of the Board to consider the effectiveness and appropriateness to his/her needs of the educational program that is offered each student who is habitually and repeatedly absent from his/her assigned program and to consult with the Child Study Team for its recommendations.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. **In accordance with N.J.S.A. 18A:36-14, A** student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive ~~the~~ students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.68(a)4 and Regulation 5200.

Unexcused absences from school or from classes within the school day may subject a student to



consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of ~~this~~ **the** Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

N.J.S.A. 18A:36-14; 18A:38-25

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.6; 6A:32-8.3

Adopted: 7 December 2009

Revised: 27 January 2014

Revised: 9 February 2015

Revised:



## R 5200 ATTENDANCE

### A. Definitions

1. For the purposes of school attendance, a “day in session” shall be a day on which the school is open and students are under the guidance and direction of a teacher or teachers engaged in the teaching process. Days on which school is closed for such reasons as holidays, teachers’ institutes, and inclement weather shall not be considered as days in session.
2. A “school day” shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day of Kindergarten.
3. “A day of attendance” shall be one in which the student is present for a full day under the guidance and direction of a teacher while school is in session.
  - a. Whenever over-crowded conditions make it necessary to hold two separate sessions with a different group of students in each session, a student attending for all of either session shall be regarded as having attended for the full day. An excused absence for any reason shall not be counted as a day of attendance in the school register.
4. A “half-day class” shall be considered the equivalent of a full day’s attendance only if in session for four hours or more, exclusive of recess periods or lunch periods.

### B. Attendance Recording

#### 1. **Attendance Recording in the School Register (N.J.A.C. 6A:32-8.1)**

- a. **The Board of Education shall be required to carefully and accurately track enrollment and attendance of all students in a manual school register format or in an electronic form of the school's choosing.**
- b. **The Commissioner shall issue and publish on the Department's website school register guidance for recording student attendance in all public schools of the State operated by district Boards of Education, except adult high schools.**
- c. **Student attendance shall be recorded in the school register during school hours on each day school is in session.**
- d. **School registers shall be kept for students attending preschool, Kindergarten, grades one through five, grades six through eight, grades nine through twelve, each preschool class for the disabled,**

**each class for the disabled, shared-time classes for regular students, shared-time classes for students with disabilities, full-time bilingual education programs and vocational day programs, and summer schools operated by the Board of Education.**

- e. A student who has been placed on home instruction shall have his or her attendance status recorded on the regular register for the program in which the student is enrolled. For the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement, the student shall be marked absent. No absences shall be recorded for the student while on home instruction, providing the hours of instruction are not less than required by N.J.A.C. 6A:14-4.8 and 4.9. The number of possible days of enrollment for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.**

**2. Attendance Recording for Board Policy (N.J.A.C. 6A:32-8.3)**

- a.1-** A record of the attendance of all students on roll in a school register shall be kept each day that school is in session by a teacher or other authorized person. It shall be the duty of this person to keep the attendance records according to these rules and the specific instructions issued by the Commissioner of Education.
- b.2-** No student shall be recorded as present unless the school is in session and the student so recorded is under the guidance and direction of a teacher in the teaching process.
- c3.** A student shall be recorded as absent in the school register when not in attendance at a session of the school while a member of the school, except students excused due to religious holidays who shall be recorded as excused.
- d4.** A student shall be recorded as either present, absent, or excused for religious observance, every day the school is in session after the student enters until the date the student is transferred to another school, transferred to an individual home instruction record, or officially leaves the school system.
- e5-** The Commissioner shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis.
- f6-** The mere presence of a student at roll call shall not be regarded as sufficient attendance for compliance with N.J.A.C. 6A:32-8.3. In a school which is in session during both the forenoon and the afternoon, a student shall be present at least one hour during both the forenoon and the afternoon in order to be recorded as present for the full day. In a school



which is in session during either the forenoon or the afternoon, a student shall be present at least two hours in the session in order to be recorded as present for the full day.

- g7. A student not present in school because of his/her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

C. **Unexcused Absences That Count Toward Truancy/Excused Absences for Board Policy**

1. **Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences for the purpose of expectations and consequences regarding truancy, student conduct, promotion, and the award of course credit is a Board decision outlined in Policy 5200 and this Regulation.**

24. **N.J.A.C. 6A:16-7.6(a)3 requires the Board of Education policies and procedures contain, at a minimum, a definition of unexcused absence that count toward truancy.** “An unexcused absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined below.

32. “An excused absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:

- The student’s illness supported by notification to the school by the student’s parent;
- The student’s required attendance in court;
- Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§ 794 and 705(20), and individualized health care plans;
- The student’s suspension from school;
- Family illness or death supported by notification to the school by the student’s parent;
- Visits to post-secondary educational institutions;
- Interviews with a prospective employer or with an admissions officer of an institution of higher education;
- Examination for a driver's license;
- Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day; supported by written notification by the doctor’s office;
- Take Our Children to Work Day;

- An absence considered excused by **the Commissioner of Education and/or** a New Jersey Department of Education rule;
- An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence.

43. **For cumulative unexcused absences of ten or more, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25** ~~“Truancy” means ten or more cumulative unexcused absences that count toward truancy of a student between the ages of six and sixteen as determined by the Board’s Attendance Policy and Regulation pursuant to N.J.A.C. 6A:16-7.6(a)4.iii. and the definition of school day pursuant to N.J.A.C. 6A:32-8.3. Any absence not listed in C.2. above shall be an unexcused absence counted toward truancy.~~

D. Notice to School of a Student’s Absence

1. The parent or adult student ~~is requested~~ **shall notify** ~~to notify~~ the school office before ~~the start of the student’s school day~~ **when the student will not be in school.**
2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session ~~should call or~~ **shall** provide notice to the school office before the start of the afternoon session.
3. **The parent of a student or an adult student shall notify the school office of a future absence if the absence is foreseeable.**
- 4.3. The parent or adult student who anticipates a future absence or anticipates that an absence will be prolonged ~~should~~ **shall** notify the school office to arrange make-up work.
5. **In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student’s absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student’s parent to notify the parent of the absence and determine the reason for the absence.**

E. Readmission to School After an Absence

1. A student returning from an absence of any length must present to the attendance officer in the form of a phone call, email, written note or verbal confirmation by the parent(s) or adult student, of the reasons for the absence.
2. A note explaining a student's absence for noncommunicable illness for a period of more than five days school days must be accompanied by a physician's statement of the student's illness.
3. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease, in accordance with Policy No. 8451.
4. **The Superintendent of Schools or designee may require a student who has been absent from school due to a suspension or other reason concerning the student's conduct to receive a medical examination by a physician regarding the student's physical and/or mental fitness to return to school. The Superintendent or designee will notify the student's parent of the specific requirements of the medical examination prior to the student's return to school.**

F. Instruction

1. Teachers shall cooperate in the preparation of home assignments for students who anticipate an excused absence of three or more school days duration. The parent or student must request such home assignments.
2. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412. The parent must request home instruction.
3. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
4. In general, students will be allowed a day for each day they are out to make up missed work.
5. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.

**G. Denial of Course Credit**

1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.
2. A Ridgewood High School student may be dropped from the course and denied course credit when he/she has been absent thirteen times from a full year course; seven times from a semester course; or two times from a quarterly course, whatever the reason for the absence, except that absences for the observance of religious holidays and absences caused by a pupil's suspension will not count toward the total.

Grade Advisors will have the right to waive loss of credit penalties where absences are clearly legitimate. In such cases, the student need not appear before the Attendance Committee. Waivers will generally not be given by the Grade Advisor where a pattern of absence is noted in a particular class, or where there is the appearance of abuse of the Attendance Policy.

3. An elementary student may be retained at grade level, in accordance with Policy No. 5410, when he/she has been absent twenty or more school days, whatever the reason for the absence, except that absences for the observance of religious holidays and during a student's suspension will not count toward the total. Exceptions to this rule may be made for pupils whose absences are excused and who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.

**H. School District Response To Unexcused Absences During the School Year That Count Toward Truancy**

1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:
  - a. Make a reasonable attempt to notify the student's parent of each unexcused absence prior to the start of the following school day;
  - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent;
  - c. Identify, in consultation with the student's parents, needed action

- designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
- d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potentially missing or abused child situation is detected; and
  - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:
- a. Make a reasonable attempt to notify the student's parent of each unexcused absence prior to the start of the following school day;
  - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent;
  - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and H.1.c. above;
  - d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
    - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
    - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
    - (3) Consider an alternate educational placement;
    - (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
    - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;
    - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potential missing or abused child situation is detected; and

- (7) Engage the student's family.
    - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
  3. For ten or more cumulative unexcused absences that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
    - a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;
    - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
    - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
    - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.
  4. A court referral may be made as follows:
    - a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court.
      - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
    - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g, the student may be referred to Superior Court, Chancery Division, Family Part.
      - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.
  5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's IEP, pursuant to 20 U.S.C. §§ 1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29

U.S.C. §§794 and 705(20); and individualized health care plan and individualized emergency healthcare plan pursuant to N.J.A.C. 6A:16-2.3(b)5.xii.

6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and H.1. above for each student with up to four cumulative unexcused absences that count toward truancy.

a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.

(1) The sending school district shall proceed in accordance with the Board of Education's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and H.5. above and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and H.2. through H.5. above, as appropriate.

## I. Discipline

1. Students may be denied participation in co-curricular activities if the Board establishes attendance standards for participation.
2. Students may be denied participation in athletic competition if the Board establishes attendance standards for participation.
3. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

## J. Recording Attendance

1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.
2. A record shall be maintained of each excused absence, and each unexcused absence that counts toward truancy as defined in Policy and Regulation 5200.
3. A report card will record the number of times the student was absent and tardy in each marking period.
4. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

## K. Appeal

1. Students may be subject to appropriate discipline for their school attendance record.
2. A student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410.
3. A student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:  
Elementary and Middle Schools
  - a. The student shall file a written appeal to the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.
  - b. The Principal or designee will respond in writing no later than seven school days after receiving the student's appeal.
  - c. If the student is not satisfied, he/she may submit a written request to the Principal for consideration by an Attendance Review Committee.
  - d. On a student's request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the student's appeal. The student's parent and teacher(s) may attend the meeting.
  - e. The Attendance Review Committee shall decide the appeal and inform the student in writing within seven school days of the meeting.
  - f. The student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of Education, and the Commissioner of Education in accordance with Policy 5710, Pupil Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

### High School

- a. The student shall file a written appeal to the Assistant Principal within ten school days of receiving notice of the action. The appeal should state the reasons for admitted absences, documentation that would reduce the number of absences,



and reasons why the student should continue to be enrolled in the course and/or receive course credit.

- b. On the student's request, the Assistant Principal shall convene an Attendance Review Committee consisting of a teacher(s), and Administrator(s). The Attendance Review Committee shall meet informally to hear the pupil's reasons for reenrollment and/or credit. The student's parent(s) and teacher may attend the meeting.
- c. The Attendance Review Committee shall decide the appeal and inform the student in writing within seven working days of the meeting. The committee may impose conditions on any reenrollment and may require the pupil to agree to those conditions.
- d. The student may appeal an adverse decision of the Attendance Review Committee to the Principal, Superintendent, the Board of Education, and the Commissioner of Education, in that order and in accordance with Policy No. 5710, Student Grievance. Resort to the Attendance Review Committee shall be considered to have exhausted the first step of the grievance.

L. Attendance Records

- 1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the New Jersey Department of Education. The school district will comply with all attendance requirements and any improvement plans as required by the Department of Education.

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**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

PUPILS  
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Immunization  
June 2020

**5320 IMMUNIZATION**

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education requires the immunization of students against certain diseases in accordance with State statute and rules of the New Jersey State Department of Health and Senior Services.

A student shall not knowingly be admitted or retained in school if the parent(s) ~~or legal guardian(s)~~ has not submitted acceptable evidence of the child's immunization, according to schedules specified in N.J.A.C. 8:57-4 – Immunization of Pupils in School. **However, a child may be admitted to school on a provisional basis in accordance with the requirements as outlined in N.J.A.C. 8:57-4.5 and Regulation 5320.**

Medical or religious exemptions to immunizations shall be in accordance with the requirements as outlined in N.J.A.C. 8:57-4.3 and 4.4. ~~A child may be admitted to school on a provisional basis in accordance with the requirements as outlined in N.J.A.C. 8:57-4.5.~~ **For students with a medical exemption pursuant to N.J.A.C. 8:57-4.3, the school nurse shall annually review student immunization records to confirm the medical condition for the exemption from immunization continues to be applicable in accordance with N.J.A.C. 6A:16-2.3(b)3.v.**

No immunization program, other than that expressly required by the rules of the New Jersey State Department of Health and Senior Services or by order of the New Jersey State Commissioner of Health and Senior Services, may be conducted in district schools without the express approval of the Board.

N.J.S.A. 18A:40-20  
N.J.S.A. 26:4-6  
**N.J.A.C. 6A:16-2.3**  
N.J.A.C. 8:57-4.1 et seq.

Adopted: 7 December 2009  
Revised:

R 5320 IMMUNIZATION

A. **Proof of Immunizations on Admission (N.J.A.C. 8:57-4.2)**

1. **The No Principal or designee shall not knowingly admit or retain any child student who whose parent has not submitted acceptable evidence of the child's immunization according to the schedule(s) set forth in N.J.A.C. 8:57 et seq. and section E,I. of this Regulation, unless the student is provisionally admitted as provided in paragraph B.1. below A.2. or exempted as provided in section C.B. and D. of this Regulation, and N.J.A.C. 8:57-4.3; and 8:57-4.4.**

B. **Provisional Admission (N.J.A.C. 8:57-4.5)**

12. A student shall be admitted to ~~preschool or~~ school on a provisional basis if a physician, an advanced practice nurse, (a certified registered nurse practitioner or clinical nurse specialist) or health department can document that at least one dose of each required age-appropriate vaccine(s) or antigen(s) has been administered and that the student is in the process of receiving the remaining immunizations.
2. **Provisional admission for children under age five shall be granted in compliance with the specific requirements set forth in N.J.A.C. 8:57-4.10 through 4.15 and 4.18 for a period of time consistent with the current Advisory Committee on Immunization Practices (ACIP) of the United States Public Health Service or the American Academy of Pediatrics (AAP) immunization schedule, but shall not exceed seventeen months for completion of all immunization requirements.**
3. **Provisional admission for children five years of age or older shall be granted in compliance with the specific requirements set forth in N.J.A.C. 8:57-4.10 through 4.14 and 4.16 for a period of time consistent with the current Advisory Committee on Immunization Practices (ACIP) of the United States Public Health Service or the American Academy of Pediatrics (AAP) immunization schedule, but shall not exceed one year for completion of all immunization requirements.**

- a. ~~A child under five years of age lacking all required vaccines shall have no more than seventeen months to meet all immunization requirements in accordance with N.J.A.C. 8:57-4.5(b).~~
- b. ~~A child five years of age or older lacking all required vaccines shall have no more than one year to complete all immunization requirements in accordance with N.J.A.C. 8:57-4.5(e).~~
- 4e. Provisional status shall only be granted one time to **children** students entering or transferring into schools in New Jersey. If a student on provisional status transfers, information on their status will be sent by the original school to the new school **pursuant to N.J.A.C. 8:57-4.7(b)**. ~~Provisional status may be extended by a physician for medical reasons as indicated in N.J.A.C. 8:57-4.3.~~
- 5d. **Children** Students transferring into this district from **out-of-** another State or **out-of-** country shall be allowed a thirty day grace period in order to obtain past immunization documentation before provisional status shall begin. The thirty day grace period does not apply to students transferring **into this school district** from within the State of New Jersey.
6. **The school district shall ensure that the required vaccine/antigens are being received on schedule. If at the end of the provisional admission period the child has not completed the required immunizations, the administrative head of the school, preschool, or child care center shall exclude the child from continued school attendance until appropriate documentation has been presented.**
- e. ~~The Principal or designee shall ensure the provisionally admitted student is receiving required immunizations on schedule. If the student has not completed the immunizations at the end of the provisional period, the Principal shall exclude the student from school until appropriate documentation of completion has been presented.~~
- 7f. Students on provisional status may be temporarily excluded from school during a vaccine-preventable disease outbreak or threatened outbreak, as determined by the State Commissioner of Health and Senior Services or ~~his/her~~ designee **in accordance with the provisions of N.J.A.C. 8:57-4.5.**

**CB. Medical Exemptions from Immunization (N.J.A.C. 8:57-4.3)**

1. A **child student** shall not be required to have any specific immunization(s) **which that** are medically contraindicated.
2. **A written statement submitted to the school from a physician licensed to practice medicine or osteopathy or an advanced practice nurse (certified registered nurse practitioner or clinical nurse specialist) in any jurisdiction in the United States indicating that an immunization is medically contraindicated for a specific period of time, and the reasons for the medical contraindication, based on valid medical reasons as enumerated by the ACIP standards or the AAP guidelines, will exempt a student from the specific immunization requirements by law for the stated period of time.**
  - a. ~~A written statement from any physician licensed to practice medicine or osteopathy or an advanced practice nurse (certified registered nurse practitioner or clinical nurse specialist) in any jurisdiction in the United States indicating that an immunization is medically contraindicated for a specific period of time, and the reasons for the medical contraindication, based on valid reasons as enumerated by the Advisory Committee on Immunization Practices (ACIP) standards or the American Academy of Pediatrics (AAP) guidelines, will exempt a student from the specific immunization requirements by law for the period of time specified in the physician's statement.~~
- 3b. The physician's or an advanced practice nurse's (certified registered nurse practitioner or clinical nurse specialist) statement shall be retained by the school as part of the **child's** immunization record ~~of the student~~ and shall be reviewed annually. **When the child's medical condition permits immunization, this exemption shall thereupon terminate, and the child shall be required to obtain the immunization(s) from which he/she has been exempted.**

~~e. When the student's medical condition permits immunization, this exemption shall thereupon terminate, and the student shall be required to obtain the immunizations from which he/she has been exempted.~~

4. **Those children with medical exemptions to receiving specific immunizations may be excluded from school during a vaccine-preventable disease outbreak or threatened outbreak, as determined by the New Jersey Commissioner, Department of Health and Senior Services or designee.**

5. **As provided by N.J.S.A. 26:4-6, the school district may, on account of the prevalence of any communicable disease, or to prevent the spread of communicable diseases, prohibit the attendance of any school district teacher or student and specify the time during which the teacher or student shall remain away from school.**

a. **The Department of Health and Senior Services shall provide guidance to the school district on the appropriateness of any such prohibition.**

b. **The school district shall comply with the provisions of N.J.A.C. 8:61-2.1 regarding attendance at school by students or adults infected by Human Immunodeficiency Virus (HIV).**

**D. Religious Exemptions (N.J.A.C. 8:57-4.4)**

12. **A child student shall be exempted from mandatory immunization if the child's parent(s) or legal guardian(s) submits to the school a written, signed statement requesting an exemption pursuant to the requirements of religious exemptions established at N.J.S.A. 26:1A-9.1, on "the ground that the immunization interferes with the free exercise of the pupil's religious rights." that explains how the administration of immunizing agents conflicts with the student's exercise of bona fide religious tenets or practices. General philosophical or moral objection to immunization shall not be sufficient for an exemption on religious grounds.**

- a. **The school district is prohibited from exempting a child from mandatory immunization on the sole basis of a moral or philosophical objection to immunization.**
2. **The written statement signed by the parent(s) will be kept by the school as part of the student's immunization record.**
  - a. ~~The written statement signed by the parent(s) or legal guardian(s) will be kept by the school as part of the student's immunization record.~~
  - b. ~~Students enrolled in school before September 1, 1991 and who have previously been granted a religious exemption to immunization, shall not be required to reapply for a new religious exemption under N.J.A.C. 8:57-4.4(a).~~
3. **The school district may exclude children with religious exemptions from receiving immunization agents from school** ~~Students exempted on medical or religious grounds may be temporarily excluded from school during a vaccine-preventable disease outbreak or threatened outbreak, as determined by the State Commissioner of Health and Senior Services or designee.~~
4. **As provided by N.J.S.A. 26:4-6, the school district may, on account of the prevalence of any communicable disease, or to prevent the spread of communicable diseases, prohibit the attendance of any school district teacher or student and specify the time during which the teacher or student shall remain away from school.**
  - a. **The Department of Health and Senior Services shall provide guidance to the school district on the appropriateness of any such prohibition.**
  - b. **The school district shall comply with the provisions of N.J.A.C. 8:61-2.1 regarding attendance at school by students or adults infected by Human Immunodeficiency Virus (HIV).**

EE. ~~Documentation~~ **Accepted as Evidence of Immunization**  
(N.J.A.C. 8:57-4.6)

1. **The following documents** ~~Any of the following documents~~ shall be accepted as evidence of a **child's** ~~student's~~ immunization history, provided that the ~~document~~ **lists** the type of immunization and the ~~specific date (month, day and year)~~ when each immunization was administered **is listed**.
  - a. An official school record from any school or preschool indicating compliance with immunization requirements **of N.J.A.C. 8:57-4.1 et seq.;**
  - b. A record from any public health department indicating compliance with immunization requirements **of N.J.A.C. 8:57-4.1 et seq.;**
  - c. A certificate signed by a physician licensed to practice medicine or osteopathy or an advanced practice nurse (certified registered nurse practitioner, or clinical nurse specialist) in any jurisdiction in the United States indicating compliance with immunization requirements **of N.J.A.C. 8:57-4.1 et seq.;** or
  - d. The official record of immunization from the New Jersey Immunization Information System indicating compliance with immunization requirements **of N.J.A.C. 8:57-4.1 et seq.**
2. All immunization records submitted by a parent(s) ~~or legal guardian(s)~~ in a language other than English shall be accompanied by a translation sufficient to determine compliance with the immunization requirements of **N.J.A.C. 8:57-4.1 et seq. and this R**regulation.
3. ~~Parental verbal history or recollection or previous immunization is unacceptable documentation or evidence of immunization.~~



3. **Laboratory evidence of protective immunity, as enumerated by the Advisory Committee on Immunization Practices (ACIP) of the United States Public Health Service, shall be accepted as evidence of immunization if a parent cannot produce a documented history of immunization.**
4. **Parental verbal history or recollection of previous immunization is unacceptable documentation or evidence of immunization.**

**FD. ~~Immunization~~ Records Required (N.J.A.C. 8:57-4.7)**

1. **The school district** ~~Each school~~ shall maintain an official State of New Jersey **School** Immunization Record for every student. **This record** ~~which~~ shall include the date of each individual immunization **and shall be separated from the child's educational record and other medical records for the purpose of immunization record audit.**
- 2a. **If** ~~When~~ a child withdraws, is promoted, or transfers to another school **district**, ~~preschool or child care center~~, the immunization record, or a certified copy thereof, along with statements pertaining to religious or medical exemptions and laboratory evidence of immunity, shall be sent to the new school **district** by the original school **district** or shall be given to the parent(s) ~~or legal guardian(s)~~ upon request, within twenty-four hours of such a request.
  - b. ~~The immunization record shall be kept separate and apart from the student's other medical records for the purpose of immunization record audit.~~
  - c. ~~Child care centers, preschools, and elementary schools are to retain immunization records, or a copy thereof, for at least one year after the student has left the school. For children who are promoted from elementary to middle school or from middle school to high school within the same school system, this record retention requirement is not applicable in accordance with Department of Education rules and policies on transfer of student records.~~

3. **Parental verbal history or recollection of previous immunization is unacceptable documentation or evidence of immunization.**
4. **When a child graduates from secondary school, the record, or a certified copy thereof, shall be sent to an institution of higher education or may be given to the parent(s) upon request.**
- 5d. **Each child's student's official New Jersey Immunization Record, or a certified copy thereof, shall be retained by a secondary school for a minimum of four years after the student has left the graduates from the secondary school. Each child's official New Jersey Immunization Record, or a copy thereof, shall be retained by an elementary school for a minimum of one year after the child has left the school.**
  - e. ~~When a student graduates from secondary school, the record, or a certified copy thereof, shall be sent to an institution of higher education or may be given to the parent(s) or legal guardian(s) upon request.~~
- 6f. Any computer-generated document or list developed **by the school district** to record immunization information shall be considered a supplement to, not a replacement of, the official New Jersey **School** Immunization Record.

**G. Reports to be Sent to the Department of Health and Senior Services (N.J.A.C. 8:57-4.8)**

1. A report of the immunization status of the students in each school shall be sent each year to the State Department of Health and Senior Services by the Principal or **designee through mail or submitted electronically in accordance with N.J.A.C. 8:57-4.8(a).** ~~other person in charge of a school. The form for the report will be provided by the State Department of Health and Senior Services. The report shall be submitted by January 1 of the respective academic year. A copy of this report shall be sent to the local Board of Health in whose jurisdiction the school is located. Failure by the school district to submit such report by January 1 may result in a referral to the New Jersey Department of Education and the local health department.~~

2. **The form for the report will be provided by the New Jersey Department of Health and Senior Services.**
3. **The report shall be submitted by January 1 of the respective academic year after a review of all appropriate immunization records.**
4. **A copy of this report shall be sent to the local Board of Health in whose jurisdiction the school is located.**
5. **If the school does not submit the annual report by January 1 it shall be considered delinquent. A delinquency may be referred to the New Jersey Department of Education or the New Jersey Department of Children and Families, as appropriate based on the length of time delinquent, number of times delinquent, and efforts made toward compliance. The local health department will also be notified of the delinquency.**

**H. Records Available for Inspection (N.J.A.C. 8:57-4.9)**

13. **The Principal or designee ~~other person in charge of a~~ of each school shall maintain records of their children's immunization status. Upon twenty-four hour notice, these records shall be made ~~make immunization records~~ available for inspection by authorized representatives of the State New Jersey Department of Health and Senior Services or the local Board of Health in whose jurisdiction the school is located, ~~within twenty-four hours of notification.~~**

**IE. Immunization Requirements**

1. The immunization requirements for school age children shall be in accordance with the requirements of N.J.A.C. 8:57-4 – Immunization of Pupils in School as outlined below:

MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY N.J.A.C. 8:57-4: Immunization of Pupils in School		
DISEASE(S)	REQUIREMENTS	COMMENTS
DTaP  <b>N.J.A.C. 8:57-4.10</b>	(AGE 1-6 YEARS): 4 doses, with one dose given on or after the 4th birthday, OR any 5 doses.  (AGE 7-9 YEARS): 3 doses of Td or any previously administered combination of DTP, DTaP, and DT to equal 3 doses.	Any child entering pre-school, pre-Kindergarten, or Kindergarten needs a minimum of four doses. Students after the seventh birthday should receive adult type Td. DTP/Hib vaccine and DTaP also valid DTP doses.  <b>Children 7 years of age and older, who have not been previously vaccinated with the primary DTaP series, should receive 3 doses of Tetanus, diphtheria (Td)</b>  Laboratory evidence of immunity is also acceptable.
Tdap  <b>N.J.A.C. 8:57-4.10</b>	GRADE 6 ( <i>or comparable age level special education program with an unassigned grade</i> ): 1 dose	<del>For students entering Grade 6 on or after 9-1-08 and born on or after 1-1-97.</del>  A child does not need a Tdap dose until FIVE years after the last DTP/DTaP or Td dose.
POLIO  <b>N.J.A.C. 8:57-4.11</b>	(AGE 1-6 YEARS): 3 doses, with one dose given on or after the 4th birthday, OR any 4 doses.  (AGE 7 or OLDER): Any 3 doses.	Either Inactivated Polio Vaccine (IPV) or Oral Polio Vaccine (OPV) separately or in combination is acceptable. Polio vaccine is not required of students 18 years of age or older. Laboratory evidence of immunity is also acceptable.
MEASLES  <b>N.J.A.C. 8:57-4.12</b>	<del>If born before 1-1-90, 1 dose of a live Measles-containing vaccine.</del> <del>If born on or after 1-1-90, 2 doses of a live Measles-containing vaccine.</del>  <del>If entering a college or university after 9-1-95 and previously unvaccinated, 2 doses of a live Measles-containing vaccine.</del>	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs a minimum of 1 dose of measles vaccine.  Any child entering Kindergarten needs 2 doses.  <del>Previously unvaccinated students entering college after 9-1-95 need 2 doses of measles-containing vaccine or any combination containing live measles virus administered after 1968.</del>  <del>Documentation of 2 prior doses is acceptable.</del>  <del>Laboratory evidence of immunity is also acceptable.</del>  Intervals between first and second measles/MMR/MR doses cannot be less than 1 month.

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MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY N.J.A.C. 8:57-4: Immunization of Pupils in School		
DISEASE(S)	REQUIREMENTS	COMMENTS
RUBELLA and MUMPS  <b>N.J.A.C. 8:57-4.13</b> <b>N.J.A.C. 8:57-4.14</b>	1 dose of live Mumps-containing vaccine <b>on or after 1<sup>st</sup> birthday</b> . 1 dose of live Rubella-containing vaccine <b>on or after 1<sup>st</sup> birthday</b> .	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs 1 dose of rubella and mumps vaccine. <del>Each student entering college for the first time after 9-1-95 needs</del> 1 dose of rubella and mumps vaccine or any combination containing live rubella and mumps virus administered after 1968. Laboratory evidence of immunity is also acceptable.
VARICELLA  <b>N.J.A.C. 8:57-4.17</b>	1 dose on or after the first birthday.	All children 19 months of age and older enrolled into a child care/pre-school center after 9-1-04 or children born on or after 1-1-98 entering a school for the first time in Kindergarten, Grade 1, or comparable age entry level special education program with an unassigned grade, need 1 dose of varicella vaccine. Laboratory evidence of immunity, physician's statement or a parental statement of previous varicella disease is also acceptable.
HAEMOPHILUS INFLUENZAE B (Hib)  <b>N.J.A.C. 8:57-4.15</b>	(AGE 2-11 MONTHS) <sup>(1)</sup> : 2 doses (AGE 12-59 MONTHS) <sup>(2)</sup> : 1 dose	Mandated only for children enrolled in child care, pre-school, or pre-Kindergarten. <sup>(1)</sup> Minimum of 2 doses of Hib vaccine is needed if between the ages of 2-11 months. <sup>(2)</sup> Minimum of 1 dose of Hib vaccine is needed after the first birthday. DTP/Hib and Hib/Hep B also valid Hib doses.
HEPATITIS B  <b>N.J.A.C. 8:57-4.16</b>	(K-GRADE 12): 3 doses or 2 doses <sup>(1)</sup>	<sup>(1)</sup> If a child is between 11-15 years of age and has not received 3 prior doses of Hepatitis B then the child is eligible to receive 2-dose Hepatitis B Adolescent formulation. Laboratory evidence of immunity is also acceptable.

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MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY N.J.A.C. 8:57-4: Immunization of Pupils in School		
DISEASE(S)	REQUIREMENTS	COMMENTS
PNEUMOCOCCAL  N.J.A.C. 8:57-4.18	(AGE 2-11 MONTHS) <sup>(1)</sup> : 2 doses (AGE 12-59 MONTHS) <sup>(2)</sup> : 1 dose	Children enrolled in child care or pre-school on or after 9-1-08. <sup>(1)</sup> Minimum of 2 doses of Pneumococcal vaccine is needed if between the ages of 2-11 months. <sup>(2)</sup> Minimum of 1 dose of Pneumococcal vaccine is needed on or after the first birthday.
MENINGOCOCCAL  N.J.A.C. 8:57-4.20	(Entering GRADE 6 <i>or comparable age level Special Ed program with an unassigned grade</i> ): 1 dose <sup>(1)</sup> (Entering a four-year college or university, previously unvaccinated and residing in a campus dormitory): 1 dose <sup>(2)</sup>	<sup>(1)</sup> For students entering Grade 6 on or after 9-1-08 and born on or after 1-1-97. <sup>(2)</sup> Previously unvaccinated students entering a four-year college or university after 9-1-04 and who reside in a campus dormitory, need 1 dose of meningococcal vaccine. Documentation of one prior dose is acceptable.
INFLUENZA  N.J.A.C. 8:57-4.19	(AGES 6-59 MONTHS): 1 dose ANNUALLY	For children enrolled in child care, pre-school or pre-Kindergarten on or after 9-1-08. 1 dose to be given between September 1 and December 31 of each year.

AGE APPROPRIATE VACCINATIONS (FOR LICENSED CHILD CARE CENTERS/PRE-SCHOOLS)	
CHILD'S AGE	NUMBER OF DOSES CHILD SHOULD HAVE (BY AGE):
2-3 Months	1 dose DTaP, 1 dose Polio, 1 dose Hib, 1 dose PCV7
4-5 Months	2 doses DTaP, 2 doses Polio, 2 doses Hib, 2 doses PCV7
6-7 Months	3 doses DTaP, 2 doses Polio, 2-3 doses Hib, 2-3 doses PCV7, 1 dose Influenza
8-11 Months	3 doses DTaP, 2 doses Polio, 2-3 doses Hib, 2-3 doses PCV7, 1 dose Influenza
12-14 Months	3 doses DTaP, 2 doses Polio, 1 dose Hib, 2-3 doses PCV7, 1 dose Influenza
15-17 Months	3 doses DTaP, 2 doses Polio, 1 dose MMR, 1 dose Hib, 1 dose PCV7, 1 dose Influenza
18 Months – 4 Years	4 doses DTaP, 3 doses Polio, 1 dose MMR, 1 dose Hib, 1 dose Varicella, 1 dose PCV7, 1 dose Influenza

PROVISIONAL ADMISSION:

Provisional admission allows a child to enter/attend school but must have a minimum of one dose of each of the required vaccines. Students must be actively in the process of completing the series. If a student is less than 5 years of age, they have 17 months to complete the immunization requirements.

If a student is 5 years of age and older, they have 12 months to complete the immunization requirements.

GRACE PERIODS:

- 4-day grace period: All vaccines doses administered less than or equal to four days before either the specified minimum age or dose spacing interval shall be counted as valid and shall not require revaccination in order to enter or remain in a school, pre-school or child care facility.
- 30-day grace period: Those children transferring into a New Jersey school, pre-school, or child care center from out of State/out of country may be allowed a 30-day grace period in order to obtain past immunization documentation before provisional status shall begin.

2. **The immunization requirements outlined in I.1. above may be revised by Statute, administrative code, and/or the Commission of Health and Senior Services.**

**JF.** Emergency Powers of the Commissioner of Health and Senior Services

- ~~1. If a threatened outbreak, or outbreak of disease, or other public health immunization emergency exists, as determined by the State Commissioner of Health and Senior Services or designee, all students with provisional, religious, or medical exemptions (which relate to the specific disease threatening or occurring) shall be excluded from school. If these students become immunized or produce serologic evidence of immunity to the specific disease the student may immediately be readmitted to school.~~
12. If **an outbreak or** threatened outbreak, ~~or outbreak~~ of disease or other public health immunization emergency exists, as determined by the State Commissioner of Health and Senior Services or designee, the State Commissioner or designee may issue either additional immunization requirements to control the outbreak or threat of an outbreak or modify immunization requirements to meet the emergency.
2. All children failing to meet the additional immunization requirements of N.J.A.C. 8:57-4.22 shall be excluded from school until the outbreak or threatened outbreak is over. These requirements shall remain in effect as outlined in **J.3. below and** N.J.A.C. 8:57-4.22(c).

3. **These requirements or amendments shall remain in effect until such time as the Commissioner, Department of Health and Senior Services or designee determines that an outbreak or a threatened outbreak no longer exists or the emergency is declared over, or for three months after the declaration of the emergency whichever one comes first. The Commissioner, Department of Health and Senior Services or designee may declare a state of emergency if the emergency has not ended.**
  
43. The Commissioner of Health and Senior Services or designee may temporarily suspend an immunization requirement **for the particular immunization** in accordance with the reasons as outlined in N.J.A.C. 8:57-4.22(d).

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5330.04 ADMINISTERING AN OPIOID ANTIDOTE

N.J.S.A. 18A:40-12.24.a requires schools to adopt a Policy for the emergency administration of an opioid antidote to a student, staff member, or other person who is experiencing an opioid overdose.

N.J.S.A. 18A:40-12.24.a.(1) requires schools with any of the grades nine through twelve to comply with the provisions of the law.

N.J.S.A. 18A:40-12.24 requires a school to obtain a standing order for opioid antidotes pursuant to the “Overdose Prevention Act” - N.J.S.A. 24:6J-1 et seq. The school shall maintain a supply of opioid antidotes under the standing order in a secure, but unlocked and easily accessible location. The opioid antidotes shall be accessible in the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building. **The Board may, in its discretion, make an opioid antidote accessible during school-sponsored functions that take place off school grounds.**

The school nurse and a designated employee who volunteers to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c. are required to be trained for the administration of an opioid antidote in accordance with N.J.S.A. 18A:40-12.25.b. The school nurse or a designated employee who volunteers to administer an opioid antidote shall be promptly available on site at the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building at any time.

N.J.S.A. 18A:40-12.24 permits the school nurse or a designated trained employee to administer an opioid antidote to any person whom the nurse or the trained designated employee who in good faith believes is experiencing an opioid overdose.

An overdose victim shall be transported to a hospital emergency room by emergency medical responders after the administration of an opioid antidote, even if the person’s symptoms appear to have resolved.

In accordance with N.J.S.A. 24:6J-4.a.(1)(f), a prescriber or other health care practitioner, as appropriate, may prescribe or dispense an opioid antidote directly or through a standing order to a school, school district, or school nurse. In accordance with N.J.S.A. 24:6J-4.a.(2)(c), whenever the law expressly authorizes or requires a school or school district to obtain a standing order for opioid antidotes, the school nurse(s) employed or engaged by the school or school district shall be presumed by the prescribing or dispensing health care practitioner to be capable of administering the opioid antidote, consistent with the express statutory requirement.

Notwithstanding the provisions of N.J.S.A. 24:6J-4.a.(3)(b) to the contrary, if the law expressly authorizes or requires a school, school district, or school nurse to administer or dispense opioid antidotes pursuant to a standing order under N.J.S.A. 24:6J-4 et seq., the standing order issued shall be deemed to grant the authority specified by the law, even if such authority is not specifically

indicated on the face of the standing order.

In accordance with the provisions of N.J.S.A. 18A:40-12.26, no school employee, including a school nurse or any other officer or agent of a Board of Education or charter school, or a prescriber of opioid antidotes for a school through a standing order, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.23 et seq. Good faith shall not include willful misconduct, gross negligence, or recklessness.

Any school, school district, school nurse, school employee, or any other officer or agent of a Board of Education or charter school who administers or permits the administration of an opioid antidote in good faith in accordance with the provisions of N.J.S.A. 18A:40-12.24 and pursuant to a standing order issued under N.J.S.A. 24:6J-4 shall not, as a result of any acts or omissions, be subject to any criminal or civil liability or any disciplinary action for administering, or permitting the administration of, the opioid antidote in accordance with N.J.S.A. 24:6J-1 et seq. **Nothing in this Policy shall be interpreted to prohibit the administration of an opioid antidote to a student, staff member, or other person in an emergency during school hours or during on-site school-sponsored activities by an emergency medical responder or other person authorized by law to administer an opioid antidote, in accordance with N.J.S.A. 24:6J-1 et seq.**

**The Overdose Prevention Act provides that when a person, in good faith, seeks medical assistance for an individual believed to be experiencing a drug overdose, whether the person is seeking assistance for himself/herself or another, the person calling for help and the person experiencing the overdose shall not be arrested, charged, prosecuted, or convicted for certain criminal offenses enumerated in N.J.S.A. 2C:35-30(a)(1-6) and N.J.S.A. 2C:35-31(a)(1-6).**

Notwithstanding the provisions of any law, rule, regulation, ordinance, or institutional or organizational directive to the contrary, any person or entity authorized to administer an opioid antidote pursuant to

N.J.S.A. 24:6J-4, may administer to an overdose victim, with full immunity: a single dose of any type of opioid antidote that has been approved by the United States Food and Drug Administration for use in the treatment of opioid overdoses; and up to three doses of an opioid antidote that is administered through an intranasal application, or through an intramuscular auto-injector, as may be necessary to revive the overdose victim. Prior consultation with, or approval by, a third-party physician or other medical personnel shall not be required before an authorized person or entity may administer up to three doses of an opioid antidote, as provided in N.J.S.A. 24:6J-4, to the same overdose victim.

A school district may enter into a shared services arrangement with another school district for the provision of opioid antidotes pursuant to N.J.S.A. 18A:40-12.27 if the arrangement will result

in cost savings for the districts.

This Policy and Regulation 5330.04 shall be reviewed and approved by the school physician prior to Board adoption and whenever this Policy is revised. This Policy shall be made available to school staff members, parents, and students in handbooks, on the school district's website, or through any other appropriate means of publication.

N.J.S.A.18A:40-12.23; 18A:40-12.24; 18A:40:12-25; 18A:40-12.26;  
18A:40-12.27  
N.J.S.A. 24:6J-1 et seq.

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Revised:

R 5330.04 ADMINISTERING AN OPIOID ANTIDOTE

A. Definitions

1. “Opioid antidote” means any drug, regardless of dosage amount or method of administration, which has been approved by the United States Food and Drug Administration (FDA) for the treatment of an opioid overdose. “Opioid antidote” includes, but is not limited to, naloxone hydrochloride, in any dosage amount, which is administered through nasal spray or any other FDA-approved means or methods.
2. “Opioid overdose” means an acute condition including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death resulting from the consumption or use of an opioid drug or another substance with which an opioid drug was combined, and that a layperson would reasonably believe to require medical assistance.
3. “School-sponsored function” means any activity, event, or program occurring on or off school grounds, whether during or outside of regular school hours, that is organized or supported by the school.
  - a. **The requirements of N.J.S.A. 18A:40-12.23 through 12.27 only apply to school-sponsored functions that take place in the school or on school grounds adjacent to the school building.**

B. Acquisition, Maintenance, Accessibility, and Documentation of an Opioid Antidote

1. **In accordance with N.J.S.A. 24:6J-4(a)(1)(f) and N.J.S.A. 24:6J-4(a)(2)(c), the school physician may prescribe or dispense an opioid antidote through a standing order to the school district, school, or certified school nurse for administration to overdose victims. The school physician’s standing order must specify, at a minimum, the following:**
  - a. **The certified school nurse is authorized to directly administer the opioid antidote to overdose victims in the event of an emergency; and**
  - b. **The school district, school or certified school nurse may also dispense or grant access, in emergency situations, to other persons employed by the district or school who have certified to having received training in the administration of the opioid antidote and overdose prevention information.**

2. The school nurse in each school that includes any of the grades designated by the Board in Policy 5330.04 shall obtain a standing order for opioid antidotes pursuant to the “Overdose Prevention Act” – N.J.S.A. 24:6J-1 et seq.
  - a. **Written standing orders shall be reviewed and reissued before the beginning of the school year in accordance with N.J.A.C. 6A:16-2.3(a)4(vi).**
  
3. The school nurse shall be responsible to:
  - a. Maintain a supply of opioid antidotes that have been prescribed under a standing order in a safe and secure, but unlocked and easily accessible location in the school:
    - (1) The opioid antidotes shall be accessible in the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building.
  - b. Document the administration of an opioid antidote on a student’s health record;
  - c. Monitor the on-site inventory and replacement of the opioid antidote supply; and
  - d. **Ensure the replacement of the opioid antidote supply following use or expiration of the opioid antidote; and**
  - e. Plan for the disposal of administered opioid antidote and expired opioid antidote applicators.
  
4. Opioid antidotes shall be maintained by a school pursuant to N.J.S.A. 18A:40-12.24.b.(1) in quantities and types deemed adequate by the Board, in consultation with the New Jersey Department of Education (NJDOE) and the Department of Human Services.

C. Authorization and Training for Administering an Opioid Antidote

1. The school nurse shall have the primary responsibility for the emergency administration of an opioid antidote.
2. However, the Board upon the recommendation of the Superintendent shall designate additional employees who volunteer to administer an opioid antidote in the event that a

person experiences an opioid overdose when the nurse is not physically present at the scene.

**Optional**

- a. **The district shall provide in writing to the school nurse and each employee designated by the Board written approval to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1). Each written approval shall be kept on file in the school nurse's office.**
  - b. **The district shall notify all school staff members of the identity of each employee approved and designated by the Board to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1).]**
3. The school nurse and designated employees shall only be authorized to administer opioid antidotes after receiving the training required under N.J.S.A. 18A:40-12.25.b **and N.J.S.A. 24:6J-5.**

~~a. Each school nurse and each employee designated to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1) shall receive training on standardized protocols for the administration of an opioid antidote to a person who experiences an opioid overdose. The training shall include the overdose prevention information described in the "Overdose Prevention Act" N.J.S.A. 24:6J-5. The school district will provide training by an appropriate entity or entities as specified by the NJDOE's guidelines. A school nurse shall not be solely responsible to train the employees designated pursuant to N.J.S.A. 18A:40-12.24.c. Each certified school nurse and each employee designated to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1) and N.J.S.A. 24:6J-5 shall receive training on standard protocols from the school physician issuing the standing order or through a written agreement by the school physician with an organization that addresses medical or social issues related to drug addiction.~~

**The training must address overdose prevention information, including but not limited to, the following:**

- (1) **Information on opioid overdose prevention and recognition;**
- (2) **Instruction on how to perform rescue breathing and resuscitation;**
- (3) **Information on opioid dosage and instruction on opioid**

**antidote administration;**

- (4) Information describing the importance of calling 911 Emergency telephone service for assistance with an opioid overdose; and**
- (5) Instructions for appropriate care of an overdose victim after administration of the opioid antidote.**

**b. The district shall collect and maintain written evidence of satisfactory completion of the required training program before a certified school nurse or an employee is approved to administer opioid antidote.**

- 4.** In the event a licensed athletic trainer volunteers to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.23 through 12.27, it shall not constitute a violation of the “Athletic Training Licensure Act” – N.J.S.A. 45:9-37.35 et seq.

**D. Administration of an Opioid Antidote**

- 1.** The school nurse or a trained employee designated pursuant to N.J.S.A. 18A:40-12.24.c.(1) shall be authorized to administer an opioid antidote to any person whom the nurse or trained employee in good faith believes is experiencing an opioid overdose.
  - a.** The school nurse or a trained employee designated pursuant to N.J.S.A. 18A:40-12.24.c.(1) shall be promptly available on site at the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building at any time.
  - b.** Upon receiving a report or observing a possible opioid overdose in the school or at a school-sponsored function that takes place in a school or on school grounds adjacent to the school building at any time, the Principal or designee or any staff member present will immediately call the school nurse, if present, or a designated staff member who volunteered and was trained to administer an opioid antidote, and emergency medical responders.

**[Option – Option B.5. above must be included if Option D.1.c. below is selected**

- c. School-Sponsored Functions Off School Grounds: Upon receiving a report or observing a possible opioid overdose occurring at a school-sponsored function that takes place off school grounds, as designated by**

**the Superintendent or designee, a staff member shall immediately call the school nurse, if present, or a staff member who volunteered and was trained to administer an opioid antidote, if present, and emergency medical responders**

2. **The certified school nurse or employee designated to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1) and N.J.S.A. 24:6J-5 shall determine, in addition to the opioid antidote, whether any other emergency medical response is necessary, including but not limited to, cardiopulmonary resuscitation (CPR), Rescue Breaths, or the use of an automated external defibrillator (AED).**
3. **The certified school nurse and/or other** A staff member(s) shall **monitor the person who has received an opioid antidote and** keep the individual who may be experiencing an opioid overdose comfortable until emergency medical responders arrive on the scene.
4. An **individual overdose victim** shall be transported to a hospital emergency room by emergency medical responders after the administration of an opioid antidote, even if the person's symptoms appear to have resolved. **A student transported to the hospital shall be transported in accordance with the Board's Policy required in treating alcohol or other drug-affected students pursuant to N.J.A.C. 16-4.1(c)5.**
5. The Principal or designee shall notify the Superintendent or designee whenever an opioid antidote is administered.
6. The Principal or designee shall notify, as soon as practical, the parent of any student or a family member or other contact person for a staff member who may be experiencing an opioid overdose or has been administered an opioid antidote.
7. **Nothing in Regulation 5330.04 shall be interpreted to prohibit the administration of an opioid antidote to a student, staff member, or other person in an emergency during school hours or during on-site school-sponsored activities by an emergency medical responder or other person authorized by law to administer an opioid antidote, in accordance with N.J.S.A. 24:6J-1 et seq**

E. Use of Controlled Dangerous Substances

1. Any student or staff member who is found to be under the influence of a controlled dangerous substance shall be subject to the provisions of any applicable statutes and administrative codes and Board Policies and Regulations prohibiting the use of a controlled dangerous substance.



**F. Limitation of Liability**

- 1. Pursuant to N.J.S.A. 24:6J-4, the school district, school physician, certified school nurse, and other approved designees shall not, as a result of any acts or omissions, be subject to any criminal or civil liability for administering an opioid antidote.**
  
- 2. Any person or entity authorized under N.J.S.A. 18A:40-12.23 through 12.28 to administer an opioid antidote, may administer to an overdose victim with full immunity:**
  - a. A single dose of any type of FDA approved opioid antidote for use in treatment of opioid overdoses; and**
  
  - b. Up to three doses of an intramuscular auto injector or an intranasal application of opioid antidote, as needed to revive the overdose victim.**

**Adopted Issued:** 4 April 2019  
**Revised:**

5610 SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Student Discipline Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Building Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension. In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards pursuant to N.J.A.C. 6A:8-3. et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

**In the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team in accordance with the provisions of N.J.S.A. 18A:37-2c.**

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.

N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5  
N.J.S.A. 18A:54-20g [vocational districts]  
N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 11 September 2017  
Revised:

# RIDGEWOOD BOARD OF EDUCATION

## REGULATION

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### R 5610 SUSPENSION PROCEDURES

#### A. Short-Term Suspensions

1. In each instance of a short-term suspension, the Principal or designee, shall assure the rights of a student suspended for one, but not more than ten consecutive school days by providing for the following:
  - a. As soon as practicable, oral or written notice of charges to the student.
    - (1) When charges are denied, an explanation of the evidence forming the basis of the charges also shall be provided.
  - b. Prior to the suspension, an informal hearing in which the student is given the opportunity to present his or her version of the events regarding his or her actions leading to the short-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2. and 5.
    - (1) The informal hearing shall be conducted by a school administrator or designee;
    - (2) To the extent that a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension;
    - (3) The informal hearing should take place even when a school staff member has witnessed the conduct forming the basis of the charge; and
    - (4) The informal hearing and the notice given may take place at the same time.
  - c. Oral or written notification to the student's parent of the student's removal from the student's educational program prior to the end of the school day on which the Principal decides to suspend the student. The notification shall include an explanation of:
    - (1) The specific charges;

- (2) The facts on which the charges are based;
  - (3) The provision(s) of the code of conduct the student is accused of violating;
  - (4) The student's due process rights, pursuant to N.J.A.C. 6A:16-7.1 (c)3 and N.J.A.C. 6A:16-7.2; and
  - (5) The terms and conditions of the suspension.
- d. Appropriate supervision of the student while waiting for the student's parent to remove the student from school during the school day; and
- e. Academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards.
  - (1) The student's academic instruction shall be provided within five school days of the suspension.
  - (2) At the completion of a short-term suspension, the Board of Education shall return a general education student to the general education program for which he or she was suspended.
  - (3) The academic instruction provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.
2. The Principal suspending the student shall immediately report the suspension to the Superintendent, who shall report it to the Board of Education at its next regular meeting, pursuant to N.J.S.A. 18A:37-4.
3. An appeal of the Board's decision affecting the general education student's educational program shall be made to the Commissioner, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
4. For a student with a disability, the provisions set forth in N.J.A.C. 6A:16-7.2 shall be provided in addition to all procedural protections set forth in N.J.A.C. 6A:14.

**B. Long-Term Suspensions**

1. In each instance of a long-term suspension, the Principal or designee shall assure the rights of a student suspended for more than ten consecutive school days by providing the following:
  - a. Notification to the student of the charges, prior to the student's removal from school;
  - b. Prior to the suspension, an informal hearing during which the student is given the opportunity to present his or her version of the events regarding his or her actions leading to the long-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5;
  - c. Immediate notification to the student's of the student's removal from school;
  - d. Appropriate supervision of the student while waiting for the student's parent-to remove the student from school during the school day;
  - e. Written notification to the parent by the Superintendent or designee within two school days of the initiation of the suspension, stating:
    - (1) The specific charges;
    - (2) The facts on which the charges are based;
    - (3) The student's due process rights, pursuant to N.J.A.C. 6A:16-7.1(c)3 and N.J.A.C. 6A:16-7.3; and
    - (4) Further engagement by the student in conduct warranting expulsion, pursuant to N.J.S.A. 18A:37-2, shall amount to a knowing and voluntary waiver of the student's right to a free public education, in the event that a decision to expel the student is made by the Board, pursuant to N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.4.

- (a) The Board shall request from the parent and student written acknowledgement of the notification provided pursuant to N.J.A.C. 6A:16-7.3(a)5.iv subsequent to the removal of the student from his or her educational program, pursuant to N.J.A.C. 6A:16-7.3.
- f. A list of witnesses and their statements or affidavits, if any, no later than five days prior to the formal hearing, pursuant to j. below;
- g. For a student with a disability, a manifestation determination, pursuant to N.J.A.C. 6A:14-2.8 and the Federal regulations;
- h. Information on the student's right to secure an attorney and legal resources available in the community identified pursuant to N.J.A.C. 6A:16-7.1(c)7;
- i. Either in- or out-of-school educational services, that are comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25, which may include a public education program provided in accordance with N.J.A.C. 6A:16-9 or 10.
- (1) The student's educational services shall be provided within five school days of the suspension.
- (2) The Board shall make decisions regarding the appropriate educational program and support services for the suspended general education student based on the New Jersey Student Learning Standards and the following considerations:
- (a) A behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team, as appropriate;
- (b) The results of relevant testing, assessments or evaluations of the student;
- (c) The student's academic, health, and behavioral records;
- (d) The recommendation of the Superintendent, Principal, or other relevant school or community resource;



- (e) Considerations of parental input; or
  - (f) Consultation with the Intervention and Referral Services Team, in accordance with N.J.A.C. 6A:16-8.
- (3) Educational services provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.
- j. A formal hearing before the Board that shall, at a minimum:
- (1) Be conducted by the Board or delegated by the Board to a Board committee, a school administrator or an impartial hearing officer for the purpose of determining facts or making recommendations.
    - (a) Before taking final action, the Board as a whole shall receive and consider either a transcript or detailed report on the hearing.
  - (2) Include the opportunity for the student to:
    - (a) Confront and cross-examine witnesses, if there is a question of fact; and
    - (b) Present his or her own defense and produce oral testimony or written supporting affidavits.
  - (3) Take place no later than thirty calendar days following the day the student is suspended from the general education program; and
  - (4) Result in the Board's decision that shall be based, at a minimum, on the preponderance of competent and credible evidence.
- k. A written statement to the student's parent regarding the Board's decision within five school days after the close of the hearing. The statement shall include, at a minimum:
- (1) The charges considered;
  - (2) A summary of the documentary or testimonial evidence from both the student and the administration that was brought before the Board at the hearing;

- (3) Factual findings relative to each charge and the Board's determination of each charge;
  - (4) Identification of the educational services to be provided to the student pursuant to i. above;
  - (5) The terms and conditions of the suspension; and
  - (6) The right to appeal to the Commissioner of Education the Board's decision regarding the student's general education program, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
- l. If at any time it is found that the student did not commit the offense, the student shall be immediately returned to the program from which he or she was removed; and
  - m. At the completion of a long-term suspension, the Board shall return the general education student to the general education program.
2. Any appeal of the Board's decision regarding the general education student's program shall be made to the Commissioner of Education, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
  3. Suspension of a general education student shall not be continued beyond the Board's second regularly scheduled meeting following the suspension, unless the Board so determines, pursuant to N.J.S.A. 18A:37-5.
    - a. The Board shall determine whether to continue the suspension, pursuant to B.1 above, based on the following criteria:
      - (1) The nature and severity of the offense;
      - (2) The Board's removal decision;
      - (3) The results of any relevant testing, assessments or evaluations of the student; and

- (4) The recommendation of the Superintendent, after considering input from the Principal or Director of the alternative education program or home or other in-school or out-of-school instruction program in which the student has been placed.
    - b. The Board shall develop and adopt policies and procedures providing for action on the continuation of student suspensions in the event of cancellation of the first or second regular Board meeting pursuant to N.J.S.A. 18A:37-4 and 5.
4. When the Board votes to continue a general education student's suspension, it shall review the case, in consultation with the Superintendent, at each subsequent Board meeting for the purpose of determining:
  - a. The status of the student's suspension;
  - b. The appropriateness of the suspended student's current educational program; and
  - c. Whether the suspended student's current placement, pursuant to above, should continue or whether the student should return to the general education program.
5. When the Board votes to continue a general education student's suspension, it shall make, in consultation with the Superintendent, the final determination on:
  - a. When the student is prepared to return to the general education program;
  - b. Whether the student will remain in an alternative education program or receive home or other in-school or out-of-school instruction, based on the criteria set forth in B.3.a.(1) through (4) above; or
  - c. Whether to initiate expulsion proceedings in accordance with N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4 and Policy 5620.
6. The Board shall provide a general education student suspended under N.J.A.C. 6A:16-7.3 with an appropriate educational program or services, based on the criteria set forth under B.1.i.(2) above, until the student graduates from high school or reaches the age of twenty, whichever comes first.

## Procedures

- a. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and 6A:14-2 and 4.3, whichever is applicable; or
  - b. The educational services provided, either in- school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.
7. For a student with a disability who receives a long-term suspension, the Board shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the student's educational placement to an interim or alternate educational setting.
- a. All procedural protections set forth in N.J.A.C. 6A:14 and N.J.A.C. 6A:16-7.3 shall be afforded to a student with a disability who is subjected to a long-term suspension.
  - b. All decisions concerning the student's educational program or placement shall be made by the student's Individualized Education Program team.
  - c. The provisions of B.2. through B.6. above shall not apply to students with disabilities.

### **C. Meeting with Student - Multiple Suspensions or Possible Expulsion**

1. **In accordance with the provisions of N.J.S.A. 18A:37-2c, in the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team.**
  - a. **The Principal may convene such a meeting, if after the student has been suspended for the first time, the Principal upon evaluation deems such a meeting appropriate.**
  - b. **The purpose of the meeting shall be to identify any behavior or health difficulties experienced by the student and, where appropriate, to provide supportive interventions or referrals to school or community resources that may assist the student in addressing the identified difficulties.**

# REGULATION

# RIDGEWOOD BOARD OF EDUCATION

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Suspension

2. The requirements of C.1. above shall not apply when a student's immediate removal or suspension from the school's regular education program is required pursuant to:
  - a. The provisions of the "Zero Tolerance for Guns Act," (N.J.S.A. 18A:37-7 et seq.);
  - b. N.J.S.A. 18A:37-2.1 – Assault by Pupil Upon Teacher, etc.; Suspension; Expulsion Proceedings;
  - c. N.J.S.A. 18A:37-2.2 – Offense by Pupil Involving Assault, Removal from Schools Regular Education Program; or
  - d. In any other instance in which the safety and security of other students or school staff requires the student's immediate removal from school.
3. In the instances provided in C.2.a. through d. above, the meeting required in C.1. above shall take place as soon as practicable following the student's removal from the school's regular education program.
4. The provisions of N.J.S.A. 18A:37-2c and C. of this Regulation shall be construed in a manner consistent with the "Individuals with Disabilities Act," 20 U.S.C. § 1400 et seq.

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 11 September 2017  
Revised:

**POLICY****RIDGEWOOD  
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Expulsion  
M5620 EXPULSION

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the following:

1. The procedural due process rights set forth in N.J.A.C. 6A:16-7.1(c) 3 and 7.3 and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3; and
2. An appropriate educational program or service, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610.
  - a. The educational program or service shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 – Program Criteria; and N.J.A.C. 6A:16-10.2 - Home or Out-of-School Instruction for General Education Students; and N.J.A.C. 6A:14-2.1 et seq. - Special Education, Procedural Safeguards; and N.J.A.C. 6A:14-4.3 et seq. - Special Education, Program Options, whichever are applicable; or
  - b. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board’s decision regarding the cessation of the student’s general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or services in accordance with N.J.A.C. 6A:16-7.4(a)2 until a final determination has been made on the appeal of the Board’s action to expel a student.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A. 18A:37-7 et seq. Students in preschool shall not be expelled, except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to: identify students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

**In accordance with the provisions of N.J.S.A. 18A:37-2c, in the event a student may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school’s intervention and referral services team. The purpose of the meeting shall be to identify any behavior or health difficulties experienced by the student and, where appropriate, to provide supportive interventions or referrals to school or community resources that may assist the student in addressing the identified difficulties.**

**The requirements of N.J.S.A. 18A:37-2c shall not apply when a student’s immediate removal or suspension from the school’s regular education program is required pursuant to: the provisions of the “Zero Tolerance for Guns Act,” (N.J.S.A. 18A:37-7 et seq.); N.J.S.A. 18A:37-2.1 – Assault by Pupil Upon Teacher, etc; Suspension; Expulsion Proceedings; N.J.S.A. 18A:37-2.2 – Offense by Pupil Involving Assault, Removal from Schools Regular Education Program; or in any other instance in which the safety and security of other students or school staff requires the student’s immediate removal from school. In these instances, the meeting required pursuant to N.J.S.A. 18A:37-2c shall take place as soon as practicable following the student’s removal from the school’s regular education program.**

**The provisions of N.J.S.A. 18A:37-2c shall be construed in a manner consistent with the “Individuals with Disabilities Act,” 20 U.S.C. § 1400 et seq.**

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

N.J.S.A. 18A:36A-9; 18A:37-2 et seq.; 18A:37-2a; 18A:37-2b;  
N.J.A.C. 6A:16-7.4; 6A:14 et seq.

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 11 September 2017  
Revised:

8320 PERSONNEL RECORDS

The Board of Education believes that the orderly operation of the school district requires the retention of all records bearing upon an employee's qualifications for employment and employment history.

The Board requires that sufficient records be compiled and maintained to demonstrate an employee's qualifications for the position assigned; compliance with federal, state, and local benefit programs; conformity to district rules; the proper conduct of evaluations; and the employee's entitlement, as appropriate, to tenure and seniority.

The Superintendent shall be responsible for the custody and maintenance of personnel records. A single, central file of documents shall be maintained; temporary, subsidiary records will be permitted for ease in data gathering only. An employee's personnel file shall be maintained for six years following his/her termination of district service, provided the employment history record card is maintained a minimum of eighty years.

**A Board of Education and private agencies that provide educational services by means of public funds shall make employee records and information available for public access pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act, but in accordance with N.J.S.A. 18A:6-120.(d) and 121.(d), and as provided in Policy and Regulation 8320 - Section H. Records maintained in the personnel files of this district are not public records and are not open to inspection except as provided for in this policy. Board minutes and other public records of this district and any computerized files maintained by this district may include only an employee's name, title, position, assignments, salary, payroll record, length of service in the district and in military service, the date and reason for separation from service in this district, and the amount and type of pension a former employee receives.**

Personnel records may be inspected by school administrators to the extent that such inspection is required in the performance of the inspector's duties.

Board members may have access to confidential information in the personnel files of only those employees recommended for or subjected to an employment action requiring a vote of the Board or where access to the information is essential for the performance of the Board member's duties. Board member access to personnel files is limited to the relevant portion of the file and is available only through the Superintendent. Board members may freely inspect employment applications filed by candidates for district positions.

An employee may inspect his/her personnel file provided that the employee requests such access in writing, reviews the record in the presence of the administrator designated to maintain the file,



makes no alteration or addition to the file nor removes any material from it, and signs a log attached to the file indicating the date on which it was inspected.

An employee may appeal to the Superintendent the inclusion or exclusion of records or for appropriate administrative review of the accuracy of any record in his/her personnel file.

The Superintendent shall prepare rules enumerating the records to be maintained for each employee of this district, including, as a minimum and as appropriate to the position, the completed application form, employment contract(s), a copy of the employee's qualifying certification, transcripts, report of an employment physical examination, oath of allegiance, criminal background check, income tax forms, retirement registration, hospitalization forms, annuity forms, rate of compensation, attendance record, assignments to positions, completed evaluations, reports of disciplinary incidents, records of special awards or distinctions, and reports of annual or special physical and mental examinations.

N.J.S.A. 18A:18A-14.2; 18A:40-19; 18A:66-32

N.J.S.A. 47:1A-1 et seq.

**N.J.A.C. 6A:32-4.3**

Adopted: 7 December 2009  
Revised

R 8320 PERSONNEL RECORDS

## A. Content of Record

1. A personnel file shall be assembled and maintained for each person employed by this district. Each file shall contain the original or copies, as appropriate, of the following documents regarding the employee:
  - a. The employee's current correct name, address, telephone number, and birthdate;
  - b. Application form, including transcripts of all academic work, records of prior military service, and other supporting documents;
  - c. Annual employment contract and/or annual salary notice, signed by the employee;
  - d. Certificates and/or licenses required for employment;
  - e. Documentation of fulfillment of requirements for any change in salary classification;
  - f. Income tax forms;
  - g. Retirement registration;
  - h. Hospitalization forms;
  - i. Annuity forms;
  - j. Rate of compensation;
  - k. Attendance record, including the starting and ending dates of all leaves of absence, whether the leave was paid or unpaid, and the purpose for which such leaves were granted;
  - l. Assignment to positions, including position title and building to which assigned;
    - m. Completed evaluations;
  - n. Reports of disciplinary incidents;

- o. Records of special awards, commendations, or distinctions;
  - p. Oath of allegiance;
  - q. Reports of routine physical examinations; and
  - r. Reports of physical and mental examinations required for cause.
- 2. No information will be placed in an employees' file that does not pertain to the employee's position in this district and the performance of the employee's duties.
  - 3. The content of personnel files will be reviewed annually and material no longer required will be destroyed.
- B. Custodian of Personnel Records
- 1. The Superintendent is custodian of all personnel records.
  - 2. Personnel records shall be maintained in the Human Resources' office, who shall be records manager responsible for the day-to-day maintenance of the files and for supervising access to the files.
- C. Notice of Content of Files
- 1. Each employee shall be informed of the content of his/her personnel file.
  - 2. Each employee will be notified of the inclusion in his/her file of any document that was not received from the employee or at the direction of the employee.
    - a. No evaluation form will be placed in a personnel file until it has been reviewed and signed by the employee.
    - b. No copy of a memorandum or letter sent by an administrator or other school official to an employee will be placed in the employee's file unless the original and copy include the notation "cc: Personnel File" or other clear indication of the author's intention to place the memorandum or letter in the employee's file.
    - c. No report or letter or memorandum from any source, other than documents referred to in C2b above, may be placed in an

employee's file until a copy of the same has been delivered to the employee.

D. Employee Access to Personnel Records

1. Each employee shall be granted access to his/her personnel file in accordance with these regulations, except as may have been negotiated with the employee's majority representative.
2. Written request for access shall be submitted to the Human Resources. Except in unusual circumstances, access shall be granted only during the regular working hours of the office in which the file is kept.
3. The employee shall review the record in the presence of the Manager of Human Resources or designee and, at the employee's request, a representative of the employee.
4. No alteration or addition or deletion may be made to the file, except that the employee may append to any document in the file his/her comment on that document.
5. The employee may handcopy any portion of his/her file and may receive photocopies of records on payment of the copying fees established for copies of public records.

E. Appeal of Content of the File

1. The employee may appeal to the Superintendent the exclusion or inclusion of any portion of his/her personnel file or the accuracy of any information in the file.
2. An appeal must be made in writing on a form available in the office of the Superintendent.
3. The Superintendent shall render a decision on the appeal as soon as possible, but not later than ten working days from the time the written appeal is submitted. The Superintendent's decision shall be in writing and shall be delivered to the employee and the records manager responsible for the employee's file.
4. Except as may be otherwise provided by contract negotiated with the employee's majority representative, the appellant may appeal the Superintendent's decision to the Board; a decision of the Board may

be appealed to the Commissioner of Education.

F. Access by Board Members and School Officials

1. Personnel files may be inspected by school officials only as required in the discharge of their professional or statutory duties and to the extent required in the discharge of those duties.
2. Personnel files may be inspected by Board members when such inspection relates to the Superintendent's recommendation of a candidate for employment, promotion, transfer, dismissal, or discipline.
3. Much of the information included in an employee's file is confidential; access to the employee's file for professional reasons necessarily imposes on the person reviewing the file the duty to respect the confidentiality of the record.

~~G. Computerized Records~~

- ~~1. Computerized personnel records may include only the following information about an employee:
  - a. Name, address, and telephone number;
  - b. Social security number;
  - c. Current assignment;
  - d. Work experience;
  - e. Employment date; and
  - f. Salary guide and step.~~
- ~~2. Computerized information may be used only for the following purposes:
  - a. Payroll;
  - b. An employee's individual employment record; and
  - c. Studies, reports, or surveys conducted by the district or a governmental agency and authorized by the Superintendent, provided that such studies, reports, or surveys do not identify specific employees.~~

**G. Public Access to Employee Records and Information**

1. **A Board of Education and private agencies that provide educational services by means of public funds shall make employee records and information available for public access, pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act, but in accordance with N.J.S.A. 18A:6-120(d) and 121.(d) in accordance with N.J.A.C. 6A:32-4.3 and as outlined in this Regulation.**
2. **In accordance with the provisions of N.J.S.A. 47:1A-10, notwithstanding the provisions of N.J.S.A. 47:1A-1 et seq. or any other law to the contrary, the personnel or pension records of any individual in the possession of a public agency, including but not limited to, records relating to any grievance filed by or against an individual, shall not be considered a government record and shall not be made available for public access, except that:**
  - a. **An individual's name, title, position, salary, payroll record, length of service, date of separation and the reason therefore, and the amount and type of any pension received shall be a government record;**
  - b. **Personnel or pension records of any individual shall be accessible when required to be disclosed by another law, when disclosure is essential to the performance of official duties of a person duly authorized by the State of New Jersey or the United States, or when authorized by an individual in interest; and**
  - c. **Data contained in information which disclose conformity with specific experiential, educational, or medical qualification required for government employment or for receipt of a public pension, but not including any detailed medical or psychological information, shall be a government record.**
3. **Information related to the evaluation of a particular employee shall be maintained by the school district, be confidential, and not be accessible to the public pursuant to N.J.S.A. 47:1A-1 et seq., as amended and supplemented, in accordance with N.J.S.A. 18A:6-120.d and 18A:6-121.d.**

Issued/Adopted: 7 December 2009  
Revised:

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Pupil Representatives to the Board of Education

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.

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Pupil Representatives to the Board of Education

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:



## 0164 CONDUCT OF BOARD MEETINGS

### Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

### Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

### Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

### Agenda

The Superintendent and the Administrative Cabinet, in consultation with the Board President, shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than ~~two days~~ **two business days**, except **when an unscheduled meeting is being called**, before the meeting and shall include such reports and supplementary materials as are appropriate and available.

**The meeting agenda shall be posted on the district's website and circulated via the district email system 48 hours prior to the meeting time. A reminder email with the agenda shall be sent on the day of the meeting.**

The order of business shall be as follows:

Call to order and roll call

**Optional:** Motion to go into executive session

**Optional: Call to order and roll call again after returning from the closed session**

Pledge of Allegiance

Opening statement by presiding officer

Initial Public Comments limited to 45 minutes total, 4 minutes per person

Presentations

Superintendent's report

~~Comments from the Public~~

Consent items – **regular and routine issues**

**Resolutions and Motions not included in the Consent Agenda**

Approval of bills  
Board member announcements  
Board committee reports  
~~Comments from the public~~  
Discussion items  
Acceptance of minutes  
Other business

**Comments from the public**

**Optional:** Motion to go into executive session

**Optional:** Reconvened public meeting

Adjournment

**Electronic Participation and Virtual Meetings**

**In the event of extraordinary circumstances (which shall be defined as a natural disaster, mandatory or self-imposed quarantine, a State of Emergency declared by the Governor of the State of New Jersey or similar situation), it may be necessary for the full Board to meet virtually, via teleconference or digital media platform, in order to take necessary action.**

**A. Electronic Participation in In-Person Board meetings**

**In the event that an individual board member is unable to attend an in-person meeting, where there is a quorum present, due to extraordinary circumstances as defined above, such member may participate telephonically or electronically, with the permission of the Board President, whose permission shall not be unreasonably withheld, provided that they are able to hear the proceedings and be heard.**

**B. Virtual Meetings**

**Under extraordinary circumstances as defined above, teleconference options and digital platforms may be used to enable virtual board meetings and action even when all members of the Board are not physically present as long as prior arrangements are made to afford the public the opportunity to hear and participate in the meeting.**

**The Board may conduct a public meeting via teleconference or digital platform where members of the public are given appropriate notice and granted access enabling them to listen to and participate in the meeting at the appropriate time. A teleconference or virtual medium will only be used to host a public meeting of the full Board in a situation that makes it impossible or impractical for a quorum of members to meet in person due to the extraordinary circumstances as defined above.**

**Telephonic participation in or the virtual hosting of closed or executive sessions of the full Board shall be limited and only used in situations where in person attendance or the holding of meetings are impossible or impractical as define. All closed or executive sessions shall be and remain confidential.**

N.J.S.A. 10:4-10  
N.J.S.A. 18A:16-1.1

Adopted: 7 December 2009  
Revised: 18 March 2013  
Revised:

## 0169.02 BOARD MEMBER USE OF SOCIAL NETWORKS

In accordance with the School Ethics Act - N.J.S.A. 18A:12-21 et seq., Board of Education members must avoid conduct which is in violation of the public trust or which creates a justifiable impression among the public that such trust is being violated. To avoid conduct that may be in violation or perceived to be in violation of the School Ethics Act, the Board of Education adopts this Policy to provide guidance to Board members in their use of social networks.

For the purposes of this Policy, “social network(s)” shall include, but not be limited to: Internet blogs, electronic bulletin boards, emails, social networking websites, text messages, or any other online platform where people may post or communicate interests, opinions, or any other information that may be viewed by others with or without permission from the person making such post or re-publishing such post. “Social networks” also means an Internet-based service that allows individuals to: construct a public or semi-public profile within a bounded system created by the service; create a list of other users with whom they share a connection within the system; and view and navigate their list of connections and those made by others within the system.

For the purposes of this Policy, “use of a social network” shall include, but not be limited to: posting to a social network, reposting another person’s post to a social network, messaging, or any other publication of material on a social network.

Nothing in this Policy prevents a Board of Education member from using a social network. However, a Board member must avoid conduct on a social network that would violate the School Ethics Act N.J.S.A. 18A:12-21 et seq., which includes the Code of Ethics for Board Members. Board members should be advised communications, publications, photographs, and any other information posted by the Board member or reposted by the Board member on a social network could violate the School Ethics Act and be cause for sanctions in accordance with the law.

While this Policy respects the right of Board members to use social networks, Board members shall recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. A Board member’s use of social networks shall not damage the reputation of the school district, employees, students, or their families. Board members who use social networks shall ensure their conduct is appropriate for a Board of Education member. Board members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.

Board members should carefully review the privacy settings on social networks they use and exercise care and good judgment when posting content and information. When using social networks, Board members are advised to:

1. Not post anything that would violate any of the district’s policies for Board

members;

2. Uphold the district's value of respect for any individual(s) and avoid making defamatory statements about the Board of Education, the school district, employees, students, or their families;
3. Not disclose any confidential information about the school district or confidential information obtained as a result of being a Board member, about any individual(s) or organization, including students and/or their families;
4. Not use or refer to their Board of Education title or position when soliciting for a business organization that he or she or any immediate family member has an interest in, as well as posting or referencing any confidential information regarding the Board of Education or the school district obtained through their Board membership, unless authorized by law;
5. Refrain from having communications through social networks with other Board members regarding any Board of Education business to avoid any potential violation of the New Jersey Open Public Meetings Act;
- ~~6. Not respond to any postings regarding Board of Education or school district business or respond to any question or inquiry posted to the Board member or posted on any social network regarding Board of Education or school district business and shall refer any such questions or inquiries to the Superintendent of Schools to address, as appropriate; or~~
- 6. Board members are entitled to express themselves publicly on any matter, including issues involving the Board and the school district. Individual Board members cannot, however, express the position of the Board except as expressly authorized, in accordance with Board Policy No. 9120. Only the Board President or his/her designee shall authorize or make statements of official Board positions.**
7. Not post any information on a social network determined by the New Jersey School Ethics Commission to be a violation of the New Jersey School Ethics Act.

A Board member shall comply with all Board policies regarding acceptable use of computers and computer networks whenever a Board member is using a Board of Education electronic device.

If the Board or Superintendent believes a Board member's activity on any social network may violate the Board's policies or the New Jersey School Ethics Act, the Board ~~or Superintendent~~ may request the Board member cease such activity.

This Policy has been developed and adopted by this Board to provide guidance and direction to a Board member to avoid actual and/or a perceived appearance of inappropriate conduct or conduct prohibited by the School Ethics Act while using social networks.

N.J.S.A. 18A:12-21 et seq.

N.J.S.A. 10:4-6 et seq.

Adopted: 5 March 2018

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
September 14, 2020**

Minutes of the Regular Public Meeting of the Board of Education held on September 14, 2020, at 7:00 p.m., at the Education Center.

**I. CALL TO ORDER AND ROLL CALL**

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, 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 matter.

**B. MOTION TO OPEN REGULAR SESSION**

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.

At 7:11 p.m. Mr. Lembo called the regular public meeting to order and asked for a roll call.

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources

**Visitors:**

Not applicable

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS****A. SUPERINTENDENT'S OPENING OF SCHOOL REPORT**

Dr. Fishbein presented the 2020 Opening of School Report, beginning with remarks about the success of the reopening of schools. He shared enrollment figures, which reflect a decrease in enrollment as compared to June 2020.

Dr. Fishbein explained that some families of children who were beginning kindergarten opted to send their children to a private school for this school year with the intention of returning to the district the following school year. Over the summer, teachers worked on revisions to 34 courses. Additionally, five new courses were written: Soundology (grade 7), Theatre History, Algebra I Advanced, AP Capstone RAHP, and Global Citizen. There were 41 new hires, of which three are new positions (two school psychologists and one special education (STEPSS) teacher). The remaining new hires were either replacements due to resignations or retirements or leave replacements due to maternity or illness.

This summer, several facility projects were accomplished including the Orchard soil remediation project, the RHS Gym 3 floor remediation and replacement, the Stevens Field turf replacement, and work on the Somerville gym floor. Some of the funds that are typically used for various summer maintenance projects were used for COVID response items and personal protective equipment.

Upgrades were made to the district internet connection to accommodate the increased demand for video conferencing and online applications. Also, new devices and online learning tools were purchased. Dr. Fishbein shared the current number of students by grade-level bands in the hybrid and remote models, as well as the transition request as of September 14, 2020.

**B. GRADUATION PATHWAYS**

➤ Ms. Poelstra



Ms. Poelstra gave a presentation on Graduation Pathways for the Class of 2020. The state requires that school districts report graduation statistics at a public meeting.

Ms. Poelstra shared that 434 students graduated from Ridgewood High School, and 23 of those students graduated under the substitute competency test process by which a test such as the SAT or ACT can be used in place of the NJSLA. The number of students who are taking the NJSLA is much higher than it used to be, and, therefore, the number of students using a substitute competency test to meet graduation requirements has decreased. There were no students who graduated under the portfolio appeals process. Ten students received State-endorsed diplomas as a result of meeting any alternative requirements for graduation as specified in their IEPs.

Finally, there were no students denied graduation from the 12th grade solely because of failure to pass the high school end-of-course NJSLA assessments, substitute competency tests, or portfolio appeals process.

### **C. STUDENT REPRESENTATIVE REPORT**

Zoe Kovac provided the student representative report. She is sure that everyone was anticipating, this year is off to a strange start. There was and still is a lot of anxiety, uncertainty, and fear coming from students, parents, and staff. As we are all trying to adjust, it is important to remember that we truly are all in this together. While we, as students, can get easily caught up in our own work and issues as they relate to this new reality, it cannot go unnoticed how appreciative we are for ALL of the Ridgewood teachers, staff, faculty, and BOE members, who, despite their own work and issues, have made the necessary changes to their routines and have been extraordinarily flexible in meeting the needs of us students.

#### Academics

- As far as academics go, we are all experimenting with the new hybrid and all virtual schedules. So far, Ridgewood seems to be quite successful in mandating socially distanced desks, (when possible) keeping students distanced in the hallways, ensuring all students sanitize their desks when done using them, and making sure students are wearing their masks.
- Regardless of the schedule model each student has opted for (remote or hybrid), it has been quite apparent amongst the highschoolers that having all 8 classes a day is quite taxing and challenging. Pre COVID era our schedules implemented a skip of 2 periods for each day. But thankfully, we know that the administration will be working on a new schedule when Phase 2 begins.

#### Arts

- Students virtually sang songs and created dance routines on school grounds to welcome back the faculty and staff this year. It was wonderful to see the students so excited about coming back to school.

#### Athletics

- The track teams are working extremely hard to coordinate track meets but in the meantime, they have been holding captains practices and plan to start official practices on September 14th
- The soccer teams started tryouts today Monday the 14th, and hope to begin the official season early October.
- The swim teams season, unfortunately, has been pushed back but they plan to begin practices early December and begin meets toward late December
- The boys' baseball team were both county and state champions for the 2019 season so that is motivating the baseball players to continue to workout and condition in a safe fashion to maintain their successful streak
- The athletes are wearing masks, adhering to social distancing, and taking all necessary precautions to ensure a safe and successful season

#### Activities

- The RHS Community Outreach Club organized a virtual club fair in place of the annual club fair that typically takes place in the RHS gym. The virtual club fair took place via Powerpoint Presentation and included over 40 different clubs RHS has to offer.
- Several of the RHS clubs have found a way to still operate during these unusual times and have already started to hold virtual club meetings.

#### Miscellaneous

- With the tragic shooting of Jacob Blake in Kenosha, an abundant amount of Ridgewood students gathered and marched peacefully in local protests around town organized by the Ridgewood for Black Liberation organization to protest the systemic racism within our country

## **V. COMMITTEE OF THE WHOLE REPORTS**

- Finance
  - July Financial Reports

Ms. Kelly shared that, as discussed at the last Board meeting, the district ended the 2019-2020 school year well; therefore, we were in a good financial position going into July.

The biggest receivable at the beginning of the year is the tax levy, and we are on schedule with receiving these payments. The August financials will be available on the October 5 meeting.

## **VI. COMMENTS FROM THE PUBLIC**

Mr. Lembo reminded the public to state their name and address for the record and will be limited to 4 minutes. He wants everything to stay civil and either he or other board members will call point of order if it gets out of hand. He will try to regulate it and remind the public they will not be responding to any comments.

The following callers addressed the board:

Katie Kashmanian, Currently enjoying my 16th year as the Principal of George Washington Middle School. During my tenure in education, I have also served as a teacher, a technology specialist, and the Executive Vice President and COO of an educational consulting firm. I am a Ridgewood resident, the mother of a current 7th grader, and the President of the Ridgewood Administrators' Association.

Made up of 32 Principals, Assistant Principals, Supervisors, and Directors, the Ridgewood Administrators' Association serves over 5600 students and close to 7,000 parents in the Ridgewood Village School District. Based on recent events, the Association met on September 9th, 2020, and voted unanimously for the following resolution:

We, the members of the Ridgewood Administrators' Association, with over 300 collective years of service to the Ridgewood Public Schools and its students, unanimously agree that we have No Confidence in current Board of Education members Mr. Saurabh Dani and Mrs. Hyunju Kwak. The conduct of these Board members, witnessed at our public Board of Education meetings, has created a non-collaborative working environment so contentious that our school district is now without both a Business Administrator and a Superintendent during the most difficult time in the history of public education, as well as the most critical period in our lifetime for the health and safety of our children.

The Ridgewood Administrators' Association does not take this step lightly. In the entire history of the RAA, there has never been a vote of No Confidence for any Board member or Superintendent. That said, as a collective Association, we maintain that Mr. Dani and Ms. Kwak are failing to fulfill their obligations as New Jersey School Board members, and that they have created an environment in which it will be extremely difficult, if not impossible, to find anyone with the qualifications Ridgewood residents and educators demand to take on the roles of Business Administrator and Superintendent of the Ridgewood Village Schools.

We are at a pivotal time right now in the history of the Village. The decisions and actions made by this Board will reverberate throughout the years to come. We must be able to maintain the extremely high standards we have today, which are the result of teacher talent, community partnership and support, and the incredible drive, respect, and commitment which are only attained and maintained under exceptional leadership. Although Dr. Fishbein's job has been nearly impossible given the wide range of opinions and viewpoints held by village residents in this vibrant and eclectic community, he has consistently navigated throughout his tenure with the best interests of the children at the center of each and every decision he has made. His resignation is truly devastating, and should send a strong message to the community that we must wake up. We must be sure that those who are elected to serve as School Board Members, whose role is to make the best decisions possible for our students and to work collaboratively with district level administration, do so without fail. Anything less is a disservice to each and every child in Ridgewood, and erodes the public trust. Differing opinions are fine, and in fact healthy for growth. But decisions must be reached collaboratively, respectfully, productively, with continuous improvement in mind, and according to the mandates put forth by the State of New Jersey.

Tom Gorman, Ridgewood HS Principal, We began our school year on a very positive note. There were many challenges to have in-person and virtual learning, but the faculty, staff, and administrative team worked very hard this summer to create a productive learning environment for the students and succeeded. The administrators at the Ed Center played a very important role in this success.

In addition to the educational challenges presented this year, the BOE will be searching for an architect, attorney, business administrator, and superintendent. These searches will be

conducted with impending REA negotiations and while in the middle of a pandemic. The loss of leadership steering the District during this unprecedented time is of great concern.

The business administrator, Ms. Kelly, is a woman of great experience and her expertise will be sorely missed. It will be difficult to replace her. Dr. Fishbein is an incredible superintendent and the best boss I have ever worked for. He is kind, compassionate, and knowledgeable. That trifecta does not occur in most lifetimes. While working together with the administrative team at RHS, Dr. Fishbein's support has resulted in the following:

Implementation of a 1:1 Chromebook initiative for over 1,750 students, Construction of a \$100K Makerspace classroom and development of a STEM curriculum, Transformation of the library into a new \$1.4M active Learning Commons, Renovation of a \$200K state-of-the-art fitness center, Student participation rate of AP exams increased 18% and scores of 3+ increased 10%, Composite scores for SATs increased 6% and for ACTs 8%, Student acceptance rate, at most competitive through very competitive ranked colleges, increased 7% and the average number of acceptances to these schools increased 25%, and he is a supporting member of one of the country's first public high school alumni associations, which has gifted over \$300K.

During this most challenging time in education, we need to unite as a community, work together as educators, and deliver the tradition of excellence we have all come to know and expect.

Mike Yannone, 320 Kenilworth Road, father of rhs freshman and president of the REA Enough, the district cannot take anymore. Since the reorganization of the board the district has been hemorrhaging personnel. It began almost immediately with the board failing to re-appoint the board attorney, a move that the board has not been able to explain and was reiterated two weeks ago when the board set its goals for the next term. Then we lost a highly respected business administrator, She was quickly hired by a neighboring district, our loss is another district's gain. Our payroll manager has resigned, then the way this board cast aside health and safety concerns, we've had teachers resign. Again other schools benefited from our dysfunction.

Now our superintendent of 12 years, a Ridgewood resident, do you know how many districts would kill to have their superintendent live in their community? He has placed his resignation on tonight's agenda. It didn't have to be this way, but from watching your meetings these past months, the outcome seemed pretty ordained.

Why the board would treat employees this way is beyond him. Now more than ever in the middle of a pandemic we need steady hands at the helm, some of those steady heads are sitting beside you right now. Why you cast those steady hands aside is beside him. The question to the board is, who is going to lead? People talk, Just this past weekend he's fielded inquiries from four different local associations. The word is out that Ridgewood is a mess. He asked again, Who will lead? What incentive is there for someone to take a leadership position, when they know this board does not respect or trust any decisions made in this building. Dan is not only highly respected in Ridgewood, but is highly respected in the county and the state. Just a few years ago he was chosen by his peers to serve as President of the Superintendent's Association. Do you think your treatment of him will go unnoticed? Who will want to come here? Who will lead? No one will come and no one will lead. Ridgewood will get an Interim Superintendent who will collect a couple hundred bucks per day and will have zero investment in bettering this district and Ridgewood will suffer for it.

This blame for all this is squarely at your feet. This is your mess. It is time for this board to realize there is more to this district than the Infant Toddler Development Center. It is time for this board to self reflect and realize your governing style is driving good people away. You can start by apologizing to the professional educators sitting there with you tonight. I urge you to ask Dr. Fishebin to reconsider and not accept his resignation, but the healing needs to go further. This board needs to go out to every employee in the district when we see how you treat the district leadership it gives us no confidence that this board respects any of its employees. We are watching, everyone is watching. What is your next move going to be. I will end right where I began, enough.

Greg McDonald, Supervisor of Mathematics and technology, He is entering his 37th year in education an 19th year in Ridgewood. He has been fortunate in his life to be able to work in some of the best districts in Bergen county and feels like he has reached the top of the food chain here in Ridgewood. That is until now. What has transpired over the past few months for all of us has been unique, difficult, and incredibly arduous but we have made it to this point and our kids are still being educated at a high level. This is due in large part to the leadership provided by Dr. Fishbein. Other districts had to go completely virtual because they were unprepared to open their schools, not Ridgewood. They spent the summer meeting, discussing, arguing, proposing ideas, and discussing the wants and needs of the community and of the students. When September 2nd came around, our schools were open, the kids were in class if they so desired, and teachers were there to greet them for the first time since March 15th. This could not have been accomplished without the drive and determination of our leader Dr. Fishbein. His guidance, his calm demeanor, his ability to state what is required and then offer suggestions as to how we can make that happen, and his willingness to listen to his administrative team all led to a successful start to the school year.

His resignation is a huge blow to not only the district but to the reputation of Ridgewood Public Schools. Dr. Fishbein is one of the most well respected Superintendents in the State of New Jersey. He has been an advocate of many new initiatives that have kept Ridgewood on the cutting edge of education. This is not easy for a K-12 district. He pointed out to the Board of Education that replacing this man is going to be extremely difficult because the interview process for this position is a two way street. You will interview qualified candidates but they are also interviewing you by watching BOE meetings and evaluating the behavior of each of its members. Every candidate is going to notice which members are in this with the district betterment in mind and which members have come with a personal agenda. It will be up to those candidates to decide whether or not they want to come into a toxic situation like the one that has been created here. It is my understanding that we have an opening for the Business Administrator and that there are a very limited number, if any, qualified candidates applying for this position. I firmly believe that you can expect the same thing or worse once you open this position for applicants.

On a personal note, he thanked Dr. Fishbein for all of the kindness that he has shown him over the years. From stopping in to see him at the hospital so many years ago as he was recovering from Pulmonary embolisms, to the little blue cards of encouragement, to your most recent support of him as he battled Cancer, your kindness, thoughtfulness, and caring attitude did more to help him heal than you would know. Knowing that you were there for me

when I needed you the most will never be forgotten by me or my family. You will be sorely missed by every teacher, administrator, and staff member in Ridgewood. I wish you nothing but happiness and joy in your future. You have certainly earned it!

Boyd Loving, 342 South Irving Street, he is in full support of the new Ridgewood Board of Education and he trusts that they will make the right decision in regards to this matter to ensure the best education of the children.

Kim Casey, teacher at Travell for 19 years, she publicly expressed gratitude for Dr. Fishbein's support through the years, although they have had differences throughout the years, Dr. Fishbein has always been respectful and fair. The unfortunate climate displayed at the last board meetings has left her disheartened, at the lack of respect the recently appointed board members have had. The administrators, teachers and the community standing outside as a whole show the overwhelming support you have. Although she does not blame him for his decision she asks him to reconsider knowing that they all stand with him. Whatever decision he makes she wants him to know that he has made a difference and wishes him and his family peace and wellness..

Laurie Weber, 235 South Irving Street, calling in support of the new board members, they are asking difficult questions that many of us from the audience have been asking for years. She appreciates all of the information they have been able to extract, although they were sometimes labored because they were met with resistance, she appreciates that. She pointed out that the board secretary that was a highly valued member of the organization resigned in March so we can't blame that on them. The two new board members have been under attack in an unprecedented way. Over the weekend an email by core one Village One organizer Stacey Loscalzo circulated through tic toc a Ridgewood schools sponsored organization, she was a member of tic toc for about 10-12 years. The last she checked, that the acronym stands for introducing culture to our children not to instill hostility from their parents. The distributed letter contains false information toward Saurabh Dani and Hyunju kKwak who were overwhelmingly elected to the board just last may. On top of that GW Middle School Principal Katie has propagated similar allegations that can be found in an article published by NJ.com. Our district email has been used to rouse anger in the community against these individuals and caused them to demonstrate outside the education center this evening as the board members arrived for their 6:00 executive session meeting, residents have all encouraged to write emails to the board and contribute to the public comments portion of the meeting, if this is not enough the nasty display directed at tof those two board members appeared in the center of town this afternoon. She tried to personally attend the demonstration to see what was going on, but Jeff Boyd standing next to Siobhan Winograd chased her away taking pictures of her. And later her neighbor was accosted by a former councilwoman Gwen Hauck who asked him what he was doing there. Mr. Lembo, please make this stop. At the very least the Ridgewood Board of Ed employees who were involved in these propagation for the false personal attacks that led to the calls, emails and public comments encouraged against these board trustees must be severely reprimanded for the actions. Anyone responsible who uses Ridgewood Public Schools funded organization to do the same must be relieved of that position immediately. This is a new low in Ridgewood and she has not seen this before during the last 36 years that she has lived here. Mr. Lembo, our community is looking at you to lead us to that better direction.

Laurie Goodman, 711 North Monroe, former member of the Ridgewood Board of Education, she has raised her kids in the district who attended the Ridgewood Public Schools and her daughter and husband moved to town to raise their children here. She is saddened and discouraged at what she is seeing with the Board of Ed and a vocal group of a few community members and wants to share some observations. Asked boe members that their job is not to run the school district, which is a common misconception, but NJSB Code of ethics explicitly says "I will carry out my responsibility not to administer the schools, but with my fellow board members to see that they are well run." The code of ethics also states "I will confine my actions to policy making, planning and appraisal. She has watched board meetings over the last several months and has witnessed micromanaging, disrespect, lack of trust and a little bit of performance art. She is disappointed and angry. New board members have a lot to learn and they should ask questions. When she was elected, she had come in with plans to make things better, but she immediately recognized the depth of her lack of knowledge and spent hours meeting one one one with the superintendent, assistant superintendent of curriculum, business administrator, principals so that she can understand how the decisions were informed by their decades of experience, by educational research and best practices and the ridiculously complicated legislative requirements that prevent schools to be run like a regular business. She urged the board members to do their homework outside of the spotlight, become educated before you criticize our seasoned educators, by all means you should ask questions and challenge the status quo but do it with respect and in the spirit of collaboration. As the code of ethics states, concern yourself only with the holistic educational welfare of all of our children, not just the gifted or high achievers.

Her second observation, she has heard chatter on social media about comparing our test scores to other districts and rankings on various lists. This is setting off red flags and warning bells, Ridgewood recognized years ago the pressure this puts on our kids. That is why our mission statement does not say our goal is to be the best or to be placed in the highest ranked college, the mission is to enable the students to maximize their unique potential to become lifelong learners and productive responsible citizens. That's a mission that respects learners of all kinds. Anecdotally, Ridgewood students do very well in life but there is no ranking to prove it. Focusing on ranking and test scores is to the detriment of our children.

She wished the board good luck during this challenging time, and good luck finding a replacement. To Dr. Fishbein, she thanked him for his integrity, leadership expertise and immeasurable commitment to the children of Ridgewood.

Roric Halaby, 374 Evergreen Place, 51 year resident, he thanked the Ridgewood school system, his boys have been out of the district for 35 years, but still supports the system. Selfishly the Ridgewood Schools education is the driver for the housing prices. His disappointed that Ms. Kelly and Dr. F have submitted his resignation, senior experienced managers leaving at a critical time. If we ever need experience at the helm it is now. To Dr. Fishbein and Ms. Kelly, Cindy and I are saddened and wish them the best. What he finds laughable is the spin that the chairman of the Board of Ed is trying to put on this, as people are just moving on. We have all heard of D day, and the joke that Eisenhower and General Montgomery decide to retire. He refers to the school system as Ridgewood's pillars and we are seeing the beginning of the collapse. The board has always attracted the best and brightest of Ridgewood's residents, like Laurie Goodman who previously spoke. The past two elections have replaced 4 experienced people with candidates who are not just mediocre

people, but people with agendas that will cause incalculable harm to the future of the school system. It is sad that people cannot be critical at certain members of the board of ed without being labeled racists. He condemns all four of them, like anyone who cares about the school system, cares about people's backgrounds. He is being called a racist and he does not like that. It does not reflect well on certain members of the board. He hopes that we can wake up tomorrow and it will have all been a nightmare that Dr. Fishbein and Ms. Kelly are not resigning. Miracles happen but not that often. More realistic option is that the four board members resign at once and we have a new election.

Ann Loving, 342 South Irving St., Offered sincere appreciation to teachers, faculty and staff to get the schools up and running. She is aware how overwhelming this has been. Besides the teachers, she thanked Dr. Fishbein for navigating this pandemic and wished him well on his retirement. She stated her full support to the Board for their diligence, persistence, professionalism during this unprecedented time. The board makes her proud and she is truly appreciative for what they are doing and what they will do. She is confident this board will find the best possible superintendent to replace Dr. Fishbein.

Dr. Chopra, 645 Maxwell Place, the boe members were elected by Ridgewood, she believes they are looking out for the best interest of Ridgewood and the students. We support them and the team should work with them collaboratively.

Corrin Dillon, 215 Fairmont Rd., Grew up in Ridgewood and graduated in 2003, last year moved back into town, she wants to wish Dr. Fishbein well as he moves on in his retirement. She also called to voice her support administration appreciation for the new board members. She singled out Mr. Lembo for taking on the Presidency during a pandemic, her hat is off to him. The other two members, she admires their willingness to ask tough questions. She supports their new focus on rigorous academics and appreciated the hours. Saurabh Dani and Hyunju Kwak are professionals who we are lucky to have serving the best interstate of the students. She agrees when talking about student achievement that ranking is not the best measure of success. She is a firm believer that there should be no limit on student achievement. We need a cumulative curriculum starting in Kindergarten that encourages intellectual curiosity, which most children have and allows children to achieve to the best of their ability. It is something to strive for. People have spoken about social and emotional health, if she had not been able to achieve to the best of her ability and go all out in academics it would have negatively affected her emotional health. She benefitted from visionaries in the district and thanked them, They started a mandarin chinese program in Ridgewood in the 1990s. That leadership is not easy to find. We have to rip the bandaid off and find out why our rankings have fallen and are kids should receive that content rich education starting in Kindergarten. She is not an opponent for having these conversations, people will have differing opinions. But differing opinions is very good. We give a lot of lip service about diversity and social and emotional health. She is very excited that Ridgewood has elected two professional, intelligent warm people who happen to be in the minority who have differing opinions from the administration and different board members. She has been dismayed to see the attacks against them on social media. She hopes that the other board members will stand up and say no matter how much they disagree or have tough conversations, they should not stand for personal attacks from members of the community. To the caller mentioning D-Day, since they are not emphasizing vigorous education in elementary school, not all children have heard of D-Day. As a history buff, she would



volunteer to go into the schools and teach them about it. Wished Dr. Fishbein best of luck.

Lorna Oates-Santos, Principal Somerville Elementary School, This September was my 13th year in this position in Ridgewood - my 16th year as an administrator in the district - and while it brought many unique challenges, it also highlighted for me the aspects of my work that are exceedingly positive: namely being part of a strong administrative team, a devoted staff and a participatory parent community. As I spoke to colleagues across the county, state and even country, I have two college roommates who are school administrators in other states -I heard story after story about frustrations, breakdowns in communication and failed attempts to actually implement a live option for school. While I could relate to the feeling of being overwhelmed, I was the clear beneficiary of Dr. Fishbein's leadership; He set our goals, established timelines, communicated clearly and consistently and was available at any hour to talk through the latest hiccup. The result was a shared sense of investment and pride in achieving our goal together. While there were issues along the way, they were resolved in the way that I have come to expect our work in Ridgewood to be handed - through respectful discourse led by, modeled by, our CEO Dr. Fishbein. What is interesting to note is that this sense of empowerment and support was not unique to this summer or COVID. It is how I have felt for 12 years as a principal in a town with high expectations; when I have dealt with student tragedies. Dr. Fishbein has been in my office at 8 PM guiding the response; when navigating new state-mandated tests, teacher evaluations tools or goal setting, Dr. Fishbein has commandeered needed professional development and brought the team together to help us rise to the occasion. Again, I can rattle off countless examples of districts that have floundered faced with the same challenges. I feel extremely fortunate to have learned from Dr. Fishbein and to have spent 12 rewarding years as a principal under his leadership. I feel equally frustrated at the thought that anyone in this community or on this board has thought that his contributions will be easily replicated or replaced. The loss of Dr. Fishbein as the leader of our district staff and administrative team is a significant blow that will resonate for a long time. Personally, I would like to take this opportunity to say Thank you, Dan!

Jennie Smith Wilson, 312 Highland Ave., She is here with former Board of Ed Trustees Charlie Riley, Bob Hutton, Jim Morgan, Vince Loncto and Mohammed Mahmoud. Trustees with more than 50 years of combined service to the school district. They have all worked with Dr. Fishbein and have great respect and appreciation for his leadership and laser focus on what is best for every student. Dr. Fishbein has led the Ridgewood Public Schools with integrity, empathy and self sacrifice and while they did not always agree but they worked as a team for the schools. As a result of Dr. Fishbein's exceptional service to our children, Ridgewood is regarded across the state as an exemplary well led school district and our schools are the reason why families move into Ridgewood. Among Dr. Fishbein's legacies are the Administrators, principals and supervisors, many of whom are here tonight, in the face of this disruption to the leadership of the schools your role is more important now as is the role of every teacher and staff member. Educational excellence must continue. The Fishbein's are our neighbors, they are long-time Ridgewood residents and the parents of 5 Hawes, BF and Ridgewood High Schools graduates. We know this was not an easy decision for a man who has dedicated the past twelve years to the Community. As former trustees, we wish that he had not decided that this was his only course of action. We believe the behavior of this board over the last few months has resulted in a hostile work environment and a dysfunctional relationship with the superintendent. In the span of one month Ridgewood has lost the Superintendent and the Business Administrator, these are significant

leadership departures. Exceptional people are not easily or quickly replaced. As Ridgewood residents it is time to pay attention, what happens in this building tonight and on every other Monday night matters to all of us. Read the agenda, watch the meetings, speak up. Tonight we thank Dr. Fishbein to his extraordinary contributions to the community and the students who have benefited from an outstanding educational experience under his watch. It is time for the five elected board of trustees to put aside personal agendas and negativity and to commit to work collegiately with the teachers and administrators to do what is best for the students. The BOE must do better.

Jean Schoenlank, Principal of Ridge School, I am what you would call a proud Ridgewood "lifer" as I've spent my entire 35-year career here, first as a teacher, and for the past 15 years as an administrator. I have watched 35 years' worth of board meetings and board interactions with administration. I have worked for and witnessed the work of four superintendents, with my greatest influence having been Dr. Fishbein from whom I have learned the power of stable and focused leadership. I have always been extremely proud to be a Ridgewood educator, and I have always felt fully supported by supervisors, colleagues, and Board of education members alike. To me, one critical element that has made Ridgewood unique and fostered our tradition of excellence was the mutual respect that always existed between the Board of Education and the administrative team, namely the superintendent. Trust and respect were always present, even in disagreements- which of course are to be expected when leading a large organization like the Ridgewood Public Schools.

I am deeply alarmed and saddened that this long history of respect and trust has eroded in just 6 short months. How is it possible that we've come to the point where two highly regarded members of our administrative team, arguably the two most critical members, are resigning? Six months ago, it wouldn't have been possible. I believe that our school district is at a crossroads. Do we continue down this contentious unhealthy path or do we step back and recognize the loss that's taking place and what it means to the future of our schools and the education of our students. It is a choice. Please choose wisely.

Mary Ferreri, Principal Orchard School, Tonight I would like to express my deep gratitude to the students, parents, and teachers on this historic opening of schools. In my 18 years as an educator, this September has quite honestly been my proudest moment. Our teachers have worked so hard, and continue to devote so much time to their students both in person and remotely. We were one of the first to open school in the county, and we continue to lead the way for others. A job well done by our outstanding faculty and staff.

It is important to realize that none of this could have happened without the planning, guidance, and leadership from our administrative team; long before the state published reopening guidelines for us. In the business office, Ms. Kelly had the foresight to order PPE, and establish precautions all with the plan for in-person learning long before it was a state decision. Thank you to Ms. Kelly and her staff for their diligent work.

At the helm, Dr. Fishbein never wavered in his commitment to open schools. He set the tone and established that the reopening of schools would happen. He remained steady on our mission and we opened our doors to students on September 2.

Let me be clear, the outstanding staff of Ridgewood, teachers and administrators alike, could not have done this work without Ms. Kelly or Dr. Fishbein's leadership.

This year will be a challenging one, and none of us can predict where it will lead. But in making the first step to re-open schools, we have solidified our commitment to those most precious to us, our students. As we move forward this year, we will need new leadership in

two critical roles to guide that path. I hope that we will continue to be able to attract highly qualified individuals to join our team here in Ridgewood - the students of our district deserve it.

To our students, parents, staff, faculty, and fellow administrators - thank you for your continued collaboration during this unprecedented time. We are a team, and we are Ridgewood. To our Board of Education members, I implore you to join us in collaboration as we navigate this school year.

Tony Orsini, Principal Benjamin Franklin Middle School, He thanked Dr. Fishbein and Ms. Kelly for everything they have done for the children of Ridgewood. Before Dr. Fishbein was here, we had some real strife in regards to the district because we had about 6 interim superintendents in a short period of time, they were in the midst of a Strategic Plan that they all spent a ton of time putting together and we had a board that was supportive of the plan and supportive of the work at that time. Because we had so many interim superintendents, before we had the stability of Dr. Fishbein on the board, we were not able to go forward with a lot of the goals we had. It was a nice vision that was not able to go forward, despite the leadership we had on the board. Hopefully, Mr. Lembo will have the opportunity to have a positive outlook coming forward so we can move forward as a district, to go through having so many interim superintendents will put us backwards as a district.

Mohammed Mahmoud, 230 Fairfield Ave., It is easy to destroy but very difficult to build. What we're seeing here is the culmination of years and years of building an excellent school district, the staff, the administrators, the principals and the superintendent. He served on the board with Dr. Fishbein for a few months and he disagreed with him on many points, the board disagreed with him on many points, he got his way on some things and on other things he didn't. He can say with all of his heart that Dr. Fishbein had the best interest of the students, the staff, the parents and the community. Always there and present at the top of his mind for him. He said to the board and Dr. Fishbein that in any relationship, and he added that he thinks both the board and Dr. Fishbein have the best interest in their heart, no good decision ever comes in the heat of the moment when there are emotions high, ego, whatever the case is, he asks everyone to take a deep breath, look at the interstate of the school district and postpone this decision. Revisit it in a few months, a year, so we are making a rational, level headed decision for the future of our students.

Robin Fisher, joins the staff, parents and teachers who are standing outside of the Board of Education Building to give her vote of no confidence to the board members for their lack of civility has pushed for a personal agenda and has led to the loss of Ms. Kelly and Dr. Fishbein. Whose invaluable service and dedication will be impossible to replace. We all disagree, we all have things that we don't like, but there is a difference between disagreeing and rude. She has followed the boe meeting for over five years and she has not seen such disregard for the educators whose job it is... we do not agree with incivility and that is what we have seen in the BOE meetings for the last 3 or 4 months. It's ok to disagree but it is not ok to disregard people who have dedicated their entire career and especially during the last few months to making Ridgewood a better place. Respect that is what Ridgewood is all about, and that is not what is being done at the Board of Ed meetings during the last six months. She thanked Dr. Fishbein and Ms. Kelly, they will be missed and irreplaceable.

Alex Liebman 217 Fairmont Rd, Wished Dr. Fishbein the best as he moves on, he expressed

his deep gratitude to the new board members, especially Mr. Dani and Ms. Kwak who have been put under pressure by this process. He pointed out that the first thing they have done is bring attention to the capital spending, decisions and how we procure the capital dollars. These are taxpayer dollars so we can use best practices in procurement so we can figure out what we really need and agree on the scope of work and we can procure that work in the most efficient way possible. They have shined the light on that and he thanks them for that. Secondly, they have drawn attention to the most important thing to our school district which is academics and curriculum. A lot of time when you watch these board meetings, you start to see a lot of conversation about facilities and recreation which are also important, but too little time is spent on academics and curriculum. It's not about high achieving students, test scores or low achieving students. It is about refocusing on the academic outcome of our kids based on the curriculum. He hopes whoever the superintendent is, we use that process to discuss what really matters in our district, what is important, how much time we want to spend talking about facilities and how much time we spend on curriculum. He hopes the new search for a superintendent will allow us to do that and bring all of the people in the community together. All of the board members have been extremely professional and courteous and thanked them again for the time and efforts they have spent and what they have had to go through to serve the district. Thanked them and gave best wishes to all.

Maria Sweeney, Teacher in the district, Not much to add after we have heard from administrators, former board members and people who have lived here for generations lamenting over the loss of Dr. Fishbein and Ms. Kelly. We are in the midst of a crisis, Ridgewood is an amazing district and has the potential to continue to be amazing. What will we do? What can we do? Everyone who agrees that there is something amiss with the board, they should call five friends, call 10 friends and it's time to organize, time to figure out how we can pressure and change things. That's how we can make change, not just wait until the next board meeting to call in and make a comment. We should do that but make sure that 5-10 more people do that. She is worried about the future of the district, but thinks there is possibility if we organize. She asked people to reach out to the realtors who also should know about it, we will miss Dr. Fishbein who has led us through challenging times and looked forward to his emails showing people how to stay positive during this time. Dr. Fishbein and Ms. Kelly will be missed.

Ardita Singh, 182 mountain Ave., He sees teachers and administrators outside of the building, some of the teachers and administrators that spoke he knows and deeply respects them, this is a tough job. This smear campaign run against new BOE members is unprecedented. Among the callers are people who have been or tried to be in this position, these people are running a concentrated campaign against the new board, particularly Saurabh Dani and Hyunju Kwak. He watches all of the board meetings and he understands there have been questions, answers are not so collaborative, but that has not been caused against Dr. Fishbein, it has been caused by the willingness of the BOE members to go beyond what their predecessors were doing. There were concerns how the board was running the school system and these people have come in as replacement to improve the process. He understands that we are in a tough time and replacing someone like Dr. Fishbein is not easy, he has respected the work he has done, but does not doubt the new board to bring the right replacement to give the district the leader that they deserve. He expressed his appreciation for the teachers and principals who have spoken up.

Frank Hogun, 172 Franklin Ave, thanked Dr. Fishbein for everything he has done for the teachers and students of Ridgewood and feels he should rescind his resignation and the board should resign. The people of Ridgewood should call for the board to resign. The board members are not the professionals and should not be making the shots, Dr. Fishbein has done wonder for the school system, he should rescind his resignation and the board should resign.

Basil Pizzuto, Assistant Principal Ridgewood High School, understands what some of the callers talked about academic achievement, it is at the center of what we do. If you heard the stats that Dr. Gorman stated, he shared stats about the improvement in academics we have made. A little over 12 years ago the Ridgewood community was faced with a tragedy at the Graydon pool, this was Dan Fishbein's first week on the job, and although he was on the job for a few days, he was able to pull together a crisis team with key school individuals to work with the lifeguard staff, many of whom were students. This began our journey of growing as a district of mental health and social emotional learning with Dr. Fishbein at the helm. We have accomplished many things including a multi tiered mental health model, and tier one supports for a population of students that would otherwise be educated outside the Ridgewood Public Schools, this is what's best for the students. This is also a great tax savings for the Ridgewood community and the boe, the list of accomplishments goes all the way to a culture at the high school where students and staff mutual respect and collaboration allows for an environment where student self regulation is the primary student management paradigm. We have again been asked to speak at the National Conference of Advancing School based Mental Health to share what is being done at the national level. The Ridgewood BOE sets the tone for the district on collaboration and mutual respect for the students and the staff, he implored the Board to do what is right for the students of Ridgewood.

Caroline Hoffman, Principal Willard School, She has worked as an educator in Ridgewood for 20 years, 12 of those years with Dr. Fishbein as the Superintendent of Schools. With Dr. Fishbein's announcement of his resignation, she wanted to publicly thank him for his work. In her time working under Dr. Fishbein, doing what's best for kids has always been his mantra. Whether it's about safety, course offerings, or a building renovation, students are at the center of each decision. With his leadership, this philosophy has been instilled in all of the RPS administrators. At the elementary level, his recommendation for guidance counselors and a full day kindergarten program have significantly impacted the elementary experience for our children and reflect his understanding of the academic, and social emotional needs of children.

In response to the murder of George Floyd and countless others, Dr. Fishbein made a commitment to taking a closer look at district practices regarding diversity and inclusion. He hosted a listen and learn this summer with several community groups, which she had the privilege to be a part of. Teachers, parents, community members, students and administrators shared personal stories of racial bias and brainstormed ideas to improve our K-12 experience for our children. Even with the massive preparation for the opening of schools during this unprecedented time, Dr. Fishbein's message about racial injustice has not waived. His message to all staff has been clear: We must continue to study and understand racism and reflect upon our practices because we can and must do better.

Thank you, Dr. Fishbein, for your service, and for your dedication to the children of Ridgewood. We will continue to live your message of putting children first and giving our best to the students of Ridgewood.

Danielle Wood, Former teacher and current Special Education Supervisor in Ridgewood, 49 cottage place is her house and until recently has shared it with Dr. Fishbein and Antoinette Kelly who have unfortunately decided to leave. We as educators come to work each day to do what is best for our students. Dr. Fishbein has been an outstanding leader and advocate for the students of Ridgewood. She asks the board when they come together to discuss the future of the students from now on to ask themselves two questions, first, Is this best for the students and second, am I modeling respected productive behavior for our students? If the answer is yes, proceed. If the answer is no, you need to reconsider your actions or words. When I go on field trips in the community or country with her students, I remind the kids that we are Ridgewood, they know this means that at all times they must act in a way that shows the world what amazing kids we have raised. BOE members she reminds them tonight that we are Ridgewood.

Margy Leininger, former Principal of Travell School and lives at 27 Liberty Street in Ridgewood for over 30 years, She thanked the many community members elected to the BOE for many years and especially to Sheila Brogan for the time and devotion over the years to the school. She was shocked to hear of Dr. Fishbein's resignation, over the 27 years working in the district she has seen multiple Superintendents and Dr. Fishbein is one of the best. He is experienced, dedicated, hardworking, thoughtful, well intentioned and he is deeply invested in the community and cares about the children. Losing him will be a terrible loss to the district and a grave mistake to let him go. When she worked with Dr. Fishbein, he has always presented proposals that he felt were best for the district, what she has watched over the last few months at board meetings, has not been respectful. When BOE members question every presentation and proposal it delays the process and in her opinion shows disrespect for the position of the superintendent. A Superintendent, Business Administrator and Assistant Superintendent do not bring things to the board unless they have put considerable thought and research and if in their professional opinion and experience they did not believe it is the best approach. At times like we are facing now between budget issues, remote learning, loss of business administrator and possible superintendent, she implored the board not to accept Dr. Fishbein's resignation and to find a way to move forward. She encouraged them to work together with mutual respect, people in the district work extremely hard. Please show your respect for the dedication of the administration, the teachers and especially the superintendent.

Todd Rothman, father of Orchard and GW students, has been watching from afar and up close over the last couple of months and has never been more dismayed about where we are, as a town and a society. When we have a new board, he respects that they want to put their stamp on things, but at the end of the day leadership is defined by those who are led. He wonders if how often did the board speak with the people that Dr. Fishbein has led. When the board started, did they reach out to the administrators, teachers, students who and people who are standing outside the board of ed tonight to find out what kind of job he is doing rather than on social media. That is what he is wondering. He has had many interactions with Dr. Fishbein and has not always agreed with him, appreciated his approach or agreed with the resolution, but he has always been respectful. What he has always known about Dr. Fishbein is that he has always cared and had one priority, which is for the students in the district, it's not about academics and rankings, people come to Ridgewood because when they bring their children here they hope that they are raised in a respected environment

and when they leave socially, emotionally they are better off. Dr, Fishbein has done a wonderful job with that. Wonders whether the board members have thought about what this means for them, Dr. Fishbein's legacy is set. Hopefully today has proved comfort and knowledge to Dr. Fishbein that you have done wonders for so many people. For the board members, your legacy is in question, what you do during the next few months will not only define you but will define what will happen for our students for years to come. He does not care how his children strive academically, but is a wreck socially and emotionally. What matters in this world is how much you achieve in society, what you do and what mark you leave. Dr. Fishbein has left a mark here, he asks him to reconsider and maybe he can find in his heart one more selfless act when he thinks about the kids that need him. We need strong leadership and a system of balance and the vacuum of leadership from Dr. Fishbein and Ms. Kelly's absence will leave no balance. He cares about our kids and the future of Ridgewood. Read the boe ethics and what it means to serve on the board, he is very concerned about what current board members are doing online. He believes that boe members have a certain position that they have to uphold with a certain responsibility and does not believe they should argue their points through social media. Wished Dr. Fishbein the best of luck.

Erin Taddei, 419 Bogert Ave., She is really saddened to see that Dr. Fishbein is resigning abruptly, it is very concerning under the circumstances. The biggest thing that is happening is the complete lack of love and kindness throughout the world. Dr. Fishbein all of your colleagues value that in you. It is not something that is easily replaced. She hopes that he can reconsider to stay on and salvage the rest of this unique school year. Our children are starting to see a modicum of normalcy, and she strongly hopes that Dr. Fishbein can reconsider and realize that you are wanted and the district, children need you. For someone who has served our town so nobally she hopes he can reconsider. To the people on the board, she can only say what she sees, she asked them to think twice about how they speak to people and the tone that they use. What we need is more love and kindness there is enough hate in the world. Let's try to do and be better. She wished Dr. Fishbein and Ms. Kelly the best for themselves and their families. She wishes that at the 2021 graduation Dr. Fishbein is standing in front of the class as the Superintendent.

Caller did not identify his name, Stated that Dr. Fishbein and Ms. Kelly have handled themselves very well, not sure what he would do if he were in this situation, the lack of respect and knowledge of the education system that the 3 new board members have exhibited is baffling. The Village of Ridgewood thanks Dr. Fishbein for his guidance, knowledge and loyalty. It is not right to cut off the faculty calling in tonight, if they were in the Ed Center face to face you could not do that. He looks forward to when they can all attend the meetings face to face.

Jodi Weissberg, 344 Walthery Ave., a parent of 2 current RHS students, one student who started her education at the same time that Dr. Fishbein started his stellar career. She has been one of the fortunate to have worked with Dr. Fishbein when she served on the Travell HSA and Federated Board, she has been in the room with Dr. Fishbein with an ethnically diverse Federated Board where differences of opinions and backgrounds were celebrated. We didn't always agree and often the conversations were spirited, however there was always respect and always had the same goal which had a common thread of doing what is best for the students. She has attended almost all of the remote BOE meetings since the pandemic, she is happy the new BOE members are asking tough questions, it is not about asking the

tough questions, but how you approach the tough questions and the motivation of asking the tough questions. The accusatory tone and micromanagement of the board makes it almost impossible for these professionals to lead effectively. It's been jarring to continue to be on these calls. Thank you to Dr. Fishbein for his stable leadership, as a result Ridgewood has been able to thrive in a global pandemic. As we know, Ridgewood is in the minority of public schools that have opened this fall. Many of us have been celebrating Dr. Fishbein during the last few weeks, the damage done by the current Board of Ed, over the last three months will have far reaching consequences to our schools and the community. She hopes Dr. Fishbein reconsiders and that the board does not accept his resignation.

Jimmy Yu, 330 South pleasant, listening to the comments it saddens him to hear about Dr. Fishbein's departure, thanked the teachers, administrators who have worked so hard during the past few months to put together a successful opening of our schools. Also, he thanked Dr. Fishbein who has led and it is unfortunate to hear of the departure. Hats off to the newest board members, including Cris Kaufman they are all doing what they do for the best interest of the kids. He watches many hours of board members, they have clocked in a couple hundred hours just submitting public comments, they are there for the sake of the kids. Agrees with a previous caller that we are lacking respect in the world. but has not seen anything that the new board members have done that can be seen in a negative manner. He appreciates the spirit of transparency that they bring. He asked dr. Fishbein to reconsider his resignation, We realize even in corporate america when a leader steps down it is highly disruptive. For the sake of the district and the children he hopes he reconsiders.

Siobhan Winograd, proud product of Ridgewood School system, parent and active member of the community, she thanked Dr. Fishbein and Ms. Kelly for everything they have done. There are still dozens of people outside of the building, coming on top of hours earlier there were hundreds of people here. They all echo her to say Dr. Fishbein has served the district well, educated thousands of people and most importantly created a wonderful team of teachers, administrators who are out here freezing to honor you and what you have done for the district. She thanked Ms. Brogan who walked in and greeted the public who elected her, and thanked every member of the past Board of Education who took the time to come here and let the community know how important this is. The current board is not reflective of the community, do not reflect the ethics, values or morals of the community at all, the campaign in the spring where people banded together was akin in the school system as a modern day form of cheating. The meetings since then have been an embarrassment for us all to bear. Your name is the Ridgewood Board of Education, the statements made by you and the way you treat our staff members is a reflection of us as a community and she is horrified by what she has seen. Their use of social media and the targeting of specific members of the community, including herself is outrageous. She is sad to see this and makes it sadder that it is played out in front of our kids. Our kids have social media and they have watched this play out when teachers, staff and their school district are questioned all during a pandemic. She reminded the community and board what led us here is the restatement of an off-cycle election by the Village Council, two years ago the village council stepped out of their lane and took ownership of a Board of Ed decision, they reinstated a knowingly low voter turnout off cycle election that is expensive that added a security risk to our children because of the polling location. This board of ed should take that back. We are sitting here with a defeated budget, standing with a depressed staff standing outside who have to return to work tomorrow to teach our kids, she encourages the community and the board to take not this



november and vote this out.

Laurence Fine, former student rep to the Board of Ed, current senior and is out here tonight with hundreds of people. It is important to recognize the times we are in, it is the most inconvenient time to make a change like this. What if there is a surge of cases? What if we need to change our technologies to meet our needs? It is important that we have people who are experienced to discuss these issues instead of discussing who our next Superintendent is going to be. These are the topics we should have been discussing tonight. We should talk about the real issues and not about the nonsense about facebook and the back and forth, it is too much. To echo Mr. Mahmoud, he recommends to consider postponing this decision and re-evaluating at a later time. We are in a crisis right now, in the history of education, there is so much more in store and so much more we need to do. We are not talking about our classes and how difficult it is to be on zoom for eight classes, we are talking about replacing our amazing superintendent who is so kind, understanding, open and receptive to ideas. Here tonight we are talking about this, it is a problem.

Sudarshan Mandayam, 203 Kemah Road, Listening to the comments from everyone, there seems to be a conception that asking questions, requiring transparency or having disagreements is disrespectful, at no point were the new board members disrespectful. They ask hard questions, about process, parental involvement, and the safety of the students. There is also an insinuation that Dr. Fishbein resigned because of the new board members. He does not know why his personal decisions to retire are being attributed to the new board members. There is also a campaign to discredit the new board members on social media, by people doing comments today. People commented on the tone and facial expressions of the new board members that show disrespect, it saddens him that people comment on the tone of the board without acknowledgement of their cultural background. He believes that board members have the best interest of the students at heart, asking questions does not mean that they don't have the best interest of the students, on the contrary it means that they do. We cannot be devising during this unprecedented time, we have to refocus on the future with representation of people from different backgrounds. The board has his full support.

Michael Piacenza, Assistant Principal of GW Middle School, he first thanked Dr. Kelly for her service. He is currently in his 6th year as a district administrator, and also the parent of a kindergartner in the district. He credits Dr. Fishbein for continuing to engage the district administrators in self-reflection and discussion on important topics. One example of this is the training conducted with Dr. Derrick Gay, a "Diversity and Inclusion Strategist" who worked directly with the school administrators, presented to Ridgewood High School students and engaged with community members about acknowledging and embracing diversity in our community. Our community's diversity is one of our strongest assets as we educate our children. Over the past two years, members of our administration have read and discussed the national bestseller, "Why Are All the Black Kids Sitting Together in the Cafeteria?" By Dr. Beverly Daniel Tatum and New York Times Bestseller, "White Fragility" by Robin DiAngelo. These discussions center around providing the best educational experience for all of our students. Dr. Fishbein has always supported staff with resources and professional development on salient topics.

In his six years as Assistant Principal of George Washington Middle School, Dr. Fishbein has been a collaborative colleague, an educational resource and a mentor. He is a consummate professional, and his leadership and guidance will be greatly missed.

Paul Semendinger, Principal of Hawes School, We have been blessed for over 12 years to have an outstanding leader at the head of our school district and that leader is Dr. Daniel Fishbein. Dr. Fishbein has brought vision, support, community, and positivity to the district. Ridgewoods reputation for excellence has grown under his leadership, the district is thriving in large part because of his commitment to excellence that he has created. He has led us all. The loud voices you have heard this evening speak to the unbelievable leadership of Dr. Fishbein, he has been able to build a positive community of invested stakeholders because there was a common sense of purpose among all, including all of the members of the Board of Education, many of whom have spoken tonight. Everyone is working together for the districts and specifically for the kids. Ridgewood has thrived under the care and support and leadership of Dr. Fishbein who fulfilled his responsibility as Superintendent with integrity, honesty and overall excellence. We grew as professionals under his leadership, he made us all better educators. The fact that dr. Fishbein has resigned will be felt deeply in all of the schools and in all of the homes of Ridgewood, we will feel his loss for a long time. He respectfully requests that future BOE meetings be open for comments in the room, in person. If schools are open, we deserve to be heard and not cut off.

Mark Ferreri, a former graduate and longtime employee of the RPS system, first as a Social Studies instructor, and presently as the Humanities supervisor. He speaks tonight as a concerned stakeholder and citizen, one who has witnessed the Age of Accusation and Divisiveness seep from the national media and political scene to an infection at our own local level. With the unexpected and untimely resignation of our Superintendent, we are losing an essential voice of moderation, experience, and respect when we need it most. From his detailed weekly updates during our springtime Covid closure to his stewardship on matters of social justice and equity in our schools and community, Dr. Fishbein practiced the mantra of remaining agreeable when disagreements surfaced. Civilized debate based on informed judgement represents the hallmark of both a healthy democracy and effective school governance. Hostile public voices in these troubling times should heed Dr. Fishbein's call to "stay positive and keep learning," and, by doing so, they would model expectations that we demand of our own students.

Lauren Riker, 224 South Irving Street, thanked Dr. Fishbein for his service and wished him well on his retirement. She was very happy that he worked hard to ensure we offered our students in person learning, she supports his decision and wishes that he could have seen this tough year to the end. She also supports our new board members and that they are doing the job that we elected them to do, she supports Ms. Kwak and Mr. Dani, their thoughtful questions, their thoughts provide transparency to the process. They are not being paid for this oversight and are working to the best of their ability to ensure that we are providing the best to our children's education. Thanks the teachers, superintendent and the board for their service to the community.

Meg Schaeffer, 27 Corsa Terrace, long resident, 32 year veteran teacher of the RHS, and teh artistic director of the New Players company, she calls to express her deep disappointment over Dr. Fishbein's untimely resignation. Throughout his tenure in Ridgewood he has demonstrated his support for the arts programs and new players specifically, not always something that is found in an administrator. He understands the importance of art education in student's lives and has always made the new players staff feel valued for their work. She has always felt valued for her work also as a teacher by Dr. Fishbein, she may not have agreed with him on all issues, but she has not doubted his fundamental respect for the district. We are in the midst of what is the biggest crisis the RPS staff has faced in her career, the loss of dr. f 's steady honest and intelligent leadership feels particularly devastating. Since March, dr. Fishbein's thoughtful communication has been an emotional lifeline for many. She trusts him to lead us through this tough period, sadly she feels far less secure about decisions that will be made once he leaves. She asked the board to urge Dr. Fishbein to consider his decision and she thanked him for his service to the community for the past 12 years.

Jacquelin Homes, 30 Carriage Lane, thanked Dr. Fishbein and wished him well on his retirement. She understands the speakers that are dealing with this and find it difficult in putting their own wants aside, but she is sure that they have your best interest in mind. She has faith that if he has chosen to leave at this time it is because you believe that you are leaving the school in the good hands at the right time. You led us this far and they believe in your leadership and she does not think that you would do any differently. Wished him the best. And the current board that was elected by the public, she has not witnessed disrespect, she has seen a moment of difficulty for everyone in this difficult time. She thinks the board is doing an excellent job and has the faith in the public that elected you that they made the right decision.

Mr. Kaufman asked to stop the meeting from going forward because he wanted to make a statement. He said he joined the Board of Ed because he thought he was a good representative for those who elected him, he might be at odds with some of his friends with his next comment, he was deeply moved by some of the comments for Dr. Fishbein, the fact that the board's job is to make sure the schools are run well and so many principals, vice principals, administrators, former board of ed members, teachers, people who Dr. Fishbein negotiates against came out in such support of Dr. Fishbein. He asks Dr. Fishbein to reconsider before they vote to rescind his resignation and to stay on for the academic school year. He was deeply moved by everyone's comments.

Mr. Lembo asked Ms. Brogan to hold off on her statement until after they get through the consent items and then she can make her statement.

Mr. Lembo also stated that the written public comments will be read during the second public comment period.

## VII. CONSENT ITEMS

Dr. Fishbein 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 at Conferences.

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. Fishbein presented for consideration B. Administration.

Ms. Kwak requested to remove from consideration Bylaw 0169.02, since the board is waiting for Strauss Esmay review.

Ms. Brogan requested to remove from consideration Bylaw 0164, for discussion and not have it as first reading.

#### B. ADMINISTRATION

##### i. Approval: Receipt of Suspension 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 investigations of HIB that have occurred since the last Board meeting.

##### ii. Approval: First Reading of Revisions to Policies

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of revisions to policies as listed below.

- Policy 1581 - Domestic Violence (**Attachment B**) *revised*
- Policy 2422 - Health and Physical Education (**Attachment C**) *revised*
- Policy 3421.13 - Postnatal Accommodations (**Attachment D**) *new*
- Policy 4421.13 - Postnatal Accommodations (**Attachment E**) *new*
- Policy 5330 - Administration of Medication (**Attachment F**) *revised*
- Policy 7243 - Supervision of Construction (**Attachment G**) *revised*
- Policy 8210 - School Year (**Attachment H**) *revised*
- Policy 8220 - School Day (**Attachment I**) *revised*
- Policy 8462 - Reporting Potentially Missing or Abused Children (**Attachment J**) *revised*
- Policy 2270 - Religion in Schools (**Attachment K**) *revised*
- Policy 2431.3 - Heat Participation Policy for Student - Athlete Safety (**Attachment L**) *revised*
- Policy 2622 - Student Assessment (**Attachment M**) *revised*

- Policy 5111 - Eligibility of Resident/Nonresident Students (**Attachment N**) *revised*
- Policy 5200 - Attendance (**Attachment O**) *revised*
- Policy 5320 - Immunization (**Attachment P**) *revised*
- Policy 5330.04 - Administering an Opioid Antidote (**Attachment Q**) *revised*
- Policy 5610 Suspension (**Attachment R**) *revised*
- Policy 5620 - Expulsion (**Attachment S**) *revised*
- Policy 8320 - Personnel Records (**Attachment T**) *revised*
- Bylaw 0143.2 - Pupil Representatives to the Board of Education (**Attachment U**) *revised*
- Bylaw 0164 - Conduct of Board Meetings (**Attachment V**) *revised*
- Bylaw 0169.02 - Board Member Use of Social Media (**Attachment W**) *revised*

Ms. Brogan moved approval of B. Administration, excluding bylaw 0164 and bylaw 0169.02

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. Fishbein 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 X**.

### ii. Approval: Agreement with FOCUS Children's Therapy Center (FOCUS-DBA)

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an agreement with Focus Children's Therapy Center to provide occupational therapy for the 2020-2021 School Year, as specified in the contract.

The Board has received background information.

### iii. Approval: Professional Development Workshop Proposal from The College of New Jersey

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional development workshop proposal from The College of New Jersey for ESL workshop in November 2020 in the amount of \$1700.00

The Board has received background information.

Ms. Brogan moved approval of C. Curriculum & Instruction.

Mr. Lembo seconded the motion, which was carried by the following roll-call vote:  
Ms. Brogan requested to remove for discussion D. v. Resignation for the Purpose of Retirement.

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

NAYS: none

Dr. Fishbein 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

CERBASI, Joyce - District Staff Developer, Hawes School, Orchard School, Ridge School, Somerville School, Travell School, and Willard School, effective August 31, 2020 through June 23, 2021, to be partially funded by NCLB Title II A Funds, to an annual maximum amount of \$58,171.

Account #11-000-221-104-00-02-019-000 (\$9,650.67)

Account #11-000-221-104-00-03-019-000 (\$9,650.67)

Account #11-000-221-104-00-04-019-000 (\$9,650.67)

Account #11-000-221-104-00-05-019-000 (\$9,650.67)

Account #11-000-221-104-00-06-019-000 (\$9,650.67)

Account #11-000-221-104-00-07-019-000 (\$9,650.65)

Account #20-270-200-104-00-02-022-000 (\$9,695.17)

Account #20-270-200-104-00-03-022-000 (\$9,695.17)

Account #20-270-200-104-00-04-022-000 (\$9,695.17)

Account #20-270-200-104-00-05-022-000 (\$9,695.17)

Account #20-270-200-104-00-06-022-000 (\$9,695.17)

Account #20-270-200-104-00-07-022-000 (\$9,695.15)

GARVIN, Natalie - 0.40 FTE Title 1 and 0.80 FTE Special Education Teacher, George Washington Middle School, effective August 31, 2020 through June 23, 2021, to be partially funded by NCLB Title I Grant, to an annual maximum amount of \$29,950.

Account #11-213-100-101-00-09-019-000 (\$59,843)

Account #20-231-100-101-00-09-022-000 (\$29,950)

JEREJIAN, Lisbeth - 0.60 Title 1 and 0.40 Special Education Teacher, Hawes School, Orchard School, and George Washington Middle School, effective August 31, 2020 through June 23, 2021, to be partially funded by NCLB Title I Grant, to an annual maximum amount of \$63,078.

Account #11-213-100-101-00-09-019-000 (\$42,052)

Account #20-231-100-101-00-02-022-000 (\$32,624)

Account #20-231-100-101-00-03-022-000 (\$30,454)

NOLAN, Amy - English-as-a-Second Language Teacher, Ridgewood High School, effective August 30, 2020 through June 23, 2021, to be partially funded by NCLB Title III Grant, to an annual maximum amount of \$13,303.

Account #11-240-100-101-00-10-019-000 (\$76,517)

Account #20-241-100-101-00-10-022-000 (\$13,303)

### **Administrative Assistant**

**Revision:** ALTOMARE, Jacquelyn - Administrative Assistant to Assistant Principal, Ridgewood High School, **from** effective August 24, 2020, or as soon after as possible, through June 30, 2021, approved by the Board at its meeting on August 31, 2020, **to** effective August 31, 2020, or as soon after as possible, through June 30, 2021.

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

### **Long-term Substitutes**

CUCCO-CAMPBELL, Erica - Librarian/Media Specialist, Hawes School, effective September 8, 2020 through January 4, 2021, at a daily rate of \$125 per day, until the assignment ends.

Account # 11-000-222-104-00-02-019-000

**Revision:** TATORIS, Michael - Music Teacher, George Washington Middle School, **from** effective August 31, 2020 through September 10, 2020, approved by the Board at its meeting on August 31, 2020 **to** effective August 31, 2020 through September 30, 2020, at a daily rate of \$125 per day, until the assignment ends.

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

### **Field Placement**

HUDON, Lauren - Montclair State University, Practicum placement, to shadow Lindsay Rubin, Ridge School, effective September 2, 2020 through December 23, 2020.

### **Additional Classroom Aides/Lunchroom Aide for the 2020-2021 School Year**

GIANNACCINI, Giulia - Resource Room Special Education Classroom Aide, Travell School, effective September 15, 2020, or as soon after as possible, through November 27, 2020, 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 # 11-213-100-106-00-06-024-001

LEVANTI, Stamatina - Lunchroom Aide, Somerville School, effective September 4, 2020 through November 25, 2020, 3.5 hours per day, 5 days per week, at an hourly

rate of \$17.50.

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

LUG, Raymond - ESL Aide, Title III Immigrant, Ridgewood High School, effective September 2, 2020 through June 22, 2021, to be funded by NCLB Title III Grant, to an annual maximum amount of \$17,765 CARES Act Fund.

Account # 20-477-100-106-00-10-024-001

### Infant/Toddler Development Center

SOLIS, Leslie - Teacher Assistant Entry Level - Step I, effective September 15, 2020 through June 30, 2021, 8 hours per day, 5 days per week, at an hourly rate of \$12.00.

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

### RHS Volunteer Coaches

#### Football

- Daniel Hurley

#### Girls Soccer

- Christopher Mitchell
- Jacqueline Sullivan
- Rebecca Turano
- Sarah Volkomer

#### Boys Soccer

- Jack Cardew
- Glenn Carlough
- Dwight Loren
- Wolfgang Whalen

### Home Instructors, on an as-needed basis, for the 2020-2021 School Year

#### Ridgewood High School

- **Yani Alfaro**, World Language Teacher, at an hourly rate of \$58.09.
- **Barbara Barker**, World Language Teacher, at an hourly rate of \$60.32.
- **Colleen Contreras**, Special Education Teacher, at an hourly rate of \$58.21.
- **Angelica Cuellar**, World Language Teacher, at an hourly rate of \$58.21.
- **Tara Cuneo**, World Language Teacher, at an hourly rate of \$59.36.
- **Doreen Delaney**, English and Mathematics Teacher, at an hourly rate of \$59.36.
- **Jacqueline Derasmo**, Science Teacher, at an hourly rate of \$60.32.
- **Alejandro Escobar\***, Social Studies Teacher, at an hourly rate of \$59.36.
- **Gary Fink\***, Music Teacher, at an hourly rate of \$58.09.
- **Laura Fleming**, Social Studies Teacher, at an hourly rate of \$60.32.
- **Stefanie Gigante**, World Language Teacher, at an hourly rate of \$60.32.
- **Joseph Gyulay**, Mathematics Teacher, at an hourly rate of \$60.32.
- **Sean Kase**, Business Education Teacher, at an hourly rate of \$60.32.
- **Raymond Lug**, Mathematics Teacher, at an hourly rate of \$59.36.
- **Sean Lynaugh**, Social Studies Teacher, at an hourly rate of \$58.21.



- **Melissa Maksimov**, English Teacher, at an hourly rate of \$60.32.
- **Scott Marzloff**, Science Teacher, at an hourly rate of \$60.32.
- **Karen Mendez**, Business Education Teacher, at an hourly rate of \$60.32.
- **Timothy Monahan**, Social Studies Teacher, at an hourly rate of \$60.32.
- **Timothy Murtha**, Business Education Teacher, at an hourly rate of \$58.09.
- **Philip Nyhuis\***, Mathematics Teacher, at an hourly rate of \$60.32.
- **Nancy Reilly\***, Special Education Teacher, at an hourly rate of \$60.32.
- **Amanda Valeri**, Special Education Teacher, at an hourly rate of \$60.32.
- **Lauren Rosenfeld**, Mathematics Teacher, at an hourly rate of \$60.32.
- **Laura Weinstein**, Mathematics 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)

\*Related to staff member

ii. **Change in Salary Classification, effective September 1, 2020 through June 30, 2021, 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, 2020 through June 30, 2021, in accordance with the REA/Board Agreement, as listed on **Attachment Y**.

iii. **Change of Assignments**

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

GREANEY, Julie - **from** Lunchroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, 3.5 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Somerville School, effective September 2, 2020 through November 25, 2020, 5.75 hours per day, 5 days per.

Account # 11-213-100-106-00-05-024-001

PIELKA, Susan - **from** Resource Room Special Education Classroom Aide, Somerville School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per, **to** Long-term Substitute, Fifth Grade Teacher, Somerville School, effective September 2, 2020 through November 25, 2020.

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

**Revision:** WEINSTEIN, Nicole - **from** Self-Contained (LLD) Special Education Classroom Aide, Hawes School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, First Grade Teacher, Hawes School, **from** effective August 31, 2020 through November 30, 2020, approved by the Board at its meeting on August 31, 2020, **to** effective August 31, 2020 through December 4, 2020.

Account # 11-120-100-101-09-02-019-000

iv. **Resignations**

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

**Infant/Toddler Development Center**

**Classroom Aides**

INTRONA, Kim - Teacher Assistant Entry Level - Step I, effective September 1, 2020.

LaCAST, Morgan - Teacher Assistant Entry Level - Step I, effective September 1, 2020.

**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.

**Long-term Substitute**

SULLIVAN, Colleen - Librarian/Media Specialist, Hawes School, effective August 31, 2020 through January 4, 2021, at a daily rate of \$125 per day, until the assignment ends.

**Classroom Aides**

FISSE, Lauren - Resource Room Special Education Classroom Aide, Hawes School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.

IRBY-MASON, Shakerra - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective September 2, 2020 through June 22, 2021, 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.

**Permanent Substitutes for the 2020-2021 School Year**

**George Washington Middle School**

- **Brian Kuiken\***, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.

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\*Related to staff member

**vii. Leave of Absences**

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

**Revision:** CATANZARO, Becky – First Grade Teacher, Hawes School, effective September 2, 2020 through December 3, 2020, with a reinstatement date of December 4, 2020, approved by the Board at its meeting on August 31, 2020, **to** effective August

31, 2020 through December 3, 2020, with a reinstatement date of December 4, 2020, utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.

**Revision:** JASINSKI, Danielle – Kindergarten Teacher, Orchard School, effective August 31, 2020 through November 25, 2020, approved by the Board at its meeting on August 31, 2020, to effective August 31, 2020 through November 25, 2020, utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.

**Revision:** MARIOTTI, Elizabeth – Fifth Grade Teacher, Somerville School, effective August 31, 2020 through November 25, 2020, with a reinstatement date of November 30, 2020, approved by the Board at its meeting on August 31, 2020, to effective August 31, 2020 through November 25, 2020, with a reinstatement date of November 30, 2020, utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.

**Revision:** WITHAM, Lynne – Second Grade Teacher, Somerville School, effective August 31, 2020 through October 13, 2020, with a reinstatement date of October 14, 2020, approved by the Board at its meeting on August 31, 2020, to effective August 31, 2020 through October 13, 2020, with a reinstatement date of October 14, 2020, utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.

**viii. Supplemental Pay Beyond Contract**

**Ridgewood High School**

**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**

- Adam Brunner
- Craig Bunzey
- Linda Chamesian (3 out of 4 days)
- James Donnelly
- Raymond Lug
- Allison Mende
- Candace Mitola
- Margaret Schaefer (1 out of 4 days)

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

**Special Programs**

**Child Study Team Support - Responses to Parents**

- Mariann Gelenius, not to exceed 7 hours, at an hourly rate of \$74.07 (\$518.49).

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

**ABA Training Completed and Certified – hourly rates from \$20.17 to \$21.23, effective September 2, 2020**

- Taylor Alessi
- Kristina Boele

- Robert Darienzo
- Elizabeth Hamilton
- Antenette Lam

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

**ix. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teachers: Rachel Dittamo, Karen Feder, Natalie Jung, Alexandra Kowalski, Kerry Kraisorn, Olga Liebkind, Julianne Saltalamacchia, Pratyusha Singh, Brittany Tarantino, Karen Trujillo, Samara Yegelwel**

Mr. Lembo moved approval of D. Human Resources, excluding v. Resignation for the Purpose of Retirement.

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. Fishbein 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 **2020-2021** school year, to be used as indicated.

Donor	Amount	Use	Account Number
Somerville-Hawes Dad's Night	\$7,014.00	To be used to pay for Somerville voice amplifiers.	20-024-100-610-00-05-005-001

Acceptance of a gift in kind from the Korean Parents Association for 1,000 Kf-94 masks, valued at \$1,000.

Acceptance of a gift in kind from the Korean Parents Association for 500 disposable masks for teachers, valued at \$500.00.

Acceptance of a gift in kind from Mrs. Jill Kaye and Mrs. Irene Yurgelonis for PPE for

staff use (hand sanitizer, anti-bacterial wipes, gloves), valued at \$568.00

ii. **Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **July 2020** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

iii. **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 2020**,

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 **July 2020** ; 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: Withdrawal from Maintenance Reserve**

Whereas on Monday July 27th, 2020 the Ridgewood Board of Education approved a plan to address the reduction in State Aid of \$446,728 and

Whereas the Ridgewood Board Education authorized the Business Administrator to withdraw funds from the Maintenance Reserve to offset part of the State Aid reduction.

Therefore, be it resolved that the Ridgewood Board of Education, upon the recommendation of the Superintendent, approve the withdrawal of \$223,364 from the Maintenance Reserve to offset the reduction in State Aid.

**vi. Approval: Withdrawal from Emergency Reserve**

Whereas, New Jersey school districts were mandated to open schools under the guidelines of the COVID-19 Pandemic and Whereas, Our district designed a plan to meet the educational requirement of providing a thorough and efficient education while also providing for the health and safety of all students and staff. As a result, the district needed to purchase PPE and other supplies for the reopening of school and must continue to purchase these supplies throughout the school year and,

Whereas on Monday July 27th, 2020 the Ridgewood Board of Education approved a plan to address the reduction in its 2020-2021 State Aid of \$446,728 and

Whereas the Ridgewood Board Education authorized the Business Administrator to withdraw funds from the Emergency Reserve to offset part of the State Aid reduction.

Therefore, be it resolved that the Ridgewood Board of Education, upon the recommendation of the Superintendent, approve the withdrawal of \$223,364 from the Emergency Reserve to offset the reduction in State Aid and to address our need to purchase PPE supplies in order to provide for the health and safety of our students and staff.

**vii. Approval: Emergency Procurement and Contract Modification of the Food Service Agreement With Pomptonian due to the Coronavirus (COVID-19) Crisis.**

Due to the COVID-19 virus, and the Ridgewood School District's plans to reopen schools with less students in attendance and shortened school scheduling, it is necessary to continue an emergency agreement to facilitate the feeding of students. This is a separate and distinct program compared to the traditional contract in place between the District and Pomptonian.

Pomptonian will:

- Aid the District in complying with the NJDOE directives
- Design compliant menu for Grab-and-Go Service
- Procure necessary components
- Create separate billing for emergency feeding
- Adapt the program as guidance from the State evolves
- Maintain required production records

The billing from Pomptonian will include; all payroll costs associated with the emergency feeding, all purchases of food and supplies and any other direct expenses. Also, Pomptonian will include a fee for providing this service. The fee will be \$350 per day, which is less than half of the fee during traditional service. This emergency feeding is separate and distinct from the normal feeding program. This emergency agreement begins on September 2, 2020 and will extend until schools reopen to full service, but should not extend past June 30, 2021. Therefore be it Resolved, that the Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approve this emergency procurement and contract modification to the food service agreement.

**viii. Approval of Memorandum of Understanding Between The Ridgewood Board of Education and AlphaBest Education, Inc.**

WHEREAS, Contractor and the Board previously entered into an agreement, executed on June 5, 2020, for the provision of “Before and After School Child Care Services” (the “Existing Agreement”) in the Ridgewood’s facilities for students;

WHEREAS, Contractor and the Board seek to enter into a MOU to outline the Contractor’s modified child care services (the “Modified Program”) for the District’s students and students of the District’s staff during the COVID-19 pandemic; and

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

1. Purpose of this MOU
  - a. This MOU stipulates the updated temporary program and fee schedule between Contractor and the Board for the Modified Program to be provided by Contractor for Ridgewood’s students on Mondays to Fridays from 7 a.m. to the start of school and end of school to 7:00 p.m. at the following locations:
    - i. Glen School;
    - ii. Hawes Elementary School;
    - iii. Orchard Elementary School;
    - iv. Ridge Elementary School;

- v. Somerville Elementary School;
    - vi. Travell Elementary School; and
    - vii. Willard Elementary School.
  - b. Contractor will operate the Modified Program, as described in Section 1(a), as long as a minimum enrollment of 10 students are enrolled in the Modified Program at each location. Contractor will make the determination for the Modified Program operation at each location on a weekly basis during the term of this MOU.
- 2. Term

The term of this MOU will commence on September 2, 2020, and conclude on a later date to be mutually agreed upon in writing between Contractor and the Board, unless terminated earlier in accordance with the provisions of the Existing Agreement. It is the intent of the parties for the agreed date of termination of the MOU to be tied to the return to normal school operations following the end of the COVID-19 pandemic.
- 3. Schedule of Child Care Services
  - a. The Contractor and the Board acknowledge and agree that the child care services will be provided in accordance with the school calendar; however, the Parties understand that the days of operation as well as the commencement of direct services for students will be dependent upon Ridgewood's permitted days of operation. As such, the dates of service may be subject to change.
  - b. Upon termination of the MOU, Contractor will provide child care services in accordance with Ridgewood's regular school year calendar.
- 4. Revenue Share
  - a. During the term of this MOU and the Existing Agreement, Contractor will pay the Board a revenue share of 12% net tuition (gross tuition and fees less all discounts, bank card fees and refunds) to be paid on a monthly basis.
  - b. Pursuant to Section 4(i) of the Existing Agreement, the Board agrees to waive the guaranteed minimum revenue share requirements for the 2020 – 2021 school year.
- 5. Entire Agreement
  - a. Except for the items modified in the MOU, all terms and conditions of the Existing Agreement shall remain unchanged and in full force and effect. This MOU, together with the Existing Agreement, represents the entire agreement of the Parties and may not be modified in any manner except by a written



instrument signed by both parties.

**ix. Approval: Renewal of Broker of Record/Benefits Consultant**

The Ridgewood Board of Education, upon the recommendation of the Superintendent, approve the renewal of the contract with IMAC Insurance Management & Consulting for Broker of Record/Benefits Consultant for a fee of \$29,500 effective October 1, 2020 through September 30, 2021.

There is no increase in the fee for the 2020-21 contract period.

**x. Approval: Authorization of the Cancellation of Outstanding Columbia Bank Checks Drawn on the General Account and Payroll Account**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the authorization of the cancellation of outstanding Columbia Bank checks drawn on the General and Payroll Accounts as listed below.

Whereas, the Business Office has reviewed the disbursement activity of these accounts and found that these outstanding checks are approximately six months or more old and should be cancelled; now therefore,

Be It Resolved, that the Ridgewood Board of Education authorize the cancellation of the checks listed below.

<b><u>Payroll Account</u></b>		
<b>Date</b>	<b>Check #</b>	<b>Amount</b>
172455	7/30/2019	\$ 419.62
172580	8/30/2019	\$ 217.45
172586	8/30/2019	\$ 55.10
172651	9/13/2019	\$ 36.14
172736	9/27/2019	\$ 176.52
<b><u>General Fund Account</u></b>		
097115	2/19/2020	\$ 500.00
097290	3/12/2020	\$ 1,000.00
098081	5/27/2020	\$ 155.40
098458	6/30/2020	\$ 235.00

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, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

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

#### 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
Aug 28	Columbia Bank On-Line	098981-099021	536,066.00	S. Brogan
Sept 02	Columbia Bank On-Line	099022-099077*	176,582.73	S. Brogan
Sept 09	Payroll Transfer	099080-099155*	515,128.07	S. Brogan
Aug 26	Payroll Transfer	P31830	450,905.96	S. Brogan
Aug 04	Electronic Transfer	R31876	569.16	S. Brogan
Aug 28	Electronic Transfer	R31872	5,500.00	S. Brogan
Aug 31	Electronic Transfer	C31878;C31934	71.50	S. Brogan
Aug 31	Electronic Transfer	F31877	10,173.79	S. Brogan
Aug 31	Electronic Transfer	R31879	141.76	S. Brogan

Sept 01	Electronic Transfer	L31873-L31875	93,101.05	S. Brogan
Sept 03	Electronic Transfer	H31937	1,155,336.87	S. Brogan
Sept 09	Electronic Transfer	L32018-L32019	72,755.32	S. Brogan
Sept 09	Food Service	620215	646.60	S. Brogan
Aug 28	Colombia Bank Void Check	098854	(530.00)	S. Brogan
Sept 02	Colombia Bank Void Check	098935	(67,755.32)	S. Brogan
<b>TOTAL</b>			<b>2,948,693.49</b>	

\*Checks 099078, 099079 and 099156 replace prior year checks 098596, 097167 and 097257

Ms. Brogan moved approval of bills reviewed by her.  
Ms. Kwak seconded the motion.

Approval of Bills carried by the following roll-call vote:

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

NAYS: none

The board discussed bylaws 0164 and 0169.2 that were removed from the Consent Items. They will be reviewed with Strauss Esmay and the policy committee and returned to the Board for discussion.

Board members made statements regarding Dr. Fishbein's resignation.

Mr. Lembo stated he doesn't know what to say, he thanked Dr. Fishbein for his 12 years of service to the community. 26 years in education is quite a feat. He has learned the average superintendent is in a district for 2.5 years. Dr. Fishbein has been a staple at all activities since he started here in 2008. Mr. Lembo remembers seeing him from the first day he got here and everywhere he seems to go. He sees his car here early in the morning and late at night, he has continued the tradition of excellence here in the district and we are grateful for that. Whether it is a broken basketball hoop or a school breakin , r. Fishbein is always one of the first people there to help. Over the last few years he's had a working relationship with Dr. Fishbein protecting the schools and he has seen first hand that he cares about the children and the district. He has heard tonight that Dr. Fishbein is the best, he thinks those people are right, you are great. Dr. Fishbein was there to guide me when I joined the board, and stated although he can come off a little strong it is always for the best and Dr. Fishbein knew that. This summer was hard for everyone, the weeks leading up to the reopening was

trying and Dr. Fishbein kept his cool even when personally Mr. Lembo was freaking out inside. Mr. Lembo has tried to talk him out of retiring, but thinks that after Dr. Fishbein's illustrious career, it is time. He thanks him for his service and wishes the best of health for his retirement and looks forward to seeing him around town.

Ms. Brogan started by thanking the staff and community members who spoke tonight and the community members who have sent emails in support of Dr. Fishbein for his excellent work in the district and for our students. She has struggled with what to say regarding Dr. Fishbein's resignation. She has always voted to accept a resignation based on a request for retirement. But tonight is different. She will vote no to accept Dr. Fishbein's resignation with the hope that he would take some time, and the board will give him the time to reconsider his request. She knows from the emails received today and over the weekend that there are many in the community that would like your resignation rescinded.

The list of accomplishments during Dr. Fishbein's twelve years in Ridgewood of which she has first hand knowledge is impressive. She named a few:

This fall Dr. Fishbein and our administrative staff effectively planned for the reopening of schools to meet the needs of over 5600 students. Other districts have not been successful in opening and are still in full remote. We are now in our third week of school. An accomplishment worth noting.

The district was ready to make the transition to remote learning last March because Dr. Fishbein was a strong proponent of and masterminded the 1 to 1 Initiative that put a Chromebook in every student's hand in grades 3 through 12. This summer he made sure that purchases were made to allow students in kindergarten, 1st and 2nd grades to have Chromebooks. Embedded in the 1 to 1 initiative was in district and out of district professional development opportunities for our teachers and administrators. Opportunities were given and our staff participated collaboratively and with focus. Another accomplishment of note.

Under his watch, the district is on a path of continuous improvement. Our curriculum and course of study from pre - k to grade 12 is reviewed in five year cycles. A process is in place that includes identifying the curricula need/issue; involves all stakeholders; reviews best practices, resources, and materials; implements change; and once changed it is reviewed and revised as needed. This ongoing process has allowed for our curriculum and textbooks to be updated and systematically aligned with our mission of providing a rich and challenging learning environment, enabling students to maximize their unique potentials. Another accomplishment.

Dr Fishbein was instrumental in bringing full day kindergarten to Ridgewood. Full day kindergarten was a long discussed program need, but no superintendent prior to Dr. Fishbein stepped up to the challenge. She watched as he engaged community members in discussions throughout town to enumerate the reasons why full day k made educational sense for our young learners. With focus and energy he successfully advocated for full day k. One more accomplishment of note.

In special education, a thorough review was undertaken and steps to improve and expand in district programs instituted. This year we have fewer students out of district than we have had in years. Our special education programs have been expanded and resources identified to appropriately staff the programs from pre-K through age 21. She is so pleased to see the addition of our STEPSS program for students aged 18 to 21 at BF this year. For years we have discussed adding this type of program and Dr. Fishbein made it happen in

yet another accomplishment.

He has engaged the community and staff in three strategic planning sessions in his twelve years, reaffirming the vision, beliefs, and mission of the district formulating goals to keep our focus on the education of our students, our number one priority, and staying on course for continuous improvements. One more accomplishment.

It is not only the curricular needs that have been his focus, but also facility improvements. The 2009 referendum added classrooms to four of our schools - Willard, Hawes, Ridge and GW. One of the goals of this project was to add classrooms to meet the needs of our special education students who prior to the referendum would be moved from school to school, year to year, as enrollment fluctuated. Building the classrooms in our elementary schools allowed students to stay at the same school throughout their elementary years. During Dr. Fishbein's tenure, windows were replaced, asbestos flooring remediated and replaced, electrical upgrades completed, roofs replaced and repaired, site improvements made, drop off lanes created, and school security addressed. In accordance with a 2004 athletic facility evaluation done in concert with the Village, Dr. Fishbein followed through on the report's recommendations adding a new gym to GW, turfing the high school fields, and building a new track and field stadium at BF. All significant accomplishments.

Dr. Fishbein knows the importance of the social and emotional needs of students. Under his leadership the availability of counseling for students has expanded with Care Plus counselors at the high school and middle schools, expansion of guidance counselors to our elementary schools, the addition of crisis counselors, and embracing StigmaFree.

For four of Dr. Fishbein's years in the district she has served as President of the Board. She worked closely with him on several initiatives. He has tremendous energy, unwavering passion for education, a genuine love of children and a deep understanding of the complexities of human nature, he is guided by compassion and humility, he is a true advocate for our students, always acts with integrity, and is highly regarded by the staff as we've heard tonight, his fellow superintendents and the aspiring superintendents whom he teaches.

She has admired his fair and unbiased hiring practices and his ability to build a team of highly qualified administrators who work well together. He models positive leadership and it is manifested in the relationships he builds and the ultimate success of the district and our students.

Finally, her last word on this is thank you Dan for your outstanding service to the children of Ridgewood. I hope that you will reconsider and continue on a road of more accomplishments in the future.

Mr. Dani thanked Dr. Fishbein for his service and stated that he respects his decision for retirement.

Mr. Kaufman stated that listening to the phone calls. When you look at the military and judge a general by his soldiers. Listening to the administrators he was overwhelmed.

Our job as board members is to make sure that the schools are run well, it starts at the top and then it goes down to the Principals, and the teachers, If these specific people administrators, principles are here in support of Dr. Fishbein, we are not doing our job as a board if we don't try to get him to stay. He is not asking him to stay until the end of contract, that would be Dr. Fishbein's decision, but he thinks with the overwhelming support and what we're facing this year it is vital that he reconsiders his resignation for the academic school year. Although he has not always agreed with Dr. Fishbein, the passion that those members

of the community showed for their love of Dr. Fishbein and the statements were so powerful, that they touched him. He asked Dr. Fishbein to reconsider and not react with emotions. The new board members do have a right to ask questions, but thinks everyone came to a head and collided initially but thinks they can work together, and asks Dr. Fishbein not to resign.

He appreciates all of Dr. Fishbein's hard work and commitment and knows that whatever decisions he has made in the past have been, what he has thought was in the best interest for the children and the community.

Ms. Kwak echoed the statements she has seen the overwhelming support and echoed the fact that he has dedicated quite a lot of time to this community and thanked him for his years of service. It is always such a personal decision to retire and she knows that he took the time to consider. She knows that once Dr. Fishbein commits to a course of action, he is steadfast. She appreciates everything he has done, after guiding the district through a momentous spring and fall and thanked him very much.

Dr. Fishbein stated he has enjoyed his time here and some of the comments people made brought back memories of going through those situations with people. Those are things that you do as a superintendent. He has listened to the comments of the board tonight and believes it is telling and the board should vote at this time on the presented resolution and he will do what the board wishes.

Mr. Lembo asked if there was a chance for reconsideration.

Dr. Fishbein said he will go with the board's vote.

#### **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:** FISHBEIN, Daniel - Superintendent of Schools, Education Center, effective December 10, 2020, with twelve years of Ridgewood service.

Ms. Kwak moved approval of D. Human Resources, v. Resignation for the Purpose of Retirement.

Mr. Dani seconded the motion, followed by a roll-call vote:

AYES: Ms. Kwak, Mr. Dani

NAYS: Ms. Brogan, Mr. Kaufman, Mr. Lembo

Mr. Lembo stated he doesn't want to accept this, he thinks we are losing a good person and thinks it is more ceremonial and we will still have a retirement.

Mr. Kaufman added that we are dealing with a national crisis regarding racism, to project what is happening Nationally on this board is a travesty. Reading some of the comments on social media, this board has always been under scrutiny, it is the taxpayers right to question, but the narrative that the situation is racially motivated is completely unacceptable. He appreciates Mr. Dani and Ms. Kwak and appreciates what they are doing, the community has a right to question what the board does, but to turn it into a racially

motivated scenario really just censors the community.

Ms. Kwak replied as the target and actually named by the public for apologies for fulfilling her responsibility as an elected official, she objects and has a point of order. She is here to serve the community.

Mr. Lembo stated that we are a board of different individuals with the same goal in mind. The students and education of the district. The issue is that change is scary and we will miss Dr. Fishbein's leadership, but when there are targeted attacks it is not acceptable. The board is made up of volunteers and he does like people being involved, he does not like that people say they watch every second of every meeting because it is hard to do, he takes offense to some of the things that are being said, but as a community we need to move on. We are Ridgewood, strong and have a tradition of excellence for over 100 years. People need to learn from our kids, the choose to be nice initiative.

Mr. Kwak thanked Mr. Lembo and added, when there are charges and allegations publicly disseminated through email and social media alleging ethical misconduct and associating her name with it, it is unacceptable. She urged the administration and Dr. Fishbein to work collaboratively and come together as a community. She spoke to Dr. Fishbein and stated, if it is your decision to not retire, you have an obligation to heal this, she feels she was involved through no fault of her own to be harassed, intimidated and bullied. She is working in a hostile environment and asks for his support.

## **X. BOARD MEMBER ANNOUNCEMENTS**

## **XI. BOARD COMMITTEE REPORTS**

None at this time.

## **XII. COMMENTS FROM THE PUBLIC**

Mr. Lembo stated in the first part of public comment there was a problem with audio, the board was able to hear and will be part of the minutes. He asked that the written comments be paraphrased.

Jin Lee, 561 Bennington Ter., We are deeply saddened by the resignation of our superintendent Dr. Dan Fishbein. All our children -- RHS classes of 2016, 2018, and 2022 -- have benefited greatly from his leadership in Ridgewood. I imagine the past 6+ months have been the most challenging time for any superintendent, and as expected, Dr. Fishbein handled the unimaginable with professionalism and grace. His regular messages during the shutdown were just what we needed at the time. And I would like to add that his messages regarding social justice and equality, not just during recent months but throughout his entire tenure, have displayed his unwavering commitment to tolerance, acceptance and compassion. Though we wish him well in retirement, he will be greatly missed

Kerriann Reilly, 126 Highland Ave., I am Kerriann Reilly. I reside at 126 Highland Ave and have been a Ridgewood resident over 30 years. My husband and I have educated our four daughters in the Ridgewood Public School system. 15 first cousins have all been educated here. I have one daughter who is a teacher at Somerville, another who teaches

in Fair Lawn, the third is a lawyer in NYC and our youngest daughter is in nursing school in Boston. As the school nurse/ educator at BF for the last 14 years, I am thrilled with her decision to become a nurse.

I come from a long line of proud, successful educators. When my oldest daughters were contemplating a career in education my father, a lifelong educator told them, he felt "teaching is the last honorable profession". My father would be absolutely horrified by what has been happening at board meetings lately. I have been listening to them for months and my husband has asked, more than once, to please turn them off, he could not listen anymore.

What happened to civility?

What happened to decorum?

What happened to treating each other with respect?

AS educators we would not tolerate children talking to each other like that. As parents, we would not tolerate our children speaking like that.

Dan and Antoinette have embodied the dignity that education should demand. The loss of Dan and Antoinette will have a profound impact on our district.

How on earth can we continue our Ridgewood Tradition of Excellence when there is no more honor?

Sanjukta Basu, 318 Steilan Ave., Just like to send a note of appreciation to the newly elected board members along with teachers and staff for their dedication and hardwork, especially in these uncertain times. We have full faith in their competence and wish them all the very best .

Manish Shrimali, 625 Terhune Rd., I would like to acknowledge the contributions made by the new board. They are doing a great job planning and navigating this tough school year.

Kelly Buchsbaum, 113 Pine Street, Dear Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, and Mr. Lembo: We, the Federated Home and School Association Executive Board as parent volunteer leaders in our Ridgewood Public Schools, would like to formally recognize, with gratitude and appreciation, our Superintendent, Dr. Dan Fishbein.

We feel that this is especially appropriate as we have just completed our first successful week of the district's re-opening, largely due to the hard work and dedication of our district and school administrators and our wonderful faculty and staff, all under Dan's leadership.

Dr. Fishbein's steadfast leadership over the past several months of this historic pandemic, from the day our district began all-remote instruction on March 16th to last week's school re-opening on September 2nd deserves particular commendation.

During difficult and uncertain times, Dr. Fishbein implemented and oversaw first, a totally remote learning plan which accommodated all learners, and second, a seamless, successful reopening for our students and families to safely return to school, while offering outstanding options in all-virtual and hybrid learning models. He accomplished this in the midst of a constantly changing health and regulatory landscape, while balancing the academic, physical and mental health needs of a variety of students and the professional and safety needs of his staff. This was not an easy task, and Dan and many of his colleagues worked tirelessly throughout the late spring and all summer long to develop a workable plan to meet the greatest needs of the community. At the same time, the daily business of the district was also successfully attended to, with many planned projects being completed over the summer months. We want to ensure that these extraordinary



efforts during an unprecedented time in our world are noticed and recognized.

Dr. Fishbein's leadership in guiding the Ridgewood team of District administrators, along with the outstanding Principals, Assistant Principals, Teachers and Staff, has been remarkable and exemplary.

We would like to commend Dr. Fishbein and formally express our gratitude and appreciation for his leadership. Thank you.

Sincerely,

Federated Home & School Association Executive Board 2020-21

Kelly Buchsbaum, President

Colleen Tansey, 1st Vice-President

Amy Gill, 2nd Vice-President

Valerie Auyeung, Treasurer/Secretary

Kathy Marshall, Member at Large

Fisher, 412 North Monroe St., Shame on the new board members who's lack of civility and respect has cost us the loss of now two valuable members of our community.

Manoj Wagh, 285 Midvale St., I would like to state my full support for Ms. Kwak and Mr. Dani. They are doing exactly what we elected them to do. Bringing transparency, accountability and fiscal discipline to the Ridgewood school district. Thanks.

Anshul Agarwal, 395 Hamilton Rd., In my personal opinion the BOE members are doing an excellent job by asking the right, although tough questions. Everyone on the committee in spending their precious time volunteering for the benefit of the town. I have full trust in the BOE members and they have my full support. There is no shred of doubt that the current BOE members are fully capable of conducting their duties

Sudha, 239 Lakeview Dr., I thank Board members for such great work

Garima Singh, 182 Mountain Ave., I just wanted to thank the New BOE members who stepped in such a difficult time and got right into the job, I understand that Dr. Fishbien resignation has come as a surprise and at a difficult time but I trust BOE to steer is through this difficult time and do the best they can to bring a leader suitable for our excellent school system and a capable leader for our excellent teachers and admins

Hamsavani Krishnappa, 375 Bedford Rd., I appreciate the new BOE board for their very good work so far and the transparency that's brought forward by them.

Rajiv Ohri, 544 Stevens Ave., With changes in the BOE composition, it is natural for residents to expect changes in processes and demands for more transparency

Sandipkumar Tiwari, 257 Van Emburgh Ave., I moved Just few weeks back and I was very concerned about the school opening plan, I saw all these discussions about hybrid opportunities and some board members really advocating all residents' views and asking a lot of questions on our behalf, that gave me great comfort. Our kids are in Ridgewood schools (high and middle) and we are now happy and proud that our kids go to Ridgewood schools.

Pratuyusha Singh, 583 Spring Ave., I am very happy with Dr. Daniel Fishbein & the new board of education members' work. I have known Dr. Fishbein 13- 14 yrs would not like to see him leave.

Max Bhavnani, 174 Mountain Ave., Great job BOE! Sorry to see Dr. Fishbein go but let's look ahead and find a suitable replacement.

Prerna Agarwal, 395 Hamilton Ave., New board members are doing a very good job with a sole purpose of ensuring town is providing top class education in a prudent way. I have full trust in the BOE members as they are acting in the best interest of the community

Hozefa Zariwala, 227 kemah Rd., I would like to thank Dr. Fishbein for his service to the Ridgewood Community over the years, and wish him all the best for his future. There were some reports in the media that Dr. Fishbein might have felt pressured by the new board, because of which he has resigned. I sincerely hope that is not true as someone in his position and with his long tenure would surely be able to stand up and even appreciate scrutiny. I would like to thank the new board for their hard work in trying to improve the Ridgewood school system in holistically developing our kids. We owe it our kids to try our best to improve the education system, and hold everyone accountable.

Nancy Reilly, 513 Spring Ave, Parent of 3 RPS Graduates, Teacher at RHS for 21 years I just wanted to thank Dr. Fishbein for his unwavering dedication to the Ridgewood community.

Dr. Fishbein has always been very approachable and always there to just talk or listen to my concerns. I would always catch him at a local event but knew I could always find him at the main field by the fence at sports events.

As Project Interact advisor at RHS that sponsors many fundraising events to benefit those in need I knew I could always count on Dr. Fishbein's support. He was always one of the first to contribute and join us in our fundraiser efforts. He attended Project Interact school-wide community dinner fundraisers such as Tacos for Texas, Franks for Florida and Spaghetti for Japan. Dr. Fishbein would even find the time to send a note thanking Project Interact for all their efforts to help others.

I only hope this board can find someone that has all these qualities in a new superintendent. Dr. Fishbein thank you again for all your hard work and devotion to the Ridgewood schools.

I don't know if it's too late but could or would you reconsider.

Linda Bullaro, 224 S Irving St., I have listened to several of the Board meetings and I am very pleased with the efforts of the entire Board of Education during these challenging times, and I am specifically grateful for the insightful questions by Mr. Dani and Ms. Kwak. I believe this new elected leadership seeks to provide transparency to our education process.

Lauren Dimaulo, 21 Randolph Pl., The public comments are not coming through at a high enough volume in the webcast.

Maureen LaBarr, 11 Byron Ct., We can't hear the public's comments, please fix and

please everyone speak up!

Pieush Saktawat, 583 Spring Ave., New board members are a responsible team and very respective to community needs. They should be given extended run & every opportunity to serve & deliver. Also sorry to see De Fishbein submitting his resignation. Our community won't be the same without him

Ping Yang, 67 John St., Fantastic dedication and effort from all the Board members! I would appreciate the board to give more attention to continue improving the academic standard of the district. It would be an achievement to submit the plan of G&T program in time.

Francine/Connolly, 293 Meadowbrook Ave., I support Mr Kwak and Ms Dani and I feel they are being unjustly attacked. They are volunteering their time to ensure there is proper oversight of the education process. They care about our town and our children's education.

Bonita Shimpfky, 256 Hempstead Rd., I'd like to thank Dr Fishbein for his years of service to this community. I can't imagine how challenging it is to run a district this large, much less during times like this. We have stayed strong thanks to our teachers and administrators and the reopening of our schools has been a huge step to some sort of normalcy for many of us so thank you for that. You have been a solid figure in our community – you have acted with poise throughout your tenure. So I urge you to appropriately address the series of attacks made by a few local residents, condemning your board members. It's inappropriate and shameful for them to try and create such diversion and dissidence. We push for more meaningful academics so our children can realize their fullest potential. Anything we ask, question, and demand are all done for our children, for our community. It's time for you to take a selfless act and end your tenure in grace and ensure that we as a community, a community that you live in, weather this storm. I'd like to thank the new Board for their continued push for better academics and more defined goals and expectations. We are Ridgewood and we should push for excellence.

Ravi Puli, 375 Bedford Rd., I appreciate the new BOE board for their good work so far and the commitment and transparency provided to the school community.

Anubha Tiwari, 257 Van Emburgh Ave., Moving to Ridgewood amid COVID and that too with two kids was a challenge in itself. Next challenge was schools for the kids and how they would open? We are curious about virtual or hybrid opportunities. Realized that some BOE and some board members advocating all residents view and asking a lot of questions on our behalf, what a wonderful job BOE members, you have my great confidence and belief that someone is advocating and guiding us at that level. We opted for hybrid mode and are very happy about the same. Thank you to those who spoke on our behalf and advocated for us! Kudos

Virendra Chandra, 250 Oak St., The BOE is handling well in this pandemic. I feel the hybrid model is working well. Students are fully engaged and see lots of informative email from Fishbein.

Sudarshan Mandayam, 203 Kemah Rd., There seems to be a lot of second guessing, negativity and insinuations on social media about Dr. Fishbein's departure. The new board members have been elected by the people of Ridgewood and have been doing a fantastic job by asking key questions relating to parental involvement and the go forward plan (during Covid-19). The board should strive to ensure greater transparency, fairness in process, stay united (as a board) and commit to continued excellence.

Priyanka Garg, 816 Parsons Rd., We trust the BOE members and appreciate all their efforts which have been unrelenting yet respectful. They have been doing a wonderful job to represent the community at large.

Lyudmyla Gnatenko, 174 Mountain Ave., Great job new board! Let's thank the good Doctor for his service and send him on his way. It is time to reverse this downward spiral in our school rankings.

Vierendra Sheth, 501 W Saddle River Rd., The BOE staff is doing a great job and believe in the benefit and goodwill of the town parents and students. They have brought in a lot of transparency all over and we thank them for their service.

Hannah Holland, 115 Kane Street, Brooklyn NY, I graduated from Ridgewood High School in 2011. My three younger siblings and numerous cousins also graduated from RHS. My dearest friendships are the ones I made in this school system. Many of you may know my family from their years of service and dedication to this town. I am proud to say that my aunt, Kerri Reilly, and my cousin, Katie Reilly, are currently educators at B.F. and Somerville respectfully.

Ridgewood High School has shaped me in many ways. I learned to love writing and reading. I learned to navigate a competitive environment. I learned how crucial it is to find community and to cultivate it. Perhaps, most importantly, I learned respect.

I am horrified by what has transpired at the board meetings lately, and I am so saddened by what has happened to Dr. Fishbein. Nothing I learned as a student here is evident in these meetings.

The educators of this town are dedicated to nothing but the well-being of every single student that walks through the halls of the Ridgewood public schools. I felt it when I was educated here and I see it now with my aunt and my cousin. It is clear that the Board of Education does not reciprocate that same dedication.

My grandfather, a career educator himself, once said that "teaching is the last honorable profession". Teachers in Ridgewood and across the nation deserve to be treated in this way.

It is not too late for the Board of Education to reassess their behavior and treat our students, teachers and administrators with dignity, respect and, most importantly, honor.

Respectfully,  
Hannah Holland

Pushpendra Gupta, 816 Parsons Rd., Trust Board members and their integrity in handling the proceedings in a diligent and respectful manner. BoE is doing great job keeping in mind the larger interest of the students, teachers and academics

Boyd A. Loving, 342 S Irving St., Did Dr Fishbein retire or leave because he was not happy with the Board? Without knowing this, we are wasting a whole meeting on discussing this. Our board of education has been elected to oversee the education process and they are doing their job.

Sameer Madan, 229 Orchard Pl., I fully support the Ridgewood board of education members and I am sure they will do a great job in finding a new superintendent for Ridgewood and continue to work hard in maintaining the highest standards for Ridgewood education system.

Mugdha Gangopadhyay, 341 Eastside Ave., We are one of those families who moved to Ridgewood because of its school system and strong community, and have only good things to say so far! I feel bad and have no idea why Dr. Fishbein is resigning, especially at this juncture, but to imply that he is leaving because of some specific Board Members appears to undermine the professionalism and contributions made by him and all the rest of the Board Members. Also, Covid-19 had presented an unprecedented situation with the recent school reopenings. If such an unprecedented problem was solved by the BOE and Dr. Fishbein together, then why is their teamwork being questioned? Haven't the new BOE members become BOE because of their competence, track record and support of Ridgewood residents too!? It's sad that their intentions and integrity is attacked this way!

Anna Gnatenko, 174 Mountain Ave., I fully support the new board. They are detail oriented, analytical and smart. It's unfortunate that the current superintendent could not get along with them but it is time to find someone who can.

Vaidehi Vyas, 501 W Saddle River Rd., I fully support the new BOE they are amazing

Alka Behl, 229 Orchard Pl., I fully support the Ridgewood Board of Education .

Deepa Prabhu, 405 Prospect St., The last few days have been deeply disturbing for the entire community as we have been shocked witnesses to allegations and divisive comments by our own community members against the new board members. It's sad to see people blaming the new board members for the resignation of our Superintendent. It is totally unfair. Change is the only constant and we should gracefully embrace it especially when the change is a positive one. I support the new board members totally and I am sure they will bring about an excellent change that will surely benefit our students.

Anne Loving, 342 S Irving St., I would like to offer my sincere appreciation to all the teachers, faculty, staff who have worked so tirelessly throughout the summer in order to get school up and running in this new normal. Although I do not have a student in the system anymore, I am quite aware of how overwhelming this undertaking has been. My next door neighbor and friend is a Hawes teacher who is one of those who have helped make this happen. Besides the teachers, I would like to thank Dr. Fishbein for navigating this pandemic, and I wish him well with his retirement. Finally, I would like to offer my full support to the new board, for their diligence, persistence, professionalism and preparedness during this unprecedented time. You truly make me proud, and I am most appreciative for all that you are doing and continue to do. I am fully confident that you will

find the best possible superintendent to replace Dr. Fishbein.

Jane Shinozuka, 825 Norgate Dr., The new Board has the district's betterment in mind. I disagree with the description of "disrespectful" behavior by the Board. There have been no raised voices, vulgarity or untoward behavior. Disagreement is not the same as disrespect. You can't assign that kind of insult when there is no evidence. They have been shown no respect by the very people hurling the same insult at them.

Linda McNamara 575 Knickerbocker Rd., I have been watching and attending Board meetings for approx. 40 years, some of those years as a reporter. I voted for all 5 members when they were up for a vote. The current board has only been working together for 4 1/2 months and seem to be working well together given all the unprecedented issues. Ms. Kwak and Mr. Dani have asked questions on behalf of our community which I believe needed to be brought to the table. I never saw them as anything but polite. Persistence is often seen as aggressive. I want to believe that Dr. Fishbein is resigning for positive reasons. I don't want to believe that he is leaving because of some tough questions. He has been a superintendent for too long to be intimidated by questions and would not resign because of them. I wish Ms. Kelly and Dr. Fishbein all the best and I am proud of our Board members for managing to work together despite some differences of opinion and these frightening times which have challenged us all.

Kanchan Thaokar, 49 Kira Ln., Looking at the social media post am appalled and in disbelief. I am not going to say who is right or who is wrong but just want to say that we live in a society where young kids look at adults and we should all behave in a well mannered gentle man way. These are our future leaders and they need to learn good things.

Jayesh Jesalpura, 30 Red Rock Ct., I want to thank the new board for doing the wonderful job. I have full confidence in the board that they will do the right things for our children and find the best talent for the Ridgewood public school.

Elzbieta Jastrzebska, 2115 Walton St., Fully support the new board. I believe that they will make the best decisions regarding our children and teachers, administrators and all employees of RPS.

Thank you Dr. Fishbein for promoting strong education in our Village.

John Dillon, 875 Hillcrest Rd., I am a 30 year resident of Ridgewood. Like many of my neighbors, I enthusiastically support our 3 newest board members, Mr. Dani, Ms. Kwok and Mr. Lembo. They are looking to strengthen Ridgewood's tradition of excellence and insert a higher level of accountability into our school administrative process. Thank you for your dedication and commitment as community volunteers. It saddens me to hear about the excessive negativity that has been directed at two of you. Please endure and continue your service to the community.

Gayle Menezes, 520 Upper Blvd., Full support to the Board of Education - I would like to provide my sincere support to the current BOE members. They were elected by the people of Ridgewood. I think they have added a lot of transparency. The new BOE makes us proud for being professional, articulate and inclusive. They have been criticized for

doing the right thing. Even though finding a replacement during a pandemic is going to be difficult, I am sure the new BOE will do its best. I wish Dr. Fishbein the very best in his future endeavors. I would also like to thank the teachers, principals and board for the wonderful job they did with the remote school program. The program is well developed and as a parent I think it provides our kids with everything needed to make this a successful school year. Thank you

Ila Jesalpura, 30 Red Rock Ct., Thank you BOE for great work. We love your dedication and sacrifice of your personal time for public service and making our children's future better. We are looking forward to seeing a great new year with all our publicly selected representatives. Congratulations to Dr. Fishbein for navigating the Ridgewood Public School for the last 12 years. I wish him the best for the next chapter of his life.

Robin Fishber, 412 North Monroe St., I join the hundred plus teachers, parents and staff currently standing outside the board of education building tonight to give a vote of no confidence in the new board members who's lack of civility and push for a personal agenda has led to the loss of two valuable members of our community. Shame on you!

Nicole Arilotta Penza, 660 Ellington Rd., You discriminated against certain members of the community when they DID NOT mention anyone by name but you allowed one woman to name and disparage two members of the community. You should be ashamed and taken to task on your discriminatory actions! Why are you asking people to watch their comments? You should shut up and let people speak! Disgusting. Shameful. You're ruining this village. I'm appalled by your actions tonight. Ridgewood is nothing like it was in the 90s and 2000s. I'm glad I chose to raise my family elsewhere.

Anthony Bussanich, 439 Sterling Pl., To Dr Fishbein I thank you for your service and appreciate what you have done for our school district. Since your resignation is going to take place this year what is your plan for succession? I would hope that you could share this with the community to assure the residents that you have planned for this Appropriately and prepared our community to continue the tradition of excellence. As all CEOs prepare these plans I would believe your robust plan will calm the nerves of this community and bring each other together to implement your plan.

Garima Singh, 182 Mountain Ave., Good Evening. I just wanted to thank the New BOE members who stepped in such a difficult time and got right into the job. I understand that Dr. Fishbein's resignation has come as a surprise and at a difficult time but I trust the BOE to steer us through this difficult time and do the best they can to bring a leader suitable for our excellent school system and a capable leader for our excellent teachers and administration.

Deborah Steinbaum, 295 Grandview Cir., I am confused by certain rules tonight. Are callers forbidden from being critical of the Board of Ed? Isn't the point of public comment to discuss disagreements? And yet when callers spoke poorly of certain community members by name, they were not silenced? Why?

Nicole Arilotta Penza, 660 Ellington Rd., Mr. Lembo, you should be brought up on ethics charges for selectively muting certain people and letting others ramble on.

Argawal, 676 Howard Rd., We totally support the new Board members and we stand behind them. They are asking the right questions and being very transparent

Mike Kelly, 631 Frederick, This is for Dr. Fishbein  
 If you can keep your head when all about you  
   Are losing theirs and blaming it on you,  
 If you can trust yourself when all men doubt you,  
   But make allowance for their doubting too;  
 If you can wait and not be tired by waiting,  
   Or being lied about, don't deal in lies,  
 Or being hated, don't give way to hating,  
   And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;  
   If you can think—and not make thoughts your aim;  
 If you can meet with Triumph and Disaster  
   And treat those two impostors just the same;  
 If you can bear to hear the truth you've spoken  
   Twisted by knaves to make a trap for fools,  
 Or watch the things you gave your life to, broken,  
   And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings  
   And risk it on one turn of pitch-and-toss,  
 And lose, and start again at your beginnings  
   And never breathe a word about your loss;  
 If you can force your heart and nerve and sinew  
   To serve your turn long after they are gone,  
 And so hold on when there is nothing in you  
   Except the Will which says to the]m: 'Hold on!'

If you can talk with crowds and keep your virtue,  
   Or walk with Kings—nor lose the common touch,  
 If neither foes nor loving friends can hurt you,  
   If all men count with you, but none too much;  
 If you can fill the unforgiving minute  
   With sixty seconds' worth of distance run,  
 Yours is the Earth and everything that's in it,  
   And—which is more—you'll be a Man, my son!

Krupa Goradia, 2020 Mountain Ave., The new Board of Ed brings about a positive attitude and change towards the education system. There is someone to question the authorities on behalf of the taxpayers . Finally there is a sense of accountability and hopefully every dollar will be scrutinized before spending. Lots of hope for the new members

Kristin Heitmann, 2020 West End Ave., It is shocking that an administrator would say it's understandable any elementary school parent would send their child to private school



given the circumstances - as was stated in the beginning of this meeting by the Superintendent. It is not understandable. In fact it is a vote of no confidence in the RPS system. There is a silent majority of elementary school parents who are shocked by the hybrid schedule and curriculum. Please focus on the needs of our elementary school students.

Salliann Ran, 471 Berkshire Rd., I write to you as a parent of 5 Ridgewood students (Hawes, BF, RHS) and as a Willard elementary teacher. I implore you to please consider the comments made by the administrators and former BOE members at your meeting. The retirements of Dr. Fishbein and Ms. Kelly are a sign of a sad and difficult time for our district.

Dr. Fishbein is an EXCELLENT superintendent. He has led our district well with a heart for our students. As an educator, I have worked for several superintendents. Excellent educational leadership, like that of Dr. Fishbein, is very hard to find.

Please, BOE members, lead well. Listen to your constituents. Do not micromanage, but govern. You were elected to represent the community, not just a few community members, but all of us. So many people called and came to the meeting to support Dr. Fishbein. Please take that respect and love for our leader to heart.

Bernadette O'Hara, 377 Chesterfield St., I would like Dr. Fishbein to reconsider his resignation. He is an asset to this town and its schools. I would like the board to work collaboratively and for them also to ask Dr. Fishbein to reconsider. I believe you all have the interest of the students in mind. Please continue to work together.

Hannah Han, 381 Beveridge Rd., I like the way in which our newest Board members are focused on academics, and I encourage them to keep up the good work! We need a G&T program in Ridgewood. We need a more rigorous curriculum.

Robyn Davis, 14 Southern Pkwy, Thanks so much to our newest Board members for their fresh perspectives and determination in ensuring that students, parents and faculty are heard.

Pankaj Nigam, 436 Upper Blvd., I believe the new board is doing a good job and improving transparency and the necessary fiscal discipline, important for the current and future residents.

Nimisha Nigam, 436 Upper Blvd, We are very happy and satisfied with the current BOE members. The current BOE members are doing a great job and will steer us well in the current scenario/pandemic and guide the district well in the future too. They will help in establishing policies that will help in building a better future for our kids while making decisions that adhere to the "Tradition of Excellence".

Shivani Bhogra, 361 Walthery Ave., I am so deeply saddened by what's going on in Ridgewood . If someone has decided to retire or resign, why are we holding the new Board of Ed members responsible? They are just doing their job and to put up effigies is an all time low . The superintendent should see this and appeal to the town to not indulge in these low level attacks . Why is it so tough for anyone to accept non white people on the board who have been elected. It is ironic first there is a BLM March and on the other

side Asians are not allowed on the BOE. Also before Anyone says anything, I still own the house in Ridgewood and may come back if things are back to normal ... why are you spewing hatred all around the town and involving kids too?

Kathy Marshall, 136 Linden St., Please re-read the public comment from Kelly Buchsbaum - it is a letter from the Federated HSA board, not just from Kelly.

Meaghan Ozaydin, 130 South Irving St. We need Dr. Fishbein to guide this ship. I HAVE BEEN A TEACHER FOR 24 YEARS - 11 IN RIDGEWOOD. Dr. Fishbein is fair, smart, dedicated. New board members are combative and browbeat Dr. Fishbein. Why does Lembo silence speakers and not board members?

Kim Wong, 223 Orchard Pl., No one is ever 100% correct when there is an impasse. Everyone came to the table with baggage, with preconceived ideas of each other, with heels dug in. How can there be positive progress in this type of environment? Please take responsibility for the negativity that each one of you brought to the table. If Dr. Fishbein leaves under this situation it is not a win for anyone.

Gail & Jim McCarthy, 153 Hope St., Thank you Dan for all your years of service to our children. Thanks to all who volunteer.

Laura Mcenna, 861 Binham Road, I am very pleased that Dr. Fishbein will continue during this national crisis. Going forward, I hope that we can work together as a community in a productive, civil manner to advance the needs of our children.

Rory Kelsch, 49 East Glen Ave., Thank you Dr. Fishbein!

Mary Micale, 239 Heights Rd., Thank you Board Members for your thoughtful discussion regarding Dr. Fishbein's tenure. I fully support your decision not to accept his resignation and look forward to continued collaboration and success in the District.

Mike Zuckerman, 550 Bennington Ter., Dr. Fishbein, please reconsider as your leadership is needed to guide us through this pandemic. And I implore the board to treat all members with respect and to lay off social media!

Sam Flynn, 339 Carlton Ter., I am a former RHS student and I'm not completely informed on all the factors that led to Daniel Fishbein's resignation, but I do think the white board members have a responsibility to condemn the racist dog whistles being used against board members Saurabh Dani and Hyun Ju Kwak. Much of the public has been claiming they are too "aggressive" and "rude" which sounds like a pretty nasty case of tone policing to me. I do not know if the white board members have been participating in this, but I do think they have a responsibility to stand against these covert forms of racism that are bubbling up online. Whatever different opinions folks have against how to run Ridgewood Public Schools, something everyone should be united on is standing against racism.

Rahul Jain, 2020 Mountain Ave., The new board has been all about transparency and doing what is right, not what it has been doing forever without justification or a continued need. We needed the new thinking and fresh perspective which this new board has

brought to the table. It's a positive change towards our education system. Any corporation that handles finances, always has checks and balances and segregation of duties and responsibilities. This is required for keeping things and having full transparency and accountability in the process. Loving the new board members attitude and thought process. We got the long awaited and much needed questioning in the process

Brett Lyons, 224 West Glen Ave., Thank you Dr. Fishbein for all that you have done for RPS. Please reconsider your resignation. We are in the middle of an unprecedented and very difficult time. We need your stability and your leadership that our teachers, administrators, and staff stand behind. There is no perfect formula for education during a pandemic, but as a leader you need to choose a path that you feel is best for the kids and community. You have done just that, and so far so good. Thank you!

Jennifer Burke, 400 Lincoln Ave., Strongly urging Dr. Fishbein to reconsider & rescind his resignation at this time. Our children desperately need his steady leadership to guide us all through this national crisis!! BOE needs to be lightning focused on the steps to getting our students back FULL time in the classroom, and away from virtual learning. Our children are falling behind! The search for a new Superintendent wastes so much valuable time - time that would be much better spent focusing on addressing the gaps & long term harm that virtual learning has & will continue to have on our students ...and our teachers!

### **XIII. DISCUSSION ITEM**

### **XIV. ACCEPTANCE OF MINUTES**

- July 10, 2020                      Special Public Meeting
- July 23, 2020                      Special Public Meeting
- July 27, 2020                      Regular Public Meeting
- August 28, 2020                    Special Public Meeting

Mr. Dani requested to remove August 28, 2020 Special Public Meeting Minutes from being accepted.

Ms. Brogan moved Acceptance of Minutes, excluding August 28, 2020.

Mr. Lembo seconded the motion, which was unanimously approved.

### **XV. OTHER BUSINESS**

Mr. Lembo stated if Dr. Fishbein is retiring we have to begin to look for an interim superintendent and we need Dr. Fishbein's help. The board was discussing services that are out there and available, and the public should know the process.

Ms. Kwak stated that the board did not pass acceptance of Dr. Fishbein's resignation.

Mr. Kaufman confirmed that that board had a 3-2 vote, not to accept the resignation.

Mr. Lembo stated that since the resignation is on the table, the board should know what services are out there.

Ms. Brogan added that this is not the time to discuss this topic, at this time since the resolution did not pass to accept the resignation and since Dr. Fishbein said he would go with what the board decided, he needs some time to think about what happened during this long meeting.

Ms. Kwak stated that it is unprecedented for someone to submit a letter of resignation and then they are forced to work beyond their desire and she is a little confused, she is not aware that it is allowed from a governor's perspective.

Mr. Lembo stated that he is not trying to replace him, but as discussed earlier we can bring it up at the next meeting.

Mr. Dani had a discussion item. He stated that on September 2 the board was presented with goals and the process was that at this meeting, the board was supposed to discuss tonight and wordsmith the goals, but he does not see them on the agenda.

Mr. Lembo stated that we will discuss at the next meeting.

Mr. Dani stated that we have a report due to the Governor by October 1 for the gifted and talented program. So when will the board see that?

Dr. Fishbein answered that there is confusion from the State because it is asking for a lot of things that cannot be accomplished at this time. We are asking a lot of questions at the state level, one of the challenges now is identifying students since they are working remotely. Some districts won't have students come back until after that deadline, in addition to other questions Ms. Poelstra has posed to several levels.

Mr. Dani stated that we have had residents giving us a warning that this law was coming and have given examples of other districts who involved residents in the process. We have kept telling them that we are working on it.

Dr. Fishbein answered that we have stated that we have been waiting for guidance from the state that we have yet to receive.

Ms. Poelstra reviewed that we have not received the guidance from the State. The information that the state is asking for on October 1 is an identification of students in NJSMART, which is the coding system. She has put out questions to people in the state regarding how to identify gifted and talented students for coding, specifically in grades 9-12, because when you look at the definition of gifted and talented is students who need an enriched program to meet their academic needs or showing elevated ability in a subject area who need a more challenging program., so Ms. Poelstra submitted the question to the state regarding AP students, are all of these students identified as gifted and talented. Are the students in the RAHP program, who have to meet some prerequisite courses and go through an application process since that is an enriched program, all considered and coded as G&T? She ran through the gamut of questions to the state, but has not received answers. What is due to the state on October 1 is the identification of gifted and talented students in NJSMART.

Ms. Poelstra there are other things that we are continuing to explore, in terms of our own services and what we provide. We do provide enrichment for students and we do identify students , this year we don't have the njsla standardized tests, but we will be using some other things. We are moving forward and we do provide enrichment, we have individualized plans for students when they are identified that happens in the classroom, where the teacher provides differentiated instruction, We have a wealth of enrichment resources as reviewed with Ms. Kwak and the curriculum committee that teachers will be using with elementary students, we have double accelerated program in math, we have a readers/writers workshop where we level the students' reading. There is a lot happening in the realm, but we need specifics from the state regarding data reporting.

Mr. Dani asked for a presentation that reviews the requirements and what programs we currently have or are developing.

Ms. Poelstra added that we are working on a section on our website that contains detailed information regarding the programs and specifics. She stated that are some things that naturally happen with our teachers for providing enrichment opportunities, some examples including the artwork that is hanging on our walls, or if a student is excelling in playing the flute, the teacher may provide that student with more advanced pieces to play or go into a certain ensemble based on the student's skill or talent. Those are things that naturally happen, we are open and can improve our programs to highlight those opportunities.

Ms. Kwak requested to talk about phase 2 of reopening schools.

Dr. Fishbein answered that at the end of the month we will notify the community where we are heading as far as phase 2. They are putting the finishing touches on the plans and some of the complicated factors are lunch and recess, the administrators are working on that and are getting ready to make an announcement when we can pivot to full day. At this time, it is October 16 to start that.

Ms. Poelstra added that October 16 would be the last day of phase one. Overall since we have over 5,000 students and we only have 40 people changing between the models, makes it seem that people are overall happy, or they don't want another change. We are continuing to look at where we are and what the state will put out, as more districts are opening up will the state make changes to what they are allowing for full remote learning, if people bring back children safely.

We are looking at lunch and probably need to make some schedule changes, especially at the secondary levels. We are 8-9 days into our first model, but looking ahead.

Dr. Fishbien added that the next phase will include being at full day with an A and B alternating schedule. Some districts were able to do a tues, thurs, wed, friday but monday would be full remote. We stayed away from that model because the remote day eliminates a whole day of in person education. Our goal is to create schedules that have the most in person instruction.

Ms. Poelstra stated that parents are encouraged to become part of their school HSA for

opportunities to submit feedback and become involved in the process that will directly impact their school. In addition, there is parent representation on our pandemic response team.

Dr. Fishbein stated that in addition to the pandemic response teams and the parent HSA groups, if parents want to submit more feedback they can send a message directly to Dr. Fishbein or their school's principal.

Ms. Brogan stated that the best avenue is for parents to provide feedback and suggestions directly to their school principals first, since they are the ones on the ground doing the work day to day and they are the ones who bring the ideas up to Dr. Fishbein after discussing the ideas, including all challenges. Similar line of command if there are issues parents speak to their teachers first, principles and then the superintendent.

Mr. Lembo discussed the issue of before and after care and that parents are asking for it.

Dr. Fishbein answered that our contractor is providing before and after care on the days that the students are scheduled. We have looked into it for the alternative days, but we don't have the space for it in our facilities. When we eventually go back to full time, all students in school at the same time, it will be available at all times.

Discussion continued regarding the phase 2 decision process, the challenges with finding daycare and in person instruction time.

Ms. Poelstra commented that Guidance Counselors and principals are collecting data about why people are changing their schedule. She also added that students in elementary school are following the same curriculum regarding the school option they have chosen. As far as secondary in terms of pacing and curriculum all of the students are on the same page, there are some challenges with the complex number of offerings such as languages. Remote teachers have not been assigned to those types of classes, but students have been zooming into the classes.

## **XVI. ADJOURNMENT**

At 11:16 p.m. on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

Respectfully submitted,

Antoinette Kelly  
Board Secretary

Lucy Papamichael  
Assistant Board Secretary

2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Erin McGuire	Handle With Care Instructor and Re-Certification Program Handle With Care Behavior Management System, NY September 16, 2020	Professional Development	457.00	0
Ariana Bray	Handle With Care Instructor and Re-Certification Program Handle With Care Behavior Management System, NY September 16, 2020	Professional Development	497.25	0
Cindy Lora	Handle With Care Instructor and Re-Certification Program Handle With Care Behavior Management System, NY September 16, 2020	Professional Development	506.00	0

The total cost for these conferences is \$1478.25. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$20,916.06 leaving a balance of \$179,083.94.

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 2020-2021 will be \$1000.00.

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 ~~district-owned~~ 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 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.** ~~by all students who are able to do so in accordance with A.2.c. below.~~ **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 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** ~~strongly encouraged~~ to wear face coverings ~~and are required to do so when social distancing cannot be maintained~~, unless doing so would inhibit the student's health. It is ~~also~~ 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** ~~and could~~ 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.

(See Appendix A. Ridgewood Public Schools Reopening and Operations Plan)

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.

(See Appendix A. Ridgewood Public Schools Reopening and Operations Plan)

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.

(See Appendix A. Ridgewood Public Schools Reopening and Operations Plan)

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:

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 help 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 of 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:

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:



**POLICY**

**RIDGEWOOD  
BOARD OF EDUCATION**

ADMINISTRATION

1649/page 1 of 13

Federal Families First Coronavirus  
(COVID-19) Response Act

June 20

**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:





Prof. Development Day – No School for Students
Opening & Closing Day for Students
Schools Closed
Minimum Day
Schools will be closed per snow days used

**School Hours:** **Full Day**  
 K-5 8:45-3:00  
 Gr 6-8 8:00-2:53  
 Gr 9-12 7:45-3:15

**Minimum Day**  
 8:45-12:45  
 8:00-12:15  
 7:45-12:10

draft 7/29/20

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 Professional Development 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					

3 Prof. Develop.: No school for students

5-6 NJEA convention – School closed

14 Diwali observed

25 Minimum Day

26-27 Thanksgiving Recess

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						

12-16 February Recess (includes Lunar New Year)

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					

13 Prof. Devstudents no school/Eid al-Fitr

31 Memorial Day – Schools Closed

26-28 school may be closed per below note

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 Convocation: Professional Development

2 Opening day for students

7 Labor Day – School closed

28 Yom Kippur – School closed

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

24-31 December Recess – School Closed

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			

29-31 April Recess (Passover begins 3/27)

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			

22 Last day of instruction (minimum day)

22 RHS graduation

23 Closing Day for Teachers

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

12 Columbus Day – schools closed

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 – School Closed

18 MLK Day – School Closed

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	

1-2 April Recess (includes Good Friday))

**DAYS IN SESSION**

Students		Teachers	
0	August	1	August
19	September	20	September
21	October	21	October
16	November	17	November
17	December	17	December
19	January	19	January
17	February	17	February
20	March	20	March
20	April	20	April
19	May	20	May
16	June	17	June
184	total days	189	total days

**Ridgewood Community School  
New Classes and Trips for Fall 2020**

Day Tours (In-Person)

**Celebrate the Sleepy Hollow Bicentennial**

**Joey Arminio & Family Salute to Vets - All American Variety Show at The Mount Airy Casino**

**Wine and Wolves - Lakota Wolf Preserve & Brook Hollow Winery**

**Thankfulness at Valley Forge National Historical Park -American Treasure Tour**

**Castles & Holiday Cheer - Fonthill Castle, Peddler's Village Christmas Festival & New Hope**

Multi Day Tours (In-Person)

**The Finger Lakes - Corning Museum of Glass, Belhurst Castle, It's A Wonderful Life Museum & Women's Rights Historical Park**

**Get Your Jazz On: Exit Zero Jazz Festival, Cape May**

**The Greenbrier America's Resort at Christmas Time**

**A Magical Annapolis Christmas - Eastport Yacht Parade, Illuminated London Town & Christkindlmarkt**

**A Coastal Christmas in Newport**

**Extravagance on Jekyll Island**

**Winterfest Lake Geneva, WI - An Artistic Snowy Wonderland & US National Snow Sculpting Contest**

**An Excellent Everglades Experience**

Creative Arts

**Comedy Improvisation: The Joy of SIT-PROV-COM (Virtual)**

Culinary Arts

**Professional Entertaining - Make a Cheese & Charcuterie Board Like a Pro (Virtual)**

Dance

**Cruisers & Crawlers (In-Person-Virtual)**

**Cardio Dance Fitness (In-Person-Virtual)**

**Music & Movement (In-Person-Virtual)**

**Adult Jazz (In-Person-Virtual)**

**Yogalates (In-Person-Virtual)**

**Power Vinyasa Flow (In-Person-Virtual)**

**Musical Theatre/ Broadway Workshop (Grades 4-7) (In-Person/Virtual)**

**Belly Dancing for Beginners (Virtual)**

**Advanced Beginner/Intermediate Belly Dancing (Virtual)**

Handcrafting

**Virtual Knitting Night**

**Mending and Alterations (Virtual)**

Home

**Decluttering Your Nest Whether Your Selling or Resting (Virtual)**

**Floral Design 101 (Virtual) - Designing the Perfect Fall Centerpiece**

Leisure & Personal

**Master the New York Times Crossword (Virtual)**

**Do I Need to Get Dressed (Virtual)**

Liberal Arts

**The Nazi Spy from Begren County (Virtual)**

Junior Edition

**Virtual Fashion Design (Virtual)**



## 2020 - 2021 New &amp; Revised Curricula

<b><u>Curriculum</u></b>	<b><u>Department</u></b>	<b><u>New Courses</u></b>	<b><u>Revised Courses</u></b>
12 Revised Courses	Elementary		Math K-5 Library Media K-5
9 Revised Courses 1 New Course	Math	Algebra I Advanced	Algebra I, Algebra I CP, Algebra II, Algebra II CP, Algebra II E, Geometry, Geometry CP, Statistics AP, Calculus AP
1 Revised Course 1 New Course	Science	AP Capstone RAHP	Anatomy & Physiology H RAHP
2 Revised Courses	English		American Studies AP Capstone Seminar 10 American Studies AP Capstone Research
1 New Course	Social Studies	Global Citizen	
3 Revised Courses	World Language		French 8, French I, German II
7 Revised Courses  2 New Courses	Fine & Applied Arts	7th Grade "Soundology" Theatre History	5th Grade Instrumental Band, 5th Grade Instrumental Strings, 6th Grade Vocal, 7th Grade Vocal, 8th Grade Vocal, Painting I, Interior Design

**Adult Education****Account #13-602-100-101-00-60-060-001**

Carl Andreasen  
Robert Austin  
William Brown  
Robert Burke  
Vivian Burns  
James Calaski  
Alain Chahine  
Martine Chahine  
Catherine Chriss  
Mary Lee Costello  
Dawn Dittmar  
Patricia Ermilio  
Richard Feingold  
Ellen Feld  
Mary Fitzgerald  
Lisa Fondo  
Irene Fortunato  
Julian Garcia Medina  
Mary Ann Gebhart  
Diana Gibson  
Karina Granin  
Gwendolen Gross  
Burton Hall  
Frederick Hammond  
Yasuko Hansen  
Amy Harrison  
Alex Ishkanian  
Fran Kelley  
Terrance Kovalcik  
Lois Kramer-Perez  
Michelle Kupfer  
Susan Liebowitz  
Isabel LeLuc  
Lia Littleton  
Karen Livianos-Centauro  
Angela Maniaci  
Steven Manin  
Michael Manna  
Vincent Marchese  
Evelyn McKinnon  
Amy Nellissen  
Eugene Papay

**Adult cont.**

Myra Petretti  
Harold Petzold  
Joel Popadics  
Jason Porod  
Harris Reinstein  
Dawn Romeo  
Aliza Rosen  
Donald Rubin  
Eric Santoli  
Zahava Schwartz  
Marshall Schwartzman  
Joanna Secreti  
Britt Sikiric  
Charles Soloman  
David Spiegel  
Joan Tarrant  
John Tully  
LaShondra Tyree  
Neil Valere  
Richard Van Der Wall  
Patricia Vangieri  
Linda Voogd  
Anne Winner  
Maksim Zaitsev

**Driver Education****13-424-100-101-00-60-060-001**

James Cosgrove  
Robert Currier  
Peter Kay\*  
Ronald Knott  
Candace Mitola  
Jennifer Ross  
Andrea Watson\*

**Junior Edition**

**13-423-100-101-00-60-060-001**

Lisa Alexander

Andre Baruch

Matthew Beaumont

Megan Beaumont

Matthew Bilyk

Kenneth Brescia

Vivian Burns

Louise Butler

Zhe (Gil) Cheng

Eva Conti

Catherine Cosco

Patrick Driscoll\*

John Eichmann

Gary Fink\*

James Garde

Daryl Goldberg

Benjamin Hankle

Christine Ims

Gregory Landes

Patricia Lazzara

Britt Sikiric

Maksim Zaitsev

## Revision

<b>Curriculum Fine &amp; Applied Arts</b>	<b>New or Revised (N/R)</b>	<b>Staff Member</b>	<b>Total Hour s</b>	<b>Cost per hour 53.33</b>	<b>APPROVED 6/1/2020  REVISE FROM:</b>	<b>Amount Not to Exceed  REVISE TO:</b>
6 <sup>th</sup> Grade Vocal	R	Justine Kawash	27		18 hours @ 959.94	27 hours @1439.91
7 <sup>th</sup> Grade Vocal	R	Laurie Ann DeGroat	27		18 hours @ 959.94	27 hours @1439.91
8 <sup>th</sup> Grade Vocal	R	Stephen Bourque	18		18 hours @959.94	0 hours @ 0.00

<b>Contracted Therapists/ Providers for Special Education Student Services for the 2020- 2021 School Year</b>			
<b>Contractor</b>	<b>Service</b>	<b>Schedule</b>	<b>Rates</b>
Above and Beyond Learning Group	Speech Therapy @RHS	As needed	\$80 - \$120/hr
Bergen Co Region V	Social Skills, Behavior Intervention, Speech for OOD student	1x/wk, 30 min	\$70/hr
Cresskill BOE	Counseling & Speech Therapy for OOD student	1x/wk, 30 min	\$30 & \$50 per session
Dr. Lori Hanes	Educational Evaluations	as needed	\$450 per evaluation
Esther Fridman	Psychiatric Evaluations	as needed	\$600 per eval
Learning Tree BiLingual Evals	Bilingual Evaluations	As needed	\$750 per eval
Mercedes Paine, M.D. PC	Psychiatric Evaluations	as needed	\$700 - \$1,100
Northern Valley Regional HS	OT/Speech for OOD student	2x/wk, 30 min	\$65 per 30 min
Pascack Valley Regional HS District	ABA Parent Training Workshop	as needed	\$225/family
Platt Psychiatric Associates, LLC	Psychiatric Evaluations	as needed	\$650 - \$1,200 per evaluation
Professional Education Services, Inc	Hospital Instruction/Tutoring (5-10 hrs wk per student)	As needed	\$58.09 per hr
Reed Academy	ABA Therapy, 1:1, Coordination, Supervision for OOD students	~45 hr/wk	\$57 - \$150/hr
Ridgefield Board of Education	OT/Speech for OOD student	2x/wk 60 min	\$90/hr
SP & SK, LLC	Interpretation Services	As needed	\$180 session
Supreme Consultants, LLC	Bilingual Speech Evaluations, translation, interpretation	As needed	\$47/hour and/or \$750 per eval.
The Bilingual Child Study Team	Bilingual Evaluations	As needed	\$1,000 per evaluation

Serial Number	Item	Model
GJ5HMX1	Laptop	Dell Latitude 5430
3S6YLX1	Laptop	Dell Latitude 5430
83JFMX1	Laptop	Dell Latitude 5430
53FFMX1	Laptop	Dell Latitude 5430
DBGFMX1	Laptop	Dell Latitude 5430
FMHJMX1	Laptop	Dell Latitude 5430
2QFFMX1	Laptop	Dell Latitude 5430
7CHFMX1	Laptop	Dell Latitude 5430
7HGFMX1	Laptop	Dell Latitude 5430
7WFFMX1	Laptop	Dell Latitude 5430
JQDFMX1	Laptop	Dell Latitude 5430
855HMX1	Laptop	Dell Latitude 5430
2ZRFX1	Laptop	Dell Latitude 5430
CH3RRY1	Laptop	Dell Latitude 5430
40K4MX1	Laptop	Dell Latitude 5430
32LTY6PLGQ56490	TV	Vizio TV 46"
QXQ125689	Projector	Mitsubishi
QC3CU02101	Projector	
F9BU00094	Projector	Hitachi CP-X3010
F3BU62239	Projector	Hitachi CP-X3010
KM3F86C909L	Projector	Epson 83+
F6713ED0A	Projector	Hitachi CP-X2011N

## POLICY

# RIDGEWOOD BOARD OF EDUCATION

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~~Victim of Domestic or Sexual Violence Leave~~  
M

## 1581 VICTIM OF DOMESTIC OR SEXUAL VIOLENCE LEAVE

~~In accordance with the provisions of N.J.S.A. 34:11C-1 et seq., an employee who was a victim of an incident of domestic violence as defined in Section 3 of P.L.1991, c.261 (C.2C:25-19) or a sexually violent offense as defined in Section 3 of P.L.1998, c.71 (C.30:4-27.26), or whose child, parent, spouse, domestic partner, or civil union partner was a victim shall be entitled to unpaid leave of no more than twenty days in one twelve-month period, to be used in the twelve-month period following any incident of domestic violence or any sexually violent offense as provided in N.J.S.A. 34:11C-1 et seq.~~

~~For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, an "employee" means a person who is employed for at least twelve months by the Board of Education, with respect to whom benefits are sought under N.J.S.A. 34:11C-1 et seq. "NJ SAFE Act" for not less than 1,000 hours during the immediately preceding twelve-month period.~~

~~For the purposes of N.J.S.A. 34:11C-3 and this Policy, each incident of domestic violence or any sexually violent offense shall constitute a separate offense for which an employee is entitled to unpaid leave, provided the employee has not exhausted the allotted twenty days for the twelve-month period. The unpaid leave may be taken intermittently in intervals of no less than one day, as needed for the purpose of engaging in any of the following activities as they relate to the incident of domestic violence or a sexually violent offense:~~

- ~~1. Seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence to the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;~~
- ~~2. Obtaining services from a victim services organization for the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;~~
- ~~3. Obtaining psychological or other counseling for the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;~~
- ~~4. Participating in safety planning, temporarily or permanently relocating, or taking other actions to increase the safety of the employee or the employee's child, parent, spouse, domestic partner, or civil union partner from future domestic or sexual violence or to ensure economic security;~~



5. ~~Seeking legal assistance or remedies to ensure the health and safety of the employee or the employee's child, parent, spouse, domestic partner, or civil union partner, including preparing for, or participating in, any civil or criminal legal proceeding related to or derived from domestic or sexual violence; or~~
6. ~~Attending, participating in, or preparing for a criminal or civil court proceeding relating to an incident of domestic or sexual violence of which the employee or the employee's child, parent, spouse, domestic partner, or civil union partner, was a victim.~~

~~An eligible employee may elect, or the Board of Education may require the employee, to use any of the accrued paid vacation leave, personal leave, or medical or sick leave (in accordance with the provisions of N.J.S.A. 18A:30-1) during any part of the twenty-day period of unpaid leave provided under N.J.S.A. 34:11C-1 et seq. In such case, any paid leave provided by the Board, and accrued pursuant to established policies of the Board, shall run concurrently with the unpaid leave provided under N.J.S.A. 34:11C-1 et seq. and, accordingly, the employee shall receive pay pursuant to the Board's applicable paid leave policy during the period of otherwise unpaid leave. If an employee requests leave for a reason covered by both N.J.S.A. 34:11C-1 et seq. and the "Family Leave Act," P.L.1989, c.261 (C.34:11B-1 et seq.) or the Federal "Family and Medical Leave Act of 1993," Pub.L.103-3 (29 U.S.C. § 2601 et seq.), the leave shall count simultaneously against the employee's entitlement under each respective law.~~

~~Leave granted under N.J.S.A. 34:11C-1 et seq. and this Policy shall not conflict with any rights pursuant to the "Family Leave Act," P.L.1989, c.261 (C.34:11B-1 et seq.), the "Temporary Disability Benefits Law," P.L.1948, c.110 (C.43:21-25 et seq.), or the Federal "Family and Medical Leave Act of 1993," Pub.L.103-3 (29 U.S.C. § 2601 et seq.).~~

~~Prior to taking this leave an employee shall, if the necessity for the leave is foreseeable, provide the Superintendent of Schools with written notice of the need for the leave. The notice shall be provided as far in advance as is reasonable and practical under the circumstances.~~





~~Nothing contained in N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed to prohibit the Superintendent from requiring that a period of this leave be supported by the employee with documentation of the domestic violence or a sexually violent offense which is the basis for the leave. If documentation is required, the employee shall be regarded as having provided sufficient documentation if the employee provides one or more of the following:~~

- ~~1. A domestic violence restraining order or other documentation of equitable relief issued by a court of competent jurisdiction;~~
- ~~2. A letter or other written documentation from the county or municipal prosecutor documenting the domestic violence or a sexually violent offense;~~
- ~~3. Documentation of the conviction of a person for the domestic violence or a sexually violent offense;~~
- ~~4. Medical documentation of the domestic violence or a sexually violent offense;~~
- ~~5. Certification from a certified Domestic Violence Specialist or the director of a designated domestic violence agency or Rape Crisis Center, stating that the employee or employee's child, parent, spouse, domestic partner, or civil union partner is a victim of domestic violence or a sexually violent offense; or~~
- ~~6. Other documentation or certification of the domestic violence or a sexually violent offense provided by a social worker, member of the clergy, shelter worker, or other professional who has assisted the employee or employee's child, parent, spouse, domestic partner, or civil union partner in dealing with the domestic violence or a sexually violent offenses.~~

~~For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, "Certified Domestic Violence Specialist" means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals; and "designated domestic violence agency" means a county wide organization with a primary purpose to provide services to victims of domestic violence, and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.~~



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

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~~Victim of Domestic or Sexual Violence Leave~~

~~For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, "Rape Crisis Center" means an office, institution, or center offering assistance to victims of sexual offenses through crisis intervention, medical and legal information, and follow up counseling.~~

~~The Board shall display conspicuous notice of its employees' rights and obligations pursuant to the provisions of N.J.S.A. 34:11C-1 et seq., in such form and in such manner as the Commissioner of Labor and Workforce Development shall prescribe, and use other appropriate means to keep its employees so informed.~~

~~No provision of N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed as requiring or permitting the Board to reduce employment benefits provided by the Board or required by a collective bargaining agreement which are in excess of those required by N.J.S.A. 34:11C-1 et seq. Nor shall any provision of N.J.S.A. 34:11C-1 et seq. be construed to prohibit the negotiation and provision through collective bargaining agreements of leave policies or benefit programs which provide benefits in excess of those required by N.J.S.A. 34:11C-1 et seq. This provision shall apply irrespective of the date that a collective bargaining agreement takes effect.~~

~~Nothing contained in N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed as permitting the Board to:~~

- ~~1. Rescind or reduce any employment benefit accrued prior to the date on which the leave taken pursuant to N.J.S.A. 34:11C-1 et seq. commenced; or~~
- ~~2. Rescind or reduce any employment benefit, unless the rescission or reduction of the benefit is based on changes that would have occurred if an employee continued to work without taking the leave provided pursuant to N.J.S.A. 34:11C-1 et seq.~~

~~All information and/or documentation provided to the Board or Superintendent of Schools pursuant to N.J.S.A. 34:11C-1 et seq., any information regarding a leave taken pursuant to N.J.S.A. 34:11C-1 et seq., and any failure of an employee to return to work, shall be retained in the strictest confidentiality, unless the disclosure is voluntarily authorized in writing by the employee or is required by a Federal or State law, rule, or regulation.~~



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

ADMINISTRATION

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~~Victim of Domestic or Sexual Violence Leave~~

~~The Board of Education shall not discharge, harass or otherwise discriminate or retaliate or threaten to discharge, harass or otherwise discriminate or retaliate against an employee with respect to the compensation, terms, conditions or privileges of employment on the basis that the employee took or requested any leave to which the employee was entitled pursuant to N.J.S.A. 34:11C-3 or on the basis that the employee refused to authorize the release of information deemed confidential pursuant to N.J.S.A. 34:11C-3.f.~~

~~N.J.S.A. 34:11C-1 et seq.~~

Adopted: 23 June 2014

Revised:



# RIDGEWOOD BOARD OF EDUCATION

## REGULATION

ADMINISTRATION  
R 1581/page 1 of 20  
Domestic Violence  
Mar 20  
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### R 1581 DOMESTIC VIOLENCE

Policy and Regulation 1581 - Section A. sets forth the New Jersey Civil Service Commission's (Civil Service Commission) Uniform Domestic Violence Policy that all public employers shall adopt and distribute to all their employees in accordance with the provisions of N.J.S.A. 11A:2-6a. The purpose of the Uniform Domestic Violence Policy is to encourage public employees who are victims of domestic violence, and those impacted by domestic violence, to seek assistance from their public employer's human resources officer(s) and provide a standard for a public employer's human resources officer(s) to follow when responding to employees.

Policy and Regulation 1581 – Section B. provides employment protection for employees of those employers as defined in N.J.S.A. 34:11C-2, who are victims of domestic violence or sexual violence in accordance with the provisions of the New Jersey Security and Financial Empowerment Act (NJ SAFE Act) - N.J.S.A. 34:11C-1 et seq.

#### A. Uniform Domestic Violence Policy (N.J.S.A. 11A:2-6a)

##### 1. Definitions

The following terms are defined solely for the purposes of N.J.S.A. 11A:2-6a and Policy and Regulation 1581:

“Domestic Violence” - Acts or threatened acts, that are used by a perpetrator to gain power and control over a current or former spouse, family member, household member, intimate partner, someone the perpetrator dated, or person with whom the perpetrator shares a child in common or anticipates having a child in common if one of the parties is pregnant. Domestic violence includes, but is not limited to the following: physical violence; injury; intimidation; sexual violence or abuse; emotional and/or psychological intimidation; verbal abuse; threats; harassment; cyber harassment; stalking; economic abuse or control; damaging property to intimidate or attempt to control the behavior of a person in a relationship with the perpetrator; strangulation; or abuse of animals or pets.



“Abuser/Perpetrator” - An individual who commits or threatens to commit an act of domestic violence, including unwarranted violence against individuals and animals. Other abusive behaviors and forms of violence can include the following: bullying, humiliating, isolating, intimidating, harassing, stalking, or threatening the victim, disturbing someone’s peace, or destroying someone’s property.

“Human Resources Officer (HRO)” - An employee of a public employer with a human resources job title, or its equivalent, who is responsible for orienting, training, counseling, and appraising staff. Persons designated by the employer as the primary or secondary contact to assist employees in reporting domestic violence incidents.

“Intimate Partner” - Partners of any sexual orientation or preference who have been legally married or formerly married to one another, have a child or children in common, or anticipate having a child in common if one party is pregnant. Intimate partner also includes those who live together or have lived together, as well as persons who are dating or have dated in the past.

“Temporary Restraining Order (TRO)” - A civil court order issued by a judge to protect the life, health, or well-being of a victim. TROs can prohibit domestic violence offenders from having contact with victims, either in person or through any means of communication, including third parties. TROs also can prohibit offenders from a victim’s home and workplace. A violation of a TRO may be a criminal offense. A TRO will last approximately ten business days, or until a court holds a hearing to determine if a Final Restraining Order (FRO) is needed. In New Jersey, there is no expiration of a FRO.

“Victim” - A person who is eighteen years of age or older or who is an emancipated minor and who has been subjected to domestic violence by a spouse, former spouse, or any other person who is a present household member or was at any time a household member. A victim of domestic violence is also any person,



regardless of age, who has been subjected to domestic violence by one of the following factors: a person with whom the victim has a child in common; a person with whom the victim anticipates having a child in common, if one of the parties is pregnant; and a person with whom the victim has had a dating relationship.

“Workplace-Related Incidents” - Incidents of domestic violence, sexual violence, dating violence, and stalking, including acts, attempted acts, or threatened acts by or against employees, the families of employees, and/or their property, that imperil the safety, well-being, or productivity of any person associated with a public employee in the State of New Jersey, regardless of whether the act occurred in or outside the organization’s physical workplace. An employee is considered to be in the workplace while in or using the resources of the employer. This includes, but is not limited to: facilities; work sites; equipment; vehicles; or while on work-related travel.

2. Persons Covered Under N.J.S.A. 11A:2-6a and Policy and Regulation 1581

All New Jersey public employees are covered under N.J.S.A. 11A:2-6a and Policy and Regulation 1581 – Section A. A State of New Jersey public employer is any State, county, municipality, school district, or other political subdivision thereof, and any agency, authority, or instrumentality of the foregoing. Casual/seasonal employees, interns, volunteers, and temporary employees of any public employer at any workplace location are also covered under N.J.S.A. 11A:2-6a and Regulation 1581 – Section A.

3. Responsibility of Employer to Designate a Human Resources Officer (HRO)

- a. All public employers shall designate an HRO to assist employees who are victims of domestic violence.



- b. The designated HRO must receive training on responding to and assisting employees who are domestic violence victims in accordance with Policy and Regulation 1581 – Section A. Should the HRO be unavailable at any time, the employer must designate a secondary HRO, who must also be appropriately trained to respond and assist domestic violence victims pursuant to Policy and Regulation 1581.
  - c. Managers and supervisors are often aware of circumstances involving an employee who is experiencing domestic violence. Managers and supervisors are required to refer any employee who is experiencing domestic violence or who report witnessing domestic violence to the designated HRO. Managers and supervisors must maintain confidentiality, to the extent possible, and be sensitive, compassionate, and respectful to the needs of persons who are victims of domestic violence.
    - (1) The name and contact information of the designated HRO must be provided to all employees.
  - d. Policy and Regulation 1581 – Section A. does not supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report.
    - (1) For example, if there is any indication a child may also be a victim, reporting is mandatory to the Department of Children and Families, Child Protection and Permanency, under N.J.S.A. 9:6-8.13.
4. Domestic Violence Reporting Procedure
- a. Employees who are victims of domestic violence are encouraged to seek immediate assistance from their HRO.



- b. Employees who have information about or witness an act of domestic violence against an employee are encouraged to report that information to the designated HRO, unless the employee is required to report the domestic violence pursuant to applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report, in which case the employee must report to the appropriate authority in addition to reporting to the designated HRO.
- c. Nothing in Policy and Regulation 1581 – Section A. shall preclude an employee from contacting 911 in emergency situations. HROs shall remind employees to contact 911 if they feel they are in immediate danger.
- d. Each designated HRO shall:
  - (1) Immediately respond to an employee upon request and provide a safe and confidential location to allow the employee to discuss the circumstances surrounding the domestic violence incident and the request for assistance.
  - (2) Determine whether there is an imminent and emergent need to contact 911 and/or local law enforcement.
  - (3) Provide the employee with resource information and a confidential telephone line to make necessary calls for services for emergent intervention and supportive services, when appropriate. The HRO or the employee can contact the appropriate Employee Assistance Program to assist with securing resources and confidential services.
  - (4) Refer the employee to the provisions and protections of the New Jersey Security and Financial Empowerment Act, N.J.S.A. 34:11C-1 et seq. (NJ SAFE Act), referenced in Regulation 1581 - Section B.





- 5) In cases where domestic violence involved a sexual touching or sexual assault between State employees, the HRO is also required to report the incident to their agency's Equal Employment Opportunity (EEO) Officer or Title IX Officer, as appropriate.
- (6) If there is a report of sexual assault or abuse, the victim should be offered the services of the New Jersey State Sexual Assault Response Team.
- (7) Maintain the confidentiality of the employee and all parties involved, to the extent practical and appropriate under the circumstances, pursuant to A.5. below.
- (8) Upon the employee's consent, the employee may provide the HRO with copies of any TROs, FROs, and/or civil restraint agreements that pertain to restraints in the work place and ensure that security personnel are aware of the names of individuals who are prohibited from appearing at the work location while the employee who sought the restraining order is present. All copies of TROs and FROs must be kept in a separate confidential personnel file.

## 5. Confidentiality Policy

- a. In responding to reports of domestic violence, the HRO shall seek to maintain confidentiality to protect an employee making a report of, witnessing, or experiencing domestic violence, to the extent practical and appropriate under the circumstances and allowed by law.
- b. No provision of Policy and Regulation 1581 – Section A. shall supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report.



- c. Policy 1581 and Regulation 1581 – Section A.5. shall not prevent disclosure where to do so would result in physical harm to any person or jeopardize safety within the workplace.
    - (1) When information must be disclosed to protect the safety of individuals in the workplace, the HRO shall limit the breadth and content of such disclosure to information reasonably necessary to protect the safety of the disclosing employee and others and comply with the law.
    - (2) The HRO shall provide advance notice to the employee who disclosed information, to the extent possible, if the disclosure must be shared with other parties in order to maintain safety in the workplace or elsewhere.
    - (3) The HRO shall also provide the employee with the name and title of the person to whom they intend to provide the employee's statement and shall explain the necessity and purpose regarding the disclosure.
      - (a) For example, if the substance of the disclosure presents a threat to employees, then law enforcement will be alerted immediately.
  - d. Policy 1581 and Regulation 1581 – Section A. does not supersede applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines where mandatory reporting is required by the appointing authority or a specific class of employees.
6. Confidentiality of Employee Records
- a. To ensure confidentiality and accuracy of information Policy and Regulation 1581 – Section A.6. requires the HRO to keep all documents and reports of domestic violence in a confidential personnel file separate from the employee's other personnel records.



- b. These records shall be considered personnel records and shall not be government records available for public access under the Open Public Records Act. See N.J.S.A. 47:1A-10.
7. Public Employer Domestic Violence Action Plan
- a. Public employers in the State of New Jersey shall develop an action plan to identify, respond to, and correct employee performance issues that are caused by domestic violence, pursuant to N.J.S.A. 11A:2-6a, and in accordance with the following guidelines:
    - (1) Designate an HRO with responsibilities pursuant to A.3. and A.4. above.
    - (2) Recognize that an employee may need an accommodation as the employee may experience temporary difficulty fulfilling job responsibilities.
    - (3) Provide reasonable accommodations to ensure the employee's safety. Reasonable accommodations may include, but are not limited to, the following: implementation of safety measures; transfer or reassignment; modified work schedule; change in work telephone number or work-station location; assistance in documenting the violence occurring in the workplace; an implemented safety procedure; or other accommodation approved by the employer.
    - (4) Advise the employee of information concerning the NJ SAFE Act; Family and Medical Leave Act (FMLA); or Family Leave Act (FLA); Temporary Disability Insurance (TDI); or Americans with Disabilities Act (ADA); or other reasonable flexible leave options when an employee, or his or her child, parent, spouse, domestic partner, civil union partner, or other relationships as defined in applicable statutes is a victim of domestic violence.



- (5) Commit to adherence of the provisions of the NJ SAFE Act, including that the employer will not retaliate against, terminate, or discipline any employee for reporting information about incidents of domestic violence, as defined in Policy and Regulation 1581 – Section A., if the victim provides notice to their human resources office of the status or if the human resources office has reason to believe an employee is a victim of domestic violence.
- (6) Advise any employee, who believes he or she has been subjected to adverse action as a result of making a report pursuant to Policy and Regulation 1581 - Section B. of the civil right of action under the NJ SAFE Act.
  - (a) Advise any employee to contact their designated Labor Relations Officer, Conscientious Employees Protection Act (CEPA) Officer, and/or Equal Employment Opportunity Officer in the event they believe the adverse action is a violation of their collective bargaining agreement, the Conscientious Employees Protection Act, or the New Jersey Law Against Discrimination and corresponding policies.
- (7) Employers, their designated HRO, and employees should familiarize themselves with Policy and Regulation 1581. Policy and Regulation 1581 shall be provided to all employees upon Board approval and to all new employees upon hiring.
- (8) Information and resources about domestic violence are encouraged to be placed in visible areas, such as restrooms, cafeterias, breakrooms, and where other resource information is located.



8. Resources

Resources and program information will be readily available to assist victims of domestic violence. These resources should be provided by the designated HRO to any victim of domestic violence at the time of reporting.

9. Distribution of Policy

The Civil Service Commission and the Division of Local Government Services in the Department of Community Affairs shall distribute a Uniform Domestic Violence Policy, and any modifications thereto, to public employers. The Director of the Division of Local Government Services shall release Local Finance Notices setting forth any changes to the Uniform Domestic Violence Policy, as changes occur.

10. Other Applicable Requirements

In addition to Policy and Regulation 1581, the HRO and the public employer's appointing authority, if applicable, must follow all applicable laws, guidelines, standard operating procedures, internal affairs policies, and New Jersey Attorney General directives and guidelines that impose a duty to report. Additionally, to the extent that the procedures set forth in Policy and Regulation 1581 conflict with collective negotiated agreements or with the Family Educational Rights and Privacy Act (FERPA), the provisions of the negotiated agreements and the provisions of FERPA control.

11. Policy Modification and Review

- a. A public employer may seek to modify Policy and Regulation 1581 to create additional protocols to protect victims of domestic violence, but may not modify in a way that reduces or compromises the safeguards and processes set out in the Uniform Domestic Violence Policy.
- b. The Civil Service Commission will review and modify their Uniform Domestic Violence Policy periodically and as needed.



12. Policy Enforceability

The provisions of the Uniform Domestic Violence Policy are intended to be implemented by the Civil Service Commission. These provisions do not create any promises or rights that may be enforced by any persons or entities.

13. Policy Inquiries and Effective Date

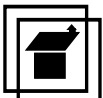
Any questions concerning the interpretation or implementation of the Uniform Domestic Violence Policy shall be addressed to the Chair/Chief Executive Officer of the Civil Service Commission, or their designee. The Uniform Domestic Violence Policy and Policy and Regulation 1581 shall be enforceable upon the HRO's completion of training on the Uniform Domestic Violence Policy and Policy and Regulation 1581.

B. NJ SAFE Act – (N.J.S.A. 34:11C-1 et seq.)

1. The New Jersey Security and Financial Empowerment Act, N.J.S.A. 34:11C-1, et seq. (NJ SAFE Act), is a law that provides employment protection for victims of domestic or sexual violence.
2. Definitions (N.J.S.A. 34:11C-2)

The following terms are defined solely for the purpose of N.J.S.A. 34:11C-1 et seq. - NJ SAFE Act:

“Employee” means a person who is employed for at least twelve months by an employer, with respect to whom benefits are sought under the NJ SAFE Act, for not less than 1,000 base hours during the immediately preceding twelve-month period. Any time, up to a maximum of ninety calendar days, during which a person is laid off or furloughed by an employer due to that employer curtailing operations because of a state of emergency declared after October 22, 2012, shall be regarded as time in which the person is employed for the purpose of determining eligibility for leave time under the NJ SAFE Act. In making the determination, the base hours per week during the layoff or furlough shall be deemed to be the same as the average number of hours worked per week during the rest of the twelve-month period.



“Employer” means a person or corporation, partnership, individual proprietorship, joint venture, firm or company, or other similar legal entity which engages the services of an employee and employs twenty-five or more employees for each working day during each of twenty or more calendar work weeks in the then current or immediately preceding calendar year. “Employer” includes the State, any political subdivision thereof, and all public offices, agencies, boards, or bodies.

“State of emergency” means a natural or man-made disaster or emergency for which a state of emergency has been declared by the President of the United States or the Governor, or for which a state of emergency has been declared by a municipal emergency management coordinator.

3. Regulations Relative to Unpaid Leave for Employees and Family Members Affected by Certain Offenses (N.J.S.A. 34:11C-3)

- a. Any employee of an employer in the State of New Jersey who was a victim of an incident of domestic violence as defined in N.J.S.A. 2C:25-19, or a sexually violent offense as defined in N.J.S.A. 30:4-27.26, or whose parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, was a victim shall be entitled to unpaid leave of no more than twenty days in one twelve-month period, to be used in the twelve-month period next following any incident of domestic violence or any sexually violent offense as provided in N.J.S.A. 34:11C-3.

For purposes of N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3., each incident of domestic violence or any sexually violent offense shall constitute a separate offense for which an employee is entitled to unpaid leave, provided that the employee has not exhausted the allotted twenty days for the twelve-month period.



The unpaid leave may be taken intermittently in intervals of no less than one day, as needed for the purpose of engaging in any of the following activities as they relate to the incident of domestic violence or sexually violent offense:

- (1) Seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence to the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;
- (2) Obtaining services from a victim services organization for the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;
- (3) Obtaining psychological or other counseling for the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship;





- (4) Participating in safety planning, temporarily or permanently relocating, or taking other actions to increase the safety of the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, from future domestic or sexual violence or to ensure economic security;
- (5) Seeking legal assistance or remedies to ensure the health and safety of the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, including preparing for, or participating in, any civil or criminal legal proceeding related to or derived from domestic or sexual violence; or
- (6) Attending, participating in, or preparing for a criminal or civil court proceeding relating to an incident of domestic or sexual violence of which the employee or the employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, was a victim.



- b. An eligible employee may elect to use any accrued paid vacation leave, personal leave, or medical or sick leave of the employee, or any family temporary disability leave benefits provided pursuant to N.J.S.A. 43:21-27 during any part of the twenty-day period of unpaid leave provided under N.J.S.A 34:11C-3 and Regulation 1581 - Section B.3.a.

In such case, any paid leave provided by the employer, and accrued pursuant to established policies of the employer, or family temporary disability leave benefits, shall run concurrently with the unpaid leave provided under N.J.S.A. 34:11C-3.a and Regulation 1581 - Section B.3.a. and, accordingly, the employee shall receive pay pursuant to the employer's applicable paid leave policy, or family temporary disability leave benefits, during the period of otherwise unpaid leave. If an employee requests leave for a reason covered by both N.J.S.A. 34:11C-3.a and the "Family Leave Act," N.J.S.A. 34:11B-1 et seq. or the Federal "Family and Medical Leave Act of 1993," 29 U.S.C. § 2601 et seq., the leave shall count simultaneously against the employee's entitlement under each respective law.

Leave granted under N.J.S.A. 34:11C-3 and Regulation 1581 - Section B. shall not conflict with any rights pursuant to the "Family Leave Act," the "Temporary Disability Benefits Law," N.J.S.A. 43:21-25 et al, or the Federal "Family and Medical Leave Act of 1993."

- c. Prior to taking the leave provided for in N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3.a., an employee shall, if the necessity for the leave is foreseeable, provide the employer with written notice of the need for the leave, unless an emergency or other unforeseen circumstance precludes prior notice. The notice shall be provided to the employer as far in advance as is reasonable and practical under the circumstances.



- d. Nothing contained in the NJ SAFE Act (N.J.S.A. 34:11C-1 et seq.) and Regulation 1581 - Section B. shall be construed to prohibit an employer from requiring that a period of leave provided pursuant to N.J.S.A. 34:11C-3 and Regulation 1581 - Section B. be supported by the employee with documentation of the domestic violence or sexually violent offense which is the basis for the leave.

If the employer requires the documentation, the employee shall be regarded as having provided sufficient documentation if the employee provides one or more of the following:

- (1) A domestic violence restraining order or other documentation of equitable relief issued by a court of competent jurisdiction;
- (2) A letter or other written documentation from the county or municipal prosecutor documenting the domestic violence or sexually violent offense;
- (3) Documentation of the conviction of a person for the domestic violence or sexually violent offense;
- (4) Medical documentation of the domestic violence or sexually violent offense;
- (5) Certification from a certified Domestic Violence Specialist or the director of a designated domestic violence agency or Rape Crisis Center, that the employee or employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, is a victim of domestic violence or a sexually violent offense; or



- (6) Other documentation or certification of the domestic violence or sexually violent offense provided by a social worker, member of the clergy, shelter worker, or other professional who has assisted the employee or employee's parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, in dealing with the domestic violence or sexually violent offenses.

For the purpose of N.J.S.A. 34:11C-3.c and Regulation 1581 - Section B.3.d.:

- (1) "Certified Domestic Violence Specialist" means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals;
- (2) "Designated Domestic Violence Agency" means a county-wide organization with a primary purpose to provide services to victims of domestic violence, and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the Division for the express purpose of providing the services.
- (3) "Rape Crisis Center" means an office, institution, or center offering assistance to victims of sexual offenses through crisis intervention, medical and legal information, and follow-up counseling.



- e. An employer shall display conspicuous notice of its employees' rights and obligations pursuant to the provisions of the NJ SAFE Act, in such form and manner as the Commissioner of Labor and Workforce Development shall prescribe, and use other appropriate means to keep its employees so informed.
  
- f. No provision of N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. shall be construed as requiring or permitting an employer to reduce employment benefits provided by the employer or required by a collective bargaining agreement which are in excess of those required by the NJ SAFE Act. Nor shall any provision of N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. be construed to prohibit the negotiation and provision through collective bargaining agreements of leave policies or benefit programs which provide benefits in excess of those required by the NJ SAFE Act. N.J.S.A. 34:11C-3.e and Regulation 1581 – Section B.3.f. shall apply irrespective of the date that a collective bargaining agreement takes effect.

Nothing contained in N.J.S.A. 34:11C-1 et seq. and Policy and Regulation 1581 – Section B. shall be construed as permitting an employer to:

- (1) Rescind or reduce any employment benefit accrued prior to the date on which the leave taken pursuant to the NJ SAFE Act commenced; or
  
- (2) Rescind or reduce any employment benefit, unless the rescission or reduction of the benefit is based on changes that would have occurred if an employee continued to work without taking the leave provided pursuant to Regulation 1581 – Section B.3.a.



g. All information provided to an employer pursuant to N.J.S.A. 34:11C-3.c and Regulation 1581 – Section B.3.d. above and any information regarding a leave taken pursuant to N.J.S.A. 34:11C-3.c and any failure of an employee to return to work, shall be retained in the strictest confidentiality, unless the disclosure is voluntarily authorized in writing by the employee or is required by a Federal or State law, rule, or regulation.

4. Certain Actions by Employer Prohibited (N.J.S.A. 34:11C-4)

An employer shall not discharge, harass, or otherwise discriminate, retaliate, or threaten to discharge, harass, or otherwise discriminate or retaliate against an employee with respect to the compensation, terms, conditions, or privileges of employment on the basis that the employee took or requested any leave to which the employee was entitled pursuant to N.J.S.A. 34:11C-3 of the NJ SAFE Act and Regulation 1581 – Section B.3. or on the basis that the employee refused to authorize the release of information deemed confidential pursuant to N.J.S.A. 34:11C-3.f and Regulation 1581 – Section B.3.g.

5. Violations; Penalties (N.J.S.A. 34:11C-5)

a. Upon a violation of any of the provisions of N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3., or N.J.S.A. 34:11C-4 and Regulation 1581 - Section B.4., an employee or former employee may institute a civil action in the Superior Court for relief. All remedies available in common law tort actions shall be available to a prevailing plaintiff. The Court may also order any or all of the following relief:

- (1) An assessment of a civil fine of not less than \$1,000 and not more than \$2,000 for the first violation of any of the provisions of N.J.S.A. 34:11C-3 or N.J.S.A. 34:11C-4 and not more than \$5,000 for each subsequent violation;



- (2) An injunction to restrain the continued violation of any of the provisions of N.J.S.A. 34:11C-3 or N.J.S.A. 34:11C-4;
  - (3) Reinstatement of the employee to the same position or to a position equivalent to that which the employee held prior to unlawful discharge or retaliatory action;
  - (4) Reinstatement of full fringe benefits and seniority rights;
  - (5) Compensation for any lost wages, benefits, and other remuneration;
  - (6) Payment of reasonable costs and attorney's fees.
- b. An action brought under N.J.S.A. 34:11C-5 shall be commenced within one year of the date of the alleged violation.
- c. A private cause of action provided for in N.J.S.A. 34:11C-5 shall be the sole remedy for a violation of N.J.S.A. 34:11C-1 et seq.

Adopted:



**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

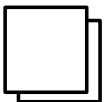
PROGRAM  
2422/page 1 of 4  
Health and Physical Education  
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**2422 HEALTH AND PHYSICAL EDUCATION**

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 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 to 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) 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.**

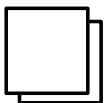


- 18. **Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.**
- 19. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education 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.

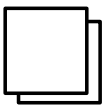
In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early 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 mean 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; 18A:35-5; 18A:35-7; 18A:35-8

Adopted: 18 July 2016  
Revised: 01 April 2019  
Revised:



**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

TEACHING STAFF MEMBERS

3421.13/page 1 of 2

Postnatal Accommodations

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**3421.13 POSTNATAL ACCOMMODATIONS**

The Board of Education recognizes teaching staff members may be returning to work shortly after their child's birth and may need to express breast milk during the workday. The Patient Protection and Affordable Care Act (PPACA) amended Section 7 of the Federal Fair Labor Standards Act (FLSA) for nursing mothers to be permitted reasonable break times and a private location to express breast milk for their nursing child for one year after the child's birth.

Every employee position in the school district is designated as either "non-exempt" or "exempt" by the provisions of the FLSA. Generally, a teaching staff member entitled to overtime pay is designated as "non-exempt." A teaching staff member that performs duties that are executive, administrative, or professional in nature and not entitled to overtime pay is designated "exempt." The school district administration shall refer to the comprehensive definitions of "exempt" and "non-exempt" as outlined in 29 C.F.R. 541 et seq. in determining an employee's designation.

A Board of Education is required to provide reasonable break times to non-exempt teaching staff members to express breast milk for their nursing child. The non-exempt teaching staff member shall coordinate such breaks with their immediate supervisor. The non-exempt teaching staff member will not receive compensation during this break time unless the break time is during a non-exempt teaching staff member's compensated break time.

A Board of Education is not required under the FLSA to provide such breaks to exempt teaching staff members. However, exempt teaching staff members may take such breaks provided the breaks are coordinated with their immediate supervisor. If this break is taken during the exempt teaching staff member's duty free lunch period or duty free break period during the workday, the exempt teaching staff member will not be reduced in compensation.

The Principal or the nursing mother's immediate supervisor, in consultation with the school nurse, will designate a lactation room that is shielded from view and free from intrusion from co-workers and the public. The location must be functional as a space for expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. If the space is not dedicated to



the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.

All exempt and non-exempt teaching staff members are required to sign-out of work to begin the break to express breast milk and shall sign-in when they return to work after the break. The break shall be for a reasonable amount of time. For compensation purposes, the immediate supervisor shall forward all sign-in and sign-out information relative to break times for nursing mothers under the FLSA to the School Business Administrator/Board Secretary.

Fair Labor Standards Act – 29 U.S.C. 201 et seq.

Patient Protection and Affordable Care Act – P.L. 111-148

N.J.S.A. 26:4C-1 through 26:4C-3

Adopted:



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

SUPPORT STAFF MEMBERS

4421.13/page 1 of 2

Postnatal Accommodations

## 4421.13 POSTNATAL ACCOMMODATIONS

The Board of Education recognizes support staff members may be returning to work shortly after their child's birth and may need to express breast milk during the workday. The Patient Protection and Affordable Care Act (PPACA) amended Section 7 of the Federal Fair Labor Standards Act (FLSA) for nursing mothers to be permitted reasonable break times and a private location to express breast milk for their nursing child for one year after the child's birth.

Every employee position in the school district is designated as either "non-exempt" or "exempt" by the provisions of the FLSA. Generally, a support staff member entitled to overtime pay is designated as "non-exempt." A support staff member that performs duties that are executive, administrative, or professional in nature and not entitled to overtime pay is designated "exempt." The school district administration shall refer to the comprehensive definitions of "exempt" and "non-exempt" as outlined in 29 C.F.R. 541 et seq. in determining an employee's designation.

A Board of Education is required to provide reasonable break times to non-exempt support staff members to express breast milk for their nursing child. The non-exempt support staff member shall coordinate such breaks with their immediate supervisor. The non-exempt support staff member will not receive compensation during this break time unless the break time is during a non-exempt support staff member's compensated break time.

A Board of Education is not required under the FLSA to provide such breaks to exempt support staff members. However, exempt support staff members may take such breaks provided the breaks are coordinated with their immediate supervisor. If this break is taken during the exempt support staff member's duty free lunch period or duty free break period during the workday, the exempt support staff member will not be reduced in compensation.

The Principal or the nursing mother's immediate supervisor, in consultation with the school nurse, will designate a lactation room that is shielded from view and free from intrusion from co-workers and the public. The location must be functional as a space for expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. If the space is not dedicated to the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.



the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.

All exempt and non-exempt support staff members are required to sign-out of work to begin the break to express breast milk and shall sign-in when they return to work after the break. The break shall be for a reasonable amount of time. For compensation purposes, the immediate supervisor shall forward all sign-in and sign-out information relative to break times for nursing mothers under the FLSA to the School Business Administrator/Board Secretary.

Fair Labor Standards Act – 29 U.S.C. 201 et seq.  
Patient Protection and Affordable Care Act – P.L. 111-148  
N.J.S.A. 26:4C-1 through 26:4C-3

Adopted:



### 5330 ADMINISTRATION OF MEDICATION

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of an illness of any student. However, in order for many students with chronic health conditions and disabilities to remain in school, medication may have to be administered during school hours. Parents are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of students. The Board will permit the administration of medication in school in accordance with applicable law.

Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, the student's parent, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine **and hydrocortisone sodium succinate** in an emergency pursuant to N.J.S.A. 18A:40-12.5 ~~and 12.6, , 12.29, and 12.30.~~

Self-administration of medication by a student for asthma or other potentially life-threatening illness or a life threatening allergic reaction, **or adrenal insufficiency** is permitted in accordance with the provisions of N.J.S.A. 18A:40- 12.3.

~~Medication no longer required must be promptly removed by the parent.~~

The school nurse shall have the primary responsibility for the administration of epinephrine **and hydrocortisone sodium succinate to the student**. However, the ~~certified~~ school nurse may designate, in consultation with the Board or the Superintendent, additional employees of the district who volunteer to be trained in the administration of epinephrine via a pre-filled auto-injector mechanism **and the administration of hydrocortisone sodium succinate** using standardized training protocols established by the **New Jersey Department of Education (NJDOE)** in consultation with the Department of Health ~~and Senior Services~~ when the school nurse is not physically present at the scene.

In accordance with the provisions of N.J.S.A. 18A:40-12.6.d, no school employee, including a school nurse or any other officer or agent of a Board of Education or a physician **or an advanced practice nurse** providing a prescription under a standing protocol for school epinephrine pursuant to N.J.S.A. 18A:40-12.5 **and/or hydrocortisone sodium succinate pursuant to N.J.S.A. 18A:40-12.29**, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.5 **and N.J.S.A. 18A:40-12.29**, nor shall any action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.6.d **and N.J.S.A. 18A:40-12.33**. Good faith shall not include willful misconduct, gross negligence, or recklessness.



The school nurse or designee shall be promptly available on site at the school and at school-sponsored functions in the event of an allergic reaction **or an emergency requiring the administration of hydrocortisone sodium succinate**. In addition, the parent must be informed that the school district, its employees and agents shall have no liability as a result of any injury arising from the administration of epinephrine **or hydrocortisone sodium succinate** to the student

The parent of the student must sign a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism **or the administration of hydrocortisone sodium succinate** to the student. ~~and~~ **In addition**, the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism **or the administration of hydrocortisone sodium succinate** to the student

The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to students for anaphylaxis **and/or the emergency administration of hydrocortisone sodium succinate for adrenal insufficiency** is effective for the school year it is granted and must be renewed for each subsequent school year.

Each school in the district shall have and maintain for the use of students at least one nebulizer in the office of the school nurse or a similar accessible location. Each certified school nurse or other persons authorized to administer asthma medication will receive training in airway management and in the use of nebulizers and inhalers consistent with ~~State Department of Education~~ **NJDOE** regulations. Every student that is authorized to use self-administered asthma medication pursuant to N.J.S.A. 18A:40-12.3 or a nebulizer must have an asthma treatment plan prepared by the student's physician which shall identify, at a minimum, asthma triggers, the treatment plan and other such elements as required by the State Board of Education.

All student medications shall be appropriately maintained and secured by the school nurse, except those medications to be self-administered by students. In those instances the medication may be retained by the student with the prior knowledge of the school nurse. The school nurse may provide the Principal and other teaching staff members concerned with the student's educational progress with such information about the medication and its administration as may be in the student's best educational interests. The school nurse may report to the school physician any student who appears to be affected adversely by the administration of medication and may recommend to the Principal the student's pupil's exclusion pursuant to law.

The school nurse shall document each instance of the administration of medication to a student. Students self-administering medication shall report each incident to a teacher, coach or other individual designated by the school nurse who is supervising the student during the school activity when the student self-administers. These designated individuals shall report such incidents to the school nurse within twenty-four hours of the self-administration of medication. The school nurse shall preserve records and documentation regarding the self-administration of medication in the student's health file.

N.J.S.A. 18A:6-1.1; 18A:40-3.1; 18A:40-6; 18A:40-7; 18A:40-12.3;  
18A:40-12.4; 18A:40-12.5; 18A:40-12.6; 18A:40-12.7;  
18A:40-12.8

N.J.S.A. 45:11-23

N.J.A.C. 6A:16-2.3(b)

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R 5330 ADMINISTRATION OF MEDICATION

A. Definitions

1. “Medication” means any prescription drug or over-the-counter medicine or nutritional supplement and includes, but is not limited to, aspirin and cough drops.
2. “Administration” means the taking of any medication by ingestion, injection, or application to any part of the body or the giving of direct physical assistance to the person who is ingesting, injecting, or applying medication.
3. “Self-administration” means carrying and taking medication without the intervention of the school nurse, approved through the school district policy and restricted to students with asthma, other potentially life-threatening illnesses, ~~or~~ life-threatening allergic reaction, **or adrenal insufficiency**.
4. “Life-threatening illness” means an illness or condition that requires an immediate response to specific symptoms or sequelae (an after effect of disease or injury) that if left untreated may lead to potential loss of life, ~~i.e. adrenaline injection in anaphylaxis~~.
5. “A pre-filled auto-injector mechanism containing epinephrine” is a medical device used for the emergency administration of epinephrine to a student for anaphylaxis.
6. “Noncertified ~~school~~ nurse” means a person who holds a current license as a registered professional nurse from the State Board of Nursing and is employed by the district, and who is not certified as a school nurse by the **New Jersey Department of Education (NJDOE)**.
7. “Substitute school nurse” means a person who holds a current license as a registered professional nurse from the State Board of Nursing and who has been issued a county substitute certificate to serve as a substitute for a certified school nurse in accordance with N.J.A.C. 6A:9B-7.6.
8. “School physician” means a physician with a current license to practice medicine or osteopathy from the New Jersey Board of Medical Examiners who works under contract or as an employee of the district. This physician is referred to as the medical inspector in N.J.S.A. 18A:40-4.1.
9. “Advanced practice nurse” means a person who holds **a current certification license** as nurse practitioner/clinical nurse specialist from the State Board of Nursing.

10. “Certified school nurse” means a person who holds a current license as a registered professional nurse from the State Board of Nursing and an Educational Services Certificate with a school nurse endorsement or school nurse/non-instructional from the Department of Education pursuant to N.J.A.C. 6A:9B-14.3 and 14.4.

B. Permission for Administration by a School Nurse or Registered Nurse

1. Permission for the administration of medication in school or at school-~~related~~**sponsored events functions** will be given only when it is necessary for the health and safety of the student.
2. Medication will not be administered to a student who is physically unfit to attend school or has a contagious disease. Any such student should not be permitted to attend school and may be excluded in accordance with Policy 8451.
3. Parent requests for the administration of medication in school must be made in writing and signed by the parent.
4. The parent must submit a certified statement written and signed by the student’s physician. The statement must include:
  - a. The student’s name;
  - b. The name of the medication;
  - c. The purpose of its administration to the student for whom the medication is intended;
  - d. The proper timing and dosage of medication;
  - e. Any possible side effects of the medication;
  - f. The time when the medication will be discontinued;
  - g. A statement that the student is physically fit to attend school and is free of contagious disease; and
  - h. A statement that the student would not be able to attend school if the medication is not administered during school hours.

5. The request for the administration of medication must be made to the ~~Principal~~ **Superintendent or designee** prior to any administration of medication or delivery of the medication to the school. The ~~Principal~~ **Superintendent or designee** may consult with the school nurse and the school physician in making his/her final determination to allow or deny the request.
  - a. An approved request will be signed by the ~~Principal~~ **Superintendent or designee** and given to the school nurse and the student's parent.
  - b. The parent will be informed of ~~the a~~ reason for a denied request; ~~a denied request may be appealed to the Superintendent.~~

C. Administration of Epinephrine to Students

1. **In accordance with N.J.S.A. 18A:40-12.5,** ~~t~~The parent may provide the Superintendent **or designee** authorization for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to a student for anaphylaxis provided:
  - a. The parent provides the Superintendent **or designee** a written authorization for the administration of epinephrine ~~with written orders from the physician or an advanced practice nurse that the student requires the administration of epinephrine for anaphylaxis.;~~
  - b. **The parent of the student provides the Superintendent or designee with written orders from the physician or an advanced practice nurse that the student requires the administration of epinephrine for anaphylaxis;**
  - ~~b. The school nurse has the primary responsibility for the administration of epinephrine. However, the school nurse shall designate, in consultation with the Board or Superintendent, additional employees of the district who volunteer to administer epinephrine via a pre-filled auto-injector mechanism to a student when the school nurse is not physically present at the scene. These volunteers shall be trained using standardized training protocols established by the New Jersey Department of Education in consultation with the Department of Health and Senior Services. The student's parent must consent in writing to the administration of epinephrine via a pre-filled auto-injector mechanism by the designee(s).~~
  - c. The parent ~~must be~~ **is** informed in writing by the Board **of Education** or Superintendent **or designee** that the school district and its employees or agents shall have no liability as a result of any injury to a student arising from the administration of epinephrine via a pre-filled auto-injector mechanism.;

- d. The parent ~~must~~ signs a statement acknowledging their understanding the district shall incur no liability as a result of any injury arising from the administration of epinephrine via a pre-filled auto-injector mechanism to the student and the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of epinephrine via a pre-filled auto-injector mechanism to the student-;
- e. The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism is effective for the school year it is granted and must be renewed for each subsequent school year upon the fulfillment of the requirements as outlined in a. through d. above-;
- f. **The Superintendent or designee requires:**
  - ~~f. (1) The school nurse shall be responsible for~~ **T**he placement of the student's prescribed epinephrine **to be** in a secure but unlocked location easily accessible by the school nurse and trained designees to ensure prompt availability in the event of an allergic emergency at school or at a school-**sponsored** function. The location of the epinephrine shall be indicated on the student's emergency care plan. Back-up epinephrine shall also be available at the school if needed-;
  - ~~g. (2) The school nurse or trained designee shall~~ **to** be promptly available on site at the school and school-sponsored functions in the event of an allergic reaction-; **and**
  - ~~h. (3) The school nurse or trained designee shall arrange for~~ **T**he transportation of the student to a hospital emergency room by emergency services personnel after the administration of epinephrine, even if the student's symptoms appear to have resolved.
- g. **The Superintendent or designee shall also:**
  - ~~i. (1) In accordance with the provisions of N.J.S.A. 18A:40-12.5.f,~~ **Permit** the school nurse or a ~~designated employee~~ trained **designee** to administer epinephrine via a pre-filled auto-injector mechanism ~~is permitted to administer epinephrine via a pre-filled auto-injector mechanism~~ to any student without a known history of anaphylaxis or to any student whose parent has not met the requirements outlined **above in Regulation 5330 – Section C.1.a., b., and d. and has not received the notice required in Regulation 5330 – Section C.1.c.** when the school nurse or trained designee in good faith believes the student is having an anaphylactic reaction-; **and**

- j- (2) **Require e**Each school in the district **to will** maintain in a secure, but unlocked and easily accessible location, a supply of epinephrine auto-injectors prescribed under a standing order from a licensed physician **or advanced practice nurse**, and ~~that~~ is accessible to the school nurse and trained designees for administration to a student having an anaphylactic reaction.
2. **In accordance with N.J.S.A. 18A:40-12.6, the school nurse shall have the primary responsibility for the administration of the epinephrine. The school nurse shall designate, in consultation with the Board of Education, additional employees of the school district who volunteer to administer epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis when the nurse is not physically present at the scene. In the event that a licensed athletic trainer volunteers to administer epinephrine, it shall not constitute a violation of the “Athletic Training Licensure Act,” P.L.1984, c.203 (C.45:9-37.35 et seq.).**
- a. **The school nurse shall determine that:**
- (1) **The designees have been properly trained in the administration of the epinephrine via a pre-filled auto-injector mechanism using standardized training protocols established by the NJDOE in consultation with the Department of Health;**
  - (2) **The parent of the student consented in writing to the administration of the epinephrine via a pre-filled auto-injector mechanism by the designees;**
  - (3) **The Board or Superintendent or designee has informed the parent of the student in writing that the district and its employees or agents shall have no liability as a result of any injury arising from the administration of the epinephrine to the student;**
  - (4) **The parent of the student signed a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism to the student and the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism to the student; and**

- (5) The permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements in subsections 2.a.(1) through 2.a.(4) above.
3. The NJDOE, in consultation with the Department of Health, shall require trained designees for students enrolled in a school who may require the emergency administration of epinephrine for anaphylaxis when the school nurse is not available.
4. Nothing in N.J.S.A. 18A:40-12.6 and Regulation 5330 – Section C. shall be construed to prohibit the emergency administration of epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis by the school nurse or other employees designated pursuant to N.J.S.A. 18A:40-12.3(a)(1) when the student is authorized to self-administer epinephrine pursuant to N.J.S.A. 18A:40-12.3, or when there is a coexisting diagnosis of asthma, or when a prescription is received from a licensed health care professional for epinephrine coupled with another form of medication, or when the epinephrine is administered pursuant to N.J.S.A. 18A:40-12.5.f.
5. The certified school nurse, in consultation with the Superintendent or designee, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building as deemed necessary by the nursing services plan, in accordance with N.J.S.A. 18A:40-12.6c(b).
6. No school employee, including a school nurse, or any other officer or agent of a Board of Education, or a physician or an advanced practice nurse providing a prescription under a standing protocol for school epinephrine pursuant to N.J.S.A. 18A:40-12.5.f and Regulation 5330 – Section C.1.g., shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.5 et seq., nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.6. Good faith shall not include willful misconduct, gross negligence, or recklessness.



**D. Administration of Hydrocortisone Sodium Succinate to Students**

- 1. In accordance with the provisions of N.J.S.A. 18A:40-12.29, the Board will permit the emergency administration of hydrocortisone sodium succinate through appropriate delivery devices and equipment to a student for adrenal insufficiency provided that:**
  - a. The parent of the student provides the Superintendent or designee a written authorization for the administration of hydrocortisone sodium succinate;**
  - b. The parent of the student provides the Superintendent or designee written orders from the physician or an advanced practice nurse that the student requires the administration of hydrocortisone sodium succinate for adrenal insufficiency;**
  - c. The Superintendent or designee informs the parent of the student in writing that the school district and its employees or agents shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate;**
  - d. The parent of the student signs a statement acknowledging their understanding that the district shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student and that the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of hydrocortisone sodium succinate to the student; and**
  - e. The permission for the administration of hydrocortisone sodium succinate is effective for the school year for which it is granted and must be renewed for each subsequent school year upon the fulfillment of the requirements as outlined in a. through d. above.**
  
- 2. In accordance with the provisions of N.J.S.A. 18A:40-12.29.b:**
  - a. The placement of the student's prescribed hydrocortisone sodium succinate shall be in a secure, but unlocked location easily accessible by the school nurse and trained designees to ensure prompt availability in the event of emergency situations at school or at a school-sponsored function. The location of the prescribed hydrocortisone sodium succinate shall be indicated on the student's emergency care plan.**

**Back-up hydrocortisone sodium succinate, provided by the student's parent, shall also be available at the school if needed;**

- b. The school nurse or trained designee shall be promptly available on site at the school and school-sponsored functions in the event of an emergency; and**
  - c. The student shall be transported to a hospital emergency room by emergency services personnel after the administration of hydrocortisone sodium succinate, even if the student's symptoms appear to have resolved.**
- 3. In accordance with N.J.S.A. 18A:40-12.30, the school nurse has the primary responsibility for the administration of hydrocortisone sodium succinate.**

**The school nurse shall designate, in consultation with the Superintendent or designee, additional employees of the school district who volunteer to administer hydrocortisone sodium succinate to a student when the school nurse is not physically present at the scene.**

**In the event that a licensed athletic trainer volunteers to administer hydrocortisone sodium succinate, it shall not constitute a violation of the "Athletic Training Licensure Act" - N.J.S.A. 45:9-37.35 et seq.**

**The school nurse shall determine that:**

- a. The designees have been properly trained in the administration of hydrocortisone sodium succinate using standardized training protocols established by the NJDOE in consultation with the Department of Health;**
- b. The parent of the student consented in writing to the administration of hydrocortisone sodium succinate by the designee(s);**
- c. The Superintendent or designee has informed the parent of the student in writing that the district and its employees or agents shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student;**
- d. The parent of the student signed a statement acknowledging their understanding that the district shall have no liability as a result of any injury arising from the administration of hydrocortisone sodium succinate to the student and that the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of hydrocortisone sodium succinate to the student; and**

**The permission is effective for the school year for which it is granted and is renewed for each subsequent school year upon fulfillment of the requirements in N.J.S.A. 18A:40-12.30 and D.3.a through d above.**

- 4. Nothing in N.J.S.A. 18A:40-12.30 and D.3. above shall be construed to prohibit the emergency administration of hydrocortisone sodium succinate to a student for adrenal insufficiency by the school nurse or other employees designated pursuant to N.J.S.A. 18A:40-12.30 and D.3. above when the student is authorized to self-administer hydrocortisone sodium succinate pursuant to N.J.S.A. 18A:40-12.3.**
- 5. The certified school nurse, in consultation with the Superintendent or designee, shall recruit and train volunteer designees who are determined acceptable candidates by the school nurse within each school building as deemed necessary by the nursing services plan, in accordance with N.J.S.A. 18A:40-12.32(b).**
- 6. No school employee, including a school nurse, or any other officer or agent of a Board of Education shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.29 et al., nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.30. Good faith shall not include willful misconduct, gross negligence, or recklessness, in accordance with N.J.S.A. 18A:40-12.33.**

**DE. Permission for Self-Administration of Medication**

**In accordance with N.J.S.A. 18A:40-12.3, the Board shall permit the ~~Permission for~~ self-administration of medication ~~of~~ by a student ~~with~~ for asthma, or other potentially life-threatening illnesses, or a life-threatening allergic reaction, or adrenal insufficiency ~~may~~ be granted under the following conditions provided that:**

- 1. The ~~p~~Parent of the student ~~must~~ provides the Board or Superintendent or designee written authorization for the self-administration of medication;**

2. The parent of the student ~~must also~~ provides the Board **or Superintendent or designee** with a signed written certification from the physician of the student that the student has asthma or another potentially life threatening illness, ~~or~~ is subject to a life-threatening allergic reaction, **or has adrenal insufficiency** and is capable of, and has been instructed in, the proper method of self-administration of medication. The written certification must include:
  - a. The student's name;
  - b. The name of the medication;
  - c. The purpose of its administration to the student for whom the medication is intended;
  - d. The proper timing and dosage of medication;
  - e. Any possible side effects of the medication;
  - f. The time when the medication will be discontinued, **if applicable**;
  - g. A statement that the student is physically fit to attend school and is free of contagious disease; and
  - h. A statement the medication must be administered during the school day or the student would not be able to attend school.
3. **The Board or the Superintendent or designee informs the parent of the student in writing that the district and its employees or agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student;**
34. The parent of the student ~~have signed~~ a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parent shall indemnify and hold harmless the school district, the Board, and its employees or agents against any claims arising out of the self-administration of medication by the student;
45. The parent's written authorization and the physician's written certification ~~shall be~~ **is** reviewed by the Principal or designee with the school nurse and the school physician. The school nurse and the school physician must agree the student is capable of self-administration of the medication. If it is determined the student may self-administer medication in accordance with the request:
  - a. The request will be signed by the Principal and given to the school nurse and the student's parent;

- b. The parent will be informed of ~~the a~~ reason for a denied request; ~~a denied request may be appealed to the Superintendent.~~
- 56. Permission to self-administer one medication shall not be construed as permission to self-administer other medication; and
- 67. Permission shall be effective on the school year for which it is granted and shall be renewed for each subsequent school year upon fulfillment of the requirements in E.1. through E.46. above.

~~E~~F. Custodianship of Medication

- 1. Medications to be administered by the school nurse or a registered nurse:
  - a. All medications must be delivered to the school by the parent.
  - b. All medications must be in the original container, with the prescription information affixed.
  - c. The school nurse shall be custodian of students' medication, which will be properly secured.
  - d. Any unused medication must be picked up by the student's parent.
  - e. After reasonable efforts to have the parent retrieve the medication have failed, any unused medication that remains in the school at the end of the school year or two school weeks after the student stops taking the medication, whichever first occurs, must be destroyed or discarded by the school nurse, in accordance with proper medical controls.
- 2. Medications to be self-administered by a student:
  - a. Time being of the essence in cases of asthma, **or** other potentially life threatening illnesses, or a life-threatening allergic reaction, **or adrenal insufficiency**, all medications to be self-administered by a student must be kept in the student's possession.
  - b. No student may possess medication for self-administration unless the proper permission has been granted by the Principal **or designee** and a record of the medication is on file in the office of the school nurse.
  - c. Students who are permitted to self-administer medications must secure their medication in such a manner that the medication will not be available to other students. The medication must be in a sealed container and clearly

labeled with the medication name, dosage, and ordering physician. The medication, if ingested by someone other than the student, shall not cause severe illness or death.

- d. Students who are permitted to self-administer medications shall only have in their possession the quantity of medication necessary for the time period of the student's school day.
- e. Notwithstanding any other law or regulation, a student who is permitted to self-administer medication in accordance with the provisions of N.J.S.A. 18A:40-12.3 shall be permitted to carry an inhaler or prescribed medication for allergic reactions, including a pre-filled auto-injector mechanism, **or prescribed medication for adrenal insufficiency**, at all times, provided the student does not endanger himself/herself or other persons through misuse.

**FG.** Administration of Medication

- 1. No medication shall be administered to or taken by a student in school or at a school-sponsored ~~event~~ **function** except as permitted by Board ~~P~~**policy 5330** and this ~~R~~**regulation**.
- 2. Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 ~~and 12.4~~, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and 12.6 **and to administer hydrocortisone sodium succinate in an emergency pursuant to N.J.S.A. 18A:40-12.29 and 12.30.**
- 3. When practicable, self-administration of medication should be observed by the school nurse.
- 4. Students self-administering medication shall report each administration of medication and any side effects to a teacher, coach, or the individual in charge of the student during school activities. Such individuals shall report all administrations and any side effects reported or observed to the school nurse within twenty-four hours.
- 5. When a student attends a school-sponsored ~~event~~ **function** at which medication may be required (such as an outdoor field trip or athletic competition) and the school nurse cannot be in attendance, the student's parent will be invited to attend. If neither the school nurse nor the parent can attend and the student does not have

permission to self-administer medication and there is a risk that the student may suffer injury from lack of medication, the student may be excused from the ~~event~~ **function**.

#### **GH.** Emergencies

1. Any medical emergency requiring medication of students will be handled in accordance with Policy 8441 and implementing regulations on first aid and, as appropriate, the school physician's standing orders for school nurses. Arrangements will be made to transport a student to a hospital emergency room after the administration of epinephrine in accordance with N.J.S.A. 18A:40-12.5.e.(3) **and after the administration of hydrocortisone sodium succinate in accordance with N.J.S.A. 18A:40-12.29.b.(3).**
- ~~2. Nothing in N.J.S.A. 18A:40-12.6 prohibits the emergency administration of epinephrine via a pre-filled auto-injector mechanism to a student for anaphylaxis by the school nurse or other trained designated employees pursuant to N.J.S.A. 18A:40-12.6 when the student is authorized to self-administer epinephrine pursuant to N.J.S.A. 18A:40-12.3, or when there is a coexisting diagnosis of asthma, or when a prescription is received from a licensed health care professional for epinephrine coupled with another form of medicine, or when the epinephrine is administered pursuant to N.J.A.C. 18A:40-12.5.~~

#### **HI.** Records

The school nurse shall include the following in a student's health record:

1. The approved written request for the administration or self-administration of medication;
2. A record of each instance of the administration of the medication by the school nurse or a registered nurse;
3. A record of reports by teachers, coaches, and other individuals in charge of school activities who report student self-administration of medication;
4. Any side effects that resulted from the administration of medication; and

5. Whether the supply of medication provided in cases where the medication is to be administered by the school nurse or a registered nurse was exhausted or the parent removed the medication or, if the parent failed to remove the medication, the medication was destroyed and the date on which that occurred.

**II.** Notification

1. The school nurse may provide the Principal and other teaching staff members concerned with the student's educational progress with information about the medication and administration when such release of information is in the student's best educational interest.
2. The school nurse will provide teachers, coaches, and other individuals in charge of school activities with a list of students who have been given permission to self-administer medication.
3. The school nurse will inform the student's parent of any difficulty in the administration of medication or any side effects.
4. The school nurse will report to the school physician any student who appears to be adversely affected by the medication.

Adopted: 7 December 2009  
Revised: 2 November 2015  
Revised: 10 October 2016  
Revised:



**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

PROPERTY

7243/page 1 of 2

Supervision of Construction

Mar 20

**M****7243 SUPERVISION OF CONSTRUCTION**

The Board of Education directs that the School Business Administrator/Board Secretary or designee be responsible for the supervision of all building construction in this **school** district. Supervision shall include field inspection of the **construction** contractor's operations, administrative review of the activities of the architect relating to the construction, and any other construction matters relating to the interests of the school district.

The School Business Administrator/Board Secretary and Superintendent **or designee** shall report periodically to the Board **on the progress of** that by his/her personal knowledge the work of the construction contractor(s) ~~and the architect is being performed in accordance with the plans, specifications, and contracts approved by the Board.~~

**The Board shall not employ for pay or contract for the paid services of any person serving in a position which involves regular contact with students unless the Board has first determined, consistent with the requirements and standards of N.J.S.A. 18A:6-7.1 et seq., that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.**

**The Superintendent shall direct the School Business Administrator/Board Secretary or designee to act as liaison to all construction contractors for school facility and construction projects to obtain a list of the individuals who will have regular contact with students and will be employed by or working for the contractor on a school district project that will be undergoing a criminal history record check pursuant to the requirements of N.J.S.A. 18A:6-7.1 et seq. The liaison shall provide the list of those contracted employees to the Superintendent or designee and the Human Resources Director. The Superintendent or designee and the Human Resources Director who receive any adverse action correspondence from the New Jersey Department of Education (NJDOE) related to the criminal history record check process shall review the contracted company list in order to determine if the subject of that correspondence is either a school employee or an employee of any contract service provider and take**



**appropriate action. No employee of a contracted service provider shall commence work at a school facility without having first obtained an approval for employment from the NJDOE. Approvals for employment of these contracted employees shall be maintained with the liaison and copies forwarded to the Superintendent's office.**

A change order involving additional cost will be submitted by ~~the architect~~ **to the Board for review and approval.**

**A change order not involving monetary considerations may be acted upon solely by the Superintendent and Business Administrator and reported to the Board.**

Upon completion of a building project and a final inspection of all its aspects by the architect, contractors, and school officials, a recommendation for acceptance shall be made to the Board by the ~~architect~~ **Business Administrator or designee.**

N.J.S.A. 18A:18A-16; 18A:18A-43; 18A:18A-44

Adopted: 7 December 2009

Revised:



# POLICY

## RIDGEWOOD BOARD OF EDUCATION

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School Year

### 8210 SCHOOL YEAR

The Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the **school** district.

The Board shall determine annually the days when the schools will be in session. Unless the Board exercises its right to alter the calendar for any particular calendar year, such school calendar shall consist of no fewer than the maximum number of instructional and staff attendance days contained in the negotiated agreements.

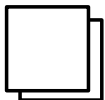
**A half-day class or shortened school day shall be considered the equivalent of a full day only if school is in session for four or more hours, exclusive of recess periods or lunch periods.**

The **Superintendent shall in consultation with the** Calendar Committee ~~shall~~ propose the school calendar for Board consideration. The Board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district; **the number of school closings during the school year extend the school year past a reasonable closing date in June; there is an extended school closing during the school year due to an unforeseen circumstance; and/or due to any reason deemed in the best interest of the student.**

The Board shall adopt annually a list of religious holidays which shall consist as a minimum of those holidays designated by the Commissioner of Education.

N.J.S.A. 18A:25-3; 18A:36-2; 18A:36-16  
N.J.A.C. 6A:32-8.3

Adopted: 7 December 2009  
Revised:



# POLICY

## RIDGEWOOD BOARD OF EDUCATION

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School Day

### 8220 SCHOOL DAY

The Board of Education shall **annually approve** ~~determine~~ the times that school will be in session, ~~for the purpose of providing adequate time for pupils to profit from the educational program of the district~~ **including the starting and ending time of a shortened day. A school day shall be in accordance with N.J.A.C. 6A:32-8.3.**

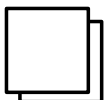
The schools of the district will be in session for pupils on those days ~~specified~~ **and times recommended by the Superintendent and annually approved** by the Board. ~~as recommended by the Superintendent.~~

The Superintendent may close ~~the~~ schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of pupils and staff members **or other good cause. A shortened school day, whether it is planned or emergent (as in the case of inclement weather), must meet certain requirements in order to count toward the one hundred eighty day requirement of N.J.S.A. 18A:7F-9.**

The Superintendent shall inform the Board President of any such alteration as soon as possible and shall prepare rules for the proper and timely notification of concerned persons in the event of any **delayed opening or** emergency school closing. ~~of the schools.~~

N.J.A.C. ~~6:20-1.3; 6:21-2.5~~ **6A:32-8.3**

Adopted: 7 December 2009  
Revised:



# REGULATION

## RIDGEWOOD BOARD OF EDUCATION

OPERATIONS  
R 8220/page 1 of 5  
School Closings

### R 8220 SCHOOL CLOSINGS

The following procedures will govern the unscheduled closing of school for the entire school day, the delayed opening of school, and the early closing of school. No single set of rules can anticipate the problems that may be encountered when schools must be closed, and Building Principals may be required to exercise independent judgment in individual circumstances. Any consequent deviation from these rules ~~should be reported~~ **shall be reported approved promptly to** by the Superintendent.

#### A. Notification Provisions

1. The district's alert system, Swift Reach (reverse 911), will inform parent(s) or legal guardian(s) of the emergency closings.

A message will be placed on the Central office line at (201) 670-2600\* and on the Superintendent's line at (201) 670-2700\*\*.

\*(201) 670-2600: Emergency Closing message can only be accessed until 7:55 a.m.

\*\* (201) 670-2700: Emergency Closing message will remain in effect throughout the day.

Emergency closing information can also be obtained from the following:

TV Channel 12 – News 12 New Jersey

Web sites [www.ridgewood.k12.nj.us](http://www.ridgewood.k12.nj.us) and [www.News12.com](http://www.News12.com)

2. The district's alert system, ~~Swift Reach~~ School Messenger (Skylert), (~~reverse 911~~), will inform parent(s) or legal guardian(s) of the early dismissal. Teachers will refer to the School Dismissal Form, completed by parent(s) or legal guardian(s), to determine each parent's or legal guardian's wishes as indicated on the form.
3. The Principal of each school building shall prepare an emergency call chain for the prompt notification of all teaching staff members and support staff members who regularly report to that school.
  - a. The staff call chain will be reviewed and updated annually. Each staff member is responsible for supplying the telephone number at which he/she can be reached for notification of the closing or delayed opening of school.



- b. A copy of the complete staff call chain will be maintained by the Principal and will be kept as a confidential document.
    - c. Portions of the staff call chain will be released to staff members as necessary for the integrity and efficient operation of the call chain process.
  4. The Superintendent's office will prepare and administer a staff call chain for central office employees.
  5. Each staff call chain should be so organized as to ensure that the first called are those staff members who live farthest from the school, office, or facility to which they regularly report.
- B. All Day Closing
  1. The decision to close schools for the day will be made in accordance with Policy No. 8220. As soon as the decision is made, the Superintendent will promptly provide notification (see paragraph A1).
    - a. All Building Principals,
    - b. The Transportation Coordinator,
    - c. Board President,
    - d. Private schools to which transportation is provided for district children, and
    - e. Ridgewood Police Department.
  2. Each Building Principal and other person responsible for a call chain will promptly institute the process of notifying staff members of the closing by means of the staff call chain. Every effort should be made to notify staff members as soon as practicable.
  3. In the event a staff member cannot be reached by telephone, the caller will report that fact to the Building Principal or other person responsible for the call chain.
  4. Unless the Superintendent determines otherwise, school office personnel and custodial personnel are expected to report for work on an emergency closed day. It is the intention of this rule that all school offices be uniformly closed or open on a day when the schools are closed for emergency.



## C. Delayed Opening

1. When circumstances are such as to require the late opening of school, the school day will ordinarily be delayed by two hours. All beginning schedules will be in effect, modified only by the two hour delay.
2. The decision to delay the opening of school will be made as soon as practicable. Notice of the delayed opening will be given in accordance with B.
3. Unless the Superintendent determines otherwise, school office personnel and custodial personnel are expected to report to work on time.
4. If weather conditions ~~deteriorate~~ **change** after a delayed opening has been announced, the Superintendent may decide to close schools for the day. This decision will be made as soon as practicable. Notice of the closing of schools for the day will be given in accordance with B.
5. The Principal of each school will modify the school's schedule to accommodate the shorter day. Morning schedules may be canceled. After-school and athletic events may be canceled.
6. Lunch will be served as usual, but may be delayed.

## D. Early Dismissal

1. ~~A~~ **The decision by the Superintendent or designee** to close school early will be promptly relayed to:
  - a. Building Principals in the affected schools,
  - b. The Transportation Coordinator,
  - c. Other individuals or offices to be notified,
  - d. Private schools to which transportation is provided for district children, and
  - e. Ridgewood Police Department.
2. Building Principals in the affected schools will promptly notify all **school** staff members of the early closing, using appropriate building procedures.



3. The district's alert system, ~~Swift Reach (reverse 911)~~ Skyward (School Messenger) will inform parent(s) or legal guardian(s) of early dismissal.
4. Buses may be loaded as soon as they arrive at the school and may depart as soon as all pupils assigned to the bus have boarded.
5. A parent(s) or legal guardian(s) may come to the school and sign out his/her child at any time after the decision to close early has been made. Any removal of a child must be in strict accordance with Policy No. 5230 regarding the person(s) to whom a child may be released.
6. The Principal will designate a safe and secure location in the school building to which may be assigned pupils whose parent or temporary caretaker could not be reached by telephone or other means **or the student was unable to be released from school early for good reason.**
  - a. A teaching staff member will be assigned to supervise the pupils who remain in the school.
  - b. ~~Pupils who have remained in the school will be released at the time school regularly closes, by whatever means of transportation they would have taken were the school not closed early.~~
  - c. ~~The Principal may arrange for a late bus or transportation by private vehicle for pupils retained at the school.~~

## E. Emergency Minimum Day

The Emergency Minimum Day option is intended for emergency conditions that are known or anticipated before the start of school, and are expected to occur or worsen during the afternoon hours.

Emergency Minimum Days will be announced in the same manner as procedures for closing of schools, delayed openings, and early dismissals.

On Emergency Minimum Days pupils will attend school as follows:

Kindergarten (AM)	8:45 a.m.- <del>11:20 a.m</del> <b>12:45p.m.</b>
Grades 1 – 5	8:45 a.m. – 12:45 p.m.
Grades 6 – 8	<del>8:050</del> a.m. – 12:15 p.m.
Grades 9 – 12	<del>7:475</del> a.m. – 12: <del>06</del> <b>10</b> p.m.





# REGULATION

## RIDGEWOOD BOARD OF EDUCATION

OPERATIONS  
R 8220/page 5 of 5  
School Closings

~~Unlike Early dismissal where parent(s) or legal guardian(s) may request (via the Emergency Card) to have their child kept at school until the regular dismissal, when an Emergency Minimum Day is called all children will be dismissed at the times noted above.~~

Cafeterias will not operate and lunches will not be provided on Emergency Minimum Days. Elementary pupils may bring snacks in keeping with their school's snack policy.

Bus companies will be notified when Emergency Minimum Days are called.

Issued: 7 December 2009



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

OPERATIONS

8462/PAGE 1 OF 3

Reporting Potentially Missing  
or Abused Children

M

## 8462 REPORTING POTENTIALLY MISSING OR ABUSED CHILDREN

The Board of Education recognizes early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board of Education adopts this Policy pursuant to the requirements of N.J.S.A. 18a:36-2 and 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-24 and 18A:36-25 et seq., N.J.A.C. 6A:16-11.1, and N.J.S.A. 9:6-8.10, **and N.J.A.C. 6A:22-4.1(d)**.

Employees, volunteers, or interns working in the school district shall immediately notify designated child welfare authorities of incidents of alleged missing, abused, and/or neglected children. Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New Jersey State Central Registry (SCR) at 1-877 NJ ABUSE or to any other telephone number designated by the appropriate child welfare authorities. If the child is in immediate danger, a call shall be placed to 911 as well as to the SCR.

**The school district shall prominently display information about the Department of Children and Families' State Central Registry, a toll-free hotline for reporting child abuse, in each school of the district. The information shall give instructions to call 911 for emergencies and shall include directions for accessing the Department of Children and Families' website or social media platforms for more information on reporting abuse, neglect, and exploitation.**

**The information shall be in a format and language that is clear, simple, and understandable. The information shall be on a poster and displayed at each school in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students, pursuant to N.J.S.A. 18A:33.28.**



The person having reason to believe that a child may be missing or may have been abused or neglected may inform the Principal or other designated school official(s) prior to notifying designated child welfare authorities if the action will not delay immediate notification. The person notifying designated child welfare authorities shall inform the Principal or other designated school official(s) of the notification, if such had not occurred prior to the notification. Notice to the Principal or other designated school official(s) need not be given when the person believes that such notice would likely endanger the reporter or student involved or when the person believes that such disclosure would likely result in retaliation against the student or in discrimination against the reporter with respect to his or her employment.

The Principal or other designated school official(s) upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school district. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School district officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children in accordance with the provisions of N.J.A.C. 6A:16-11.1(a)5.

The district designates the Director of Special Programs as the school district's liaison to designated child welfare authorities to act as the primary contact person between the school district and child welfare authorities with regard to general information sharing and the development of mutual training and other cooperative efforts. The district designates the Superintendent or designee as the school district's liaison to law enforcement authorities to act as the primary contact person between the school district and law enforcement authorities, pursuant to N.J.A.C. 6A:16-6.2(b)1, consistent with the Memorandum of Agreement, pursuant to N.J.A.C. 6A:16-6.2(b)13.

An employee, volunteer, or intern working in the school district who has been named as a suspect in a notification to child welfare and law enforcement authorities regarding a missing, abused, or neglected child situation shall be entitled to due process rights, including those rights defined in N.J.A.C. 6A:16-11.1(a)9.



The Superintendent or designee shall provide training to school district employees, volunteers, or interns on the district's policy and procedures for reporting allegations of missing, abused, or neglected child situations. All new school district employees, volunteers, or interns working in the district shall receive the required information and training as part of their orientation.

There shall be no reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potentially missing, abused, or neglected child situation pursuant to N.J.S.A. 9:6-8.13.

N.J.S.A. **18A:33-28**; 18A:36-24; 18A:36-25 et seq.  
N.J.A.C. 6A:16-11.1

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 18 July 2016  
Revised: 27 August 2018  
Revised:



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

PROGRAM  
2270/page 1 of 2  
Religion in the Schools

~~The Board believes that an understanding of religions and the contributions that religion has made to the advancement of civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, the curriculum may be developed to include, as appropriate to the various ages and attainments of the pupils, instruction about the religions of the world~~

~~The Board also acknowledges the degree to which a religious consciousness has enriched the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the schools of this district frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may, therefore, be religious in nature shall not, by itself, bar their use by the district. The Board directs that teaching staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.~~

~~The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the thorough and efficient education of the children of this district, not for its conformity to religious principles. Pupils should receive unbiased instruction in the schools so that they may privately accept or reject the knowledge so gained in accordance with their own religious tenets.~~

**Any issues regarding religion in the schools and the provisions of this Policy shall be referred to the Superintendent of Schools who may consult with the Board Attorney.**

U.S. Consti. Amend. 1

U.S. Department of Education - Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools – February 7, 2003

N.J. Consti. (1947) Art. 1, para. 4

N.J.S.A. 18A:35-4.6 et seq.; 18A:36-16

Adopted: 7 December 2009

Revised:



# RIDGEWOOD BOARD OF EDUCATION

## POLICY

PROGRAM

2431.3/page 1 of 2

Ridgewood High School

Heat Acclimatization

### Heat Participation Policy for Student-Athlete Safety

2431.3 ~~RIDGEWOOD HIGH SCHOOL PRACTICE AND PRE SEASON HEAT ACCLIMATIZATION FOR SCHOOL SPONSORED ATHLETICS AND EXTRA CURRICULAR ACTIVITIES~~ HEAT PARTICATIPATION POLICY FOR STUDENT-ATHLETE SAFETY

The goal of the Ridgewood High School Heat Acclimatization Policy is to insure the safety of our student-athletes while enhancing exercise heat tolerance and the ability to exercise safely and effectively in warm to hot conditions. This policy includes practice guidelines and a system of evaluating individual student-athlete's hydration levels. All Ridgewood student athletes will receive an educational presentation on proper hydration and heat illness.

Therefore, the Board of Education requires the implementation of the practice and pre-season heat acclimation procedures as recommended by the New Jersey State Interscholastic Athletic Association (NJSIAA) for students participating in all school-sponsored athletic programs and extra-curricular activities during warm weather months. The Superintendent of Schools or designee shall ensure the implementation of the Practice and Pre-Season Heat-Acclimation Procedures.

#### Practice Guidelines:

For all sports, on days one and two, athletes may not participate in more than three total hours of practice. Warm-up, stretching, cool-down activities, and strength/speed training are included as part of the three hour practice time. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.

For football, on day one, helmets are the only protective equipment permitted. On day two, helmets and shoulder pads are allowed to be worn.

For all sports, on days three and four, athletes may not participate in more than 3.5 hours of practice and no practice can exceed three hours. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.

For football, full equipment may be worn.

For all sports, any day in which athletes participate in more than three hours of practice must be followed by a day in which athletes participate in no more than 3 hours of practice.

For all sports, beginning with day five, athletes may not participate in more than four hours of practice and no practice can exceed three hours. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.



For all sports, after six consecutive practices, athletes are required to have one complete day of rest (no conditioning, walk-throughs, or practice).

Because the risk of exertional heat illnesses during the preseason is high, the athletic trainer must be on site before, during, and after all practices.

Wet Bulb Globe Temperature Guidelines:

The Wet Bulb Globe Temperature (WBGT) is a composite temperature used to estimate the effect of temperature, humidity, and solar radiation. The athletic trainer will use a digital psychrometer to measure the wet bulb globe temperature 10-15 minutes before practice. The athletic trainer will inform all coaches of any necessary accommodations.

<i>Level</i>	<i>WBGT</i>	<i>Risk</i>	<i>Fluid</i>	<i>Accommodations</i>
Green	< 73°	Moderate	Every 15-20 mins	None
Yellow	73°-82°	High	Every 15-20 mins	Use caution
Red	82°-90°	Very High	Every 15 mins	Reduce intensity Modify practice Remove protective equipment for non-contact drills
Black	> 90°	Extreme	Rehydrate 24 oz per pound of wt loss	No outdoor practice

Hydration Guidelines:

All athletes will weigh in, before and after each practice. Weight charts will be monitored daily by the coach and the athletic trainer. Athletes with weight loss greater than 3% will be held from practice until they have adequately replaced their weight.

Water will be available to athletes throughout all practices. All athletes will be instructed to replenish fluids every 15 -20 minutes.

**N.J.S.A.18A:11-3.10**

**New Jersey State Interscholastic Athletic Association Heat Participation Policy and Pre-Season Heat Acclimatization Policy**

Adopted: 26 September 2011

Revised: 01 April 2019

Revised:



2622 STUDENT ASSESSMENT

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 he or she deems appropriate. The Commissioner shall report to the State Board of Education the results of such assessments.

The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLs). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLs at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLs.

State assessments provide parents with important information about their child's progress; detailed 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 can be assessed and may be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly as a student progresses to successive school levels.

Pursuant to N.J.A.C. 6A:8-4.1(b) and (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. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessments System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.





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 districts 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.

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. ~~However,~~ 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 (30) 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.

## 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, 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 his 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.
- b. By August 1 preceding the new school year, all nonresident staff members will be billed by



## Eligibility of Resident/Nonresident Students

the Business Office at the rates established at the annual reorganization meeting. 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).

## 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** ~~will~~ 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

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## R 5111 ELIGIBILITY OF RESIDENT/NONRESIDENT PUPILS

### A. Definitions

1. “Affidavit student” means a student attending, or seeking to attend, school in a district pursuant to N.J.S.A. 18A:38-1. and N.J.A.C. 6A:22-3.2(a).
2. “Appeal” means contested case proceedings before the Commissioner of Education pursuant to N.J.A.C. 6A:3, Controversies and Disputes.
3. “Applicant” means a parent, guardian, or a resident supporting an affidavit student who seeks to enroll a student in a school district; or an unaccompanied homeless youth or adult student who seeks to enroll in a school district.
4. “Commissioner” means the Commissioner of Education or his/her designee.
5. “Guardian” means a person to whom the court or competent jurisdiction has awarded guardianship or custody of a child, provided that a residential custody order shall entitle a child to attend school in the residential custodian’s school district unless it can be proven that the child does not actually live with the custodian. “Guardian” also means the Department of Children and Families for purposes of N.J.S.A. 18A:38-1.

### B. Eligibility to Attend School – Students Domiciled in the District

1. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district if the student is domiciled within the district:
  - a. A student is domiciled in the school district when he or she is living with a parent or guardian whose domicile is located within the school district.



- (1) When a student's parents or guardians are domiciled within different school districts and there is no court order or written agreement between the parents designating the school district of attendance, the student's domicile is the school district of the parent or guardian with whom the student lives for the majority of the school year. This provision shall apply regardless of which parent has legal custody.
- (2) When a student's physical custody is shared on an equal-time, alternating week/month or other similar basis so the student is not living with one parent or guardian for a majority of the school year and there is no court order or written agreement between the parents designating the school district of attendance, the student's domicile is the present domicile of the parent or guardian with whom the student resided on the last school day prior to October 16 preceding the application date.
  - (a) When a student resided with both parents or guardians, or with neither parent or guardian, on the last school day prior to the preceding October 16, the student's domicile is the domicile of the parent or guardian with whom the parents or guardians indicate the student will be residing on the last school day prior to the ensuing October 16. When the parents or guardians do not designate or cannot agree upon the student's likely residence as of that date, or if on that date the student is not residing with the parent or guardian previously indicated, the student shall attend school in the school district of domicile of the parent or guardian with whom the student actually lives as of the last school day prior to October 16.
  - (b) When the domicile of the student with disabilities as defined in N.J.A.C. 6A:14 cannot be determined pursuant to N.J.A.C. 6A:22-3.1, nothing shall preclude an equitable determination of shared responsibility for the cost of such student's out-of-district placement.
- (3) When a student is living with a person other than a parent or guardian, nothing in N.J.A.C. 6A:22-3.1 is intended to limit the student's right to attend school in the parent or guardian's school district of domicile pursuant to the provisions of N.J.A.C. 6A:22.



- (4) No school district shall be required to provide transportation for a student residing outside the school district for all or part of the school year unless transportation is based upon the home of the parent or guardian domiciled within the school district or otherwise required by law.
- b. A student is domiciled in the school district when he or she has reached the age of eighteen or is emancipated from the care and custody of a parent or guardian and has established a domicile within the school district.
  - c. A student is domiciled in the school district when the student has come from outside the State and is living with a person domiciled in the school district who will be applying for guardianship of the student upon expiration of the six-month "waiting period" of State residency required pursuant to N.J.S.A. 2A:34-54 ("home state" definition) and 2A:34-65.a(1). However, a student may later be subject to removal proceedings if application for guardianship is not made within a reasonable period of time following expiration of the mandatory waiting period or if guardianship is applied for and denied.
  - d. A student is domiciled in the school district when his or her parent or guardian resides within the school district on an all-year-round basis for one year or more, notwithstanding the existence of a domicile elsewhere.
  - e. A student is domiciled in the school district if the Department of Children and Families is acting as the student's guardian and has placed the student in the school district.
2. When a student's dwelling is located within two or more school districts, or bears a mailing address that does not reflect the dwelling's physical location within a municipality, the school district of domicile for school attendance purposes shall be the municipality to which the majority of the dwelling's property tax is paid, or to which the majority of the dwelling's or unit's property tax is paid.
- a. When property tax is paid in equal amounts to two or more municipalities, and there is no established assignment for students residing in the affected dwellings, the school district of domicile for school attendance purposes shall be determined through assessment of individual proofs as provided pursuant to N.J.A.C. 6A:22-3.4.



- b. This provision shall not preclude the attendance of currently enrolled students who were permitted to attend the school district prior to December 17, 2001.
- c. When a student’s parent or guardian elects to exercise such entitlement, nothing in N.J.A.C. 6A:22-3.1 shall exclude a student’s right to attend the school district of domicile although the student is qualified to attend a different school district pursuant to N.J.S.A. 18A:38-1. or the temporary residency (less than one year) provision of N.J.S.A. 18A:38-1.

3. Notwithstanding the provisions of N.J.S.A. 18A:38-1 or any other section of law to the contrary, 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 any of the armed forces of the United States 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. The school district shall not be responsible for providing transportation for the child if the child lives outside of the district. 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.S.A. 18A:38-3.1 shall cease at the end of the current school year unless the child is domiciled in the school district.

C. Eligibility to Attend School – Other Students Eligible to Attend School

1. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1.b if that student is kept in the home of a person other than the student’s parent or guardian, and 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;



- a. A student is not eligible to attend this school district pursuant to this provision unless:
  - (1) The student's parent or guardian has filed, 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 that the pupil is not residing with the other person solely for the purpose of receiving a free public education; and
  - (2) The person keeping the student has filed, if so required by the Board of Education:
    - (a) 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 longer time than the school term, and will assume all personal obligations for the student pertaining to school requirements; and
    - (b) A copy of his or her lease if a tenant, ~~or~~ a sworn landlord's statement if residing as a tenant without a written lease, or a mortgage or tax bill if an owner.
- b. A student shall not be deemed ineligible under this provision because required sworn statement(s) cannot be obtained when evidence is presented that the underlying requirements of the law are being met, notwithstanding the inability of the resident or pupil to obtain the sworn statement(s).
- c. A student shall not be deemed ineligible under this provision when evidence is presented that the student has no home or possibility of school attendance other than with a school district resident who is not the student's parent or guardian but is acting as the sole caretaker and supporter of the student.
- d. A student shall not be deemed ineligible under this provision solely because a parent or guardian gives occasional gifts or makes limited contributions, financial or otherwise, toward the student's welfare provided the resident keeping the student receives from the parent or guardian no payment or other remuneration for regular maintenance of the student.



- e. Pursuant to N.J.S.A. 18A:38-1.c, 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 school district commits a disorderly persons offense.
2. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district 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.
  - a. Eligibility under this provision shall cease at the end of the school year during which the parent or guardian returns from active military duty.
3. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student-as is otherwise entitled by law to a free public education, is eligible to attend school in this school district 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:
  - a. When required by the Board of Education, the parent or guardian shall demonstrate the temporary residence is not solely for purposes of the student attending the school district of temporary residence;
  - b. When one of a student's parents or guardians temporarily resides in a school district while the other is domiciled or temporarily resides elsewhere, eligibility to attend school shall be determined in accordance with N.J.A.C. 6A:22-3.1(a)1i. However, no student shall be eligible to attend school based upon a parent or guardian's temporary residence in a district unless the parent or guardian demonstrates, if required by the Board of Education, the temporary residence is not solely for purposes of a student's attending the school district.





4. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-1. if the student's pupil'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.
5. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-2 if the student is placed by court order or by a society, agency, or institution in the home of a school district pursuant to N.J.S.A. 18A:38-2. -As used in this section, "court order" shall not encompass orders of residential custody under which claims of entitlement to attend a school district are governed by provisions of N.J.S.A. 18A:31-1 and the applicable standards set forth in N.J.A.C. 6A:22.
6. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student pupil as is otherwise entitled by law to a free public education, is eligible to attend school in this school district pursuant to N.J.S.A. 18A:38-3.b if the student had previously resided in the school district and if the parent or guardian 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. A school district admitting a student pursuant to N.J.S.A. 18A:38-3.b shall not be obligated for transportation costs.
7. A student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, is eligible to attend the school in the district pursuant to N.J.S.A. 18A:38-7.7 et seq. if the student pupil resides on Federal property within the State.
8. In accordance with N.J.S.A. 18A:38-1.1, a student who is not considered homeless under N.J.S.A. 18A:7B-12 and who moves to a new school district during the academic year as a result of a family crisis shall be permitted to remain enrolled in the original school district of residence for the remainder of the school year without the payment of tuition. A student attending an academic program during the summer, who is otherwise eligible except for the timing of the move, shall be permitted to remain in the school district for the remainder of the summer program if it is considered an extension of the preceding academic year.



- a. For purposes of N.J.A.C. 6A:22-3.2(h) and Policy and Regulation 5111, "family crisis" shall include, but not be limited to:
- (1) An instance of abuse such as domestic violence or sexual abuse;
  - (2) A disruption to the family unit caused by death of a parent or guardian; or
  - (3) An unplanned displacement from the original residence such as fire, flood, hurricane, or other circumstances that render the residence uninhabitable.
- b. Upon notification of the move by the parent or guardian, the original school district of residence shall allow the student to continue attendance and shall provide transportation services to and from the student's new domicile in accordance with N.J.S.A. 18A:39-1. The original school district of residence may request from the parent or guardian and may review supporting documentation about the reason(s) for the move; however, any such review shall not interrupt the student's continued enrollment in the school district and in the current school of attendance with the provision of transportation.
- (1) Examples of documentation include, but are not limited to, newspaper articles, insurance claims, police or fire reports, notes from health professionals, custody agreements, or any other legal document.
- c. If the parent or guardian or the relevant documentation indicates the child is homeless pursuant to N.J.S.A. 18A:7B-12, the school district liaison shall assume the coordination of enrollment procedures pursuant to N.J.A.C. 6A:17-2.5 and the student shall not be eligible for enrollment under N.J.S.A. 18A:38-1.1.
- d. If the original school district of residence determines the situation does not meet the family crisis criteria outlined in 8.a. above, the Superintendent or designee shall notify the parent or guardian in writing. The notification shall inform the parent or guardian of his or her right to appeal the decision within twenty-one calendar days of his or her receipt of the notification, and shall state that if such appeal is denied, he or she may be assessed the costs for transportation provided to the new residence during the period of ineligible attendance. It shall also state whether the parent or guardian is required to withdraw the student by the end of the twenty-one day appeal period in the absence of an appeal.



- (1) The parent or guardian may appeal by submitting the request in writing with supporting documentation to the Executive County Superintendent of the county in which the original school district of residence is situated.
  - (2) Within thirty calendar days of receiving the request and documentation, the Executive County Superintendent shall issue a determination whether the situation meets the family crisis criteria set forth at 8.a. above. The original school district of residence shall continue to enroll the student and provide transportation to the current school of attendance in accordance with N.J.S.A. 18A:39-1 until the determination is issued.
  - (3) If the Executive County Superintendent determines the situation does not constitute a family crisis, the school district may submit to the Executive County Superintendent for approval the cost of transportation to the ineligible student's new domicile. The Executive County Superintendent shall certify the transportation costs to be assessed to the parent or guardian for the period of ineligible attendance.
- e. When the original school district of residence determines the situation constitutes a family crisis pursuant to N.J.S.A. 18A:38-1.1, the Superintendent or designee shall immediately notify the parent or guardian in writing.
- (1) When the original school district of residence anticipates the need to apply for reimbursement of transportation costs, it shall send to the Executive County Superintendent a request and documentation of the family crisis for confirmation the situation meets the criteria set forth at 8.a. above.
  - (2) Within thirty days of receiving the school district's request and documentation, the Executive County Superintendent shall issue a determination of whether the situation meets the criteria for a family crisis. The original school district of residence shall continue to enroll the student and provide transportation to the current school of attendance in accordance with N.J.S.A. 18A:39-1 until the determination is issued, and shall not be reimbursed for additional transportation costs unless the Executive County Superintendent determines the situation is a family crisis or as directed by the Commissioner upon appeal.



# REGULATION

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Eligibility of Resident/Nonresident Students

- f. In providing transportation to students under N.J.S.A. 18A:38-1.1, the Board shall use the most efficient and cost-effective means available and in conformance with all laws governing student transportation.
  - g. At the conclusion of the fiscal year in which the Executive County Superintendent has determined the situation constitutes a family crisis, the original school district of residence may apply to the Executive County Superintendent for a reimbursement of eligible costs for transportation services.
    - (1) Eligible costs shall include transportation for students who are required to be transported pursuant to N.J.S.A. 18A:39-1.
    - (2) The school district shall provide documentation of the transportation costs for the eligible student(s) to the Executive County Superintendent who shall review and forward the information to the Department's Office of School Facilities and Finance for reimbursement payment(s) to the school district.
    - (3) Payment to the school district shall be made in the subsequent fiscal year and shall equal the approved cost less the amount of transportation aid received for the student(s).
  - h. Nothing in N.J.A.C. 6A:22-3.2 shall prevent the Board of Education from allowing a student to enroll without the payment of tuition pursuant to N.J.S.A. 18A:38-3.a.
  - i. Nothing in N.J.A.C. 6A:22-3.2 shall prevent a parent or school district from appealing the Executive County Superintendent's decision(s) to the Commissioner in accordance with N.J.A.C. 6A:3-1.3. If the Commissioner of Education determines the situation is not a family crisis, his or her decision shall state which of the following shall pay the transportation costs incurred during the appeal process: the State, school district, or parent.
9. Children of nonresident staff members under contract to 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, upon the recommendation of the Superintendent and the approval of the Board. **Special Education pupils may not be enrolled in the district under this provision.**



- 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 his decision, in writing, no later than June 15 of the current school year. Students must maintain good academic standing, citizenship, and discipline. Family members must behave properly toward school personnel.
- c. 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. 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).

## D. Housing and Immigration Status

1. A student's eligibility to attend 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.
2. Except as set forth in a. below, immigration/visa status shall not affect eligibility to attend school. Any student over five and under twenty years of age pursuant to N.J.S.A. 18A:38-1, or such younger or older student as is otherwise entitled by law to a free public education, who is domiciled in the school district or otherwise eligible to attend school in the district pursuant to N.J.A.C. 6A:22-3.2 shall be enrolled without regard to, or inquiry concerning, immigration status.



- a. However, the provisions of N.J.S.A. 18A:38-1 and N.J.A.C. 6A:22 shall not apply to students who have obtained, or are seeking to obtain, a Certificate of Eligibility for Nonimmigrant Student Status (INS Form I-20) from the school district in order to apply to the INS for issuance of a visa for the purpose of limited study on a tuition basis in a United States public secondary school (“F-1” Visa).

### 3. F-1 Visa Students

The school district **is not required to, but may** ~~will~~ permit the attendance of F-1 Visa students into the school district with 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 or J-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 documentation as determined by the Superintendent or designee. A student with a 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.**

- E. Nothing in Policy and Regulation 5111 or N.J.A.C. 6A:22-3.2 shall be construed to limit the discretion of the Board to admit nonresident students, or the ability of a nonresident student to attend school with or without payment of tuition, with the consent of the district Board pursuant to N.J.S.A. 18A:38-3(a).

### F. Proof of Eligibility

1. The Board of Education shall accept a combination of any of the following or similar forms of documentation from persons attempting to demonstrate a student’s eligibility for enrollment in the school district:
  - a. Property tax bills; deeds; contracts of sale; leases; mortgages; signed letters from landlords; and other evidence of property ownership, tenancy or residency; and



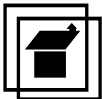
- b. Voter registrations; licenses; permits; financial account information; utility bills; delivery receipts; and other evidence of personal attachment to a particular location;
    - c. Court orders; State agency agreements; and other evidence of court or agency placements or directives
    - d. Receipts; bills; cancelled checks; insurance claims or payments; and other evidence of expenditures demonstrating personal attachment to a particular location, or where applicable, to support of the student; pupil;
    - e. Medical reports; counselor or social worker assessments; employment documents; unemployment claims; benefit statements; and other evidence of circumstances demonstrating family or economic hardship, or temporary residency;
    - f. Affidavits, certifications and sworn attestations pertaining to statutory criteria for school attendance, from the parent, legal guardian, person keeping an "affidavit student," adult student, person(s) with whom a family is living, or others as appropriate;
    - g. Documents pertaining to military status and assignment; and
    - h. Any other business record or document issued by a governmental entity.
2. The Board of Education may accept forms of documentation not listed above, and shall not exclude from consideration any documentation or information presented by an applicant.
3. 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.
4. 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. They include, but are not limited to:
  - a. Income tax returns;
  - b. Documentation or information relating to citizenship or immigration/visa status, except as set forth in N.J.A.C. 6A:22-3.3(b);
  - c. Documentation or information relating to compliance with local housing ordinances or conditions of tenancy; and
  - d. Social security numbers.



5. The Board of Education may consider, in a manner consistent with Federal law, documents or information referenced in 4. above, or pertinent parts thereof if voluntarily disclosed by the applicant. However, the Board of Education may not, directly or indirectly, require or request such disclosure as an actual or implied condition of enrollment.
6. In the case of a dispute between the school district and the parents or guardians of a student in regard to a 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 New Jersey 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. **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.**

G. Registration Form and Procedures for Initial Assessment

1. The Board of Education shall use Commissioner-provided registration forms or locally developed forms that:
  - a. Are consistent with the forms provided by the Commissioner;
  - b. Do not seek information prohibited by N.J.A.C. 6A:22 or any other provision of statute or rule;
  - c. Summarize, for the applicant's reference, the criteria for attendance set forth in N.J.S.A. 18A:38-1 and specify the nature and form of any sworn statements to be filed;
  - d. Clearly state the purpose for which the requested information is being sought in relation to the criteria; and
  - e. Notify applicants that an initial eligibility determination is subject to a more thorough review and evaluation and that assessment of tuition is possible if an initially admitted applicant is later found ineligible.



2. The Board of Education shall make available sufficient numbers of registration forms and trained registration staff to ensure prompt eligibility determinations and enrollment. Enrollment applications may be taken by appointment, but appointments shall be promptly scheduled and shall not unduly defer a student's attendance at school.
  - a. If the school district uses separate forms for affidavit student applications rather than a single form for all types of enrollment, affidavit student forms shall comply in all respects with the provisions of G.1. above. When affidavit student forms are used, the school district shall provide them to any person attempting to register a student of whom he or she is not the parent or guardian, even if not specifically requested.
    - (1) The Board of Education or its agents shall not demand or suggest that guardianship or custody must be obtained before enrollment will be considered for a student living with a person other than the parent or guardian since such student may qualify as an affidavit student.
    - (2) The Board of Education or its agents shall not demand or suggest that an applicant seeking to enroll a student of whom the applicant has guardianship or custody produce affidavit student proofs.
  - b. 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.
3. 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.
  - c. 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.
  - d. When a student appears ineligible based on 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 school district's determination and an intent to appeal to the Commissioner.

- (1) 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.
4. 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 that the student will be attending school in another school district or nonpublic school, or receiving instruction elsewhere than at a school, 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 purposes of ensuring compliance with compulsory education laws, 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.
5. Enrollment or attendance in the school district shall not be conditioned on advance payment of tuition in whole or part when enrollment is denied and an intent to appeal is indicated, or when enrollment is provisional and subject to further review or information.
6. 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.
7. Enrollment or attendance in the school district shall not be denied based upon absence of a certified copy of the student's birth certificate or other proof of his or her identity as required within thirty days of initial enrollment pursuant to N.J.S.A. 18A:36-25.1.



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8. Enrollment in the school district shall not be denied based upon absence of pupil 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.
9. 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.

## H. Notice of Ineligibility

1. 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 shall immediately provide notice to the applicant that is consistent with Commissioner-provided sample form(s) and meets the requirements of N.J.A.C. 6A:22-4 et seq.
  - a. 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.
2. Notices of ineligibility shall include:
  - a. In cases of denial, a clear description of the specific basis on which the determination of ineligibility was made:
    - (1) The description shall be sufficient to allow the applicant to understand the basis for the decision and determine whether to appeal; and
    - (2) The description shall identify the specific subsection of N.J.S.A. 18A:38-1 under which the application was decided.
  - b. In cases of provisional eligibility, a clear description of the missing documents or information that still must be provided before a final eligibility status can be attained under the applicable provision of N.J.S.A. 18A:38-1;



- c. A clear statement of the applicant's right to appeal to the Commissioner of Education within twenty-one days of the notice date, along with an informational document provided by the Commissioner describing how to file an appeal;
- d. A clear statement of the student's right to attend school for the twenty-one day period during which an appeal can be made to the Commissioner. It also shall state the student will not be permitted to attend school beyond the twenty-first day following the notice date if missing information is not provided or an appeal is not filed;
- e. A clear statement of the student's right to continue attending school while an appeal to the Commissioner is pending;
- f. A clear statement that, if an appeal is filed with the Commissioner and the applicant does not sustain the burden of demonstrating the student's right entitlement to attend the school district, or the applicant withdraws the appeal, fails to prosecute or abandons the appeal by any means other than settlement, the applicant may be assessed, by order of the Commissioner enforceable in Superior Court, tuition for any period of ineligible attendance, including the initial twenty-one day period and the period during which the appeal was pending before the Commissioner;
- g. A clear statement of the approximate rate of tuition, pursuant to N.J.A.C. 6A:22-6.3, that an applicant may be assessed for the year at issue if the applicant does not prevail on appeal, or elects not to appeal;
  - (1) If removal is based on the student's move from the school district, the notice of ineligibility shall also provide information as to whether district Policy permits continued attendance, with or without tuition, for students who move from the school district during the school year.
- h. The name of a contact person in the school district who can provide assistance in explaining the notice's contents; and of the notice



- i. When no appeal is filed, notice that the parent or guardian shall still comply with compulsory education laws. In the absence of a written statement from the parent or guardian that the student will be attending school in another school district or non-public school, or receiving instruction elsewhere than at a school, school district staff shall notify the school district of actual domicile/residence, or the Department of Children and Families, of a potential instance of “neglect” pursuant to N.J.S.A. 9:6-1. For purposes of facilitating enforcement of the State compulsory education requirement (N.J.S.A. 18A:38-25) staff shall provide the student’s name, the name(s) of the parent/guardian/resident, address to the extent known, denial of admission based on residency or domicile, and absence of evidence of intent to attend school or receive instruction elsewhere.

## I. Removal of Currently Enrolled Students

1. Nothing in N.J.A.C. 6A:22 and this Regulation 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.
2. 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.
  - a. The Superintendent shall issue a preliminary notice of ineligibility meeting the requirements of N.J.A.C. 6A:22-4.2. However, the notice shall also provide for a hearing before the Board of Education prior to a final decision on removal.
3. No student shall be removed from school unless the parent, guardian, adult student, or resident keeping an "affidavit student," has been informed of his or her entitlement to a hearing before the Board of Education.
4. 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.



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5. Hearings required pursuant to N.J.A.C. 6A:22-4.3 may be conducted by the full Board of Education or a Board committee, at the discretion of the full Board. If the hearing is conducted by a Board Committee, the Committee shall make a recommendation to the full Board for action. However, no student shall be removed except by vote of the Board of Education taken at a meeting duly convened and conducted pursuant to N.J.S.A. 10:4-6 et seq., the Open Public Meetings Act.
6. The continued enrollment of a nonresident child admitted to school at the discretion of the Board, upon the recommendation of the Superintendent, 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.

## J. Appeal to the Commissioner

1. An applicant may appeal to the Commissioner of Education a school district 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:38-1 and N.J.A.C. 6A:3-8.1 and shall proceed as a contested case pursuant to N.J.A.C. 6A:3.
  - a. Pursuant to N.J.S.A. 18A:38-1.b(1), appeals of "affidavit student" ineligibility determinations shall be filed by the resident keeping the student.

## K. Assessment and Calculation of Tuition

1. If no appeal to the Commissioner is filed by the parent, guardian, adult student, or school district resident keeping an "affidavit" student following notice of 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.
  - a. 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.





2. If an appeal to the Commissioner is filed by the parent, guardian, adult student, or school district resident keeping an “affidavit” student 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 during which the hearing and decision on appeal were pending, and for up to one year of a student’s ineligible attendance in a school district prior to the appeal’s filing and including the twenty-one day period to file an appeal.
  - a. Upon the Commissioner’s finding that an appeal has been abandoned, the Board of Education may remove the student ~~pupil~~ from school and seek tuition for up to one year of ineligible attendance pursuant to N.J.A.C. 6A:22-6.1(a) plus the period of ineligible attendance after the appeal was filed. If the record of the appeal includes a calculation reflecting the tuition rate(s) for the year(s) at issue, the per diem tuition rate for the current year and the date on which the student’s ineligible attendance began, the Commissioner may order payment of tuition as part of his or her decision. In doing so, the Commissioner shall consider whether the ineligible attendance was due to the school district’s error. If the record does not include such a calculation and ~~but~~ the Board of Education has filed a counterclaim for tuition, the counterclaim shall proceed to a hearing notwithstanding that the petition has been abandoned.
  - b. An order of the Commissioner assessing tuition is enforceable 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, in accordance with N.J.S.A. 2A:58-10.
3. Tuition assessed pursuant to the provisions N.J.A.C. 6A:22-6 shall be calculated on a per-student basis for the period of a student’s ineligible enrollment, up to one year, by applicable grade/program category and consistent with the provisions of N.J.A.C. 6A:23A-17.1. The individual student’s record of daily attendance shall not affect the calculation.



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Eligibility of Resident/Nonresident Students

4. Nothing in N.J.A.C. 6A:22 shall precludes an equitable determination, by the Board of Education or the Commissioner that tuition shall not be assessed for all or part of any period of a pupil's ineligible attendance in the school district when the particular circumstances of a matter so warrant. In making the determination, the Board of Education or Commissioner shall consider whether the ineligible attendance was due to the school district's error.

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Revised: 19 July 2010

Revised: 9 May 2011

Revised: 26 August 2013

Revised: 18 July 2016

Revised: 1 April 2019

Revised:



The Board of Education shall, according to a schedule prescribed by the Commissioner, 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 end-of-course ~~PARCC~~ assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.

The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLs consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade ~~four~~ **five**.

The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.

The Department of Education shall implement a high school assessment program component of the NJSLs that assesses, at a minimum, English language arts, mathematics, and science with the exception that students may receive a waiver from the Board of Education from taking the high school end-of-course ~~PARCC~~ assessment in ELA 11 due to the student's participation in another English language/literature college placement assessment during the same school year.

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:8-14.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native languages, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education 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.



At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Board of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).

#### Test Administration Procedures and Security Measures

The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district. All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

#### Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student performance after each test administration in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). ~~The Board shall maintain an accurate record of each student's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2.~~ Information regarding individual student test scores shall only be in accordance with Federal and State law.

The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

The Board of Education shall maintain an accurate record of each student's performance on Statewide assessments.

The Board of Education shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth in N.J.A.C. 6A:8-5.1(a)6;
2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);



3. Evidence of instructional experience and performance in the NJSLS;
4. Evidence of technological literacy;
5. Evidence of career education instructional experiences and career development activities;
6. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department of Education-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and
7. Any other information deemed appropriate by the Board of Education.

#### Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education **within sixty days of receipt of information from** ~~as required by~~ the New Jersey Department of Education **pursuant to N.J.A.C. 6A:8-4.3(a)**. The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.2. The Board 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 Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the NJSLS as measured by the Statewide assessment system.

#### Annual Review and Evaluation of School Districts

The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.



Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the 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 Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board **of Education** on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.

Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

N.J.S.A. 18A:7C-1 **et seq.**; **18A: 7E-1 et seq.**

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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**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

PUPILS

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Attendance

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**5200 ATTENDANCE**

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the schools district attend school regularly in accordance with the laws of the State.

**Notwithstanding the requirements of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences, for the purpose of expectations and consequences regarding truancy, student conduct, promotion, and the award of course credit is a local Board decision outlined in N.J.A.C. 6A:16-7.6 and Policy and Regulation 5200.** In accordance with the provisions of N.J.A.C. 6A:16-7.6, and for the purposes of this Policy and Regulation 5200, a student’s absence from school will **either** be excused or unexcused. ~~that~~ **Unexcused absences will** counts-toward truancy.

**A parent or adult student shall provide advance notice to the school prior to the student being absent from school. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student’s absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student’s parent to notify the parent of the absence and determine the reason for the absence.**

In order for the Board of Education to fulfill its responsibility for providing a thorough and efficient education for each student, the complete cooperation of parents/guardians and students is required to maintain a high level of school attendance.

The frequent absence of students from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully.

**Excused Absences**

The Board considers the following as cause for excused absence:

- a. Illness
- b. College Visit
- c. Legal obligation
- d. Death in the family



- e. Family obligation
- f. Medical appointment
  
- g. Motor vehicle test
  
- f. Such good cause as may be acceptable to the Principal.

## Regular Release Of Students Before The End Of The Normal School Day

There are varying situations which may justify release of certain students from school before the normal time for closing. Such situations are justifiable only if the release does not jeopardize the student's educational program and the reasons for such release can be shown to have positive benefits for the student.

## Truancy

The Board will report to appropriate authorities infractions of the law regarding the attendance of students below the age of sixteen. Repeated infractions by enrolled students over the age of sixteen may result in the suspension or expulsion of the student.

It shall be the policy of the Board to consider the effectiveness and appropriateness to his/her needs of the educational program that is offered each student who is habitually and repeatedly absent from his/her assigned program and to consult with the Child Study Team for its recommendations.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. **In accordance with N.J.S.A. 18A:36-14, A** student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive ~~the~~ students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district's response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.68(a)4 and Regulation 5200.

Unexcused absences from school or from classes within the school day may subject a student to





consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of ~~this~~ **the** Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

N.J.S.A. 18A:36-14; 18A:38-25

N.J.S.A. 34:2-21.1 et seq.

N.J.A.C. 6A:16-7.6; 6A:32-8.3

Adopted: 7 December 2009

Revised: 27 January 2014

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Revised:



## R 5200 ATTENDANCE

### A. Definitions

1. For the purposes of school attendance, a “day in session” shall be a day on which the school is open and students are under the guidance and direction of a teacher or teachers engaged in the teaching process. Days on which school is closed for such reasons as holidays, teachers’ institutes, and inclement weather shall not be considered as days in session.
2. A “school day” shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day of Kindergarten.
3. “A day of attendance” shall be one in which the student is present for a full day under the guidance and direction of a teacher while school is in session.
  - a. Whenever over-crowded conditions make it necessary to hold two separate sessions with a different group of students in each session, a student attending for all of either session shall be regarded as having attended for the full day. An excused absence for any reason shall not be counted as a day of attendance in the school register.
4. A “half-day class” shall be considered the equivalent of a full day’s attendance only if in session for four hours or more, exclusive of recess periods or lunch periods.

### B. Attendance Recording

#### 1. **Attendance Recording in the School Register (N.J.A.C. 6A:32-8.1)**

- a. **The Board of Education shall be required to carefully and accurately track enrollment and attendance of all students in a manual school register format or in an electronic form of the school's choosing.**
- b. **The Commissioner shall issue and publish on the Department's website school register guidance for recording student attendance in all public schools of the State operated by district Boards of Education, except adult high schools.**
- c. **Student attendance shall be recorded in the school register during school hours on each day school is in session.**
- d. **School registers shall be kept for students attending preschool, Kindergarten, grades one through five, grades six through eight, grades nine through twelve, each preschool class for the disabled,**

**each class for the disabled, shared-time classes for regular students, shared-time classes for students with disabilities, full-time bilingual education programs and vocational day programs, and summer schools operated by the Board of Education.**

- e. A student who has been placed on home instruction shall have his or her attendance status recorded on the regular register for the program in which the student is enrolled. For the period beginning the first day the student is unable to attend school and ending the day before the first instructional day at the student's place of confinement, the student shall be marked absent. No absences shall be recorded for the student while on home instruction, providing the hours of instruction are not less than required by N.J.A.C. 6A:14-4.8 and 4.9. The number of possible days of enrollment for a student on home instruction shall be the same as for other students in the program in which the student is enrolled.**

**2. Attendance Recording for Board Policy (N.J.A.C. 6A:32-8.3)**

- a.1-** A record of the attendance of all students on roll in a school register shall be kept each day that school is in session by a teacher or other authorized person. It shall be the duty of this person to keep the attendance records according to these rules and the specific instructions issued by the Commissioner of Education.
- b.2-** No student shall be recorded as present unless the school is in session and the student so recorded is under the guidance and direction of a teacher in the teaching process.
- c3.** A student shall be recorded as absent in the school register when not in attendance at a session of the school while a member of the school, except students excused due to religious holidays who shall be recorded as excused.
- d4.** A student shall be recorded as either present, absent, or excused for religious observance, every day the school is in session after the student enters until the date the student is transferred to another school, transferred to an individual home instruction record, or officially leaves the school system.
- e5-** The Commissioner shall annually prescribe a list of religious holidays on which it shall be mandatory to excuse students for religious observance upon the written request signed by the parent or person standing in loco parentis.
- f6-** The mere presence of a student at roll call shall not be regarded as sufficient attendance for compliance with N.J.A.C. 6A:32-8.3. In a school which is in session during both the forenoon and the afternoon, a student shall be present at least one hour during both the forenoon and the afternoon in order to be recorded as present for the full day. In a school

which is in session during either the forenoon or the afternoon, a student shall be present at least two hours in the session in order to be recorded as present for the full day.

- g7. A student not present in school because of his/her participation in an approved school activity, such as a field trip, meeting, cooperative education assignment, or athletic competition will be considered to be in attendance.

C. **Unexcused Absences That Count Toward Truancy/Excused Absences for Board Policy**

1. **Notwithstanding the requirement of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences for the purpose of expectations and consequences regarding truancy, student conduct, promotion, and the award of course credit is a Board decision outlined in Policy 5200 and this Regulation.**

24. **N.J.A.C. 6A:16-7.6(a)3 requires the Board of Education policies and procedures contain, at a minimum, a definition of unexcused absence that count toward truancy.** “An unexcused absence that counts toward truancy” is a student’s absence from school for a full or a portion of a day for any reason that is not an “excused absence” as defined below.

32. “An excused absence” is a student’s absence from school for a full day or a portion of a day for the observance of a religious holiday pursuant to N.J.S.A. 18A:36-14 through 16, or any absence for the reasons listed below:

- The student’s illness supported by notification to the school by the student’s parent;
- The student’s required attendance in court;
- Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. §§ 794 and 705(20), and individualized health care plans;
- The student’s suspension from school;
- Family illness or death supported by notification to the school by the student’s parent;
- Visits to post-secondary educational institutions;
- Interviews with a prospective employer or with an admissions officer of an institution of higher education;
- Examination for a driver's license;
- Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day; supported by written notification by the doctor’s office;
- Take Our Children to Work Day;

- An absence considered excused by **the Commissioner of Education and/or** a New Jersey Department of Education rule;
- An absence for a reason not listed above, but deemed excused by the Principal upon a written request by the student's parent stating the reason for the absence and requesting permission for the absence to be an excused absence.

43. **For cumulative unexcused absences of ten or more, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25** ~~“Truancy” means ten or more cumulative unexcused absences that count toward truancy of a student between the ages of six and sixteen as determined by the Board’s Attendance Policy and Regulation pursuant to N.J.A.C. 6A:16-7.6(a)4.iii. and the definition of school day pursuant to N.J.A.C. 6A:32-8.3. Any absence not listed in C.2. above shall be an unexcused absence counted toward truancy.~~

D. Notice to School of a Student's Absence

1. The parent or adult student ~~is requested~~ **shall notify** ~~to notify~~ the school office before ~~the start of the student's school day~~ **when the student will not be in school.**
2. The parent of the student or an adult student who will attend the morning session, but will not attend the afternoon session ~~should call or~~ **shall** provide notice to the school office before the start of the afternoon session.
3. **The parent of a student or an adult student shall notify the school office of a future absence if the absence is foreseeable.**
- 4.3. The parent or adult student who anticipates a future absence or anticipates that an absence will be prolonged ~~should~~ **shall** notify the school office to arrange make-up work.
5. **In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student's absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student's parent to notify the parent of the absence and determine the reason for the absence.**

E. Readmission to School After an Absence

1. A student returning from an absence of any length must present to the attendance officer in the form of a phone call, email, written note or verbal confirmation by the parent(s) or adult student, of the reasons for the absence.
2. A note explaining a student's absence for noncommunicable illness for a period of more than five days school days must be accompanied by a physician's statement of the student's illness.
3. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease, in accordance with Policy No. 8451.
4. **The Superintendent of Schools or designee may require a student who has been absent from school due to a suspension or other reason concerning the student's conduct to receive a medical examination by a physician regarding the student's physical and/or mental fitness to return to school. The Superintendent or designee will notify the student's parent of the specific requirements of the medical examination prior to the student's return to school.**

F. Instruction

1. Teachers shall cooperate in the preparation of home assignments for students who anticipate an excused absence of three or more school days duration. The parent or student must request such home assignments.
2. A student who anticipates an absence due to a temporary or chronic health condition may be eligible for home instruction in accordance with Policy 2412. The parent must request home instruction.
3. Students absent for any reason are expected to make up the work missed. The parent or student is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary.
4. In general, students will be allowed a day for each day they are out to make up missed work.
5. A student who missed a test or an exam shall be offered an opportunity to take the test, exam, or an appropriate alternate test.

**G. Denial of Course Credit**

1. The teacher will determine the credit to be awarded a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except absences for the observance of a religious holiday or absence for a student's suspension from school will not adversely affect the student's grade. The teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work.
2. A Ridgewood High School student may be dropped from the course and denied course credit when he/she has been absent thirteen times from a full year course; seven times from a semester course; or two times from a quarterly course, whatever the reason for the absence, except that absences for the observance of religious holidays and absences caused by a pupil's suspension will not count toward the total.

Grade Advisors will have the right to waive loss of credit penalties where absences are clearly legitimate. In such cases, the student need not appear before the Attendance Committee. Waivers will generally not be given by the Grade Advisor where a pattern of absence is noted in a particular class, or where there is the appearance of abuse of the Attendance Policy.

3. An elementary student may be retained at grade level, in accordance with Policy No. 5410, when he/she has been absent twenty or more school days, whatever the reason for the absence, except that absences for the observance of religious holidays and during a student's suspension will not count toward the total. Exceptions to this rule may be made for pupils whose absences are excused and who have demonstrated through completion of home assignments and/or home instruction that they have mastered the proficiencies established for the assigned courses of study.

**H. School District Response To Unexcused Absences During the School Year That Count Toward Truancy**

1. For up to four cumulative unexcused absences that count toward truancy, the Principal or designee shall:
  - a. Make a reasonable attempt to notify the student's parent of each unexcused absence prior to the start of the following school day;
  - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent;
  - c. Identify, in consultation with the student's parents, needed action

- designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance;
- d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potentially missing or abused child situation is detected; and
  - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
2. For between five and nine cumulative unexcused absences that count toward truancy, the Principal or designee shall:
- a. Make a reasonable attempt to notify the student's parent of each unexcused absence prior to the start of the following school day;
  - b. Make a reasonable attempt to determine the cause of the unexcused absence, including through contact with the student's parent;
  - c. Evaluate the appropriateness of action taken pursuant to N.J.A.C. 6A:16-7.6(a)4.i.(3) and H.1.c. above;
  - d. Develop an action plan to establish outcomes based upon the student's patterns of unexcused absences and to specify the interventions for supporting the student's return to school and regular attendance, which may include any or all of the following:
    - (1) Refer or consult with the building's Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
    - (2) Conduct testing, assessments, or evaluations of the student's academic, behavioral, and health needs;
    - (3) Consider an alternate educational placement;
    - (4) Make a referral to or coordinate with a community-based social and health provider agency or other community resource;
    - (5) Refer to a court or court program pursuant to N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;
    - (6) Proceed in accordance with N.J.S.A. 9:6-1 et seq. and N.J.A.C. 6A:16-10, if a potential missing or abused child situation is detected; and



- (7) Engage the student's family.
      - e. Cooperate with law enforcement and other authorities and agencies, as appropriate.
  3. For ten or more cumulative unexcused absences that count toward truancy, a student between the ages of six and sixteen is truant, pursuant to N.J.S.A. 18A:38-25, and the Principal or designee shall:
    - a. Make a determination regarding the need for a court referral for the truancy, per N.J.A.C. 6A:16-7.6(a)4.iv. and H.4. below;
    - b. Continue to consult with the parent and the involved agencies to support the student's return to school and regular attendance;
    - c. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
    - d. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal statutes, as required.
  4. A court referral may be made as follows:
    - a. When unexcused absences that count toward truancy are determined by school officials to be violations of the compulsory education law, pursuant to N.J.S.A. 18A:38-25, and the Board of Education's policies, in accordance with N.J.A.C. 6A:16-7.6(a), the parent may be referred to Municipal Court.
      - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Municipal Court; or
    - b. When there is evidence of a juvenile-family crisis, pursuant to N.J.S.A. 2A:4A-22.g, the student may be referred to Superior Court, Chancery Division, Family Part.
      - (1) A written report of the actions the school has taken regarding the student's attendance shall be forwarded to the Juvenile-Family Crisis Intervention Unit.
  5. For a student with a disability, the attendance plan and its punitive and remedial procedures shall be applied, where applicable, in accordance with the student's IEP, pursuant to 20 U.S.C. §§ 1400 et seq., the Individuals with Disabilities Education Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plan under 29

U.S.C. §§794 and 705(20); and individualized health care plan and individualized emergency healthcare plan pursuant to N.J.A.C. 6A:16-2.3(b)5.xii.

6. All receiving schools pursuant to N.J.A.C. 6A:14-7.1(a), shall act in accordance with N.J.A.C. 6A:16-7.6(a)4.i. and H.1. above for each student with up to four cumulative unexcused absences that count toward truancy.

a. For each student attending a receiving school with five or more cumulative unexcused absences that count toward truancy, the absences shall be reported to the sending school district.

(1) The sending school district shall proceed in accordance with the Board of Education's policies and procedures pursuant to N.J.A.C. 6A:16-7.6(a) and H.5. above and the provisions of N.J.A.C. 6A:16-7.6(a)4.ii. through iv. and H.2. through H.5. above, as appropriate.

## I. Discipline

1. Students may be denied participation in co-curricular activities if the Board establishes attendance standards for participation.
2. Students may be denied participation in athletic competition if the Board establishes attendance standards for participation.
3. No student who is absent from school for observance of a religious holiday may be deprived of any award or of eligibility for or opportunity to compete for any award because of the absence.

## J. Recording Attendance

1. Teachers must accurately record the students present, tardy, or absent each day in each session or each class. Attendance records must also record students' attendance at out-of-school curricular events such as field trips.
2. A record shall be maintained of each excused absence, and each unexcused absence that counts toward truancy as defined in Policy and Regulation 5200.
3. A report card will record the number of times the student was absent and tardy in each marking period.
4. A student's absence for observance of a religious holiday will not be recorded as such on any transcript or application or employment form.

**K. Appeal**

1. Students may be subject to appropriate discipline for their school attendance record.
2. A student who has been retained at grade level for excessive absences may appeal that action in accordance with Policy 5410.
3. A student who has been dropped from a course and/or denied course credit for excessive absences may appeal that action in accordance with the following procedures:  
Elementary and Middle Schools
  - a. The student shall file a written appeal to the Principal or designee within five school days of receiving notice of the action. The appeal should state the reasons for each absence, any documentation that may support reducing the number of absences for the purposes of course credit, and reasons why the student should either continue to be enrolled in the course or receive course credit for a class the student completed.
  - b. The Principal or designee will respond in writing no later than seven school days after receiving the student's appeal.
  - c. If the student is not satisfied, he/she may submit a written request to the Principal for consideration by an Attendance Review Committee.
  - d. On a student's request for consideration by an Attendance Review Committee, the Principal shall convene an Attendance Review Committee. The Attendance Review Committee shall meet informally to hear the student's appeal. The student's parent and teacher(s) may attend the meeting.
  - e. The Attendance Review Committee shall decide the appeal and inform the student in writing within seven school days of the meeting.
  - f. The student may appeal an adverse decision of the Attendance Review Committee to the Superintendent, the Board of Education, and the Commissioner of Education in accordance with Policy 5710, Pupil Grievance and N.J.S.A. 18A. An appeal to the Attendance Review Committee shall be considered to have exhausted the first two steps of the grievance procedure outlined in Policy 5710.

**High School**

- a. The student shall file a written appeal to the Assistant Principal within ten school days of receiving notice of the action. The appeal should state the reasons for admitted absences, documentation that would reduce the number of absences,

and reasons why the student should continue to be enrolled in the course and/or receive course credit.

- b. On the student's request, the Assistant Principal shall convene an Attendance Review Committee consisting of a teacher(s), and Administrator(s). The Attendance Review Committee shall meet informally to hear the pupil's reasons for reenrollment and/or credit. The student's parent(s) and teacher may attend the meeting.
- c. The Attendance Review Committee shall decide the appeal and inform the student in writing within seven working days of the meeting. The committee may impose conditions on any reenrollment and may require the pupil to agree to those conditions.
- d. The student may appeal an adverse decision of the Attendance Review Committee to the Principal, Superintendent, the Board of Education, and the Commissioner of Education, in that order and in accordance with Policy No. 5710, Student Grievance. Resort to the Attendance Review Committee shall be considered to have exhausted the first step of the grievance.

L. Attendance Records

1. Attendance records for the school district and each school will be maintained and attendance rates will be calculated as required by the New Jersey Department of Education. The school district will comply with all attendance requirements and any improvement plans as required by the Department of Education.

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**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

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Immunization  
June 2020

**5320 IMMUNIZATION**

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education requires the immunization of students against certain diseases in accordance with State statute and rules of the New Jersey State Department of Health and Senior Services.

A student shall not knowingly be admitted or retained in school if the parent(s) ~~or legal guardian(s)~~ has not submitted acceptable evidence of the child's immunization, according to schedules specified in N.J.A.C. 8:57-4 – Immunization of Pupils in School. **However, a child may be admitted to school on a provisional basis in accordance with the requirements as outlined in N.J.A.C. 8:57-4.5 and Regulation 5320.**

Medical or religious exemptions to immunizations shall be in accordance with the requirements as outlined in N.J.A.C. 8:57-4.3 and 4.4. ~~A child may be admitted to school on a provisional basis in accordance with the requirements as outlined in N.J.A.C. 8:57-4.5.~~ **For students with a medical exemption pursuant to N.J.A.C. 8:57-4.3, the school nurse shall annually review student immunization records to confirm the medical condition for the exemption from immunization continues to be applicable in accordance with N.J.A.C. 6A:16-2.3(b)3.v.**

No immunization program, other than that expressly required by the rules of the New Jersey State Department of Health and Senior Services or by order of the New Jersey State Commissioner of Health and Senior Services, may be conducted in district schools without the express approval of the Board.

N.J.S.A. 18A:40-20  
N.J.S.A. 26:4-6  
**N.J.A.C. 6A:16-2.3**  
N.J.A.C. 8:57-4.1 et seq.

Adopted: 7 December 2009  
Revised:

R 5320 IMMUNIZATION

A. **Proof of Immunizations on Admission (N.J.A.C. 8:57-4.2)**

1. **The No Principal or designee shall not knowingly admit or retain any child student who whose parent has not submitted acceptable evidence of the child's immunization according to the schedule(s) set forth in N.J.A.C. 8:57 et seq. and section E, I. of this Regulation, unless the student is provisionally admitted as provided in paragraph B.1. below A.2. or exempted as provided in section C, B. and D. of this Regulation, and N.J.A.C. 8:57-4.3, and 8:57-4.4.**

B. **Provisional Admission (N.J.A.C. 8:57-4.5)**

12. A student shall be admitted to ~~preschool or~~ school on a provisional basis if a physician, an advanced practice nurse, (a certified registered nurse practitioner or clinical nurse specialist) or health department can document that at least one dose of each required age-appropriate vaccine(s) or antigen(s) has been administered and that the student is in the process of receiving the remaining immunizations.
2. **Provisional admission for children under age five shall be granted in compliance with the specific requirements set forth in N.J.A.C. 8:57-4.10 through 4.15 and 4.18 for a period of time consistent with the current Advisory Committee on Immunization Practices (ACIP) of the United States Public Health Service or the American Academy of Pediatrics (AAP) immunization schedule, but shall not exceed seventeen months for completion of all immunization requirements.**
3. **Provisional admission for children five years of age or older shall be granted in compliance with the specific requirements set forth in N.J.A.C. 8:57-4.10 through 4.14 and 4.16 for a period of time consistent with the current Advisory Committee on Immunization Practices (ACIP) of the United States Public Health Service or the American Academy of Pediatrics (AAP) immunization schedule, but shall not exceed one year for completion of all immunization requirements.**

- a. ~~A child under five years of age lacking all required vaccines shall have no more than seventeen months to meet all immunization requirements in accordance with N.J.A.C. 8:57-4.5(b).~~
- b. ~~A child five years of age or older lacking all required vaccines shall have no more than one year to complete all immunization requirements in accordance with N.J.A.C. 8:57-4.5(e).~~
- 4e. Provisional status shall only be granted one time to **children** students entering or transferring into schools in New Jersey. If a student on provisional status transfers, information on their status will be sent by the original school to the new school **pursuant to N.J.A.C. 8:57-4.7(b)**. ~~Provisional status may be extended by a physician for medical reasons as indicated in N.J.A.C. 8:57-4.3.~~
- 5d. **Children** Students transferring into this district from **out-of-** another State or **out-of-** country shall be allowed a thirty day grace period in order to obtain past immunization documentation before provisional status shall begin. The thirty day grace period does not apply to students transferring **into this school district** from within the State of New Jersey.
6. **The school district shall ensure that the required vaccine/antigens are being received on schedule. If at the end of the provisional admission period the child has not completed the required immunizations, the administrative head of the school, preschool, or child care center shall exclude the child from continued school attendance until appropriate documentation has been presented.**
- e. ~~The Principal or designee shall ensure the provisionally admitted student is receiving required immunizations on schedule. If the student has not completed the immunizations at the end of the provisional period, the Principal shall exclude the student from school until appropriate documentation of completion has been presented.~~
- 7f. Students on provisional status may be temporarily excluded from school during a vaccine-preventable disease outbreak or threatened outbreak, as determined by the State Commissioner of Health and Senior Services or ~~his/her~~ designee **in accordance with the provisions of N.J.A.C. 8:57-4.5.**

**CB. Medical Exemptions from Immunization (N.J.A.C. 8:57-4.3)**

1. A **child student** shall not be required to have any specific immunization(s) **which that** are medically contraindicated.
2. **A written statement submitted to the school from a physician licensed to practice medicine or osteopathy or an advanced practice nurse (certified registered nurse practitioner or clinical nurse specialist) in any jurisdiction in the United States indicating that an immunization is medically contraindicated for a specific period of time, and the reasons for the medical contraindication, based on valid medical reasons as enumerated by the ACIP standards or the AAP guidelines, will exempt a student from the specific immunization requirements by law for the stated period of time.**
  - a. ~~A written statement from any physician licensed to practice medicine or osteopathy or an advanced practice nurse (certified registered nurse practitioner or clinical nurse specialist) in any jurisdiction in the United States indicating that an immunization is medically contraindicated for a specific period of time, and the reasons for the medical contraindication, based on valid reasons as enumerated by the Advisory Committee on Immunization Practices (ACIP) standards or the American Academy of Pediatrics (AAP) guidelines, will exempt a student from the specific immunization requirements by law for the period of time specified in the physician's statement.~~
- 3b. The physician's or an advanced practice nurse's (certified registered nurse practitioner or clinical nurse specialist) statement shall be retained by the school as part of the **child's** immunization record ~~of the student~~ and shall be reviewed annually. **When the child's medical condition permits immunization, this exemption shall thereupon terminate, and the child shall be required to obtain the immunization(s) from which he/she has been exempted.**



~~e. When the student's medical condition permits immunization, this exemption shall thereupon terminate, and the student shall be required to obtain the immunizations from which he/she has been exempted.~~

4. **Those children with medical exemptions to receiving specific immunizations may be excluded from school during a vaccine-preventable disease outbreak or threatened outbreak, as determined by the New Jersey Commissioner, Department of Health and Senior Services or designee.**

5. **As provided by N.J.S.A. 26:4-6, the school district may, on account of the prevalence of any communicable disease, or to prevent the spread of communicable diseases, prohibit the attendance of any school district teacher or student and specify the time during which the teacher or student shall remain away from school.**

a. **The Department of Health and Senior Services shall provide guidance to the school district on the appropriateness of any such prohibition.**

b. **The school district shall comply with the provisions of N.J.A.C. 8:61-2.1 regarding attendance at school by students or adults infected by Human Immunodeficiency Virus (HIV).**

**D. Religious Exemptions (N.J.A.C. 8:57-4.4)**

12. **A child student shall be exempted from mandatory immunization if the child's parent(s) or legal guardian(s) submits to the school a written, signed statement requesting an exemption pursuant to the requirements of religious exemptions established at N.J.S.A. 26:1A-9.1, on "the ground that the immunization interferes with the free exercise of the pupil's religious rights." that explains how the administration of immunizing agents conflicts with the student's exercise of bona fide religious tenets or practices. General philosophical or moral objection to immunization shall not be sufficient for an exemption on religious grounds.**

- a. **The school district is prohibited from exempting a child from mandatory immunization on the sole basis of a moral or philosophical objection to immunization.**
2. **The written statement signed by the parent(s) will be kept by the school as part of the student's immunization record.**
  - a. ~~The written statement signed by the parent(s) or legal guardian(s) will be kept by the school as part of the student's immunization record.~~
  - b. ~~Students enrolled in school before September 1, 1991 and who have previously been granted a religious exemption to immunization, shall not be required to reapply for a new religious exemption under N.J.A.C. 8:57-4.4(a).~~
3. **The school district may exclude children with religious exemptions from receiving immunization agents from school** ~~Students exempted on medical or religious grounds may be temporarily excluded from school during a vaccine-preventable disease outbreak or threatened outbreak, as determined by the State Commissioner of Health and Senior Services or designee.~~
4. **As provided by N.J.S.A. 26:4-6, the school district may, on account of the prevalence of any communicable disease, or to prevent the spread of communicable diseases, prohibit the attendance of any school district teacher or student and specify the time during which the teacher or student shall remain away from school.**
  - a. **The Department of Health and Senior Services shall provide guidance to the school district on the appropriateness of any such prohibition.**
  - b. **The school district shall comply with the provisions of N.J.A.C. 8:61-2.1 regarding attendance at school by students or adults infected by Human Immunodeficiency Virus (HIV).**

EE. ~~Documentation~~ **Accepted as Evidence of Immunization**  
(N.J.A.C. 8:57-4.6)

1. **The following documents** ~~Any of the following documents~~ shall be accepted as evidence of a **child's** ~~student's~~ immunization history, provided that the ~~document~~ **lists** the type of immunization and the ~~specific date (month, day and year)~~ when each immunization was administered **is listed**.
  - a. An official school record from any school or preschool indicating compliance with immunization requirements **of N.J.A.C. 8:57-4.1 et seq.;**
  - b. A record from any public health department indicating compliance with immunization requirements **of N.J.A.C. 8:57-4.1 et seq.;**
  - c. A certificate signed by a physician licensed to practice medicine or osteopathy or an advanced practice nurse (certified registered nurse practitioner, or clinical nurse specialist) in any jurisdiction in the United States indicating compliance with immunization requirements **of N.J.A.C. 8:57-4.1 et seq.;** or
  - d. The official record of immunization from the New Jersey Immunization Information System indicating compliance with immunization requirements **of N.J.A.C. 8:57-4.1 et seq.**
2. All immunization records submitted by a parent(s) ~~or legal guardian(s)~~ in a language other than English shall be accompanied by a translation sufficient to determine compliance with the immunization requirements of **N.J.A.C. 8:57-4.1 et seq. and this R**regulation.
3. ~~Parental verbal history or recollection or previous immunization is unacceptable documentation or evidence of immunization.~~

3. **Laboratory evidence of protective immunity, as enumerated by the Advisory Committee on Immunization Practices (ACIP) of the United States Public Health Service, shall be accepted as evidence of immunization if a parent cannot produce a documented history of immunization.**
4. **Parental verbal history or recollection of previous immunization is unacceptable documentation or evidence of immunization.**

**FD. ~~Immunization~~ Records Required (N.J.A.C. 8:57-4.7)**

1. **The school district** ~~Each school~~ shall maintain an official State of New Jersey **School Immunization Record** for every student. **This record** ~~which~~ shall include the date of each individual immunization **and shall be separated from the child's educational record and other medical records for the purpose of immunization record audit.**
- 2a. **If** ~~When~~ a child withdraws, is promoted, or transfers to another school **district**, ~~preschool or child care center~~, the immunization record, or a certified copy thereof, along with statements pertaining to religious or medical exemptions and laboratory evidence of immunity, shall be sent to the new school **district** by the original school **district** or shall be given to the parent(s) ~~or legal guardian(s)~~ upon request, within twenty-four hours of such a request.
  - b. ~~The immunization record shall be kept separate and apart from the student's other medical records for the purpose of immunization record audit.~~
  - c. ~~Child care centers, preschools, and elementary schools are to retain immunization records, or a copy thereof, for at least one year after the student has left the school. For children who are promoted from elementary to middle school or from middle school to high school within the same school system, this record retention requirement is not applicable in accordance with Department of Education rules and policies on transfer of student records.~~

3. **Parental verbal history or recollection of previous immunization is unacceptable documentation or evidence of immunization.**
4. **When a child graduates from secondary school, the record, or a certified copy thereof, shall be sent to an institution of higher education or may be given to the parent(s) upon request.**
- 5d. **Each child's student's official New Jersey Immunization Record, or a certified copy thereof, shall be retained by a secondary school for a minimum of four years after the student has left the graduates from the secondary school. Each child's official New Jersey Immunization Record, or a copy thereof, shall be retained by an elementary school for a minimum of one year after the child has left the school.**
  - e. ~~When a student graduates from secondary school, the record, or a certified copy thereof, shall be sent to an institution of higher education or may be given to the parent(s) or legal guardian(s) upon request.~~
- 6f. Any computer-generated document or list developed by the school district to record immunization information shall be considered a supplement to, not a replacement of, the official New Jersey **School** Immunization Record.

**G. Reports to be Sent to the Department of Health and Senior Services (N.J.A.C. 8:57-4.8)**

1. A report of the immunization status of the students in each school shall be sent each year to the State Department of Health and Senior Services by the Principal or **designee through mail or submitted electronically in accordance with N.J.A.C. 8:57-4.8(a).** ~~other person in charge of a school. The form for the report will be provided by the State Department of Health and Senior Services. The report shall be submitted by January 1 of the respective academic year. A copy of this report shall be sent to the local Board of Health in whose jurisdiction the school is located. Failure by the school district to submit such report by January 1 may result in a referral to the New Jersey Department of Education and the local health department.~~

2. **The form for the report will be provided by the New Jersey Department of Health and Senior Services.**
3. **The report shall be submitted by January 1 of the respective academic year after a review of all appropriate immunization records.**
4. **A copy of this report shall be sent to the local Board of Health in whose jurisdiction the school is located.**
5. **If the school does not submit the annual report by January 1 it shall be considered delinquent. A delinquency may be referred to the New Jersey Department of Education or the New Jersey Department of Children and Families, as appropriate based on the length of time delinquent, number of times delinquent, and efforts made toward compliance. The local health department will also be notified of the delinquency.**

**H. Records Available for Inspection (N.J.A.C. 8:57-4.9)**

13. **The Principal or ~~designee other person in charge of a~~ of each school shall maintain records of their children's immunization status. Upon twenty-four hour notice, these records shall be made ~~make immunization records~~ available for inspection by authorized representatives of the State New Jersey Department of Health and Senior Services or the local Board of Health in whose jurisdiction the school is located, ~~within twenty four hours of notification.~~**

**IE. Immunization Requirements**

1. The immunization requirements for school age children shall be in accordance with the requirements of N.J.A.C. 8:57-4 – Immunization of Pupils in School as outlined below:

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MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY N.J.A.C. 8:57-4: Immunization of Pupils in School		
DISEASE(S)	REQUIREMENTS	COMMENTS
DTaP  <b>N.J.A.C. 8:57-4.10</b>	(AGE 1-6 YEARS): 4 doses, with one dose given on or after the 4th birthday, OR any 5 doses.  (AGE 7-9 YEARS): 3 doses of Td or any previously administered combination of DTP, DTaP, and DT to equal 3 doses.	Any child entering pre-school, pre-Kindergarten, or Kindergarten needs a minimum of four doses. Students after the seventh birthday should receive adult type Td. DTP/Hib vaccine and DTaP also valid DTP doses.  <b>Children 7 years of age and older, who have not been previously vaccinated with the primary DTaP series, should receive 3 doses of Tetanus, diphtheria (Td)</b>  Laboratory evidence of immunity is also acceptable.
Tdap  <b>N.J.A.C. 8:57-4.10</b>	GRADE 6 ( <i>or comparable age level special education program with an unassigned grade</i> ): 1 dose	<del>For students entering Grade 6 on or after 9-1-08 and born on or after 1-1-97.</del>  A child does not need a Tdap dose until FIVE years after the last DTP/DTaP or Td dose.
POLIO  <b>N.J.A.C. 8:57-4.11</b>	(AGE 1-6 YEARS): 3 doses, with one dose given on or after the 4th birthday, OR any 4 doses.  (AGE 7 or OLDER): Any 3 doses.	Either Inactivated Polio Vaccine (IPV) or Oral Polio Vaccine (OPV) separately or in combination is acceptable. Polio vaccine is not required of students 18 years of age or older. Laboratory evidence of immunity is also acceptable.
MEASLES  <b>N.J.A.C. 8:57-4.12</b>	<del>If born before 1-1-90, 1 dose of a live Measles-containing vaccine.</del> If born on or after 1-1-90, 2 doses of a live Measles-containing vaccine.  <del>If entering a college or university after 9-1-95 and previously unvaccinated, 2 doses of a live Measles-containing vaccine.</del>	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs a minimum of 1 dose of measles vaccine.  Any child entering Kindergarten needs 2 doses.  <del>Previously unvaccinated students entering college after 9-1-95 need 2 doses of measles-containing vaccine or any combination containing live measles virus administered after 1968.</del>  <del>Documentation of 2 prior doses is acceptable.</del>  Laboratory evidence of immunity is also acceptable.  Intervals between first and second measles/MMR/MR doses cannot be less than 1 month.

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MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY N.J.A.C. 8:57-4: Immunization of Pupils in School		
DISEASE(S)	REQUIREMENTS	COMMENTS
RUBELLA and MUMPS  <b>N.J.A.C. 8:57-4.13</b> <b>N.J.A.C. 8:57-4.14</b>	1 dose of live Mumps-containing vaccine <b>on or after 1<sup>st</sup> birthday</b> . 1 dose of live Rubella-containing vaccine <b>on or after 1<sup>st</sup> birthday</b> .	Any child over 15 months of age entering child care, pre-school, or pre-Kindergarten needs 1 dose of rubella and mumps vaccine. <del>Each student entering college for the first time after 9-1-95 needs</del> 1 dose of rubella and mumps vaccine or any combination containing live rubella and mumps virus administered after 1968. Laboratory evidence of immunity is also acceptable.
VARICELLA  <b>N.J.A.C. 8:57-4.17</b>	1 dose on or after the first birthday.	All children 19 months of age and older enrolled into a child care/pre-school center after 9-1-04 or children born on or after 1-1-98 entering a school for the first time in Kindergarten, Grade 1, or comparable age entry level special education program with an unassigned grade, need 1 dose of varicella vaccine. Laboratory evidence of immunity, physician's statement or a parental statement of previous varicella disease is also acceptable.
HAEMOPHILUS INFLUENZAE B (Hib)  <b>N.J.A.C. 8:57-4.15</b>	(AGE 2-11 MONTHS) <sup>(1)</sup> : 2 doses (AGE 12-59 MONTHS) <sup>(2)</sup> : 1 dose	Mandated only for children enrolled in child care, pre-school, or pre-Kindergarten. <sup>(1)</sup> Minimum of 2 doses of Hib vaccine is needed if between the ages of 2-11 months. <sup>(2)</sup> Minimum of 1 dose of Hib vaccine is needed after the first birthday. DTP/Hib and Hib/Hep B also valid Hib doses.
HEPATITIS B  <b>N.J.A.C. 8:57-4.16</b>	(K-GRADE 12): 3 doses or 2 doses <sup>(1)</sup>	<sup>(1)</sup> If a child is between 11-15 years of age and has not received 3 prior doses of Hepatitis B then the child is eligible to receive 2-dose Hepatitis B Adolescent formulation. Laboratory evidence of immunity is also acceptable.



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MINIMAL IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE IN NEW JERSEY N.J.A.C. 8:57-4: Immunization of Pupils in School		
DISEASE(S)	REQUIREMENTS	COMMENTS
PNEUMOCOCCAL  N.J.A.C. 8:57-4.18	(AGE 2-11 MONTHS) <sup>(1)</sup> : 2 doses (AGE 12-59 MONTHS) <sup>(2)</sup> : 1 dose	Children enrolled in child care or pre-school on or after 9-1-08. <sup>(1)</sup> Minimum of 2 doses of Pneumococcal vaccine is needed if between the ages of 2-11 months. <sup>(2)</sup> Minimum of 1 dose of Pneumococcal vaccine is needed on or after the first birthday.
MENINGOCOCCAL  N.J.A.C. 8:57-4.20	(Entering GRADE 6 <i>or comparable age level Special Ed program with an unassigned grade</i> ): 1 dose <sup>(1)</sup> (Entering a four-year college or university, previously unvaccinated and residing in a campus dormitory): 1 dose <sup>(2)</sup>	<sup>(1)</sup> For students entering Grade 6 on or after 9-1-08 and born on or after 1-1-97. <sup>(2)</sup> Previously unvaccinated students entering a four-year college or university after 9-1-04 and who reside in a campus dormitory, need 1 dose of meningococcal vaccine. Documentation of one prior dose is acceptable.
INFLUENZA  N.J.A.C. 8:57-4.19	(AGES 6-59 MONTHS): 1 dose ANNUALLY	For children enrolled in child care, pre-school or pre-Kindergarten on or after 9-1-08. 1 dose to be given between September 1 and December 31 of each year.

AGE APPROPRIATE VACCINATIONS (FOR LICENSED CHILD CARE CENTERS/PRE-SCHOOLS)	
CHILD'S AGE	NUMBER OF DOSES CHILD SHOULD HAVE (BY AGE):
2-3 Months	1 dose DTaP, 1 dose Polio, 1 dose Hib, 1 dose PCV7
4-5 Months	2 doses DTaP, 2 doses Polio, 2 doses Hib, 2 doses PCV7
6-7 Months	3 doses DTaP, 2 doses Polio, 2-3 doses Hib, 2-3 doses PCV7, 1 dose Influenza
8-11 Months	3 doses DTaP, 2 doses Polio, 2-3 doses Hib, 2-3 doses PCV7, 1 dose Influenza
12-14 Months	3 doses DTaP, 2 doses Polio, 1 dose Hib, 2-3 doses PCV7, 1 dose Influenza
15-17 Months	3 doses DTaP, 2 doses Polio, 1 dose MMR, 1 dose Hib, 1 dose PCV7, 1 dose Influenza
18 Months – 4 Years	4 doses DTaP, 3 doses Polio, 1 dose MMR, 1 dose Hib, 1 dose Varicella, 1 dose PCV7, 1 dose Influenza

PROVISIONAL ADMISSION:

Provisional admission allows a child to enter/attend school but must have a minimum of one dose of each of the required vaccines. Students must be actively in the process of completing the series. If a student is less than 5 years of age, they have 17 months to complete the immunization requirements.

If a student is 5 years of age and older, they have 12 months to complete the immunization requirements.

GRACE PERIODS:

- 4-day grace period: All vaccines doses administered less than or equal to four days before either the specified minimum age or dose spacing interval shall be counted as valid and shall not require revaccination in order to enter or remain in a school, pre-school or child care facility.
- 30-day grace period: Those children transferring into a New Jersey school, pre-school, or child care center from out of State/out of country may be allowed a 30-day grace period in order to obtain past immunization documentation before provisional status shall begin.

2. **The immunization requirements outlined in I.1. above may be revised by Statute, administrative code, and/or the Commission of Health and Senior Services.**

**JF.** Emergency Powers of the Commissioner of Health and Senior Services

- ~~1. If a threatened outbreak, or outbreak of disease, or other public health immunization emergency exists, as determined by the State Commissioner of Health and Senior Services or designee, all students with provisional, religious, or medical exemptions (which relate to the specific disease threatening or occurring) shall be excluded from school. If these students become immunized or produce serologic evidence of immunity to the specific disease the student may immediately be readmitted to school.~~
12. If **an outbreak or** threatened outbreak, ~~or outbreak~~ of disease or other public health immunization emergency exists, as determined by the State Commissioner of Health and Senior Services or designee, the State Commissioner or designee may issue either additional immunization requirements to control the outbreak or threat of an outbreak or modify immunization requirements to meet the emergency.
2. All children failing to meet the additional immunization requirements of N.J.A.C. 8:57-4.22 shall be excluded from school until the outbreak or threatened outbreak is over. These requirements shall remain in effect as outlined in **J.3. below and** N.J.A.C. 8:57-4.22(c).

3. **These requirements or amendments shall remain in effect until such time as the Commissioner, Department of Health and Senior Services or designee determines that an outbreak or a threatened outbreak no longer exists or the emergency is declared over, or for three months after the declaration of the emergency whichever one comes first. The Commissioner, Department of Health and Senior Services or designee may declare a state of emergency if the emergency has not ended.**
  
43. The Commissioner of Health and Senior Services or designee may temporarily suspend an immunization requirement **for the particular immunization** in accordance with the reasons as outlined in N.J.A.C. 8:57-4.22(d).

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5330.04 ADMINISTERING AN OPIOID ANTIDOTE

N.J.S.A. 18A:40-12.24.a requires schools to adopt a Policy for the emergency administration of an opioid antidote to a student, staff member, or other person who is experiencing an opioid overdose.

N.J.S.A. 18A:40-12.24.a.(1) requires schools with any of the grades nine through twelve to comply with the provisions of the law.

N.J.S.A. 18A:40-12.24 requires a school to obtain a standing order for opioid antidotes pursuant to the “Overdose Prevention Act” - N.J.S.A. 24:6J-1 et seq. The school shall maintain a supply of opioid antidotes under the standing order in a secure, but unlocked and easily accessible location. The opioid antidotes shall be accessible in the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building. **The Board may, in its discretion, make an opioid antidote accessible during school-sponsored functions that take place off school grounds.**

The school nurse and a designated employee who volunteers to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c. are required to be trained for the administration of an opioid antidote in accordance with N.J.S.A. 18A:40-12.25.b. The school nurse or a designated employee who volunteers to administer an opioid antidote shall be promptly available on site at the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building at any time.

N.J.S.A. 18A:40-12.24 permits the school nurse or a designated trained employee to administer an opioid antidote to any person whom the nurse or the trained designated employee who in good faith believes is experiencing an opioid overdose.

An overdose victim shall be transported to a hospital emergency room by emergency medical responders after the administration of an opioid antidote, even if the person’s symptoms appear to have resolved.

In accordance with N.J.S.A. 24:6J-4.a.(1)(f), a prescriber or other health care practitioner, as appropriate, may prescribe or dispense an opioid antidote directly or through a standing order to a school, school district, or school nurse. In accordance with N.J.S.A. 24:6J-4.a.(2)(c), whenever the law expressly authorizes or requires a school or school district to obtain a standing order for opioid antidotes, the school nurse(s) employed or engaged by the school or school district shall be presumed by the prescribing or dispensing health care practitioner to be capable of administering the opioid antidote, consistent with the express statutory requirement.

Notwithstanding the provisions of N.J.S.A. 24:6J-4.a.(3)(b) to the contrary, if the law expressly authorizes or requires a school, school district, or school nurse to administer or dispense opioid antidotes pursuant to a standing order under N.J.S.A. 24:6J-4 et seq., the standing order issued shall be deemed to grant the authority specified by the law, even if such authority is not specifically

indicated on the face of the standing order.

In accordance with the provisions of N.J.S.A. 18A:40-12.26, no school employee, including a school nurse or any other officer or agent of a Board of Education or charter school, or a prescriber of opioid antidotes for a school through a standing order, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.23 et seq. Good faith shall not include willful misconduct, gross negligence, or recklessness.

Any school, school district, school nurse, school employee, or any other officer or agent of a Board of Education or charter school who administers or permits the administration of an opioid antidote in good faith in accordance with the provisions of N.J.S.A. 18A:40-12.24 and pursuant to a standing order issued under N.J.S.A. 24:6J-4 shall not, as a result of any acts or omissions, be subject to any criminal or civil liability or any disciplinary action for administering, or permitting the administration of, the opioid antidote in accordance with N.J.S.A. 24:6J-1 et seq. **Nothing in this Policy shall be interpreted to prohibit the administration of an opioid antidote to a student, staff member, or other person in an emergency during school hours or during on-site school-sponsored activities by an emergency medical responder or other person authorized by law to administer an opioid antidote, in accordance with N.J.S.A. 24:6J-1 et seq.**

**The Overdose Prevention Act provides that when a person, in good faith, seeks medical assistance for an individual believed to be experiencing a drug overdose, whether the person is seeking assistance for himself/herself or another, the person calling for help and the person experiencing the overdose shall not be arrested, charged, prosecuted, or convicted for certain criminal offenses enumerated in N.J.S.A. 2C:35-30(a)(1-6) and N.J.S.A. 2C:35-31(a)(1-6).**

Notwithstanding the provisions of any law, rule, regulation, ordinance, or institutional or organizational directive to the contrary, any person or entity authorized to administer an opioid antidote pursuant to

N.J.S.A. 24:6J-4, may administer to an overdose victim, with full immunity: a single dose of any type of opioid antidote that has been approved by the United States Food and Drug Administration for use in the treatment of opioid overdoses; and up to three doses of an opioid antidote that is administered through an intranasal application, or through an intramuscular auto-injector, as may be necessary to revive the overdose victim. Prior consultation with, or approval by, a third-party physician or other medical personnel shall not be required before an authorized person or entity may administer up to three doses of an opioid antidote, as provided in N.J.S.A. 24:6J-4, to the same overdose victim.

A school district may enter into a shared services arrangement with another school district for the provision of opioid antidotes pursuant to N.J.S.A. 18A:40-12.27 if the arrangement will result

in cost savings for the districts.

This Policy and Regulation 5330.04 shall be reviewed and approved by the school physician prior to Board adoption and whenever this Policy is revised. This Policy shall be made available to school staff members, parents, and students in handbooks, on the school district's website, or through any other appropriate means of publication.

N.J.S.A.18A:40-12.23; 18A:40-12.24; 18A:40:12-25; 18A:40-12.26;  
18A:40-12.27  
N.J.S.A. 24:6J-1 et seq.

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R 5330.04 ADMINISTERING AN OPIOID ANTIDOTE

A. Definitions

1. “Opioid antidote” means any drug, regardless of dosage amount or method of administration, which has been approved by the United States Food and Drug Administration (FDA) for the treatment of an opioid overdose. “Opioid antidote” includes, but is not limited to, naloxone hydrochloride, in any dosage amount, which is administered through nasal spray or any other FDA-approved means or methods.
2. “Opioid overdose” means an acute condition including, but not limited to, extreme physical illness, decreased level of consciousness, respiratory depression, coma, or death resulting from the consumption or use of an opioid drug or another substance with which an opioid drug was combined, and that a layperson would reasonably believe to require medical assistance.
3. “School-sponsored function” means any activity, event, or program occurring on or off school grounds, whether during or outside of regular school hours, that is organized or supported by the school.
  - a. **The requirements of N.J.S.A. 18A:40-12.23 through 12.27 only apply to school-sponsored functions that take place in the school or on school grounds adjacent to the school building.**

B. Acquisition, Maintenance, Accessibility, and Documentation of an Opioid Antidote

1. **In accordance with N.J.S.A. 24:6J-4(a)(1)(f) and N.J.S.A. 24:6J-4(a)(2)(c), the school physician may prescribe or dispense an opioid antidote through a standing order to the school district, school, or certified school nurse for administration to overdose victims. The school physician’s standing order must specify, at a minimum, the following:**
  - a. **The certified school nurse is authorized to directly administer the opioid antidote to overdose victims in the event of an emergency; and**
  - b. **The school district, school or certified school nurse may also dispense or grant access, in emergency situations, to other persons employed by the district or school who have certified to having received training in the administration of the opioid antidote and overdose prevention information.**

2. The school nurse in each school that includes any of the grades designated by the Board in Policy 5330.04 shall obtain a standing order for opioid antidotes pursuant to the “Overdose Prevention Act” – N.J.S.A. 24:6J-1 et seq.
  - a. **Written standing orders shall be reviewed and reissued before the beginning of the school year in accordance with N.J.A.C. 6A:16-2.3(a)4(vi).**
  
3. The school nurse shall be responsible to:
  - a. Maintain a supply of opioid antidotes that have been prescribed under a standing order in a safe and secure, but unlocked and easily accessible location in the school:
    - (1) The opioid antidotes shall be accessible in the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building.
  - b. Document the administration of an opioid antidote on a student’s health record;
  - c. Monitor the on-site inventory and replacement of the opioid antidote supply; and
  - d. **Ensure the replacement of the opioid antidote supply following use or expiration of the opioid antidote; and**
  - e. Plan for the disposal of administered opioid antidote and expired opioid antidote applicators.
  
4. Opioid antidotes shall be maintained by a school pursuant to N.J.S.A. 18A:40-12.24.b.(1) in quantities and types deemed adequate by the Board, in consultation with the New Jersey Department of Education (NJDOE) and the Department of Human Services.

C. Authorization and Training for Administering an Opioid Antidote

1. The school nurse shall have the primary responsibility for the emergency administration of an opioid antidote.
2. However, the Board upon the recommendation of the Superintendent shall designate additional employees who volunteer to administer an opioid antidote in the event that a



person experiences an opioid overdose when the nurse is not physically present at the scene.

**Optional**

- a. **The district shall provide in writing to the school nurse and each employee designated by the Board written approval to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1). Each written approval shall be kept on file in the school nurse's office.**
  - b. **The district shall notify all school staff members of the identity of each employee approved and designated by the Board to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1).]**
3. The school nurse and designated employees shall only be authorized to administer opioid antidotes after receiving the training required under N.J.S.A. 18A:40-12.25.b **and N.J.S.A. 24:6J-5.**

~~a. Each school nurse and each employee designated to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1) shall receive training on standardized protocols for the administration of an opioid antidote to a person who experiences an opioid overdose. The training shall include the overdose prevention information described in the "Overdose Prevention Act" N.J.S.A. 24:6J-5. The school district will provide training by an appropriate entity or entities as specified by the NJDOE's guidelines. A school nurse shall not be solely responsible to train the employees designated pursuant to N.J.S.A. 18A:40-12.24.c. Each certified school nurse and each employee designated to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1) and N.J.S.A. 24:6J-5 shall receive training on standard protocols from the school physician issuing the standing order or through a written agreement by the school physician with an organization that addresses medical or social issues related to drug addiction.~~

**The training must address overdose prevention information, including but not limited to, the following:**

- (1) **Information on opioid overdose prevention and recognition;**
- (2) **Instruction on how to perform rescue breathing and resuscitation;**
- (3) **Information on opioid dosage and instruction on opioid**

**antidote administration;**

- (4) Information describing the importance of calling 911 Emergency telephone service for assistance with an opioid overdose; and**
- (5) Instructions for appropriate care of an overdose victim after administration of the opioid antidote.**

**b. The district shall collect and maintain written evidence of satisfactory completion of the required training program before a certified school nurse or an employee is approved to administer opioid antidote.**

- 4.** In the event a licensed athletic trainer volunteers to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.23 through 12.27, it shall not constitute a violation of the “Athletic Training Licensure Act” – N.J.S.A. 45:9-37.35 et seq.

**D. Administration of an Opioid Antidote**

- 1.** The school nurse or a trained employee designated pursuant to N.J.S.A. 18A:40-12.24.c.(1) shall be authorized to administer an opioid antidote to any person whom the nurse or trained employee in good faith believes is experiencing an opioid overdose.
  - a.** The school nurse or a trained employee designated pursuant to N.J.S.A. 18A:40-12.24.c.(1) shall be promptly available on site at the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building at any time.
  - b.** Upon receiving a report or observing a possible opioid overdose in the school or at a school-sponsored function that takes place in a school or on school grounds adjacent to the school building at any time, the Principal or designee or any staff member present will immediately call the school nurse, if present, or a designated staff member who volunteered and was trained to administer an opioid antidote, and emergency medical responders.

**[Option – Option B.5. above must be included if Option D.1.c. below is selected**

- c. School-Sponsored Functions Off School Grounds: Upon receiving a report or observing a possible opioid overdose occurring at a school-sponsored function that takes place off school grounds, as designated by**

**the Superintendent or designee, a staff member shall immediately call the school nurse, if present, or a staff member who volunteered and was trained to administer an opioid antidote, if present, and emergency medical responders**

2. **The certified school nurse or employee designated to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c.(1) and N.J.S.A. 24:6J-5 shall determine, in addition to the opioid antidote, whether any other emergency medical response is necessary, including but not limited to, cardiopulmonary resuscitation (CPR), Rescue Breaths, or the use of an automated external defibrillator (AED).**
3. **The certified school nurse and/or other** A staff member(s) shall **monitor the person who has received an opioid antidote and** keep the individual who may be experiencing an opioid overdose comfortable until emergency medical responders arrive on the scene.
4. An **individual overdose victim** shall be transported to a hospital emergency room by emergency medical responders after the administration of an opioid antidote, even if the person's symptoms appear to have resolved. **A student transported to the hospital shall be transported in accordance with the Board's Policy required in treating alcohol or other drug-affected students pursuant to N.J.A.C. 16-4.1(c)5.**
5. The Principal or designee shall notify the Superintendent or designee whenever an opioid antidote is administered.
6. The Principal or designee shall notify, as soon as practical, the parent of any student or a family member or other contact person for a staff member who may be experiencing an opioid overdose or has been administered an opioid antidote.
7. **Nothing in Regulation 5330.04 shall be interpreted to prohibit the administration of an opioid antidote to a student, staff member, or other person in an emergency during school hours or during on-site school-sponsored activities by an emergency medical responder or other person authorized by law to administer an opioid antidote, in accordance with N.J.S.A. 24:6J-1 et seq**

E. Use of Controlled Dangerous Substances

1. Any student or staff member who is found to be under the influence of a controlled dangerous substance shall be subject to the provisions of any applicable statutes and administrative codes and Board Policies and Regulations prohibiting the use of a controlled dangerous substance.

**F. Limitation of Liability**

- 1. Pursuant to N.J.S.A. 24:6J-4, the school district, school physician, certified school nurse, and other approved designees shall not, as a result of any acts or omissions, be subject to any criminal or civil liability for administering an opioid antidote.**
  
- 2. Any person or entity authorized under N.J.S.A. 18A:40-12.23 through 12.28 to administer an opioid antidote, may administer to an overdose victim with full immunity:**
  - a. A single dose of any type of FDA approved opioid antidote for use in treatment of opioid overdoses; and**
  
  - b. Up to three doses of an intramuscular auto injector or an intranasal application of opioid antidote, as needed to revive the overdose victim.**

**Adopted Issued:** 4 April 2019  
**Revised:**

5610 SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Student Discipline Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Building Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension. In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards pursuant to N.J.A.C. 6A:8-3. et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

**In the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team in accordance with the provisions of N.J.S.A. 18A:37-2c.**

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.

N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5  
N.J.S.A. 18A:54-20g [vocational districts]  
N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 11 September 2017  
Revised:

# REGULATION

# RIDGEWOOD BOARD OF EDUCATION

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## R 5610 SUSPENSION PROCEDURES

### A. Short-Term Suspensions

1. In each instance of a short-term suspension, the Principal or designee, shall assure the rights of a student suspended for one, but not more than ten consecutive school days by providing for the following:
  - a. As soon as practicable, oral or written notice of charges to the student.
    - (1) When charges are denied, an explanation of the evidence forming the basis of the charges also shall be provided.
  - b. Prior to the suspension, an informal hearing in which the student is given the opportunity to present his or her version of the events regarding his or her actions leading to the short-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2. and 5.
    - (1) The informal hearing shall be conducted by a school administrator or designee;
    - (2) To the extent that a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension;
    - (3) The informal hearing should take place even when a school staff member has witnessed the conduct forming the basis of the charge; and
    - (4) The informal hearing and the notice given may take place at the same time.
  - c. Oral or written notification to the student's parent of the student's removal from the student's educational program prior to the end of the school day on which the Principal decides to suspend the student. The notification shall include an explanation of:
    - (1) The specific charges;



- (2) The facts on which the charges are based;
  - (3) The provision(s) of the code of conduct the student is accused of violating;
  - (4) The student's due process rights, pursuant to N.J.A.C. 6A:16-7.1 (c)3 and N.J.A.C. 6A:16-7.2; and
  - (5) The terms and conditions of the suspension.
- d. Appropriate supervision of the student while waiting for the student's parent to remove the student from school during the school day; and
- e. Academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards.
- (1) The student's academic instruction shall be provided within five school days of the suspension.
  - (2) At the completion of a short-term suspension, the Board of Education shall return a general education student to the general education program for which he or she was suspended.
  - (3) The academic instruction provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.
2. The Principal suspending the student shall immediately report the suspension to the Superintendent, who shall report it to the Board of Education at its next regular meeting, pursuant to N.J.S.A. 18A:37-4.
3. An appeal of the Board's decision affecting the general education student's educational program shall be made to the Commissioner, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
4. For a student with a disability, the provisions set forth in N.J.A.C. 6A:16-7.2 shall be provided in addition to all procedural protections set forth in N.J.A.C. 6A:14.

**B. Long-Term Suspensions**

1. In each instance of a long-term suspension, the Principal or designee shall assure the rights of a student suspended for more than ten consecutive school days by providing the following:
  - a. Notification to the student of the charges, prior to the student's removal from school;
  - b. Prior to the suspension, an informal hearing during which the student is given the opportunity to present his or her version of the events regarding his or her actions leading to the long-term suspension and is provided notice of the school district's actions taken pursuant to N.J.A.C. 6A:16-7.1(c)2 and 5;
  - c. Immediate notification to the student's of the student's removal from school;
  - d. Appropriate supervision of the student while waiting for the student's parent-to remove the student from school during the school day;
  - e. Written notification to the parent by the Superintendent or designee within two school days of the initiation of the suspension, stating:
    - (1) The specific charges;
    - (2) The facts on which the charges are based;
    - (3) The student's due process rights, pursuant to N.J.A.C. 6A:16-7.1(c)3 and N.J.A.C. 6A:16-7.3; and
    - (4) Further engagement by the student in conduct warranting expulsion, pursuant to N.J.S.A. 18A:37-2, shall amount to a knowing and voluntary waiver of the student's right to a free public education, in the event that a decision to expel the student is made by the Board, pursuant to N.J.S.A. 18A:37-2 and N.J.A.C. 6A:16-7.4.

- (a) The Board shall request from the parent and student written acknowledgement of the notification provided pursuant to N.J.A.C. 6A:16-7.3(a)5.iv subsequent to the removal of the student from his or her educational program, pursuant to N.J.A.C. 6A:16-7.3.
- f. A list of witnesses and their statements or affidavits, if any, no later than five days prior to the formal hearing, pursuant to j. below;
- g. For a student with a disability, a manifestation determination, pursuant to N.J.A.C. 6A:14-2.8 and the Federal regulations;
- h. Information on the student's right to secure an attorney and legal resources available in the community identified pursuant to N.J.A.C. 6A:16-7.1(c)7;
- i. Either in- or out-of-school educational services, that are comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25, which may include a public education program provided in accordance with N.J.A.C. 6A:16-9 or 10.
- (1) The student's educational services shall be provided within five school days of the suspension.
- (2) The Board shall make decisions regarding the appropriate educational program and support services for the suspended general education student based on the New Jersey Student Learning Standards and the following considerations:
- (a) A behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team, as appropriate;
- (b) The results of relevant testing, assessments or evaluations of the student;
- (c) The student's academic, health, and behavioral records;
- (d) The recommendation of the Superintendent, Principal, or other relevant school or community resource;

- (e) Considerations of parental input; or
  - (f) Consultation with the Intervention and Referral Services Team, in accordance with N.J.A.C. 6A:16-8.
- (3) Educational services provided to a student with a disability shall be provided consistent with N.J.A.C. 6A:14.
- j. A formal hearing before the Board that shall, at a minimum:
- (1) Be conducted by the Board or delegated by the Board to a Board committee, a school administrator or an impartial hearing officer for the purpose of determining facts or making recommendations.
    - (a) Before taking final action, the Board as a whole shall receive and consider either a transcript or detailed report on the hearing.
  - (2) Include the opportunity for the student to:
    - (a) Confront and cross-examine witnesses, if there is a question of fact; and
    - (b) Present his or her own defense and produce oral testimony or written supporting affidavits.
  - (3) Take place no later than thirty calendar days following the day the student is suspended from the general education program; and
  - (4) Result in the Board's decision that shall be based, at a minimum, on the preponderance of competent and credible evidence.
- k. A written statement to the student's parent regarding the Board's decision within five school days after the close of the hearing. The statement shall include, at a minimum:
- (1) The charges considered;
  - (2) A summary of the documentary or testimonial evidence from both the student and the administration that was brought before the Board at the hearing;

- (3) Factual findings relative to each charge and the Board's determination of each charge;
  - (4) Identification of the educational services to be provided to the student pursuant to i. above;
  - (5) The terms and conditions of the suspension; and
  - (6) The right to appeal to the Commissioner of Education the Board's decision regarding the student's general education program, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
- l. If at any time it is found that the student did not commit the offense, the student shall be immediately returned to the program from which he or she was removed; and
  - m. At the completion of a long-term suspension, the Board shall return the general education student to the general education program.
2. Any appeal of the Board's decision regarding the general education student's program shall be made to the Commissioner of Education, in accordance with N.J.S.A. 18A:37-2.4 and N.J.A.C. 6A:3-1.3 through 1.17.
  3. Suspension of a general education student shall not be continued beyond the Board's second regularly scheduled meeting following the suspension, unless the Board so determines, pursuant to N.J.S.A. 18A:37-5.
    - a. The Board shall determine whether to continue the suspension, pursuant to B.1 above, based on the following criteria:
      - (1) The nature and severity of the offense;
      - (2) The Board's removal decision;
      - (3) The results of any relevant testing, assessments or evaluations of the student; and

- (4) The recommendation of the Superintendent, after considering input from the Principal or Director of the alternative education program or home or other in-school or out-of-school instruction program in which the student has been placed.
    - b. The Board shall develop and adopt policies and procedures providing for action on the continuation of student suspensions in the event of cancellation of the first or second regular Board meeting pursuant to N.J.S.A. 18A:37-4 and 5.
4. When the Board votes to continue a general education student's suspension, it shall review the case, in consultation with the Superintendent, at each subsequent Board meeting for the purpose of determining:
  - a. The status of the student's suspension;
  - b. The appropriateness of the suspended student's current educational program; and
  - c. Whether the suspended student's current placement, pursuant to above, should continue or whether the student should return to the general education program.
5. When the Board votes to continue a general education student's suspension, it shall make, in consultation with the Superintendent, the final determination on:
  - a. When the student is prepared to return to the general education program;
  - b. Whether the student will remain in an alternative education program or receive home or other in-school or out-of-school instruction, based on the criteria set forth in B.3.a.(1) through (4) above; or
  - c. Whether to initiate expulsion proceedings in accordance with N.J.S.A. 18A:37-2, N.J.A.C. 6A:16-7.4 and Policy 5620.
6. The Board shall provide a general education student suspended under N.J.A.C. 6A:16-7.3 with an appropriate educational program or services, based on the criteria set forth under B.1.i.(2) above, until the student graduates from high school or reaches the age of twenty, whichever comes first.

Procedures

- a. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 and 10.2 and 6A:14-2 and 4.3, whichever is applicable; or
  - b. The educational services provided, either in- school or out-of-school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25.
7. For a student with a disability who receives a long-term suspension, the Board shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the student’s educational placement to an interim or alternate educational setting.
- a. All procedural protections set forth in N.J.A.C. 6A:14 and N.J.A.C. 6A:16-7.3 shall be afforded to a student with a disability who is subjected to a long-term suspension.
  - b. All decisions concerning the student’s educational program or placement shall be made by the student’s Individualized Education Program team.
  - c. The provisions of B.2. through B.6. above shall not apply to students with disabilities.

**C. Meeting with Student - Multiple Suspensions or Possible Expulsion**

- 1. **In accordance with the provisions of N.J.S.A. 18A:37-2c, in the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school’s intervention and referral services team.**
  - a. **The Principal may convene such a meeting, if after the student has been suspended for the first time, the Principal upon evaluation deems such a meeting appropriate.**
  - b. **The purpose of the meeting shall be to identify any behavior or health difficulties experienced by the student and, where appropriate, to provide supportive interventions or referrals to school or community resources that may assist the student in addressing the identified difficulties.**

# REGULATION

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Suspension

2. The requirements of C.1. above shall not apply when a student's immediate removal or suspension from the school's regular education program is required pursuant to:
  - a. The provisions of the "Zero Tolerance for Guns Act," (N.J.S.A. 18A:37-7 et seq.);
  - b. N.J.S.A. 18A:37-2.1 – Assault by Pupil Upon Teacher, etc.; Suspension; Expulsion Proceedings;
  - c. N.J.S.A. 18A:37-2.2 – Offense by Pupil Involving Assault, Removal from Schools Regular Education Program; or
  - d. In any other instance in which the safety and security of other students or school staff requires the student's immediate removal from school.
3. In the instances provided in C.2.a. through d. above, the meeting required in C.1. above shall take place as soon as practicable following the student's removal from the school's regular education program.
4. The provisions of N.J.S.A. 18A:37-2c and C. of this Regulation shall be construed in a manner consistent with the "Individuals with Disabilities Act," 20 U.S.C. § 1400 et seq.

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 11 September 2017  
Revised:



# RIDGEWOOD BOARD OF EDUCATION

## POLICY

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Expulsion  
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### 5620 EXPULSION

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the following:

1. The procedural due process rights set forth in N.J.A.C. 6A:16-7.1(c) 3 and 7.3 and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3; and
2. An appropriate educational program or service, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610.
  - a. The educational program or service shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 – Program Criteria; and N.J.A.C. 6A:16-10.2 - Home or Out-of-School Instruction for General Education Students; and N.J.A.C. 6A:14-2.1 et seq. - Special Education, Procedural Safeguards; and N.J.A.C. 6A:14-4.3 et seq. - Special Education, Program Options, whichever are applicable; or
  - b. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board’s decision regarding the cessation of the student’s general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or services in accordance with N.J.A.C. 6A:16-7.4(a)2 until a final determination has been made on the appeal of the Board’s action to expel a student.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A. 18A:37-7 et seq. Students in preschool shall not be expelled, except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to: identify students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

**In accordance with the provisions of N.J.S.A. 18A:37-2c, in the event a student may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team. The purpose of the meeting shall be to identify any behavior or health difficulties experienced by the student and, where appropriate, to provide supportive interventions or referrals to school or community resources that may assist the student in addressing the identified difficulties.**

**The requirements of N.J.S.A. 18A:37-2c shall not apply when a student's immediate removal or suspension from the school's regular education program is required pursuant to: the provisions of the "Zero Tolerance for Guns Act," (N.J.S.A. 18A:37-7 et seq.); N.J.S.A. 18A:37-2.1 – Assault by Pupil Upon Teacher, etc; Suspension; Expulsion Proceedings; N.J.S.A. 18A:37-2.2 – Offense by Pupil Involving Assault, Removal from Schools Regular Education Program; or in any other instance in which the safety and security of other students or school staff requires the student's immediate removal from school. In these instances, the meeting required pursuant to N.J.S.A. 18A:37-2c shall take place as soon as practicable following the student's removal from the school's regular education program.**

**The provisions of N.J.S.A. 18A:37-2c shall be construed in a manner consistent with the "Individuals with Disabilities Act," 20 U.S.C. § 1400 et seq.**

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

N.J.S.A. 18A:36A-9; 18A:37-2 et seq.; 18A:37-2a; 18A:37-2b;  
N.J.A.C. 6A:16-7.4; 6A:14 et seq.

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 11 September 2017  
Revised:

8320 PERSONNEL RECORDS

The Board of Education believes that the orderly operation of the school district requires the retention of all records bearing upon an employee's qualifications for employment and employment history.

The Board requires that sufficient records be compiled and maintained to demonstrate an employee's qualifications for the position assigned; compliance with federal, state, and local benefit programs; conformity to district rules; the proper conduct of evaluations; and the employee's entitlement, as appropriate, to tenure and seniority.

The Superintendent shall be responsible for the custody and maintenance of personnel records. A single, central file of documents shall be maintained; temporary, subsidiary records will be permitted for ease in data gathering only. An employee's personnel file shall be maintained for six years following his/her termination of district service, provided the employment history record card is maintained a minimum of eighty years.

**A Board of Education and private agencies that provide educational services by means of public funds shall make employee records and information available for public access pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act, but in accordance with N.J.S.A. 18A:6-120.(d) and 121.(d), and as provided in Policy and Regulation 8320 - Section H. Records maintained in the personnel files of this district are not public records and are not open to inspection except as provided for in this policy. Board minutes and other public records of this district and any computerized files maintained by this district may include only an employee's name, title, position, assignments, salary, payroll record, length of service in the district and in military service, the date and reason for separation from service in this district, and the amount and type of pension a former employee receives.**

Personnel records may be inspected by school administrators to the extent that such inspection is required in the performance of the inspector's duties.

Board members may have access to confidential information in the personnel files of only those employees recommended for or subjected to an employment action requiring a vote of the Board or where access to the information is essential for the performance of the Board member's duties. Board member access to personnel files is limited to the relevant portion of the file and is available only through the Superintendent. Board members may freely inspect employment applications filed by candidates for district positions.

An employee may inspect his/her personnel file provided that the employee requests such access in writing, reviews the record in the presence of the administrator designated to maintain the file,

makes no alteration or addition to the file nor removes any material from it, and signs a log attached to the file indicating the date on which it was inspected.

An employee may appeal to the Superintendent the inclusion or exclusion of records or for appropriate administrative review of the accuracy of any record in his/her personnel file.

The Superintendent shall prepare rules enumerating the records to be maintained for each employee of this district, including, as a minimum and as appropriate to the position, the completed application form, employment contract(s), a copy of the employee's qualifying certification, transcripts, report of an employment physical examination, oath of allegiance, criminal background check, income tax forms, retirement registration, hospitalization forms, annuity forms, rate of compensation, attendance record, assignments to positions, completed evaluations, reports of disciplinary incidents, records of special awards or distinctions, and reports of annual or special physical and mental examinations.

N.J.S.A. 18A:18A-14.2; 18A:40-19; 18A:66-32

N.J.S.A. 47:1A-1 et seq.

**N.J.A.C. 6A:32-4.3**

Adopted: 7 December 2009  
Revised

R 8320 PERSONNEL RECORDS

## A. Content of Record

1. A personnel file shall be assembled and maintained for each person employed by this district. Each file shall contain the original or copies, as appropriate, of the following documents regarding the employee:
  - a. The employee's current correct name, address, telephone number, and birthdate;
  - b. Application form, including transcripts of all academic work, records of prior military service, and other supporting documents;
  - c. Annual employment contract and/or annual salary notice, signed by the employee;
  - d. Certificates and/or licenses required for employment;
  - e. Documentation of fulfillment of requirements for any change in salary classification;
  - f. Income tax forms;
  - g. Retirement registration;
  - h. Hospitalization forms;
  - i. Annuity forms;
  - j. Rate of compensation;
  - k. Attendance record, including the starting and ending dates of all leaves of absence, whether the leave was paid or unpaid, and the purpose for which such leaves were granted;
  - l. Assignment to positions, including position title and building to which assigned;
    - m. Completed evaluations;
  - n. Reports of disciplinary incidents;

- o. Records of special awards, commendations, or distinctions;
  - p. Oath of allegiance;
  - q. Reports of routine physical examinations; and
  - r. Reports of physical and mental examinations required for cause.
- 2. No information will be placed in an employees' file that does not pertain to the employee's position in this district and the performance of the employee's duties.
  - 3. The content of personnel files will be reviewed annually and material no longer required will be destroyed.
- B. Custodian of Personnel Records
- 1. The Superintendent is custodian of all personnel records.
  - 2. Personnel records shall be maintained in the Human Resources' office, who shall be records manager responsible for the day-to-day maintenance of the files and for supervising access to the files.
- C. Notice of Content of Files
- 1. Each employee shall be informed of the content of his/her personnel file.
  - 2. Each employee will be notified of the inclusion in his/her file of any document that was not received from the employee or at the direction of the employee.
    - a. No evaluation form will be placed in a personnel file until it has been reviewed and signed by the employee.
    - b. No copy of a memorandum or letter sent by an administrator or other school official to an employee will be placed in the employee's file unless the original and copy include the notation "cc: Personnel File" or other clear indication of the author's intention to place the memorandum or letter in the employee's file.
    - c. No report or letter or memorandum from any source, other than documents referred to in C2b above, may be placed in an

employee's file until a copy of the same has been delivered to the employee.

D. Employee Access to Personnel Records

1. Each employee shall be granted access to his/her personnel file in accordance with these regulations, except as may have been negotiated with the employee's majority representative.
2. Written request for access shall be submitted to the Human Resources. Except in unusual circumstances, access shall be granted only during the regular working hours of the office in which the file is kept.
3. The employee shall review the record in the presence of the Manager of Human Resources or designee and, at the employee's request, a representative of the employee.
4. No alteration or addition or deletion may be made to the file, except that the employee may append to any document in the file his/her comment on that document.
5. The employee may handcopy any portion of his/her file and may receive photocopies of records on payment of the copying fees established for copies of public records.

E. Appeal of Content of the File

1. The employee may appeal to the Superintendent the exclusion or inclusion of any portion of his/her personnel file or the accuracy of any information in the file.
2. An appeal must be made in writing on a form available in the office of the Superintendent.
3. The Superintendent shall render a decision on the appeal as soon as possible, but not later than ten working days from the time the written appeal is submitted. The Superintendent's decision shall be in writing and shall be delivered to the employee and the records manager responsible for the employee's file.
4. Except as may be otherwise provided by contract negotiated with the employee's majority representative, the appellant may appeal the Superintendent's decision to the Board; a decision of the Board may

be appealed to the Commissioner of Education.

F. Access by Board Members and School Officials

1. Personnel files may be inspected by school officials only as required in the discharge of their professional or statutory duties and to the extent required in the discharge of those duties.
2. Personnel files may be inspected by Board members when such inspection relates to the Superintendent's recommendation of a candidate for employment, promotion, transfer, dismissal, or discipline.
3. Much of the information included in an employee's file is confidential; access to the employee's file for professional reasons necessarily imposes on the person reviewing the file the duty to respect the confidentiality of the record.

~~G. Computerized Records~~

- ~~1. Computerized personnel records may include only the following information about an employee:
  - a. Name, address, and telephone number;
  - b. Social security number;
  - c. Current assignment;
  - d. Work experience;
  - e. Employment date; and
  - f. Salary guide and step.~~
- ~~2. Computerized information may be used only for the following purposes:
  - a. Payroll;
  - b. An employee's individual employment record; and
  - c. Studies, reports, or surveys conducted by the district or a governmental agency and authorized by the Superintendent, provided that such studies, reports, or surveys do not identify specific employees.~~

**G. Public Access to Employee Records and Information**



1. **A Board of Education and private agencies that provide educational services by means of public funds shall make employee records and information available for public access, pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act, but in accordance with N.J.S.A. 18A:6-120(d) and 121.(d) in accordance with N.J.A.C. 6A:32-4.3 and as outlined in this Regulation.**
2. **In accordance with the provisions of N.J.S.A. 47:1A-10, notwithstanding the provisions of N.J.S.A. 47:1A-1 et seq. or any other law to the contrary, the personnel or pension records of any individual in the possession of a public agency, including but not limited to, records relating to any grievance filed by or against an individual, shall not be considered a government record and shall not be made available for public access, except that:**
  - a. **An individual's name, title, position, salary, payroll record, length of service, date of separation and the reason therefore, and the amount and type of any pension received shall be a government record;**
  - b. **Personnel or pension records of any individual shall be accessible when required to be disclosed by another law, when disclosure is essential to the performance of official duties of a person duly authorized by the State of New Jersey or the United States, or when authorized by an individual in interest; and**
  - c. **Data contained in information which disclose conformity with specific experiential, educational, or medical qualification required for government employment or for receipt of a public pension, but not including any detailed medical or psychological information, shall be a government record.**
3. **Information related to the evaluation of a particular employee shall be maintained by the school district, be confidential, and not be accessible to the public pursuant to N.J.S.A. 47:1A-1 et seq., as amended and supplemented, in accordance with N.J.S.A. 18A:6-120.d and 18A:6-121.d.**

Issued/Adopted: 7 December 2009  
Revised:

BYLAWS  
0143.2/page 1 of 2  
Pupil Representatives to the Board of Education

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:

## 0164 CONDUCT OF BOARD MEETINGS

### Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

### Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

### Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

### Agenda

The Superintendent and the Administrative Cabinet, in consultation with the Board President, shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than ~~two days~~ **two business days**, except **when an unscheduled meeting is being called**, before the meeting and shall include such reports and supplementary materials as are appropriate and available.

**The meeting agenda shall be posted on the district's website and circulated via the district email system 48 hours prior to the meeting time. A reminder email with the agenda shall be sent on the day of the meeting.**

The order of business shall be as follows:

Call to order and roll call

**Optional:** Motion to go into executive session

**Optional: Call to order and roll call again after returning from the closed session**

Pledge of Allegiance

Opening statement by presiding officer

Initial Public Comments limited to 45 minutes total, 4 minutes per person

Presentations

Superintendent's report

~~Comments from the Public~~

Consent items – **regular and routine issues**

**Resolutions and Motions not included in the Consent Agenda**

Approval of bills  
Board member announcements  
Board committee reports  
~~Comments from the public~~  
Discussion items  
Acceptance of minutes  
Other business

**Comments from the public**

**Optional:** Motion to go into executive session

**Optional:** Reconvened public meeting

Adjournment

**Electronic Participation and Virtual Meetings**

**In the event of extraordinary circumstances (which shall be defined as a natural disaster, mandatory or self-imposed quarantine, a State of Emergency declared by the Governor of the State of New Jersey or similar situation), it may be necessary for the full Board to meet virtually, via teleconference or digital media platform, in order to take necessary action.**

**A. Electronic Participation in In-Person Board meetings**

**In the event that an individual board member is unable to attend an in-person meeting, where there is a quorum present, due to extraordinary circumstances as defined above, such member may participate telephonically or electronically, with the permission of the Board President, whose permission shall not be unreasonably withheld, provided that they are able to hear the proceedings and be heard.**

**B. Virtual Meetings**

**Under extraordinary circumstances as defined above, teleconference options and digital platforms may be used to enable virtual board meetings and action even when all members of the Board are not physically present as long as prior arrangements are made to afford the public the opportunity to hear and participate in the meeting.**

**The Board may conduct a public meeting via teleconference or digital platform where members of the public are given appropriate notice and granted access enabling them to listen to and participate in the meeting at the appropriate time. A teleconference or virtual medium will only be used to host a public meeting of the full Board in a situation that makes it impossible or impractical for a quorum of members to meet in person due to the extraordinary circumstances as defined above.**

**Telephonic participation in or the virtual hosting of closed or executive sessions of the full Board shall be limited and only used in situations where in person attendance or the holding of meetings are impossible or impractical as define. All closed or executive sessions shall be and remain confidential.**

N.J.S.A. 10:4-10  
N.J.S.A. 18A:16-1.1

Adopted: 7 December 2009  
Revised: 18 March 2013  
Revised:

## 0169.02 BOARD MEMBER USE OF SOCIAL NETWORKS

In accordance with the School Ethics Act - N.J.S.A. 18A:12-21 et seq., Board of Education members must avoid conduct which is in violation of the public trust or which creates a justifiable impression among the public that such trust is being violated. To avoid conduct that may be in violation or perceived to be in violation of the School Ethics Act, the Board of Education adopts this Policy to provide guidance to Board members in their use of social networks.

For the purposes of this Policy, “social network(s)” shall include, but not be limited to: Internet blogs, electronic bulletin boards, emails, social networking websites, text messages, or any other online platform where people may post or communicate interests, opinions, or any other information that may be viewed by others with or without permission from the person making such post or re-publishing such post. “Social networks” also means an Internet-based service that allows individuals to: construct a public or semi-public profile within a bounded system created by the service; create a list of other users with whom they share a connection within the system; and view and navigate their list of connections and those made by others within the system.

For the purposes of this Policy, “use of a social network” shall include, but not be limited to: posting to a social network, reposting another person’s post to a social network, messaging, or any other publication of material on a social network.

Nothing in this Policy prevents a Board of Education member from using a social network. However, a Board member must avoid conduct on a social network that would violate the School Ethics Act N.J.S.A. 18A:12-21 et seq., which includes the Code of Ethics for Board Members. Board members should be advised communications, publications, photographs, and any other information posted by the Board member or reposted by the Board member on a social network could violate the School Ethics Act and be cause for sanctions in accordance with the law.

While this Policy respects the right of Board members to use social networks, Board members shall recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. A Board member’s use of social networks shall not damage the reputation of the school district, employees, students, or their families. Board members who use social networks shall ensure their conduct is appropriate for a Board of Education member. Board members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.

Board members should carefully review the privacy settings on social networks they use and exercise care and good judgment when posting content and information. When using social networks, Board members are advised to:

1. Not post anything that would violate any of the district’s policies for Board

members;

2. Uphold the district's value of respect for any individual(s) and avoid making defamatory statements about the Board of Education, the school district, employees, students, or their families;
3. Not disclose any confidential information about the school district or confidential information obtained as a result of being a Board member, about any individual(s) or organization, including students and/or their families;
4. Not use or refer to their Board of Education title or position when soliciting for a business organization that he or she or any immediate family member has an interest in, as well as posting or referencing any confidential information regarding the Board of Education or the school district obtained through their Board membership, unless authorized by law;
5. Refrain from having communications through social networks with other Board members regarding any Board of Education business to avoid any potential violation of the New Jersey Open Public Meetings Act;
- ~~6. Not respond to any postings regarding Board of Education or school district business or respond to any question or inquiry posted to the Board member or posted on any social network regarding Board of Education or school district business and shall refer any such questions or inquiries to the Superintendent of Schools to address, as appropriate; or~~
- 6. Board members are entitled to express themselves publicly on any matter, including issues involving the Board and the school district. Individual Board members cannot, however, express the position of the Board except as expressly authorized, in accordance with Board Policy No. 9120. Only the Board President or his/her designee shall authorize or make statements of official Board positions.**
7. Not post any information on a social network determined by the New Jersey School Ethics Commission to be a violation of the New Jersey School Ethics Act.

A Board member shall comply with all Board policies regarding acceptable use of computers and computer networks whenever a Board member is using a Board of Education electronic device.

If the Board or Superintendent believes a Board member's activity on any social network may violate the Board's policies or the New Jersey School Ethics Act, the Board ~~or Superintendent~~ may request the Board member cease such activity.



This Policy has been developed and adopted by this Board to provide guidance and direction to a Board member to avoid actual and/or a perceived appearance of inappropriate conduct or conduct prohibited by the School Ethics Act while using social networks.

N.J.S.A. 18A:12-21 et seq.

N.J.S.A. 10:4-6 et seq.

Adopted: 5 March 2018

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
October 5, 2020**

Minutes of the Regular Public Meeting of the Board of Education held on October 5, 2020, at 7 p.m., at the Education Center.

**I. CALL TO ORDER AND ROLL CALL**

At 7:00 p.m. Mr. Lembo called the regular public meeting to order and asked for a roll call.

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS**

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**A. STUDENT REPRESENTATIVE REPORT**

**Academics:**

- A new rotating drop schedule has been put in place to alleviate many of the concerns from RHS parents, teachers, and students. This schedule has also

added a Period 9 to allow for students to meet with their teachers for additional assistance.

- While the weather is still nice out, many of the RHS teachers have utilized the great outdoors and have experimented with conducting some of their lessons outside.
- Through the Senior Focus program at RHS, all seniors have been meeting once a week either "live" or virtually to review the college application process. During this time, they work on the common application, linking Naviance (which is an academic software RHS students use) with Common AP, essays, transcript request forms, teacher recommendations, virtual college visits to RHS, and anything they need assistance with when it comes to the college application process.

**Arts:**

- The RHS marching band has still been able to practice because they have been extra diligent in ensuring the safety of their musicians. They stay at least 10 ft apart from each other, when playing their instruments they wear special masks that have a slit in the mouth to allow for an instrument mouthpiece to fit through, they wear their standard masks when not playing their instruments, and all of their performances are pre-recorded to prevent mass gatherings.

**Athletics:**

- The Ridgewood Crew Team has been practicing with masks on (in and out of the boats), they spread the rowing machines out, and they have cut their schedule down to 3 days a week. They, unfortunately, cannot have traditional meets but they plan to do time trials meaning they will record their own scores at their own rivers and compare the scores between each team. The team is looking for more members so they're recruiting new athletes!
- The RHS girl's soccer team's tryouts went well, they did not have any concerns with COVID because they all wore their masks, socially distanced when they could, and they will be limiting the number of spectators for upcoming games.
- The RHS girl's track teams typically meet at Vets field to warm up. Before being allowed to participate, the runners are required to show their green checkmark they got from the daily questionnaire the school provides each morning. They then get their temperatures checked as well as use hand sanitizer before they actually warm up as a team. Everyone keeps their masks on when warming up and then they go off and run. They try to consistently stay with the same group of runners to minimize contact with other teammates. They run on many different routes; however, they stay on residential roads and avoid running in town and if there is another individual on the sidewalk or in close proximity of the runners, the athletes are required to cross the street.

**Activities:**

- Many of the RHS students have taken advantage of the virtual programs the Ridgewood Public Library is currently offering. Some of the programs offered include cooking tutorials, creative writing classes, art classes, homework help, and even one for parents hosted by a clinical psychologist who discusses managing stress regarding the new reality pertaining to school. These programs can be found right on the Ridgewood Public Library website.
- The RHS Speech and Debate team has attended numerous virtual tournaments including local tournaments as well as larger tournaments like one recently held at Yale University.
- The RHS Democrats Club held an outdoor socially distanced watch party to kick off the first presidential debate of the upcoming election.
- The Newplayers are getting ready to perform an outdoor showing of Macbeth. They have been rehearsing outdoors while socially distancing as well as wearing their masks and the show is at the end of October.

**Miscellaneous:**

- In an effort to hold the annual Project Graduation for the graduating senior class, a fundraiser was held on Saturday, September 26th right in town at Van Neste Square Park that included live music, a comedian, and individually wrapped meals from the local restaurant called Smoked.
- The Ridgewood Girls Soccer Team wore their masks and held a car wash at RHS on Sunday, September 27th.
- The RHS Class of 2024 held a fundraiser sponsored by the fast-food restaurant, Chiptole and 33% of the proceeds went to the class of 2020.

**B. STRENGTHENING GIFTED AND TALENTED EDUCATION ACT**

➤ Ms. Poelstra

Dr. Fishbein shared that we have not received any guidance from the New Jersey Department of Education regarding the Strengthening Gifted and Talented Education Act. Additionally, the committees that were working on this new legislation are still active and have not yet concluded their work. The district submitted the gifted and talented report that is required under the new law by the October 1 deadline. The state, however, is keeping the reporting system open past the deadline until December, anticipating that not all districts would be in compliance.

Ms. Poelstra gave a presentation on this new legislation, explaining the provisions of the new law, how we meet these provisions, and where the district is looking to grow. The law was passed in January 2020, and the New Jersey Association for Gifted Children (NJAGC) was asked by the state to form committees that would help disseminate information about the law. Ms. Poelstra served on the legislation committee, which was tasked with interpreting the legislation and determining what districts would be required to do.

Ms. Poelstra reviewed the provisions of the legislation, some of which were already

included in previous gifted and talented legislation, and she explained how the district meets each of these provisions. Each unit of study in our K-12 curriculum includes a "Differentiation for Enrichment" section, which identifies strategies and/or curricular extensions for students who demonstrate advanced proficiency. The K-12 identification process is ongoing and uses multiple measures to ensure equitable access for identification. Ms. Poelstra highlighted some of the measures used at the elementary and secondary levels. A list of students receiving services is maintained in our student information system, Skyward. A new component of this legislation is that districts must report the number of students who are identified as gifted and talented; however, there are no standard criteria set forth by the state for identification. At the elementary level, Individualized Differentiation Plans (IDPs) are used to document enrichment for identified students. The diverse course offerings at the secondary level ensure an appropriate level of challenge based on a student's strengths and therefore replace the IDP.

When identifying and serving students, districts should consider the six programming standards of the National Association for Gifted Children, all of which are areas that we review in all curriculum development. Ms. Poelstra shared an example of how differentiation is integrated into the classroom and the types of resources that are available to students. Another example is whole school enrichment that sparks critical thinking and creativity, as seen in the elementary STEAM curriculum, new middle school selectives (Creating by Design and Soundology), and extensions of classroom learning at the high school. Ms. Poelstra also recapped some of our recent professional development that has supported teachers in this area.

The district is currently beginning to explore the implementation of inquiry-based projects at the elementary level to support advanced study where appropriate. The elementary staff developer will also be working with teachers to support students with IDPs. At the middle school level, a portfolio experience is being integrated which will provide an opportunity for differentiated extension and enrichment. The district is also exploring professional development opportunities and graduate certificate programs for teachers.

Other provisions of the legislation include the creation of a new NJDOE position, Gifted and Talented Commissioner. The reporting requirement described earlier is a new provision. Districts must now report the number of gifted and talented students. Gifted and talented will be part of the QSAC monitoring process. A formal complaint process is part of the law; therefore, parents may appeal to the county superintendent if they feel the district is not compliant. The district process for parents involves first speaking with the teacher, then the principal, and finally the assistant superintendent. Lastly, all district websites must post information related to gifted and talented services.

The teachers differentiate very naturally and in the state of NJ there are half of the districts that do a pull out program and some that do not. There are mixed philosophies of the pull out versus the push in models. Here the focus is on differentiating and providing integrated services in the class.

Since the law was enacted, Ms. Poelstra has discussed with colleagues in other districts and has discovered they have not had much time to dedicate to the new gifted and talented law. People are currently working on programs to accommodate remote and live

instruction professional development and programs.

Mr. Dani stated there are parents who have reached out to principals and the board and asked what can we do for the parents who are not happy about the program before they go to the state or county superintendent.

Dr. Fishbein stated that students are being assessed now, if they are getting an IDP. Our process starts now and therefore we are not behind.

Ms. Poelstra stated that we are having students take assessments, parents who have a child that will receive an IDP will be notified. If a parent has a child that does not qualify, but believes that their child is gifted they should first discuss with the student's teacher and discuss the assessments and the reasons behind why the parent feels their child should receive an IDP. If they are not still not satisfied, they should then go to the principal, Ms. Poelstra and then the County Superintendent. The county will have 60 days to determine if the district is in compliance with the law.

Mr. Dani asked what is our communication channel to hear concerns of parents?

Ms. Poelstra has heard from one parent. If there is an issue that a parent would like to know, Ms. Poelstra would be happy to speak with them. We have things in place that meet the law. Students have currently not been identified yet.

Mr. Dani asked at the high school level, we have a lot of great classes and opportunities. Have you done a survey to see if parents or students can explore those classes? Do the students's schedules allow them to explore those options?

Ms. Poelstra answered that there are many classes that require prerequisites before they can be completed. For example, instead of taking a base line assessment like we do in elementary, part of their entrance into AP classes are the prerequisites that they have taken before. There are opportunities for the upper level courses.

Mr. Dani commented that as a parent of a high school student, he feels there are certain subjects that if you are in certain streams you don't have the opportunities to take certain classes.

Dr. Fishbein replied that there will always be scheduling conflicts, especially for students who are participating in a passion such as instrumental or choral. This is a perfect example of differentiation, they grow and get better in their instrument. If a student has a passion in those areas, it may limit flexibility to take certain classes.

Ms. Poelstra stated that each time we do a curriculum study in a subject area, for example now we are in the curriculum review process for the 6-12 science program. Parents will receive a survey for this topic now.

Ms. Brogan added that the guidance counselors are also a great resource and the navigators to assist students to fit classes based on their interests and what they need to do versus what they would like to do.

Zoe questioned the added stress to students when implementing this program? Especially

now, you can't scroll through social media without seeing the impact to student's mental health with the stress of the curriculum and the addition of more competition. As a freshman, she heard about RAHP and didn't know about them until the applications were done. Although she may not have participated in the program, she feels that the notification process can be improved.

Ms. Polestra stated that she would not be in favor of putting G&T on a High School transcript. Ridgewood has many other opportunities to define students.

Ms. Brogan questioned the conflict of interest in having an outside organization running the program rules instead of the state.

### **C. SCHOOL REOPENING UPDATE**

➤ Ms. Poelstra

Ms. Poelstra provided an update on school reopening. Based on feedback from the secondary students and staff, the middle school and high school schedules were modified to return to a drop rotate format. Pandemic Response Teams are meeting weekly or bi-weekly and reporting back to the leadership team. A teacher survey was conducted to gather feedback on their experience and suggestions as we move forward. Administrators met with the Federated HSA to review and collaborate on the development of the parent survey, which was emailed on Friday, October 2. The district continues to monitor the health data and communicates regularly with the Village of Ridgewood Health Department. Students (grades 6-12) will be receiving a survey to gather additional information. Ms. Poelstra shared that, in a preliminary look at the data, some parents feel that students should be attending a full day of school and others do not. In terms of logistics, there are many factors and considerations that will contribute to the development of Phase 2.

In reviewing the survey data that is coming in, there are some people who want a longer day and some who do not. Some of the details that need to be considered in taking the next step are lunch schedules, space within the buildings for social distancing. The success of phase one is contributed to taking the time and great input from the staff to make sure we were in a position to provide a safe environment for our students. Extending the day at an elementary level requires that we put specials into the schedule and this will impact students who are virtual, since they can not be developed synchronously. We need to examine how many sections are hybrid and remote and we will need to determine how we can accommodate the number of kids in the classrooms and the lunchrooms. The challenge is that we are teaching two models concurrently with the same staff and that requires a lot of behind the scenes of moving pieces and make them work together.

Following a discussion with the Board regarding the timeframe of phase two.

Dr. Fishbein stated that it is not feasible at this time to transition to Phase 2 on October 19. Notification of schedule changes will happen two weeks in advance.

## V. COMMITTEE OF THE WHOLE REPORTS

- Finance
  - August Financial Reports

Ms. Kelly presented the August financial reports including the transfers and shared that the district is in a good financial position. The district received approval from the commissioner for the use of the emergency fund to offset the reduction of state aid, which will be reflected in the October financial reports. Ms. Kelly also indicated that the finance section included acceptance of the Coronavirus Relief Fund Grant in the amount of \$156,896. This grant must be used for expenses related to reopening or continuing to provide instruction either remotely or in the hybrid model. With these funds, the district would like to purchase laptops for teachers who are providing remote instruction and dividers for all students, which will be essential when we do return to full-day instruction.

## VI. COMMENTS FROM THE PUBLIC

Anne Loving, 342 S Irving St., A citizen wrote to the board and Dr. Fishbein regarding comments on social media sites, one board member replied and no other board member or the administration were included in the response. She questioned if this is appropriate.

The following comments were submitted online:

Linda McNamara 575 Knickerbocker Road, Regarding the Gifted and Talented mandates, I feel the sharing of best practices on an accelerated basis would be allowing for optimum use of the varying professional talents in our district and bringing these programs to all children. As our student rep said sometimes chances are missed due to a lack of communication that should be available to all students possibly through the guidance department.

## VII. CONSENT ITEMS

Dr. Fishbein 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 at 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. Fishbein presented for consideration B. Administration.

Ms. Brogan requested to remove item B. iii. Approval: First Reading of Revisions to Policies for discussion.



**B. ADMINISTRATION****i. Approval: Receipt of Suspension 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 investigations of HIB that have occurred since the last Board meeting.

**ii. Approval: Second Reading & Adoption of New/Revised Policies**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the second reading and adoption of new/revised policies as listed below.

- Policy 1581 - Domestic Violence (**Attachment B**) *revised*
- Policy 2422 - Health and Physical Education (**Attachment C**) *revised*
- Policy 3421.13 -Postnatal Accommodations (**Attachment D**) *new*
- Policy 4421.13 -Postnatal Accommodations (**Attachment E**) *new*
- Policy 5330 - Administration of Medication (**Attachment F**) *revised*
- Policy 7243 - Supervision of Construction (**Attachment G**) *revised*
- Policy 8210 - School Year (**Attachment H**) *revised*
- Policy 8220 - School Day (**Attachment I**) *revised*
- Policy 8462 - Reporting Potentially Missing or Abused Children (**Attachment J**) *revised*
- Policy 2270 - Religion in Schools (**Attachment K**) *revised*
- Policy 2431.3 - Heat Participation Policy for Student - Athlete Safety (**Attachment L**) *revised*
- Policy 2622 - Student Assessment (**Attachment M**) *revised*
- Policy 5111 - Eligibility of Resident/Nonresident Students (**Attachment N**) *revised*
- Policy 5200 - Attendance (**Attachment O**) *revised*
- Policy 5320 - Immunization (**Attachment P**) *revised*
- Policy 5330.04 - Administering an Opioid Antidote (**Attachment Q**) *revised*
- Policy 5610 Suspension (**Attachment R**) *revised*
- Policy 5620 - Expulsion (**Attachment S**) *revised*
- Policy 8320 - Personnel Records (**Attachment T**) *revised*
- Bylaw 0143.2 - Pupil Representatives to the Board of Education (**Attachment U**) *revised*

**iv. 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.

**v. Approval: Settlement Agreement SE#2/020-2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Settlement Agreement SE#2/2020-2021 between the parents of

Student # 905304 and the Ridgewood Board of Education.

The Board has received background information.

Ms. Brogan moved approval of B. Administration with the exception of B. iii. Approval: First Reading of Revision to Policies.

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. Fishbein presented for consideration C. Curriculum & Instruction.

Discussion for the pulled agenda item began.

**Approval: First Reading of Revisions to Policies**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of revisions to policies as listed below.

- Bylaw 0164 - Conduct of Board Meetings **(Attachment V)** *revised*
- Bylaw 0169.02 - Board Member Use of Social Media **(Attachment W)** *revised*

Ms. Brogan commented that Strauss Esmay and the board attorney do not recommend limiting the public comments to 45 minutes. In addition, she did not support moving the second comment period to the very end of the meeting. The movement of the presentations may be an issue since we need to be thoughtful of students who may be presenting or outside experts. There was some previous discussion to have students present before public comments. There are times when the public comment period is short and other times that there is more public comment input and she would not like to limit this time. Also, commented on concerns with the section regarding board members attending meetings remotely.

The board discussed updates to policy 0164 and decided to eliminate the 45 minute time limit, change to a 3 minute limit, define presentations, include wording from the new guidance and include the executive session information in terms of if members are participating in an executive session.

The board discussed policy 0169.02 and decided to rephrase #6 and to include "and" superintendent within the summary of taking action.

The updated policies will be added to the October 19 agenda for first reading review.

**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 X**.

ii. **Approval: Designation of the Week of Respect**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves designating the week of October 5-9, 2020 as the Week of Respect, in accordance with the law.

iii. **Approval: Designation of School Violence Awareness Week**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves designating the week of October 17-23, 2020 as School Violence Awareness Week, in accordance with the law.

iv. **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 Technologies or consultation regarding ABA deliver, as specified in the agreement for the period October 1, 2020 through December 23, 2020 at the sum of \$105.00 per hourly rate.

The Board has received background information.

v. **Approval: Professional Development Agreement from Jennifer Goeke, Ph.D**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the professional development agreement from Jennifer L. Geoke, Ph.D. for High Quality IEP Development: From PLAAFP to Goals, in the amount of \$3,375.00

The Board has received background information.

vi. **Approval: Agreement with St. Joseph's School for the Blind**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with St. Joseph's School for the Blind to provide specialized services as per the contract for the period September 23, 2020 through June 30, 2021.

The Board has received background information.

Ms. Brogan moved approval of C. Curriculum & Instruction.

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. Fishbein presented for consideration D. Human Resources.

**D. HUMAN RESOURCES****i. Approval: Creation of Job Description for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the creation of a job description for the 2020-2021 school year, as listed below and on **Attachment Y**.

- Instructional Aide/Job Coach

**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**

FOERCH, Summer - Kindergarten Teacher, Hawes School, effective October 6, 2020 through **TBD**, at a daily rate of \$125 per day, until the assignment ends.  
Account # 11-110-100-101-11-02-019-000

**Field Placements**

CARSON, Savannah - Ramapo College of New Jersey, Social Work Field Experience, to shadow Susan Fink, Social Worker, Hawes School and Travell School, effective October 6, 2020 through May 20, 2021.

JEGAL, Lynn - Bergen Academies, Intern to shadow Victoria Scire-Banchitta, Third Grade Teacher, Ridge School, effective October 7, 2020 through May 26, 2021.

PREUSS, John - The College of New Jersey, Practicum placement to shadow Brittany Daidone, Special Education Teacher, George Washington Middle School, effective September 30, 2020 through December 11, 2020.

**Classroom Aides/Lunch Aides**

CARNEY, Elizabeth - Lunchroom Aide, Hawes School, effective October 6, 2020, or as soon after as possible, through December 4, 2020, pending verification of employment as outlined by Chapter 5, 5 hours per day, 5 days per week, at an hourly rate of \$17.50.  
Account # 11-000-262-107-00-02-002-001

KOLOGRIVOV, Valerie - Lunchroom Aide, Orchard School, effective October 6, 2020, or as soon after as possible, through June 22, 2021, 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

SAMS, Niles - Self-Contained (LLD) Special Education Classroom Aide, Hawes School,

effective October 6, 2020, or as soon after as possible, through June 22, 2021, 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

SUPPES, Jonathan - Resource Room Special Education Classroom Aide, Benjamin Franklin Middle School, effective October 6, 2020, or as soon after as possible, through June 22, 2021, pending verification of employment as outlined by Chapter 5, 5.75 hours, 5 days per week, at an hourly rate of \$17.50.

Account # 11-213-100-106-00-08-024-001

### **Additional: Permanent Substitutes for the 2020-2021 School Year**

#### **George Washington Middle School**

- **Philip Kaukonen**, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.
- **Brian Kuiken\***, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.
- **Maureen Raymond**, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.

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

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\*Related to staff member

### iii. **Change of Assignments**

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

BROESLER, Breanna - **from** Resource Room Special Education Classroom Aide, Willard School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, Fifth Grade Teacher, Somerville School, effective September 29, 2020, through November 30, 2020.

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

COPPOLA, Jonathan - **from** Resource Room Special Education Classroom Aide, Ridgewood High School, 5.75 hours per day, 5 days per week, **to** Permanent Substitute, Benjamin Franklin Middle School, effective September 14, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

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

KASPEROWICZ, Brianna - **from** One-to-One Special Education Classroom Aide, Somerville School, 5.75 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Willard School, effective September 29, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

Account # 11-213-100-106-00-07-024-001

LEVANTI, Stamatina - **from** Lunchroom Aide, Somerville School, 3.5 hours per day, 5 days per week, **to** One-to-One Special Education Classroom Aide, Somerville School,

effective September 17, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

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

PERRY, Cynthia - Lunchroom Aide, Ridge School, **from** 2 hours per day, 5 days per week, **to** 5.5 hours per day, 5 days per week, effective October 6, 2020 through June 22, 2021.

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

PIELKA, Susan - **from** Long-term Substitute, Fifth Grade Teacher, Somerville School, **to** Resource Room Special Education Classroom Aide, Somerville School, effective October 1, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

Account # 11-213-100-106-00-05-024-001

SALCEDO, Yosmari - Teacher Assistant (REACH), Glen School, effective September 1, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

Account # 11-216-100-106-00-01-024-001

SCHIERLOH, Lauren - **from** Applied Behavior Analyst Aide (ABA), Ridge School, 5.75 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Ridge School, effective October 6, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

Account # 11-213-100-106-00-04-024-001

SHAHIDI, Terry - **from** Lunchroom Aide, Hawes School, 4 hours per day, 5 days per week, **to** Self-Contained (LLD) Special Education Classroom Aide, Hawes School, effective October 6, 2020 through December 4, 2020, 5.75 hours per day, 5 days per week.

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

VEHMAS, Heidi - **from** Lunchroom Aide, Ridge School, 2 hours per day, 5 days per week, **to** Applied Behavior Analyst Aide (ABA), Ridge School, effective October 6, 2020 through June 22, 2021, 5.75 hours per week, 5 days per week.

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

WALKER, Christine - **from** 1.0 FTE Grade 6 Mathematics Teacher, George Washington Middle School, **to** 1.2 FTE Grade 6 Mathematics Teacher, George Washington Middle School, effective September 21, 2020 through October 19, 2020.

Account # 11-130-100-101-01-09-019-000

#### iv. **Resignations**

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

##### **Classroom Aides**

CASTALDI, Deborah - Applied Behavior Analyst Aide, Ridge School, effective October 2, 2020.

YEGELWEL, Samara - Resource Room Special Education Classroom Aide, Ridge School, effective October 2, 2020.

**Permanent Substitute**

**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**

MERCK, Nancy - Speech Language Specialist, Hawes School, effective February 1, 2021, with twenty years of Ridgewood service.

**vi. Leave of Absence**

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

GOLDBERG, Linda - School Nurse, Hawes School, effective September 2, 2020 through November 25, 2020, with a reinstatement date of November 30, 2020, utilizing the FMLA and/or NJFLA leave entitlement.

**vii. Supplemental Pay Beyond Contract**

**Ridge School**

**Virtual Math Club**

- **Dana Higgins**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).  
Account # 11-401-100-101-00-04-004-001

**Somerville School**

**Additional: 2020 Summer Secretarial Support**

- **Janet Crocamo**, not to exceed 8.25 hours, at an hourly rate of \$27.18 (\$224.24).  
Account # 11-401-100-101-00-05-005-001

**George Washington Middle School**

Co-curricular Activity Advisors and Stipends for the 2020-2021 School Year, as listed on **Attachment Z** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2020-21 BA Maximum of \$92,542).

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

**Ridgewood High School**

Co-curricular Activity Advisors and Stipends for the 2020-2021 School Year, as listed on

**Attachment AA** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2020-21 BA Maximum of \$92,542).

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

### **PSAT Proctors**

Proctors and Administrators for October 17, 2020, Preliminary Scholastic Aptitude Test (PSAT) as listed on **Attachment AB**.

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

**Additional: 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**

- **Luke Dolby**
- **Nancy Reilly**

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

### **Special Programs**

#### **Educational Evaluations**

- **Courtney Weiss-Chromeck**, not to exceed 25, at an hourly rate of \$51.22 (\$1,280.50).

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

#### **Additional: 2020 Summer Special Programs Personnel**

- **Allison Barba**, not to exceed 4 hours, at an hourly rate of \$46.70 (186.80).
- **Amanda Valeri**, not to exceed 181 hours, at an hourly rate of \$52.28 (\$9,462.68).

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

#### **2020 Summer Hours - IEP and Consultation Amendment**

- **Laurie Main**, not to exceed 1 hour, at an hourly rate of \$60.11.

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

#### **Building Tour - Special Education Student**

- **Jessica Vasquez**, not to exceed 2 hours, at an hourly rate of \$54.58 (\$109.16).

Account # 11-000-216-104-00-24-024-001

#### **Special Olympics NJ Play Unified School Partnership**

- **Jessica Vasquez**, District Coordinator Stipend: \$3,000.
- **Ryan Crawford**, Club Advisor Stipend, Benjamin Franklin Middle School, to receive \$1,000.
- **Lisa Alfuso** and **Wendy Padykula**, Club Advisor Stipend, George Washington Middle School, each to receive \$1,000.
- **Michael Kilcullen** and **Robert Rinaldi**, Club Advisor Stipend, Ridgewood High School, each to receive \$1,000.



- **Michael Kilcullen** and **Robert Rinaldi**, Basketball Coach, each to receive \$500.
- **Ryan Crawford** and **Jessica Vasquez**, Track and Field, each to receive \$500.

(11,500 to be funded by the Special Olympics NJ Play Unified School Partnership Grant.)

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

Account # Grant TBD

### **Business Office**

### **FEMA COVID-19**

- **Michael Reinke**, not to exceed 32 hours, at an hourly rate of \$29.34 (\$938.88).

Account # 11-000-266-104-00-20-020-001

### **Information Technology Department**

### **Chromebook Repair**

- **Andrew DeRoche**, not to exceed 20 hours at a minimum hourly rate of \$27.12 totaling 542.40 and a maximum overtime hourly rate of 40.69 totaling \$813.80.
- **Ramon Quinones**, not to exceed 20 hours at a minimum hourly rate of \$27.90 totaling 558.00 and a maximum overtime hourly rate of 41.85 totaling \$837.00.
- **Neil Valere**, not to exceed 20 hours at a minimum hourly rate of \$31.57 totaling 631.40 and a maximum overtime hourly rate of 47.35 totaling \$947.00.

Account # 63-990-320-104-08-31-031-001

## **vii. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teachers: Linda Bryan, Ayana Collado, Zena Elsouccari, Aretoula Fullam, Sunghui Kim, Brian Kuiken\*, Danielle Miller, Nicole Parks, Rachel Rabin**

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\*Related to staff member

Ms. Kaufman 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, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

Dr. Fishbein presented for consideration E. Finance.

Ms. Brogan acknowledged Nancy Merck who has been in the district for 20 years.

**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.

Donor	Amount	Use	Account Number
Korean Parents Association	\$2,000	To be used for Professional Development Training and College travel for Guidance Counselors.	20-043-200-580-00-10-010-005
RHS Class of 2020	\$10,000	To be used towards Editing and Digital Download of the RHS Senior Graduation, includes extra camera footage from 2 drones and a free download video to every RHS senior.	20-015-100-340-00-10-010-003

Acceptance of a gift in kind from the Willard HSA for playground equipment, valued at \$100,322.00.

Acceptance of a gif in kind from the Willard Activity Fund for playground equipment, valued at \$10,000.

**ii. Acceptance: Coronavirus Relief Fund Grant**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, accepts the Coronavirus Relief Fund Grant in the amount of \$156,896.

**iii. Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **August 2020** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

**iv. 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 **August 2020**,

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.

**v. 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 **August 2020**; 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.

**vi. Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000**

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 \$40,000 for goods and services.

The Board has received background information.

**vii. Approval: Budgeted Out of District Placements and Extraordinary Services for the 2020-2021 School Year, Additional Out of District Placements and Extended School Year Out-of-District Placements for the 2020-2021 School Year**

<p><b>2020-2021 Out-Of-District Extraordinary Services for REGULAR SCHOOL YEAR</b></p>
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SCHOOL	# OF STUDENTS
Bergen County Special Services, Paramus, NJ	3
Cresskill Public Schools, Cresskill, NJ	1
CTC Academy, Inc., Fair Lawn, NJ	2
Pompton Lakes Public Schools, Pompton Lakes, NJ	2
Matheny Medical And Educational Center, Peapack, NJ	1
<b>2020-2021 Out-Of-District Placements for REGULAR SCHOOL YEAR TUITION</b>	
Cresskill Public Schools, Cresskill, NJ	2
CTC Academy, Inc., Fair Lawn, NJ	4
ECLC, Chatham, NJ	5
Matheny Medical And Educational Center, Peapack, NJ	1
Pompton Lakes Public Schools, Pompton Lakes, NJ	1
<b>2020-2021 ESY Out-of-District Placements</b>	
Bergen County Special Services, Paramus, NJ	1
CTC Academy, Inc., Fair Lawn, NJ	4
ECLC, Chatham, NJ	2
Pompton Lakes Public Schools, Pompton Lakes, NJ	2

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, Mr. Lembo Mr

NAYS: none

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

### 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
Sept 09	Columbia Bank On-Line	099156-099492	1,467,812.81	H. Kwak
Sept 11	Columbia Bank On-Line	821116	2,115.00	H. Kwak
Sept 11	Payroll Transfer	P32129	3,060,341.99	H. Kwak
Sept 11	Electronic Transfer	T32021-T32037	59,700.00	H. Kwak
Sept 11	Electronic Transfer	R32132-R32133	5,901.70	H. Kwak
Sept 11	Electronic Transfer	R32039	57,869.70	H. Kwak
Sept 10	Electronic Transfer	C32131	1,005.35	H. Kwak
Sept 21	Electronic Transfer	L32134	3,525.50	H. Kwak
Oct 01	Food Service	620216	5,372.97	H. Kwak
Sept 21	Colombia Bank Void Check	098703	(5,375.00)	H. Kwak
Sept 17	Colombia Bank Void Check	098735	(8,526.00)	H. Kwak
Sept 10	Colombia Bank Void Check	098872	(879.50)	H. Kwak
<b>TOTAL</b>			<b>4,648,864.52</b>	

Ms. Kwak moved approval of bills reviewed by her.  
Mr. Lembo seconded the motion.

Approval of Bills carried by the following roll-call vote:

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

NAYS: none

## **IX. BOARD MEMBER ANNOUNCEMENTS**

Ms. Brogan congratulated the district for the second year grant on the Unified Sports program.

## **X. BOARD COMMITTEE REPORTS**

The Federated Home and School Association met with Dr. Fishbein and Ms. Poelstra last week to review and discuss the parent surveys. The survey was very well received, and the collaboration with this group was instrumental in the development of the final version that was sent to parents. Mr. Lembo and Ms. Kwak also met with a smaller group from the Federated HSA to discuss parental involvement. The RHS HSA met and one of the main topics was the mental health of students. The Learning Services Home and School Association met last week. Dr. Fenwick had a representative from every school to provide an update. The LSHSA now has a representative on the Pandemic Response Teams, and they are pleased to be a part of those groups.

Mr. Lembo added that Ridgewood is fortunate to have its own Health Department. Our Health Officer speaks with Dr. Fishbein on a daily basis and with Mr. Lembo on a weekly basis. Dr. Fishbein has quickly communicated positive COVID-19 cases with the school community. If anyone was exposed to someone who has tested positive, he/she will be notified by the Health Department through the contact tracing process.

The Bergen County School Boards Association met on September 29. It was interesting to note that some of those districts are just reaching the point where students will be returning to school. There was discussion that some districts feel that their elections should be in April and not in November. There are 15 districts out of 60 plus districts who currently have their elections in April.

The Board is reviewing the Architect RFP and meeting to discuss the architect firms. The BA search is going well and the counsel RFP is moving along.

## **XI. COMMENTS FROM THE PUBLIC**

Laurie Weber, 235 S. Irving St., commented about the election dates. She stated the trend is yet to be known, it is too early to try and make an assessment about how many schools are having their elections in November. We have yet to see how many will move back to April.

Corrine Dillon, 217 Fairmount Ave, shared personal thoughts about G&T, she wants the same quality of education that she received over 20 years ago. She along with many other parents want an intellectually engaging curriculum. She wants a conversation and has a petition that she will send to the district about having a conversation with the administration regarding intellectually engaging curriculum.

The following comments were submitted online:

Boyd Loving 342 South Irving St., There were numerous audio problems associated with tonight's BOE webcast. On several instances, participants' microphones were not on, which made it impossible for taxpayers to hear what was being said. Also, the public comments that were telephoned in were difficult to hear because of feedback in the meeting room. Please address these issues prior to the next BOE webcast. Since taxpayers aren't allowed into the meeting room, the BOE webcast is the only way in which we can be kept informed. Thank you.

Deborah Liquori 319 Meadowbrook Ave., An open campus avoids the need to gather multiple students into one room indoors. Schools were closed for months to avoid groups gathering indoors. The lack of an open campus is a severe contradiction with the reason being that they may congregate off-campus, as they can clearly do this at 11:40 and for the whole rest of the day if they choose to. The lack of an open campus keeps these kids inside and sedentary for no reason that is apparent to me. All along we have been told it is safer to be outside, so please let them go out when they can.

Grade school kids are sedentary for hours. They barely go outside and all the in-school learning is core subjects with no breaks, for lunch, PE, art, assembly, recess, etc. My son doesn't like school anymore. He enjoys going to the Y. The Y is administering your hybrid program which is essentially homeschooling and the kids are not as restricted. They are all well and safe and the Y operates within the state guidelines as did several camps that allowed children this summer to play outside and learn outside. I understand that there is not enough space to be outside all the time, but there is hardly any outside time at all at a time when being inside is tantamount to solitary confinement. Please consider a modified Phase I now while the weather cooperates.

5 half days seem to be out of the question for grade school due to cleaning time. I understand that the high school kids switch classes and share classrooms and that they wipe their own desks down as they leave each class. My third grader also wipes his own desk down (at least that is what he told me). The grade school would only need to do this once in the morning. I don't understand why we need so much time to clean for an afternoon grade school class when multiple students have shared high school classrooms and desks for a month now without incident or change to the protocol.

Mary Micale 239 Heights Rd., I'd like to thank Dr. Fishbein, Ms. Poelstra and all the building principals who have been working tirelessly on the current remote and hybrid teaching models and transitioning to Phase 2. They have been consistently soliciting parent input via weekly Pandemic Response Team meetings as well as formal and informal discussions with HSAs and Federated even to the point of inviting input into parent surveys to ensure all factors were considered and shifting schedules mid-phase in response to student and parent concerns. You have taken a nearly impossible and clearly thankless task and continue to do a great job with it. As my kids would say, you're slaying it! Thank you.

Boshart, 296 Mountain Ave., Many of us were eager for phase 2 to begin on 10/19 and were barely getting through some of these ridiculously long and boring days. Knowing there was a "plan" for things to get better in phase 2 made it easier to endure the torture that was phase 1.

11 yr olds who want to go to school are stuck sitting in a required rigid position staring at a laptop from 8-3. Now that this phase 2 date is being postponed indefinitely, there has to be

some flexibility with these days, and realization that more time needs to be spent on academic subjects and perhaps less on specials. Middle schoolers have suffered the worst...enduring weeks of 80 min class blocks. The schedule has got to change. Let families opt out of specials. Let sports satisfy PE requirements. Let them have some time away from these screens! Most are being tutored anyway to not fall further behind in their academics, so realize that's another hour sitting still in a chair plus homework! The current schedule cannot continue indefinitely (for everyone's well being).

Mary Pilla, 333 Meadowbrook Ave., If we are trying to limit contact between people why did Ridgewood not look at wall mount thermometer scans like many coinciding districts? We are desensitizing kids putting a relative "gun" to a child's head.

Linda McNamara, 575 KNickerbocker Rd., Regarding the 2nd Public Comment, It should occur at the very end of the meeting. Currently, it happens at a time before important discussions and Board comments are made which allows for no response/ interjections from the public. At the Village Council, the entire agenda and discussions have occurred and then the final public comment portion is allowed. I know that can be late, but for those who have come to a meeting to comment, they are at a disadvantage if the topic comes up after the 2nd opportunity to speak.

Laurence Fine, has seen the list of goals on the board agenda- #3 he thinks it is an important goal and is glad to see that as one of the goals. It is good that we are acknowledging biases and helpful in combating prejudices.

Mary Pilla, 333 Meadowbrook Ave., is the district doing anything to explore options of the gun thermometer. There are some districts who are using or looking into the scan thermometer. Has there been discussion about what we should be doing for kids, and putting them into a place where they feel safe going into school, elementary students walking into school and seeing a person in a hazmat suit holding a gun thermometer does not make them feel safe.

Mr. Dani responded to Ms. McNamara's comment and said that tonight we will discuss the policy, and after two more meetings, the public will have the last word in the meeting.

Ms. Kelly made a correction to a public comment from the last meeting. The caller stated that the board secretary resigned in March 2019. Ms. Kelly advised that she is the Board Secretary/Business Administrator and she did not resign in March, her resignation was in July and the board accepted her resignation on July 27.

## XII. DISCUSSION ITEM

- 2020-2021 Board and District goals, as listed on **Attachment AC**.

Ms. Kwak stated that she thought at the last meeting it was discussed that the goal would be more inclusive and not just identify Gifted and Talented.

Mr. Dani wished to replace the current number #4 district goal with the following:



*The district will implement the ideals set forth in our mission statement, namely to work with the community to provide a rich and challenging learning environment that fosters intellectual curiosity amongst students and empowers each student to reach his/her unique potential by providing course work that allows them to achieve in accordance with their capability and policies to support this goal. The curriculum and policies should be rigorous enough to enable students for the transition to the next level and the result of this goal may be measured by tracking test scores, college admissions, outside tutoring and reduction in the number of Ridgewood residents going to parochial and private schools.*

Mr. Kaufman stated that his only problem is that we already do this, the reason he wanted the gifted and talented specified is because it's a state mandate and we won't have a way to identify how we are doing at the end of the year. We have never had a metric for the gifted and talented.

Mr. Dani stated that his concern is that it is very specific to gifted and talented identified students only. He wants to send a message to the residents and that we are willing to improve.

Ms. Kwak stated that there is no guidance by the state for G&T, in the absence of guidance to have the specific language she would like the goal to encompass all students.

Ms. Poelstra questioned the metrics specified in the proposed goals, including registration for private schools and tutors. This may not be a fair metric of our achievements, since people leaving are a difficult metric to identify.

Dr. Fishbein stated that we currently track through the mobility report the number of students who have left the district at the high school level. It is difficult to identify why people are leaving; some of which are for religious reasons or sports.

Mr. Kaufman stated that every year we see the presentation of test scores and would like that to continue, since we can measure that every year.

Ms. Poelstra added that this year we don't know what type of testing information we will have, but we provide SAT and testing data in our report. The high school course catalogue, the level and the variety of courses are another metric that we use.

Mr. Dani stated he is ok with removing the identified metrics from the goal and the administration can provide information on how to measure.

Ms. Brogan added that when we measure success we want our students to graduate and be successful. The high school is trying to gather information from Freshman college students. Some of the reasons that have been identified in the past for people transferring to another high school are the smaller class/school environment, sports and in some cases people perceive that the other school will put their child in a better position to get into a particular college. For example some of the catholic schools feed into catholic high schools. In some cases students return in their sophomore year for various reasons. She stated that the concept of the goal is good and may change the phrasing. Gifted and

talented is defined that a person is proficient or ahead of the curve in any subject, she thinks this is a good goal for 20-21 particularly in light of tonight's discussions. This year it has been made harder with remote learning, although this is a challenge to ensure we are not losing a child who is bored.

Mr. Lembo proposed keeping the draft and adding a sentence at the end.

Ms. Brogan stated that it is a goal about all of our students and to remove the first sentence, and add the mission wording and if there are deficiencies, we need specific things we are measuring.

Dr. Fishbein said if we are setting a baseline it is a goal we can achieve. With the last part of the proposed goal it is not something we can set up a plan to accomplish.

Ms. Brogan said that the mission statement is driven by the vision 20-24, maybe we go back to the vision of 20-24 in goal 3 and look at the student achievement aspects in vision 20-24 and then we have the metric. What are we trying to accomplish, resiliency, creativity, intellectual curiosity, literacy, citizenship, digital citizenship. We are looking at those as the metrics that are part of our strategic plan, and as we look at this goal since the whole board was not involved in the strategic plan which was about a year ago that we came together as a community and created, it may be helpful to understand the strategic plan which might be part of the goal of student achievement.

Mr. Dani said he is looking to as Dr. Fishbein is saying to have a baseline and instead of assuming that we are perfect and we are doing everything good. The first thing he wants to start is a market research and send out a survey, because he is hearing from parents who are not happy with the level of difficulty even for elementary and some at the Middle School. For High School, there are options but there are policies that prevent students from taking course work, he knows that we have courses available but there are policies in place and those policies are not consistent. That is his problem that the policies should be published and applied equally to all students. That is where he is going about policies and policies that support that goal. We can start with the survey, understand, acknowledge there is a problem and then move forward.

Ms. Brogan stated that we have done satisfaction surveys in the past, and we've done specific surveys such as when we did the technology survey 1 to 1 and really good data comes out of that, including workable actions since the data is shared with the principals. Ms. Brogan asked Mr. Dani, Is your goal getting the baseline? If that is the case then the goal should be that the board will implement and design with the superintendent or whoever else, a parent satisfaction survey to gauge.

Mr. Dani replied that is a board goal we are talking about the district goal. At the district, his goal is not just to do a survey, it is start with that and to acknowledge there is a problem. His goal is to implement coursework and policies, if we examine that we have differences in the policies or they are not implemented for all students equally we should fix that. That is the goal. We should not do a survey and then not act on it.

Dr. Fishbein asked what policies are in place that impede a student.

Mr. Dani stated he emailed Dr. Fishbein about the 10th grade self-study AP. That is not

applied equally.

Dr. Fishbein said he explained that some students come forward and they like to self study and the only thing the school does is allow them to take the AP test.

Mr. Dani stated not to all the students, we do not allow it to all 10th grade students.

Dr. Fishbein replied that is not what he said, students come forward and have an interest in an area and the school allows them to take the AP test.

Mr. Dani said we do not.

Dr. Fishbein replied that we do.

Mr. Dani replied, no we do not and that is what he is saying.

Mr. Lembo interrupted the conversation and asked to move forward with goal #4.

Ms. Kwak suggested rephrasing district goal #3 and requested to add hiring practices as part of the diversity and equity portion.

Ms. Brogan suggested adding a new goal regarding the search for the new superintendent since it is a key piece of work that needs to be completed.

Discussion continued regarding the phrasing of the Board goals and the addition of Ms. Brogan's suggestion for adding a goal about hiring a superintendent.

### **XIII. ACCEPTANCE OF MINUTES**

- August 28 Special Public Meeting
- August 31 Executive Session
- August 31 Regular Public Meeting
- September 3 Executive Session Meeting
- September 14 Executive Session
- September 14 Regular Public Meeting

Ms. Kwak made a motion to accept the amended September 3 Executive Session minutes as previously submitted and accept all Minutes.

Mr. Lembo reviewed the amended September 3 items included correction to the dates and the addition of one sentence. Mr. Lembo sent the amended version to the Board via email. The September 3 Executive Session minutes will be considered for acceptance instead of the minutes that were posted on the Board drive.

Mr. Lembo seconded the motion, which was unanimously approved.

**XIV. OTHER BUSINESS**

Mr. Lembo stated the interim superintendent posting was sent out last week and the closing is on the 16th of October. He hopes that the resumes will be received before October 19. He asked Ms. Townes to provide the board with a list of search firms for a permanent superintendent. He requested that she set up a presentation with the search firms.

The process for identifying search firms was discussed. An RFP can be done at the discretion of the board. Ms. Kwak stated that we should rely on the process that was used in 2007, which is to identify the firms, they make a presentation and then the board decides which firms to use to find a permanent superintendent.

Mr. Dani stated there are some firms that have reached out to them and those are the type of people that we want because they are proactive. He suggested we contact neighboring towns for names of search firms.

Mr. Lembo has sent Ms. Townes and the Board five search firms who had sent information to him. Per his conversation with Ms. Towns he hopes that they will make a presentation to the board. He referred to Ramsey's RFP.

Ms. Brogan explained that these are interviews rather than a presentation since we need to have information on their fees, their process, etc..

Dr. Fishbein advised that the interviews can be completed in an Executive Session.

Ms. Kwak asked what the benefit of an RFP would be in this situation.

Ms. Brogan answered that the RFP allows them to present to the board what their process is and gives us a sense of the fees and their process. What are the key characteristics that the firm has. The hiring of a superintendent is a major piece of work and should be done in public, as Ms. Kwak mentioned.

Ms. Kelly asked if the board would consider looking at additional search firms instead of just the five that were previously identified. Her only concern with an RFP for this process is the delay and the issue with timing.

Mr. Dani stated the only question would be that the firms that are called should be under the \$40,000 limit, as long as we don't need to advertise those. We want to hear from any highly respected firms.

The timeframe and details on the process were discussed.

It was decided that the firms will be given two weeks to submit the proposals (October 19), at that time the Board will decide if a special meeting is needed or if the firms will present at the November 2 meeting.

**XV. MOTION TO GO INTO EXECUTIVE SESSION**

**XVI. RECONVENED PUBLIC MEETING**

**XVII. ADJOURNMENT**

At 11:30 p.m. on a motion made by Mr. Lembo, seconded by Mr. Kaufman and unanimously approved, the meeting adjourned.

Respectfully submitted,

Antoinette Kelly  
Board Secretary

Lucy Papamichael  
Assistant Board Secretary

2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Natalie Garvin	Immersion Work to Deepen Learning for Learners in Special Education Setting Virtual TMI Education, NJ October 8, 2020	Professional Development	\$0.00	1
Laura Polk	Powerful Strategies for Maximizing Comprehensible Input in the Target Language Virtual Bureau of Education and Research November 16, 2020	Professional Development	\$279.00	0
Gisella Batista	The School Avoidant Child: A Collaborative Approach to Fostering Change Virtual TMI Education October 29, 2020	Professional Development	\$0.00	0
Ariana Bray	38th Annual Autism Conference Virtual Autism New Jersey October 15-16, 2020	Professional Development	\$148.00	0
Jeanette Nast	Meeting the Reading Challenge Virtual NJ Association of Learning Consultants October 22-23, 2020	Professional Development	\$50.00	0

The total cost for these conferences is \$477.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$21,818.06 leaving a balance of \$178,181.94.

The total cost of substitutes for these conferences is \$100.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1100.00.

# RIDGEWOOD BOARD OF EDUCATION

## POLICY

ADMINISTRATION

1581/page 1 of 3

Domestic Violence

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### 1581 DOMESTIC VIOLENCE

Policy and Regulation 1581 - Section A. sets forth the New Jersey Civil Service Commission's Uniform Domestic Violence Policy that all public employers shall adopt and distribute to all their employees in accordance with the requirements of N.J.S.A. 11A:2-6a. The purpose of the Uniform Domestic Violence Policy is to encourage public employees who are victims of domestic violence, and those impacted by domestic violence, to seek assistance from their public employer's human resources officer(s) and to provide a standard for a public employer's human resources officer(s) to follow when responding to employees.

Policy and Regulation 1581 – Section B. provides employment protection for employees of those employers as defined in N.J.S.A. 34:11C-2, who are victims of domestic violence or sexual violence in accordance with the provisions of the New Jersey Security and Financial Empowerment Act (NJ SAFE Act) - N.J.S.A. 34:11C-1 et seq.

#### A. Uniform Domestic Violence Policy (N.J.S.A. 11A:2-6a)

All New Jersey public employees are covered under N.J.S.A. 11A:2-6a and Policy and Regulation 1581 – Section A. All public employers shall designate a Human Resources Officer (HRO) or equivalent to assist employees who are victims of domestic violence. The name and contact information of the designated HRO must be provided to all employees. Managers and supervisors are required to refer any employee who is experiencing domestic violence or who report witnessing domestic violence to the designated HRO.

Employees who are victims of domestic violence are encouraged to seek immediate assistance from their HRO. Employees who have information about or witness an act of domestic violence against an employee are encouraged to report that information to the designated HRO, unless the employee is required to report the domestic violence pursuant to applicable laws, guidelines, standard operating procedures, internal affairs policies, or New Jersey Attorney General directives and guidelines that impose a duty to report, in which case the employee must report to the appropriate authority in addition to reporting to the designated HRO.

Nothing in the Uniform Domestic Violence Policy and Policy and Regulation 1581 – Section A. shall preclude an employee from contacting 911 in emergency situations. HROs shall remind employees to contact 911 if they feel they are in immediate danger.

Each designated HRO shall comply with the requirements outlined in Regulation 1581 – Section A.4.d. In responding to reports of domestic violence, the HRO shall seek to maintain confidentiality to protect an employee making a report of, witnessing, or experiencing domestic violence, to the extent practical and appropriate under the circumstances and allowed by law.

# **RIDGEWOOD BOARD OF EDUCATION**

## **POLICY**

ADMINISTRATION

1581/page 2 of 3

Domestic Violence

To ensure confidentiality and accuracy of information, the Uniform Domestic Violence Policy 1581 and Regulation 1581 – Section A.6. require the HRO to keep all documents and reports of domestic violence in a confidential personnel file separate from the employee's other personnel records.

Public employers in the State of New Jersey shall develop an action plan to identify, respond to, and correct employee performance issues that are caused by domestic violence, pursuant to N.J.S.A. 11A:2-6a, and in accordance with the guidelines outlined in Regulation 1581 - Section A.7.

Resources and program information will be readily available to assist victims of domestic violence.

A public employer may seek to modify Policy and Regulation 1581 to create additional protocols to protect victims of domestic violence, but may not modify in a way that reduces or compromises the safeguards and processes set in the Uniform Domestic Violence Policy.

**B. The New Jersey Security and Financial Empowerment Act – (N.J.S.A. 34:11C-1 et seq. - NJ SAFE Act)**

The New Jersey Security and Financial Empowerment Act, N.J.S.A. 34:11C-1 et seq. (NJ SAFE Act), is a law that provides employment protection for victims of domestic or sexual violence. Any employee of an employer in the State of New Jersey as defined in N.J.S.A. 34:11C-2, who was a victim of an incident of domestic violence as defined in

N.J.S.A. 2C:25-19, or a sexually violent offense as defined in N.J.S.A. 30:4-27.26, or whose parent-in-law, sibling, grandparent, grandchild, child, parent, spouse, domestic partner, or civil union partner individual, or any other individual related by blood to the employee, and any other individual that the employee shows to have a close association with the employee which is the equivalent of a family relationship, was a victim shall be entitled to unpaid leave of no more than twenty days in one twelve-month period, to be used in the twelve-month period next following any incident of domestic violence or any sexually violent offense as provided in N.J.S.A. 34:11C-3.

The unpaid leave may be taken intermittently in intervals of no less than one day, as needed for the purpose of engaging in the activities outlined in N.J.S.A. 34:11C-3 and Regulation 1581 - Section B.3.a.(1)-(6) as they relate to the incident of domestic violence or sexually violent offense as outlined in Regulation 1581 - Section B.3.b.

An eligible employee may elect to use any accrued paid vacation leave, personal leave, or medical or sick leave of the employee, or any family temporary disability leave benefits provided pursuant to N.J.S.A. 43:21-27 during any part of the twenty-day period of unpaid leave provided under N.J.S.A. 34:11C-3.a.



# RIDGEWOOD POLICY

# BOARD OF EDUCATION

ADMINISTRATION

1581/page 3 of 3

Domestic Violence

Prior to taking the leave provided for in N.J.S.A. 34:11C-3 and Regulation 1581 - Section B., an employee shall, if the necessity for the leave is foreseeable, provide the employer with written notice of the need for the leave, unless an emergency or other unforeseen circumstance precludes prior notice. The notice shall be provided to the employer as far in advance as is reasonable and practical under the circumstances.

Nothing contained in the NJ SAFE Act (N.J.S.A. 34:11C-1 et seq.) and Regulation 1581 - Section B., shall be construed to prohibit an employer from requiring that a period of leave provided pursuant to N.J.S.A. 34:11C-3 and Regulation 1581 - Section B. be supported by the employee with documentation of the domestic violence or sexually violent offense which is the basis for the leave. If the employer requires documentation, the employee shall be regarded as having provided sufficient documentation if the employee provides supporting documentation outlined in N.J.S.A. 34:11C-3.c and Regulation 1581 – Section B.3.

An employer shall display conspicuous notice of its employees' rights and obligations pursuant to the provisions of the NJ SAFE Act.

An employer shall not discharge, harass, or otherwise discriminate, retaliate, or threaten to discharge, harass, or otherwise discriminate or retaliate against an employee with respect to the compensation, terms, conditions, or privileges of employment on the basis that the employee took or requested any leave to which the employee was entitled pursuant to N.J.S.A. 34:11C-3 of the NJ SAFE Act or on the basis that the employee refused to authorize the release of information deemed confidential pursuant to N.J.S.A. 34:11C-3.f of the NJ SAFE Act.

Upon a violation of any of the provisions N.J.S.A. 34:11C-3 or N.J.S.A. 34:11C-4, an employee or former employee may institute a civil action in the Superior Court for relief. All remedies available in common law tort actions shall be available to a prevailing plaintiff. The Court may also order any or all of the relief outlined in N.J.S.A. 34:11C-5. An action brought under N.J.S.A. 34:11C-5 shall be commenced within one year of the date of the alleged violation. A private cause of action provided for in N.J.S.A. 34:11C-5 shall be the sole remedy for a violation of the NJ SAFE Act.

N.J.S.A. 11A:2-6a

N.J.S.A. 34:11C-1 et seq.

New Jersey Civil Service Commission's Uniform Domestic  
Violence Policy

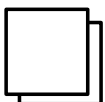
Adopted:

**2422 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 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 to 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) 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.



**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

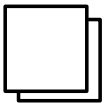
PROGRAM  
2422/page 3 of 4  
Health and Physical Education

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. 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 mean 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.



# POLICY

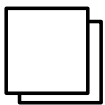
# RIDGEWOOD BOARD OF EDUCATION

PROGRAM  
2422/page 4 of 4  
Health and Physical Education

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; 18A:35-5; 18A:35-7; 18A:35-8

Adopted: 18 July 2016  
Revised: 01 April 2019  
Revised:



3421.13 POSTNATAL ACCOMMODATIONS

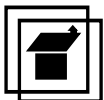
The Board of Education recognizes teaching staff members may be returning to work shortly after their child’s birth and may need to express breast milk during the workday. The Patient Protection and Affordable Care Act (PPACA) amended Section 7 of the Federal Fair Labor Standards Act (FLSA) for nursing mothers to be permitted reasonable break times and a private location to express breast milk for their nursing child for one year after the child’s birth.

Every employee position in the school district is designated as either “non-exempt” or “exempt” by the provisions of the FLSA. Generally, a teaching staff member entitled to overtime pay is designated as “non-exempt.” A teaching staff member that performs duties that are executive, administrative, or professional in nature and not entitled to overtime pay is designated “exempt.” The school district administration shall refer to the comprehensive definitions of “exempt” and “non-exempt” as outlined in 29 C.F.R. 541 et seq. in determining an employee’s designation.

A Board of Education is required to provide reasonable break times to non-exempt teaching staff members to express breast milk for their nursing child. The non-exempt teaching staff member shall coordinate such breaks with their immediate supervisor. The non-exempt teaching staff member will not receive compensation during this break time unless the break time is during a non-exempt teaching staff member’s compensated break time.

A Board of Education is not required under the FLSA to provide such breaks to exempt teaching staff members. However, exempt teaching staff members may take such breaks provided the breaks are coordinated with their immediate supervisor. If this break is taken during the exempt teaching staff member’s duty free lunch period or duty free break period during the workday, the exempt teaching staff member will not be reduced in compensation.

The Principal or the nursing mother’s immediate supervisor, in consultation with the school nurse, will designate a lactation room that is shielded from view and free from intrusion from co-workers and the public. The location must be functional as a space for expressing breast milk and shall include an electrical outlet, a chair, and nearby access to running water. If the space is not dedicated to



the nursing mother's use, it must be available when needed. A space temporarily converted into a lactation room or made available when needed by a nursing mother is sufficient; however, a bathroom, even if private, is not a permissible location under the FLSA.

All exempt and non-exempt teaching staff members are required to sign-out of work to begin the break to express breast milk and shall sign-in when they return to work after the break. The break shall be for a reasonable amount of time. For compensation purposes, the immediate supervisor shall forward all sign-in and sign-out information relative to break times for nursing mothers under the FLSA to the School Business Administrator/Board Secretary.

Fair Labor Standards Act – 29 U.S.C. 201 et seq.  
Patient Protection and Affordable Care Act – P.L. 111-148  
N.J.S.A. 26:4C-1 through 26:4C-3

Adopted:



4421.13 POSTNATAL ACCOMMODATIONS

The Board of Education recognizes support staff members may be returning to work shortly after their child’s birth and may need to express breast milk during the workday. The Patient Protection and Affordable Care Act (PPACA) amended Section 7 of the Federal Fair Labor Standards Act (FLSA) for nursing mothers to be permitted reasonable break times and a private location to express breast milk for their nursing child for one year after the child’s birth.

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A Board of Education is required to provide reasonable break times to non-exempt support staff members to express breast milk for their nursing child. The non-exempt support staff member shall coordinate such breaks with their immediate supervisor. The non-exempt support staff member will not receive compensation during this break time unless the break time is during a non-exempt support staff member’s compensated break time.

A Board of Education is not required under the FLSA to provide such breaks to exempt support staff members. However, exempt support staff members may take such breaks provided the breaks are coordinated with their immediate supervisor. If this break is taken during the exempt support staff member’s duty free lunch period or duty free break period during the workday, the exempt support staff member will not be reduced in compensation.

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Fair Labor Standards Act – 29 U.S.C. 201 et seq.  
Patient Protection and Affordable Care Act – P.L. 111-148  
N.J.S.A. 26:4C-1 through 26:4C-3

Adopted:



5330 ADMINISTRATION OF MEDICATION

The Board of Education disclaims any and all responsibility for the diagnosis and treatment of an illness of any student. However, in order for many students with chronic health conditions and disabilities to remain in school, medication may have to be administered during school hours. Parents are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of students. The Board will permit the administration of medication in school in accordance with applicable law.

Medication will only be administered to students in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, the student's parent, a student who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine and hydrocortisone sodium succinate in an emergency pursuant to N.J.S.A. 18A:40-12.5 12.6, , 12.29, and 12.30.

Self-administration of medication by a student for asthma or other potentially life-threatening illness or a life threatening allergic reaction, or adrenal insufficiency is permitted in accordance with the provisions of N.J.S.A. 18A:40- 12.3.

The school nurse shall have the primary responsibility for the administration of epinephrine and hydrocortisone sodium succinate to the student. However, the school nurse may designate, in consultation with the Board or the Superintendent, additional employees of the district who volunteer to be trained in the administration of epinephrine via a pre-filled auto-injector mechanism and the administration of hydrocortisone sodium succinate using standardized training protocols established by the New Jersey Department of Education (NJDOE) in consultation with the Department of Health and Senior Services when the school nurse is not physically present at the scene.

In accordance with the provisions of N.J.S.A. 18A:40-12.6.d, no school employee, including a school nurse or any other officer or agent of a Board of Education or a physician or an advanced practice nurse providing a prescription under a standing protocol for school epinephrine pursuant to N.J.S.A. 18A:40-12.5 and/or hydrocortisone sodium succinate pursuant to N.J.S.A. 18A:40-12.29, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.5 and N.J.S.A. 18A:40-12.29, nor shall any action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person designated in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.6.d and N.J.S.A. 18A:40-12.33. Good faith shall not include willful misconduct, gross negligence, or recklessness.

The school nurse or designee shall be promptly available on site at the school and at school-sponsored functions in the event of an allergic reaction or an emergency requiring the administration of hydrocortisone sodium succinate. In addition, the parent must be informed that the school district, its employees and agents shall have no liability as a result of any injury arising from the administration of epinephrine or hydrocortisone sodium succinate to the student

The parent of the student must sign a statement acknowledging their understanding the district shall have no liability as a result of any injury arising from the administration of the epinephrine via a pre-filled auto-injector mechanism or the administration of hydrocortisone sodium succinate to the student. In addition, the parent shall indemnify and hold harmless the district and its employees or agents against any claims arising out of the administration of the epinephrine via a pre-filled auto-injector mechanism or the administration of hydrocortisone sodium succinate to the student

The permission for the emergency administration of epinephrine via a pre-filled auto-injector mechanism containing epinephrine to students for anaphylaxis and/or the emergency administration of hydrocortisone sodium succinate for adrenal insufficiency is effective for the school year it is granted and must be renewed for each subsequent school year.

Each school in the district shall have and maintain for the use of students at least one nebulizer in the office of the school nurse or a similar accessible location. Each certified school nurse or other persons authorized to administer asthma medication will receive training in airway management and in the use of nebulizers and inhalers consistent with NJDOE regulations. Every student that is authorized to use self-administered asthma medication pursuant to N.J.S.A. 18A:40-12.3 or a nebulizer must have an asthma treatment plan prepared by the student's physician which shall identify, at a minimum, asthma triggers, the treatment plan and other such elements as required by the State Board of Education.

All student medications shall be appropriately maintained and secured by the school nurse, except those medications to be self-administered by students. In those instances the medication may be retained by the student with the prior knowledge of the school nurse. The school nurse may provide the Principal and other teaching staff members concerned with the student's educational progress with such information about the medication and its administration as may be in the student's best educational interests. The school nurse may report to the school physician any student who appears to be affected adversely by the administration of medication and may recommend to the Principal the student's pupil's exclusion pursuant to law.

The school nurse shall document each instance of the administration of medication to a student. Students self-administering medication shall report each incident to a teacher, coach or other individual designated by the school nurse who is supervising the student during the school activity when the student self-administers. These designated individuals shall report such incidents to the school nurse within twenty-four hours of the self-administration of medication. The school nurse shall preserve records and documentation regarding the self-administration of medication in the student's health file.

N.J.S.A. 18A:6-1.1; 18A:40-3.1; 18A:40-6; 18A:40-7; 18A:40-12.3;  
18A:40-12.4; 18A:40-12.5; 18A:40-12.6; 18A:40-12.7;  
18A:40-12.8

N.J.S.A. 45:11-23

N.J.A.C. 6A:16-2.3(b)

Adopted: 7 December 2009

Revised: 2 November 2015

Revised:

7243 SUPERVISION OF CONSTRUCTION

The Board of Education directs that the School Business Administrator/Board Secretary or designee be responsible for the supervision of all building construction in this school district. Supervision shall include field inspection of the construction contractor's operations, administrative review of the activities of the architect relating to the construction, and any other construction matters relating to the interests of the school district.

The School Business Administrator/Board Secretary and Superintendent or designee shall report periodically to the Board on the progress of that by his/her personal knowledge the work of the construction contractor(s).

The Board shall not employ for pay or contract for the paid services of any person serving in a position which involves regular contact with students unless the Board has first determined, consistent with the requirements and standards of N.J.S.A. 18A:6-7.1 et seq., that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.

The Superintendent shall direct the School Business Administrator/Board Secretary or designee to act as liaison to all construction contractors for school facility and construction projects to obtain a list of the individuals who will have regular contact with students and will be employed by or working for the contractor on a school district project that will be undergoing a criminal history record check pursuant to the requirements of N.J.S.A. 18A:6-7.1 et seq. The liaison shall provide the list of those contracted employees to the Superintendent or designee and the Human Resources Director. The Superintendent or designee and the Human Resources Director who receive any adverse action correspondence from the New Jersey Department of Education (NJDOE) related to the criminal history record check process shall review the contracted company list in order to determine if the subject of that correspondence is either a school employee or an employee of any contract service provider and take



appropriate action. No employee of a contracted service provider shall commence work at a school facility without having first obtained an approval for employment from the NJDOE. Approvals for employment of these contracted employees shall be maintained with the liaison and copies forwarded to the Superintendent's office.

A change order involving additional cost will be submitted to the Board for review and approval.

A change order not involving monetary considerations may be acted upon solely by the Superintendent and Business Administrator and reported to the Board.

Upon completion of a building project and a final inspection of all its aspects by the architect, contractors, and school officials, a recommendation for acceptance shall be made to the Board by the Business Administrator or designee.

N.J.S.A. 18A:18A-16; 18A:18A-43; 18A:18A-44

Adopted: 7 December 2009

Revised:



### 8210 SCHOOL YEAR

The Board of Education recognizes that the preparation of a calendar for the instructional program of the schools is necessary for orderly educational planning and for the efficient operation of the school district.

The Board shall determine annually the days when the schools will be in session. Unless the Board exercises its right to alter the calendar for any particular calendar year, such school calendar shall consist of no fewer than the maximum number of instructional and staff attendance days contained in the negotiated agreements.

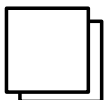
A half-day class or shortened school day shall be considered the equivalent of a full day only if school is in session for four or more hours, exclusive of recess periods or lunch periods.

The Superintendent shall in consultation with the Calendar Committee propose the school calendar for Board consideration. The Board reserves the right to alter the school calendar when feasible and advisable in the best interests of the children of the district; the number of school closings during the school year extend the school year past a reasonable closing date in June; there is an extended school closing during the school year due to an unforeseen circumstance; and/or due to any reason deemed in the best interest of the student.

The Board shall adopt annually a list of religious holidays which shall consist as a minimum of those holidays designated by the Commissioner of Education.

N.J.S.A. 18A:25-3; 18A:36-2; 18A:36-16  
N.J.A.C. 6A:32-8.3

Adopted: 7 December 2009  
Revised:



### 8220 SCHOOL DAY

The Board of Education shall annually approve the times that school will be in session, including the starting and ending time of a shortened day. A school day shall be in accordance with N.J.A.C. 6A:32-8.3.

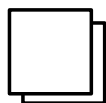
The schools of the district will be in session for pupils on those days and times recommended by the Superintendent and annually approved by the Board.

The Superintendent may close schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of pupils and staff members or other good cause. A shortened school day, whether it is planned or emergent (as in the case of inclement weather), must meet certain requirements in order to count toward the one hundred eighty day requirement of N.J.S.A. 18A:7F-9.

The Superintendent shall inform the Board President of any such alteration as soon as possible and shall prepare rules for the proper and timely notification of concerned persons in the event of any delayed opening or emergency school closing.

N.J.A.C. 6A:32-8.3

Adopted: 7 December 2009  
Revised:





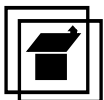
8462 REPORTING POTENTIALLY MISSING OR ABUSED CHILDREN

The Board of Education recognizes early detection of missing, abused, or neglected children is important in protecting the health, safety, and welfare of all children. In recognition of the importance of early detection of missing, abused, or neglected children, the Board of Education adopts this Policy pursuant to the requirements of N.J.S.A. 18a:36-2 and 18A:36-25. The Board provides this Policy for its employees, volunteers, or interns for the early detection of missing, abused, or neglected children through notification of, reporting to, and cooperation with the appropriate law enforcement and child welfare authorities pursuant to N.J.S.A. 18A:36-24 and 18A:36-25 et seq., N.J.A.C. 6A:16-11.1, and N.J.S.A. 9:6-8.10, **and N.J.A.C. 6A:22-4.1(d)**.

Employees, volunteers, or interns working in the school district shall immediately notify designated child welfare authorities of incidents of alleged missing, abused, and/or neglected children. Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New Jersey State Central Registry (SCR) at 1-877 NJ ABUSE or to any other telephone number designated by the appropriate child welfare authorities. If the child is in immediate danger, a call shall be placed to 911 as well as to the SCR.

**The school district shall prominently display information about the Department of Children and Families’ State Central Registry, a toll-free hotline for reporting child abuse, in each school of the district. The information shall give instructions to call 911 for emergencies and shall include directions for accessing the Department of Children and Families’ website or social media platforms for more information on reporting abuse, neglect, and exploitation.**

**The information shall be in a format and language that is clear, simple, and understandable. The information shall be on a poster and displayed at each school in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students, pursuant to N.J.S.A. 18A:33.28.**



The person having reason to believe that a child may be missing or may have been abused or neglected may inform the Principal or other designated school official(s) prior to notifying designated child welfare authorities if the action will not delay immediate notification. The person notifying designated child welfare authorities shall inform the Principal or other designated school official(s) of the notification, if such had not occurred prior to the notification. Notice to the Principal or other designated school official(s) need not be given when the person believes that such notice would likely endanger the reporter or student involved or when the person believes that such disclosure would likely result in retaliation against the student or in discrimination against the reporter with respect to his or her employment.

The Principal or other designated school official(s) upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school district. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School district officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children in accordance with the provisions of N.J.A.C. 6A:16-11.1(a)5.

The district designates the Director of Special Programs as the school district's liaison to designated child welfare authorities to act as the primary contact person between the school district and child welfare authorities with regard to general information sharing and the development of mutual training and other cooperative efforts. The district designates the Superintendent or designee as the school district's liaison to law enforcement authorities to act as the primary contact person between the school district and law enforcement authorities, pursuant to N.J.A.C. 6A:16-6.2(b)1, consistent with the Memorandum of Agreement, pursuant to N.J.A.C. 6A:16-6.2(b)13.

An employee, volunteer, or intern working in the school district who has been named as a suspect in a notification to child welfare and law enforcement authorities regarding a missing, abused, or neglected child situation shall be entitled to due process rights, including those rights defined in N.J.A.C. 6A:16-11.1(a)9.



The Superintendent or designee shall provide training to school district employees, volunteers, or interns on the district's policy and procedures for reporting allegations of missing, abused, or neglected child situations. All new school district employees, volunteers, or interns working in the district shall receive the required information and training as part of their orientation.

There shall be no reprisal or retaliation against any person who, in good faith, reports or causes a report to be made of a potentially missing, abused, or neglected child situation pursuant to N.J.S.A. 9:6-8.13.

N.J.S.A. **18A:33-28**; 18A:36-24; 18A:36-25 et seq.  
N.J.A.C. 6A:16-11.1

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 18 July 2016  
Revised: 27 August 2018  
Revised:



## 2270 RELIGION IN THE SCHOOLS

The Board of Education recognizes that religious belief and disbelief are matters of personal conviction rather than governmental authority and the pupils of this district are protected by the First Amendment of the United States Constitution and by Article I, Paragraph 4 of the New Jersey State Constitution from the establishment of religion in the schools. The First Amendment requires public school officials to show neither favoritism toward nor hostility against religious expression such as prayer.

The United States Department of Education's Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (USDOE Guidance) provides information on the current state of the law concerning religious expression in public schools.

The following activities as outlined in the USDOE Guidance will be permitted upon applying the governing constitutional principles in particular contexts related to: prayer during non-instructional time; organized prayer groups and activities; teachers, administrators, and other school employees' activities; moments of silence; accommodations for prayer during instructional time; prayer in classroom assignments; pupil assemblies and noncurricular events; prayer at graduation; and/or baccalaureate ceremonies;

The following activities as outlined in the USDOE Guidance will be permitted upon applying the governing constitutional principles in particular contexts related to religious expression: religious literature; teaching about religion; student dress codes and policies; and/or religious excusals.

The Equal Access Act, 20 U.S.C. Section 4071, is designed to ensure that student religious activities are afforded the same access to Federally funded public secondary school facilities as are student secular activities. The United States Department of Justice has developed guidance for interpreting the Equal Access Act's requirements outlined in the USDOE Guidance in the area of general provisions, prayer service and worship exercises, means of publicized meetings, lunch-time and recess, and leadership of religious student groups.



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

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Religion in the Schools

Any issues regarding religion in the schools and the provisions of this Policy shall be referred to the Superintendent of Schools who may consult with the Board Attorney.

U.S. Consti. Amend. 1

U.S. Department of Education - Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools – February 7, 2003

N.J. Consti. (1947) Art. 1, para. 4

N.J.S.A. 18A:35-4.6 et seq.; 18A:36-16

Adopted: 7 December 2009

Revised:



## 2431.3 HEAT PARTICATIPATION POLICY FOR STUDENT-ATHLETE SAFETY

The goal of the Ridgewood High School Heat Acclimatization Policy is to insure the safety of our student-athletes while enhancing exercise heat tolerance and the ability to exercise safely and effectively in warm to hot conditions. This policy includes practice guidelines and a system of evaluating individual student-athlete's hydration levels. All Ridgewood student athletes will receive an educational presentation on proper hydration and heat illness.

Therefore, the Board of Education requires the implementation of the practice and pre-season heat acclimation procedures as recommended by the New Jersey State Interscholastic Athletic Association (NJSIAA) for students participating in all school-sponsored athletic programs and extra-curricular activities during warm weather months. The Superintendent of Schools or designee shall ensure the implementation of the Practice and Pre-Season Heat-Acclimation Procedures.

### Practice Guidelines:

For all sports, on days one and two, athletes may not participate in more than three total hours of practice. Warm-up, stretching, cool-down activities, and strength/speed training are included as part of the three hour practice time. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.

For football, on day one, helmets are the only protective equipment permitted. On day two, helmets and shoulder pads are allowed to be worn.

For all sports, on days three and four, athletes may not participate in more than 3.5 hours of practice and no practice can exceed three hours. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.

For football, full equipment may be worn.

For all sports, any day in which athletes participate in more than three hours of practice must be followed by a day in which athletes participate in no more than 3 hours of practice.

For all sports, beginning with day five, athletes may not participate in more than four hours of practice and no practice can exceed three hours. A three hour recovery period, in a cool environment, should be inserted between practices. All athletes should be instructed to shower in cool water after each practice in order to reduce body temperature.



# POLICY

# RIDGEWOOD BOARD OF EDUCATION

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Ridgewood High School

Heat Participation Policy for Student-Athlete Safety

For all sports, after six consecutive practices, athletes are required to have one complete day of rest (no conditioning, walk-throughs, or practice).

Because the risk of exertional heat illnesses during the preseason is high, the athletic trainer must be on site before, during, and after all practices.

### Wet Bulb Globe Temperature Guidelines:

The Wet Bulb Globe Temperature (WBGT) is a composite temperature used to estimate the effect of temperature, humidity, and solar radiation. The athletic trainer will use a digital psychrometer to measure the wet bulb globe temperature 10-15 minutes before practice. The athletic trainer will inform all coaches of any necessary accommodations.

<i>Level</i>	<i>WBGT</i>	<i>Risk</i>	<i>Fluid</i>	<i>Accommodations</i>
Green	< 73°	Moderate	Every 15-20 mins	None
Yellow	73°-82°	High	Every 15-20 mins	Use caution
Red	82°-90°	Very High	Every 15 mins	Reduce intensity Modify practice Remove protective equipment for non-contact drills
Black	> 90°	Extreme	Rehydrate 24 oz per pound of wt loss	No outdoor practice

### Hydration Guidelines:

All athletes will weigh in, before and after each practice. Weight charts will be monitored daily by the coach and the athletic trainer. Athletes with weight loss greater than 3% will be held from practice until they have adequately replaced their weight.

Water will be available to athletes throughout all practices. All athletes will be instructed to replenish fluids every 15 -20 minutes.

N.J.S.A.18A:11-3.10

New Jersey State Interscholastic Athletic Association Heat Participation Policy and Pre-Season Heat Acclimatization Policy

Adopted: 26 September 2011

Revised: 01 April 2019

Revised

2622 STUDENT ASSESSMENT

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 he or she deems appropriate. The Commissioner shall report to the State Board of Education the results of such assessments.

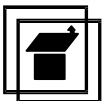
The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLs). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLs at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLs.

State assessments provide parents with important information about their child's progress; detailed 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 can be assessed and may be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly as a student progresses to successive school levels.

Pursuant to N.J.A.C. 6A:8-4.1(b) and (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. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessments System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.





The Board of Education shall, according to a schedule prescribed by the Commissioner, 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 end-of-course assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.

The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLs consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade five.

The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.

The Department of Education shall implement a high school assessment program component of the NJSLs that assesses, at a minimum, English language arts, mathematics, and science with the exception that students may receive a waiver from the Board of Education from taking the high school end-of-course assessment in ELA 11 due to the student's participation in another English language/literature college placement assessment during the same school year.

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:8-14.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native languages, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education 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.



At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Board of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).

#### Test Administration Procedures and Security Measures

The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district. All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

#### Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student performance after each test administration in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). Information regarding individual student test scores shall only be in accordance with Federal and State law.

The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

The Board of Education shall maintain an accurate record of each student's performance on Statewide assessments.

The Board of Education shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth in N.J.A.C. 6A:8-5.1(a)6;
2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);



3. Evidence of instructional experience and performance in the NJSLS;
4. Evidence of technological literacy;
5. Evidence of career education instructional experiences and career development activities;
6. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department of Education-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and
7. Any other information deemed appropriate by the Board of Education.

#### Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education within sixty days of receipt of information from the New Jersey Department of Education pursuant to N.J.A.C. 6A:8-4.3(a). The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.2. The Board 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 Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the NJSLS as measured by the Statewide assessment system.

#### Annual Review and Evaluation of School Districts

The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.



Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the 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 Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board of Education on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.

Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

N.J.S.A. 18A:7C-1 et seq.; 18A: 7E-1 et seq.

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

Adopted: 7 December 2009

Revised: 24 September 2012

Revised: 23 February 2015

Revised: 18 July 2016

Revised: 22 May 2017

Revised:



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.

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 (30) 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.

## 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, 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 his 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.
- b. By August 1 preceding the new school year, all nonresident staff members will be billed by

## Eligibility of Resident/Nonresident Students

the Business Office at the rates established at the annual reorganization meeting. 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).

## 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:



5200 ATTENDANCE

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the school district attend school regularly in accordance with the laws of the State.

Notwithstanding the requirements of reporting student absences in the school register for State and Federal reporting purposes, “excused” and “unexcused” student absences, for the purpose of expectations and consequences regarding truancy, student conduct, promotion, and the award of course credit is a local Board decision outlined in N.J.A.C. 6A:16-7.6 and Policy and Regulation 5200. In accordance with the provisions of N.J.A.C. 6A:16-7.6, and for the purposes of Policy and Regulation 5200, a student’s absence from school will either be excused or unexcused. Unexcused absences will count toward truancy.

A parent or adult student shall provide advance notice to the school prior to the student being absent from school. In accordance with N.J.S.A. 18A:36-25.6, if a student is determined to be absent from school without valid excuse, and if the reason for the student’s absence is unknown to school personnel, the Principal or designee shall immediately attempt to contact the student’s parent to notify the parent of the absence and determine the reason for the absence.

In order for the Board of Education to fulfill its responsibility for providing a thorough and efficient education for each student, the complete cooperation of parents/guardians and students is required to maintain a high level of school attendance.

The frequent absence of students from classroom learning experiences disrupts the continuity of the instructional process and limits the ability of students to complete the prescribed curriculum requirements successfully.

Excused Absences

The Board considers the following as cause for excused absence:

- a. Illness
- b. College Visit
- c. Legal obligation
- d. Death in the family



- e. Family obligation
- f. Medical appointment
  
- g. Motor vehicle test
- f. Such good cause as may be acceptable to the Principal.

**Regular Release Of Students Before The End Of The Normal School Day**

There are varying situations which may justify release of certain students from school before the normal closing. Such situations are justifiable only if the release does not jeopardize the student’s educational program and the reasons for such release can be shown to have positive benefits for the student.

**Truancy**

The Board will report to appropriate authorities infractions of the law regarding the attendance of students below the age of sixteen. Repeated infractions by enrolled students over the age of sixteen may result in the suspension or expulsion of the student.

It shall be the policy of the Board to consider the effectiveness and appropriateness to his/her needs of the educational program that is offered each student who is habitually and repeatedly absent from his/her assigned program and to consult with the Child Study Team for its recommendations.

Students that are absent from school for any reason are responsible for the completion of assignments missed because of their absence. In accordance with N.J.S.A. 18A:36-14, a student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award, or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent.

Prolonged or repeated absences, excused or unexcused, from school or from class, deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level or loss of credit or removal from a course that would count toward the high school diploma in accordance with policies of this Board.

Students shall be subjected to the school district’s response for unexcused absences that count toward truancy during the school year as outlined in N.J.A.C. 6A:16-7.6(a)4 and Regulation 5200.

Unexcused absences from school or from classes within the school day may subject a student to



consequences that may include the denial of a student's participation in co-curricular activities and/or athletic competition. Repeated absences from school interfere with efforts of the Board and its staff in the maintenance of good order and the continuity of classroom instruction and such absences may result in the removal of the student from a class or course of study.

The Superintendent shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements the Superintendent or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

N.J.S.A. 18A:36-14; 18A:38-25  
N.J.S.A. 34:2-21.1 et seq.  
N.J.A.C. 6A:16-7.6; 6A:32-8.3

Adopted: 7 December 2009  
Revised: 27 January 2014  
Revised: 9 February 2015  
Revised:



## 5320 IMMUNIZATION

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the Board of Education requires the immunization of students against certain diseases in accordance with State statute and rules of the New Jersey State Department of Health and Senior Services.

A student shall not knowingly be admitted or retained in school if the parent has not submitted acceptable evidence of the child's immunization, according to schedules specified in N.J.A.C. 8:57-4 – Immunization of Pupils in School. However, a child may be admitted to school on a provisional basis in accordance with the requirements as outlined in N.J.A.C. 8:57-4.5 and Regulation 5320.

Medical or religious exemptions to immunizations shall be in accordance with the requirements as outlined in N.J.A.C. 8:57-4.3 and 4.4. For students with a medical exemption pursuant to N.J.A.C. 8:57-4.3, the school nurse shall annually review student immunization records to confirm the medical condition for the exemption from immunization continues to be applicable in accordance with N.J.A.C. 6A:16-2.3(b)3.v.

No immunization program, other than that expressly required by the rules of the New Jersey State Department of Health and Senior Services or by order of the New Jersey State Commissioner of Health and Senior Services, may be conducted in district schools without the express approval of the Board.

N.J.S.A. 18A:40-20  
N.J.S.A. 26:4-6  
N.J.A.C. 6A:16-2.3  
N.J.A.C. 8:57-4.1 et seq.

Adopted: 7 December 2009  
Revised:

5330.04 ADMINISTERING AN OPIOID ANTIDOTE

N.J.S.A. 18A:40-12.24.a requires schools to adopt a Policy for the emergency administration of an opioid antidote to a student, staff member, or other person who is experiencing an opioid overdose.

N.J.S.A. 18A:40-12.24.a.(1) requires schools with any of the grades nine through twelve to comply with the provisions of the law.

N.J.S.A. 18A:40-12.24 requires a school to obtain a standing order for opioid antidotes pursuant to the “Overdose Prevention Act” - N.J.S.A. 24:6J-1 et seq. The school shall maintain a supply of opioid antidotes under the standing order in a secure, but unlocked and easily accessible location. The opioid antidotes shall be accessible in the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building. The Board may, in its discretion, make an opioid antidote accessible during school-sponsored functions that take place off school grounds.

The school nurse and a designated employee who volunteers to administer an opioid antidote pursuant to N.J.S.A. 18A:40-12.24.c. are required to be trained for the administration of an opioid antidote in accordance with N.J.S.A. 18A:40-12.25.b. The school nurse or a designated employee who volunteers to administer an opioid antidote shall be promptly available on site at the school during regular school hours and during school-sponsored functions that take place in the school or on school grounds adjacent to the school building at any time.

N.J.S.A. 18A:40-12.24 permits the school nurse or a designated trained employee to administer an opioid antidote to any person whom the nurse or the trained designated employee who in good faith believes is experiencing an opioid overdose.

An overdose victim shall be transported to a hospital emergency room by emergency medical responders after the administration of an opioid antidote, even if the person’s symptoms appear to have resolved.

In accordance with N.J.S.A. 24:6J-4.a.(1)(f), a prescriber or other health care practitioner, as appropriate, may prescribe or dispense an opioid antidote directly or through a standing order to a school, school district, or school nurse. In accordance with N.J.S.A. 24:6J-4.a.(2)(c), whenever the law expressly authorizes or requires a school or school district to obtain a standing order for opioid antidotes, the school nurse(s) employed or engaged by the school or school district shall be presumed by the prescribing or dispensing health care practitioner to be capable of administering the opioid antidote, consistent with the express statutory requirement.

Notwithstanding the provisions of N.J.S.A. 24:6J-4.a.(3)(b) to the contrary, if the law expressly authorizes or requires a school, school district, or school nurse to administer or dispense opioid antidotes pursuant to a standing order under N.J.S.A. 24:6J-4 et seq., the standing order issued shall

be deemed to grant the authority specified by the law, even if such authority is not specifically indicated on the face of the standing order.

In accordance with the provisions of N.J.S.A. 18A:40-12.26, no school employee, including a school nurse or any other officer or agent of a Board of Education or charter school, or a prescriber of opioid antidotes for a school through a standing order, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.23 et seq. Good faith shall not include willful misconduct, gross negligence, or recklessness.

Any school, school district, school nurse, school employee, or any other officer or agent of a Board of Education or charter school who administers or permits the administration of an opioid antidote in good faith in accordance with the provisions of N.J.S.A. 18A:40-12.24 and pursuant to a standing order issued under N.J.S.A. 24:6J-4 shall not, as a result of any acts or omissions, be subject to any criminal or civil liability or any disciplinary action for administering, or permitting the administration of, the opioid antidote in accordance with N.J.S.A. 24:6J-1 et seq. Nothing in this Policy shall be interpreted to prohibit the administration of an opioid antidote to a student, staff member, or other person in an emergency during school hours or during on-site school-sponsored activities by an emergency medical responder or other person authorized by law to administer an opioid antidote, in accordance with N.J.S.A. 24:6J-1 et seq.

The Overdose Prevention Act provides that when a person, in good faith, seeks medical assistance for an individual believed to be experiencing a drug overdose, whether the person is seeking assistance for himself/herself or another, the person calling for help and the person experiencing the overdose shall not be arrested, charged, prosecuted, or convicted for certain criminal offenses enumerated in N.J.S.A. 2C:35-30(a)(1-6) and N.J.S.A. 2C:35-31(a)(1-6).

Notwithstanding the provisions of any law, rule, regulation, ordinance, or institutional or organizational directive to the contrary, any person or entity authorized to administer an opioid antidote pursuant to

N.J.S.A. 24:6J-4, may administer to an overdose victim, with full immunity: a single dose of any type of opioid antidote that has been approved by the United States Food and Drug Administration for use in the treatment of opioid overdoses; and up to three doses of an opioid antidote that is administered through an intranasal application, or through an intramuscular auto-injector, as may be necessary to revive the overdose victim. Prior consultation with, or approval by, a third-party physician or other medical personnel shall not be required before an authorized person or entity may administer up to three doses of an opioid antidote, as provided in N.J.S.A. 24:6J-4, to the same overdose victim.

A school district may enter into a shared services arrangement with another school district for the provision of opioid antidotes pursuant to N.J.S.A. 18A:40-12.27 if the arrangement will result

in cost savings for the districts.

This Policy and Regulation 5330.04 shall be reviewed and approved by the school physician prior to Board adoption and whenever this Policy is revised. This Policy shall be made available to school staff members, parents, and students in handbooks, on the school district's website, or through any other appropriate means of publication.

N.J.S.A.18A:40-12.23; 18A:40-12.24; 18A:40:12-25; 18A:40-12.26;  
18A:40-12.27  
N.J.S.A. 24:6J-1 et seq.

Adopted: 27 February 2017  
Revised: 01 April 2019  
Revised:

5610 SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Student Discipline Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq.

For the purposes of this policy, "suspension" means the temporary removal of a student from the regular instructional program.

For the purposes of this Policy, "short term suspension" means a suspension for one, but not more than ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days.

In accordance with the provisions of N.J.S.A. 18A:37-4, a student may be suspended only by the Principal, who shall report any suspension to the Superintendent as soon as possible. The Superintendent shall report the suspension to the Board at its next regular meeting. The suspended student may be reinstated by the Principal or by the Superintendent prior to the second regular meeting of the Board following the suspension, unless the Board reinstates the student at the first regular meeting. No student suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that student's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the student or continue the suspension.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others. Students in preschool shall not receive an out-of-school suspension except as provided pursuant to the "Zero Tolerance for Guns Act," N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to identify students in preschool through grade two who are experiencing behavioral or disciplinary problems and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In each instance of a short-term suspension, the student will be provided oral or written notice of the charges and an informal hearing conducted by the Building Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the student may be immediately removed from the student's educational program and the informal hearing shall be held as soon as practical after the suspension. In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

In each instance of a long-term suspension, the district shall assure the rights of the student pursuant to N.J.A.C. 6A:16-7.3.

The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each student with a disability who is subject to a short-term or long-term suspension.

In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the New Jersey Student Learning Standards pursuant to N.J.A.C. 6A:8-3. et seq., which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a student with a disability shall be provided consistent with the student's Individualized Education Program, in accordance with N.J.A.C. 6A:14.

In the event a student has experienced multiple suspensions or may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school's intervention and referral services team in accordance with the provisions of N.J.S.A. 18A:37-2c.

Student records are subject to challenge by parents and adult students in accordance with N.J.A.C. 6A:32-7.7 and Policy and Regulation 8330. The name of a disciplined student will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such student will be designated by code.

N.J.S.A. 18A:37-1; 18A:37-2 et seq.; 18A:37-4; 18A:37-5  
N.J.S.A. 18A:54-20g [vocational districts]  
N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:32-7.7; 6A:14-2.8

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 11 September 2017  
Revised:



5620 EXPULSION

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a student.

The Board may expel a general education student from school, pursuant to N.J.S.A. 18A:37-2, only after the Board has provided the following:

1. The procedural due process rights set forth in N.J.A.C. 6A:16-7.1(c) 3 and 7.3 and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3; and
2. An appropriate educational program or service, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610.
  - a. The educational program or service shall be consistent with the provisions of N.J.A.C. 6A:16-9.2 – Program Criteria and N.J.A.C. 6A:16-10.2 - Home or Out-of-School Instruction for General Education Students; and N.J.A.C. 6A:14-2.1 et seq. - Special Education, Procedural Safeguards; and N.J.A.C. 6A:14-4.3 et seq. - Special Education, Program Options, whichever are applicable; or
  - b. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for students of similar grades and attainments, pursuant to N.J.S.A. 18A:38-25.

An appeal of the Board’s decision regarding the cessation of the student’s general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or services in accordance with N.J.A.C. 6A:16-7.4(a)2 until a final determination has been made on the appeal of the Board’s action to a student.

In accordance with the provisions of N.J.S.A. 18A:37-2a, a student in Kindergarten through grade two shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A. 18A:37-7 et seq. Students in preschool shall not be expelled, except as provided pursuant to the “Zero Tolerance for Guns Act,” N.J.S.A. 18A:37-7 et seq.

The district shall implement an early detection and prevention program to: identify students in preschool through grade two who are experiencing behavioral or disciplinary problems; and provide behavioral supports for these students which may include, but not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services. An early detection program may be incorporated into the intervention and referral services required to be established in each school pursuant to State Board of Education regulations.

In accordance with the provisions of N.J.S.A. 18A:37-2c, in the event a student may be subject to a proposed expulsion from school, the Principal shall convene a meeting, as soon as practicable, between the student and a school psychologist, a school counselor, a school social worker, a student assistance coordinator, or a member of the school’s intervention and referral services team. The purpose of the meeting shall be to identify any behavior or health difficulties experienced by the student and, where appropriate, to provide supportive interventions or referrals to school or community resources that may assist the student in addressing the identified difficulties.

The requirements of N.J.S.A. 18A:37-2c shall not apply when a student’s immediate removal or suspension from the school’s regular education program is required pursuant to: the provisions of the “Zero Tolerance for Guns Act,” (N.J.S.A. 18A:37-7 et seq.); N.J.S.A. 18A:37-2.1 – Assault by Pupil Upon Teacher, etc; Suspension; Expulsion Proceedings; N.J.S.A. 18A:37-2.2 – Offense by Pupil Involving Assault, Removal from Schools Regular Education Program; or in any other instance in which the safety and security of other students or school staff requires the student’s immediate removal from school. In these instances, the meeting required pursuant to N.J.S.A. 18A:37-2c shall take place as soon as practicable following the student’s removal from the school’s regular education program.

The provisions of N.J.S.A. 18A:37-2c shall be construed in a manner consistent with the “Individuals with Disabilities Act,” 20 U.S.C. § 1400 et seq.

A student with a disability shall only be expelled from his or her current program in accordance with N.J.A.C. 6A:14 et seq. An expulsion of a student with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14 et seq.

N.J.S.A. 18A:36A-9; 18A:37-2 et seq.  
N.J.A.C. 6A:16-7.4; 6A:14 et seq.

Adopted: 7 December 2009  
Revised: 9 February 2015  
Revised: 11 September 2017  
Revised:

8320 PERSONNEL RECORDS

The Board of Education believes that the orderly operation of the school district requires the retention of all records bearing upon an employee's qualifications for employment and employment history.

The Board requires that sufficient records be compiled and maintained to demonstrate an employee's qualifications for the position assigned; compliance with federal, state, and local benefit programs; conformity to district rules; the proper conduct of evaluations; and the employee's entitlement, as appropriate, to tenure and seniority.

The Superintendent shall be responsible for the custody and maintenance of personnel records. A single, central file of documents shall be maintained; temporary, subsidiary records will be permitted for ease in data gathering only. An employee's personnel file shall be maintained for six years following his/her termination of district service, provided the employment history record card is maintained a minimum of eighty years.

A Board of Education and private agencies that provide educational services by means of public funds shall make employee records and information available for public access pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act, but in accordance with N.J.S.A. 18A:6-120.(d) and 121.(d), and as provided in Policy and Regulation 8320 - Section H.

Personnel records may be inspected by school administrators to the extent that such inspection is required in the performance of the inspector's duties.

Board members may have access to confidential information in the personnel files of only those employees recommended for or subjected to an employment action requiring a vote of the Board or where access to the information is essential for the performance of the Board member's duties. Board member access to personnel files is limited to the relevant portion of the file and is available only through the Superintendent. Board members may freely inspect employment applications filed by candidates for district positions.

An employee may inspect his/her personnel file provided that the employee requests such access in writing, reviews the record in the presence of the administrator designated to maintain the file, makes no alteration or addition to the file nor removes any material from it, and signs a log attached to the file indicating the date on which it was inspected.

An employee may appeal to the Superintendent the inclusion or exclusion of records or for appropriate administrative review of the accuracy of any record in his/her personnel file.

The Superintendent shall prepare rules enumerating the records to be maintained for each employee of this district, including, as a minimum and as appropriate to the position, the completed application form, employment contract(s), a copy of the employee's qualifying certification,

transcripts, report of an employment physical examination, oath of allegiance, criminal background check, income tax forms, retirement registration, hospitalization forms, annuity forms, rate of compensation, attendance record, assignments to positions, completed evaluations, reports of disciplinary incidents, records of special awards or distinctions, and reports of annual or special physical and mental examinations.

N.J.S.A. 18A:18A-14.2; 18A:40-19; 18A:66-32

N.J.S.A. 47:1A-1 et seq.

N.J.A.C. 6A:32-4.3

Adopted: 7 December 2009

Revised

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.

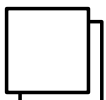
Appointment shall occur at least four weeks prior to the organizational meeting of the Board.

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:

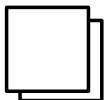
1. Attend all public Board meetings.
2. Shall be excluded from executive sessions of the Board.
3. Represent the views of the student body.
4. Suggest through appropriate channels Board agenda items.
5. Participate in Board discussions and deliberations at the discretion of the Board President.



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:



0164 CONDUCT OF BOARD MEETINGS

Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

Agenda

The Superintendent and the Administrative Cabinet, in consultation with the Board President, shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than two business days, except when an unscheduled meeting is being called, before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The meeting agenda shall be posted on the district's website and circulated via the district email system 48 hours prior to the meeting time. A reminder email with the agenda shall be sent on the day of the meeting.

The order of business shall be as follows:

Call to order and roll call

Optional: Motion to go into executive session

Optional: Call to order and roll call again after returning from the closed session

Pledge of Allegiance

Opening statement by presiding officer

Initial Public Comments limited to 45 minutes total, 4 minutes per person

Presentations

Superintendent's report

Consent items – regular and routine issues

Resolutions and Motions not included in the Consent Agenda  
Approval of bills  
Board member announcements  
Board committee reports  
Discussion items  
Acceptance of minutes  
Other business  
Comments from the public  
Optional: Motion to go into executive session  
Optional: Reconvened public meeting  
Adjournment

#### Electronic Participation and Virtual Meetings

In the event of extraordinary circumstances (which shall be defined as a natural disaster, mandatory or self-imposed quarantine, a State of Emergency declared by the Governor of the State of New Jersey or similar situation), it may be necessary for the full Board to meet virtually, via teleconference or digital media platform, in order to take necessary action.

##### A. Electronic Participation in In-Person Board meetings

In the event that an individual board member is unable to attend an in-person meeting, where there is a quorum present, due to extraordinary circumstances as defined above, such member may participate telephonically or electronically, with the permission of the Board President, whose permission shall not be unreasonably withheld, provided that they are able to hear the proceedings and be heard.

##### B. Virtual Meetings

Under extraordinary circumstances as defined above, teleconference options and digital platforms may be used to enable virtual board meetings and action even when all members of the Board are not physically present as long as prior arrangements are made to afford the public the opportunity to hear and participate in the meeting.

The Board may conduct a public meeting via teleconference or digital platform where members of the public are given appropriate notice and granted access enabling them to listen to and participate in the meeting at the appropriate time. A teleconference or virtual medium will only be used to host a public meeting of the full Board in a situation that makes it impossible or impractical for a quorum of members to meet in person due to the extraordinary circumstances as defined above.



BYLAWS  
0164/page 1 of 2  
Conduct of Board Meetings

Telephonic participation in or the virtual hosting of closed or executive sessions of the full Board shall be limited and only used in situations where in person attendance or the holding of meetings are impossible or impractical as define. All closed or executive sessions shall be and remain confidential.

N.J.S.A. 10:4-10  
N.J.S.A. 18A:16-1.1

Adopted: 7 December 2009  
Revised: 18 March 2013  
Revised:

## 0169.02 BOARD MEMBER USE OF SOCIAL NETWORKS

In accordance with the School Ethics Act - N.J.S.A. 18A:12-21 et seq., Board of Education members must avoid conduct which is in violation of the public trust or which creates a justifiable impression among the public that such trust is being violated. To avoid conduct that may be in violation or perceived to be in violation of the School Ethics Act, the Board of Education adopts this Policy to provide guidance to Board members in their use of social networks.

For the purposes of this Policy, “social network(s)” shall include, but not be limited to: Internet blogs, electronic bulletin boards, emails, social networking websites, text messages, or any other online platform where people may post or communicate interests, opinions, or any other information that may be viewed by others with or without permission from the person making such post or re-publishing such post. “Social networks” also means an Internet-based service that allows individuals to: construct a public or semi-public profile within a bounded system created by the service; create a list of other users with whom they share a connection within the system; and view and navigate their list of connections and those made by others within the system.

For the purposes of this Policy, “use of a social network” shall include, but not be limited to: posting to a social network, reposting another person’s post to a social network, messaging, or any other publication of material on a social network.

Nothing in this Policy prevents a Board of Education member from using a social network. However, a Board member must avoid conduct on a social network that would violate the School Ethics Act N.J.S.A. 18A:12-21 et seq., which includes the Code of Ethics for Board Members. Board members should be advised communications, publications, photographs, and any other information posted by the Board member or reposted by the Board member on a social network could violate the School Ethics Act and be cause for sanctions in accordance with the law.

While this Policy respects the right of Board members to use social networks, Board members shall recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. A Board member’s use of social networks shall not damage the reputation of the school district, employees, students, or their families. Board members who use social networks shall ensure their conduct is appropriate for a Board of Education member. Board members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.

Board members should carefully review the privacy settings on social networks they use and exercise care and good judgment when posting content and information. When using social networks, Board members are advised to:

1. Not post anything that would violate any of the district’s policies for Board

members;

2. Uphold the district's value of respect for any individual(s) and avoid making defamatory statements about the Board of Education, the school district, employees, students, or their families;
3. Not disclose any confidential information about the school district or confidential information obtained as a result of being a Board member, about any individual(s) or organization, including students and/or their families;
4. Not use or refer to their Board of Education title or position when soliciting for a business organization that he or she or any immediate family member has an interest in, as well as posting or referencing any confidential information regarding the Board of Education or the school district obtained through their Board membership, unless authorized by law;
5. Refrain from having communications through social networks with other Board members regarding any Board of Education business to avoid any potential violation of the New Jersey Open Public Meetings Act;
6. Board members are entitled to express themselves publicly on any matter, including issues involving the Board and the school district. Individual Board members cannot, however, express the position of the Board except as expressly authorized, in accordance with Board Policy No. 9120. Only the Board President or his/her designee shall authorize or make statements of official Board positions.
7. Not post any information on a social network determined by the New Jersey School Ethics Commission to be a violation of the New Jersey School Ethics Act.

A Board member shall comply with all Board policies regarding acceptable use of computers and computer networks whenever a Board member is using a Board of Education electronic device.

If the Board or Superintendent believes a Board member's activity on any social network may violate the Board's policies or the New Jersey School Ethics Act, the Board may request the Board member cease such activity.

This Policy has been developed and adopted by this Board to provide guidance and direction to a Board member to avoid actual and/or a perceived appearance of inappropriate conduct or conduct prohibited by the School Ethics Act while using social networks.

N.J.S.A. 18A:12-21 et seq.

N.J.S.A. 10:4-6 et seq.

Adopted: 5 March 2018

Revised:

**FIELD TRIPS FOR APPROVAL**

October 5, 2020

ONE DAY TRIPS							ATTACHMENT X		
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	Est. Total Cost To District	Annual Event	Meets Requirements
10/16/20	RHS	Bronx HS of Science, NY Speech & Debate - Virtual	15 students	1	0	\$0	\$0	No	Yes
10/26/20	RHS	Phillipsburg HS, NJ Speech & Debate - Virtual	25 students	1	0	\$0	\$0	No	Yes
11/02/20	RHS	William Tennent Tournament, PA Speech & Debate - Virtual	25 students	1	0	\$0	\$0	No	Yes
11/16/20	RHS	Randolph HS, NJ Speech & Debate - Virtual	25 students	1	0	\$0	\$0	No	Yes
12/14/20	RHS	Summit HS, NJ Speech & Debate - Virtual	25 students	1	0	\$0	\$0	No	Yes
01/11/21	RHS	Freehold Township, NJ Speech & Debate - Virtual	25 students	1	0	\$0	\$0	No	Yes
01/25/21	RHS	Ridge HS, NJ Speech & Debate - Virtual	25 students	1	0	\$0	\$0	No	Yes
02/07/21	RHS	U Penn Invitational, PA Speech & Debate - Virtual	25 students	1	0	\$0	\$0	No	Yes
02/14/21	RHS	Harvard University Invitational, MA Speech & Debate - Virtual	30 students	1	0	\$0	\$0	No	Yes

## **JOB DESCRIPTION**

I. Title: Instructional Aide/Job Coach

II. Qualifications:

- A. Associate degree or higher, or 2 years college coursework preferred.
- B. Passed the ETS paraprofessional test showing the ability to assist with the teaching of reading, writing, and mathematics preferred.
- C. CDL preferred.
- D. Experience working with students with disabilities who present with special education and behavioral needs.
- E. Able to effectively communicate with people at all levels and from various backgrounds.
- F. Ability to understand and adhere to established policies, procedures, and protocols.
- G. Acute attention to detail; strong documentation skills.
- H. Ability to work independently.
- I. Good judgment with the ability to make timely and sound decisions.

III. Position Summary:

Follow the special education teacher directives in providing for physical and instructional support of students with disabilities in special education/vocational settings. Provide direct support to a student at a job site, to enhance the success of this student within an employment training setting. Assist with the classroom programs including self-help, behavior management, and instruction. Work under the general supervision of the Transition Coordinator, Special Education Supervisor, and Director of Special Programs.

IV. Reports to: Director of Special Programs, and Supervisors of Special Education, and Principal

V. Major Duties and Responsibilities:

**Instructional Support:**

- A. Help the teacher prepare instructional materials.
- B. Help maintain a neat and orderly classroom.
- C. Help with inventory, care, and maintenance of equipment.
- D. Help the teacher maintain administrative records and required reports.
- E. Provide orientation and assistance to substitute teachers.

**Student Management:**

- A. Assist students with physical disabilities according to their needs, including transferring to and from wheelchairs, lifting, or positioning.
- B. Assist students with physical needs and personal care, including feeding, bathroom needs, and personal hygiene.

- C. Help manage behavior of students. This includes intervening in crisis situations and restraining disruptive or dangerous student behavior as needed.
- D. Assume responsibility for learning and adapting to each student's special medical, physical, communicative, and emotional needs.
- E. Work with individual students or small groups to fill out job applications, interface with business managers for interviews, learning specific job duties, scheduling, and job performance.
- F. Help supervise students throughout the school day, inside and outside the classroom.
- G. Assist students with disabilities in job training/employment and community-based instructional sites.
  - 1. Analyze the job to be performed.
  - 2. Implement systematic instruction and data collection procedures at the work site.
  - 3. Remain on-site with the worker.
- H. Abide by the rules of confidentiality and refer any questions regarding a student back to the Special Education professional responsible for that student.
- I. Uphold and enforce federal, state, and local policies, procedures and guidelines, and specific campus procedures and guidelines.
- J. Work cooperatively with campus and district personnel and job site personnel.
- K. Drive school suburban in order to transport student(s) to and from their assigned vocational job site.
- L. Contribute towards a positive and professional learning environment in the school and on the job site.
- M. Participate in staff development programs, faculty meetings, and special events as assigned.
- N. Other duties as assigned.

VI. Job Expectation:

Work Environment: Must be able to work within various degrees of noise, temperature and air quality. Job responsibilities require both inside and outside assignments. Interruptions of work are routine. Flexibility and patience are required. Must be self-motivated and able to complete job assignments without direct supervision. Occasional after-hour work may be required. Must be able to work under stressful conditions. Sitting, standing, lifting and carrying (up to 50 pounds), reaching, squatting, climbing stairs, kneeling, and moving light furniture is likely required.

Physical Requirements: Sitting, standing, lifting, and carrying (up to 50 pounds), reaching, climbing, squatting, kneeling, and moving light furniture may be required.

Safety and Health Requirements: Bloodborne Pathogens Standard Training.

Equipment/Material handled: Must know how to properly operate or be willing to learn to operate all multimedia equipment including current assessment materials and educational technology.

VII. Terms of Employment:

Contract, at ABA Aide rate; maximum not to exceed 5.75 hours per day

Ten months; compensation established by the Board of Education.

VIII. Evaluation:

In accordance with Board policy on evaluation of staff and the administrative code.

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Daniel Fishbein, Ed.D  
Superintendent of Schools

*Approved by Board:* 10/05/2020



Activity	Advisor	CAT	Ratio	Div by #	Stipend	Funding**	Pay
Brain Busters	TBD	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	TBD	1	0.008	1	740	Budget	June
George Rockington	TBD	3	0.028	4	648	Budget	June
George Rockington	Couch, Andrew	3	0.028	4	648	Budget	June
George Rockington	Feeley, Kevin	3	0.028	4	648	Budget	June
George Rockington	Watkins, Christopher	3	0.028	4	648	Budget	June
Jazz (Show) Choir Director	DeGroat, Laurie	3	0.028	1	2,591	Budget	June
Jazz Band Director	Brown, Brian	3	0.028	1	2,591	Budget	June
Latin Club	TBD	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	TBD	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	TBD	2	0.014	2	648	Budget	June
Spanish Club	TBD	2	0.014	2	648	Budget	June
Spirit & Service Club Co-Advisor	Evelyn McKinnon	2	0.014	2	648	Budget	June
Spirit & Service Club Co-Advisor	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	Stephanie Dodd	3	0.028	2	1,296	Budget	June
Yearbook Co-Advisor	TBD	3	0.028	2	1,296	Budget	June
20-21 Total Advisor Stipends					<b>37,294.43</b>		

Rates for 2019-2020	Ratios	Amounts
<b>(Subject to Change Upon Settlement of Contract)</b>		
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 - 2020-2021 - BA MAX =		\$92,542

\*\* 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.

ACTIVITIES PAID AT HOURLY RATES	UNPAID ACTIVITIES
Activity	Activity
Great Creators Workshop - TBD Math Counts - Pepe, M./TBD Track & Field - TBD Volleyball Club - TBD After-School Learning Cntr.: TBD	Announcement Crew - TBD

Ridgewood High School							
2020-21 Co-Curricular Activities							
	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
1	Adventure Leadership Peer Support	Quirk, Brian	3	1	\$2,591	Bdgt	June
2	Adventure Opportunity Peer Support	Knott, Ronald	3	1	\$2,591	Bdgt	June
3	Applied Engineering	Wohner, John	2	1	\$1,296	Bdgt	June
4	Asian Festival	Kirtane, Medha	3	1	\$2,591	Bdgt	June
5	Biology Academic Team I	Joseph, Andrea	2	1	\$1,296	Bdgt	June
6	Brass Ensemble ("Ridgewood Brass")	Luckenbill, John	1	1	\$740	Bdgt	June
7	Chemistry Academic Team I	Kay, James	2	1	\$1,296	Bdgt	June
8	Chinese Club	Lee, Christine	1	1	\$740	Bdgt	June
9	Clarinet Ensemble	Knox, Alexander	1	1	\$740	Bdgt	June
10	DECA	Mendez, Karen	5	2	\$2,591	Bdgt	June
11	DECA	Murtha, Timothy	5	4	\$1,296	Bdgt	June
12	DECA	Cronk, Paul	5	4	\$1,296	Bdgt	June
13	Dance Company Coordinator	TBD	2	1	\$1,296	Bdgt	June
14	Dance Team	Musso, Caitlin	2	1	\$1,296	Bdgt	June
15	Debate Team	Clarke-Anderson, Kathleen	4	1	\$3,887	Bdgt	Dec/Jan
16	Drama Concert Music Director	Judge, John	2	1	\$1,296	Bdgt	TBA
17	Drama Director, Play 1	Schaefer, Margaret	3	1	\$2,591	Bdgt	Nov
18	Drama Director, Play 2	Van Zile, Kelly	3	1	\$2,591	Bdgt	Dec
19	Drama Director, Play 3	Vilardi, Louisa	3	1	\$2,591	Bdgt	Dec
20	Drama Director, Play 4	TBD	3	1	\$2,591	Bdgt	May
21	Drama Musical Assistant	Bourque, Steven	3	3	\$864	Bdgt	TBA
22	Drama Musical Assistant	Schaefer, Margaret	3	3	\$864	Bdgt	TBA
23	Drama New Players Company (x2)	Schaefer, Margaret	7	0.5	\$15,548	Bdgt	Monthly
24	Drama Musical Assistant	Luckenbill, John	3	3	\$864	Bdgt	TBA
25	Drama Musical Assistant	Fink, Gary	6	4	\$1,620	Bdgt	TBA
26	Drama Musical Assistant	Fink, Gary	6	4	\$1,620	Bdgt	TBA
27	Drama Musical Assistant	Bourque, Steven	6	4	\$1,620	Bdgt	TBA
28	Drama Musical Assistant	TBD	6	4	\$1,620	Bdgt	TBA
29	Drama Playwriting, Play 1	Vilardi, Louisa	3	4	\$648	Bdgt	Dec
30	Drama Playwriting, Play 2	Vilardi, Louisa	3	4	\$648	Bdgt	Jan
31	Drama Playwriting, Play 3	Vilardi, Louisa	3	4	\$648	Bdgt	April
32	Drama Playwriting, Play 4	Vilardi, Louisa	3	4	\$648	Bdgt	June
33	Drama Set Construction, Play 1	Powell, David	2	1	\$1,296	Bdgt	Oct
34	Drama Set Construction, Play 2	Powell, David	2	1	\$1,296	Bdgt	Dec
35	Drama Set Construction, Play 3	Powell, David	2	1	\$1,296	Bdgt	March
36	Drama Set Construction, Play 4	Powell, David	2	1	\$1,296	Bdgt	May
37	eSports	Forfa, Jason	MS	1	\$1,943	Bdgt	June
38	Film Club	Holand, Lawrence	1	1	\$740	Bdgt	June
39	Finance Club	Monahan, Timothy	1	1	\$740	Bdgt	June
40	First Tech Challenge (Robotics)	Wohner, John	2	1	\$1,296	Bdgt	June
41	Flute Ensemble	Lazzara, Patricia	1	1	\$740	Bdgt	June

	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
42	French Club	Palumbo, Helene	1	1	\$740	Bdgt	June
43	SAGA: Sexuality And Gender Association (Gay Straight	Mende, Allison	1	1	\$740	Bdgt	June
44	German Club	Parks, Ruth	1	1	\$740	Bdgt	June
45	Girls Who Code	Valeri, Amanda	2	1	\$1,296	Bdgt	June
46	History Bowl/Quiz Bowl	Valeri, Amanda	2	1	\$1,296	Bdgt	June
47	Jazz Band	Fink, Gary	3	1	\$2,591	Bdgt	June
48	Jazz Band Assistant	Garde, James	2	2	\$648	Bdgt	June
49	Jazz Band Assistant	Heyzer, Henry	2	2	\$648	Bdgt	June
50	Jazz Band Lab	Haas, Jeffrey	3	1	\$2,591	Bdgt	June
51	Latin Club	Gigante, Stefanie	1	1	\$740	Bdgt	June
52	Latin Quiz Bowl (Latin Academic Team)	Gigante, Stefanie	2	1	\$1,296	Bdgt	June
53	Literary Arts Magazine (Genesis)	Hans, Patricia	1	1	\$740	Bdgt	June
54	Lunch Recreational Activities	TBD	1	1	\$740	Bdgt	June
55	Marching Band, Color Guard Advisor	Montanaro, Jake	4	1	\$3,887	Bdgt	Nov
56	Marching Band, Director	Luckenbill, John	8	1	\$9,069	Bdgt	Nov
57	Marching Band, Assistant Director	Ebbels, William	4	1	\$3,887	Bdgt	Nov
58	Marching Band, Brass Co-Instructor	Heyzer, Henry	4	2	\$1,944	Bdgt	Nov
59	Marching Band, Brass Co-Instructor	Garde, James	4	2	\$1,944	Bdgt	Nov
60	Marching Band, Drill Design	Dabby, Maxwell	4	2	\$1,944	Bdgt	Nov
61	Marching Band, Drill Design	McAloon, Elise	4	2	\$1,944	Bdgt	Nov
62	Marching Band, Field Percussion Instructor	Bergen, Joseph	4	1	\$3,887	Bdgt	Nov
63	Marching Band, Pit Percussion Instructor	Fink, Gary	4	1	\$3,887	Bdgt	Nov
64	Marching Band, Twirler Instructor	Wederfoort, Kimberly	4	2	\$1,944	Bdgt	Nov
65	Marching Band, Twirler Instructor	Sanchez, Jennifer	4	2	\$1,944	Bdgt	Nov
66	Maroon & White Recital (x.5) Art	Athena Maxwell	1	2	\$370	Bdgt	June
67	Maroon & White Recital (x.4) Music	Haas, Jeffrey	1	2.51	\$295	Bdgt	June
68	Maroon & White Recital (x.1) Dance	Mele, Lauren	1	9.9	\$75	Bdgt	August
69	Mathematics Academic Team	Gattoni, Rebecca	3	2	\$1,296	Bdgt	Dec
70	Mathematics Academic Team	Turkington, Sean	3	2	\$1,296	Bdgt	Dec
71	Math Club	Turkington, Sean	1	2	\$370	Bdgt	June
72	Math Club	Gattoni, Rebecca	1	2	\$370	Bdgt	June
73	Mathematics Team, Ninth Grade	Truncate, Lauren	1	1	\$740	Bdgt	June
74	Mock Trial Team	Hans, Patricia	3	1	\$2,591	Bdgt	Dec
75	Model Congress	Chamesian, Linda	1	1	\$740	Bgt	June
76	Music Production	Luckenbill, John	1	1	\$740	Bgt	June
77	National Art Honor Society	Cronk, Paul	1	1	\$740	Bdgt	June
78	National French Honor Society	Polk, Laura	1	1	\$740	Bdgt	June
79	National Honor Society Chapter	Chamesian, Linda	2	1	\$1,296	Bdgt	June
80	National Latin Honor Society	Gigante, Stefanie	1	1	\$740	Bdgt	June
81	National Spanish Honor Society	Rotella, Megan	1	1	\$740	Bdgt	June
82	National Technical Honor Society	Casatelli, Stacy	1	1	\$740	Bdgt	June
83	Peer Counselors Service Organization	Maye, John	3	1	\$2,591	Bdgt	Feb
84	Percussion Ensemble	Fink, Gary	3	1	\$2,591	Bdgt	June
85	Physics Academic Team I	Mitchell, Christopher	2	1	\$1,296	Bdgt	June

	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
86	Pizza Club	Lynaugh, Sean	1	1	\$740	Bdgt	June
87	Progressive Student Alliance	Escobar, Alejandro	1	1	\$740	Bdgt	June
88	Project Interact Club	Reilly, Nancy	4	1	\$3,887	Bdgt	June
89	Project Interact Club, Co-advisor	Feeney, Lynne	2	1	\$1,296	Bdgt	June
90	RHS-TV Club	Holand, Lawrence	2	1	\$1,296	Bdgt	June
91	Ridgewood A Cappella (Maroon Men & AcaBellas)	Bourque, Steven	3	1	\$2,591	Bdgt	Dec/May
92	Ridgewood A Cappella (The Trebles)	Chen, Chang-Po	1	1	\$740	Bdgt	June
93	Ridgewood A Cappella (East 627)	Chen, Chang-Po	1	1	\$740	Bdgt	June
94	Ridgewood Carolers Ensembles	TBD	1	1	\$740	Bdgt	Dec
95	Saxophone Ensemble ("Sax Appeal")	Haas, Jeffrey	1	1	\$740	Bdgt	June
96	School Newspaper (High Times)	Brunner, Adam	2	1	\$1,296	Bdgt	June
97	Science Competitions	Kay, James	1	1	\$740	Bdgt	June
98	Sharing the Arts	Landa, Jennifer	1	1	\$740	Bdgt	June
99	Social Place Club	Dodd, Stephanie	1	2	\$370	Bdgt	June
100	Social Place Club	Simone, Suzanne	1	2	\$370	Bdgt	June
101	Spanish Club	Purrinos, Damary	1	1	\$740	Bdgt	June
102	STEM Club	Wohner, John	1	1	\$740	Bdgt	June
103	Stock Market Game	Maye, John	1	1	\$740	Bdgt	June
104	String Ensemble	Geronimo, Kristi	1	1	\$740	Bdgt	June
105	Students for Environmental Action (SEA)	Luo, Miles	2	1	\$1,296	Bdgt	June
106	T.E.E.E.M. (Global Philanthropic Club)	Musso, Caitlin	1	1	\$740	Bdgt	June
107	Teen LEADS	Musso, Caitlin	1	1	\$740	Bdgt	June
108	Tri-M Music Honor Society	TBD	1	1	\$740	Bdgt	June
109	Video Games Club	TBD	1	2	\$370	Bdgt	June
110	Video Games Club	TBD	1	2	\$370	Bdgt	June
111	Winter Color Guard	Jake Montanaro	3	1	\$2,591	Bdgt	April
112	Winter Color Guard	Luckenbill, John	3	2	\$1,296	Bdgt	April
113	Winter Color Guard	Sanchez, Jennifer	3	2	\$1,296	Bdgt	April
114	Winter Twirlers	TBD	3	2	\$1,296	Bdgt	April
115	Winter Twirlers	TBD	3	2	\$1,296	Bdgt	April
116	World Challenge Club	Farrar, Eva	1	1	\$740	Bdgt	June
117	Yearbook Advisor/Business Manager	Valenti, Lisa	7	1	\$7,774	Bdgt	June
	<b>Total Advisor Stipends by REA Contract*</b>				<b>\$187,033</b>		
	<b>Rates*</b>	<b>Ratios</b>	<b>Amts</b>				
	Category 1 - 50 hours	0.008	740				
	Category 2 - 100 hours	0.014	1,296				
	Category MS	0.021	1,943				
	Category 3 - 101-200 hours	0.028	2,591				
	Category 4 - 201-250 hours	0.042	3,887				
	Category 5 - 251-300 hours	0.056	5,182				
	Category 6 - 301-400 hours	0.070	6,478				
	Category 7 - 400+ hours	0.084	7,774				
	Category 8 - 400+ hours	0.098	9,069				

	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
	Article 29 - Co-curricular Renumeration - BA MAX =		\$92,542				
	(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.)						
	<b>Club</b>	<b>Advisor</b>	<b>Funded by donation</b>				

Administrators – Hourly Salary Rate – Not to Exceed 20 Hours Each\*

Donna Antonellis  
Andrea Watson\*

Administrative Assistants -- \$40.17/Hour – Not to Exceed 6 Hours Each

Linda Ames  
Sheila Borchers  
Ariana Bray  
Carla Collins  
Jonathan Coppola  
Anna D'Amico  
Brenda Felipe  
Maureen Grieco  
Barbara Noto  
Clara Polulak  
Carleen Ulinsky  
Lesley Whyard

Proctors -- Ridgewood Public School employees, hourly rate; all other employees, \$40.17 – Not to Exceed 6 Hours each

Christine Anderson  
Sumera Baloch  
Giselle Batista  
Steven Bourque  
John Braden  
Kathryn Calise  
Paige Cattani  
Linda Chamesian  
Colleen Contreras  
Paul Cronk\*  
Cynthia DeTora  
Rebecca Dodd  
Emily Downs  
Alejandro Escobar  
Rory Feeney  
Isabelle Fisher  
Rosemary Fossari  
Jessica Gattoni  
Patricia Hans  
Diane Held  
Shayna Jennings  
Dana Kneis  
Alexandra Kowalski

Freddie LaFemina  
Jane Mandel  
Marisa Martell  
Christine McGovern  
Poopak Mohajer  
Brian Monnerat  
Tara Montelbano  
Kathleen Moran  
Caitlin Musso  
Zsuzsanna Nagy  
Ben Neville  
Nancy Reilly\*  
Christopher Reilly\*  
Theresa Ross  
Jill Shreck  
Leanne Shulman  
Gail Stoughton  
Shauna Stovell  
Mark Syvret  
Jennifer Thornton  
Laura Tolve  
Melanie Tormey  
Amanda Valeri  
Jennifer Weinkauff  
Lauren Zielinski

## **2020-21 District Goals**

1. During the 2020-21 school year, the district will evaluate, implement, and enhance ways to address mental health issues that surface due to the educational disruption resulting from the COVID-19 pandemic. The School-Based Mental Health District Coordinator working with the crisis intervention counselors, social workers, school psychologists, guidance counselors, and Ridgewood Intensive Therapeutic Supports will determine and if necessary implement mental health assistance and provide supportive interventions to students, parents, and staff.

2. The District's 2020-21 reopening plan provides students with instruction through a hybrid model allowing for a combination of in-person and remote learning or a fully remote model. Appropriate adjustments to increase in-person instruction will be made with the goal of resuming full-time, in-person instruction for all district students if we can provide a healthy environment for students and staff based on community, region, and state health data.

3. The district administration, in partnership with staff, students, and the community, will advance the district's core beliefs and values as defined in our Strategic Plan: Vision 2024. In the 2020-21 school year, the district will examine our practices related to diversity and equity and foster open collaboration and communication with all stakeholders on these issues to ensure that all who enter the Ridgewood Public Schools feel safe, respected, and valued.

4. New Jersey State Statute requires school districts to identify gifted and talented students and provide them with appropriate instructional adaptations and services. During the 2020-21 school year, the district will examine our current method of identifying students who demonstrate a high level of achievement in one or more content areas, the instructional practices in place, the consistency of implementation, and instructional resources available to provide an appropriate educational challenge. If improvements or enhancements are identified, the district will develop a plan to best address the needs of students who would benefit from curricular and instructional modifications.



## **2020-21 Board Goals**

1. The Board of Education will negotiate and adopt a new collective bargaining agreement with the REA.
2. The Board of Education through an RFP process will interview and appoint the Board's General Counsel as well as an Engineering and Architectural Firm.
3. In collaboration with the Superintendent, the Board of Education will develop the 2020-21 budget to investigate efficiencies and to determine if it is possible to reduce expenses without disturbing educational progress.
4. Where and whenever possible, the Board of Education will foster increased public participation, collaboration, and open communication with all stakeholders.

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
October 19, 2020**

Minutes of the Regular Public Meeting of the Board of Education held on October 19, 2020, at 7:02 p.m., at the Education Center.

The meeting was called to order by Mr. Lembo, President.

**I. CALL TO ORDER AND ROLL CALL**

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**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 7:02 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. Cristopher Kaufman; Mr. Saurabh Dani

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. INFORMATION**

Mr. Lembo read the information below and congratulated the students who were named Merit Scholarship semifinalists and commended students.

**A. NATIONAL MERIT SCHOLARSHIPS**

Eight Ridgewood High School students have been named National Merit Scholarship semifinalists and 22 others have received letters of commendation. About 1.5 million students took the 2019 Preliminary SAT/national Merit Scholarship Qualifying Test (PSAT/NMSQT) last October and entered the National Merit Program, a nationwide competition for recognition and awards. Only some 16,000 who qualified as semifinalists have an opportunity to continue in the competition for Merit Scholarships to be offered next spring.

The following eight students have been designated semifinalists:

**Dev Chhabra, Alexander Cho, Alexandra Jerdee, Aum Mundhe, Samantha Ngai, Skyler Snow, William Stewart, Saori Takahashi**

In addition to the eight semifinalists, the following 22 students have been identified as Commended Students in the 2019 competition:

**Emre Alptuna, Hannah Calaman, Catherine G. Chu, Jason J. Clark, Matthew E. DeMeulder, Patrick A. DeMeulder, Blaise R. Deleon, Julianne E. Flusche, Aaron Friedman, Daniella M. Granin, Justin A. Ivanov, Linda Kalna, Kyu Hong Kim, Marin Y. Kim, Zachary L. Kim, Kateryna Morhun, Nicolas R. Pruitt, Kai Sarma, Decklan L. Spencer, Clair Sullivan, Daniel J. Weispenning, Daniel Y. Woo.**

## V. PRESENTATIONS

### A. RECOGNITION OF TRADITION OF EXCELLENCE AND ASHBY AWARD WINNERS

- Annette Tucker (Tradition of Excellence)
- Jean Schoenlank (Ashby Award)

Dr. Fishbein announced the Tradition of Excellence and Ashby Award Winners. The Tradition of Excellence Award recognizes a support staff member for extraordinary service to the district in five categories. 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. It is the highest honor that the district can bestow on a staff member. Honorees are selected by a committee after a careful review of all nominations. Dr. Fishbein read remarks about each award winner.

This year's Tradition of Excellence Award winner is Annette Tucker, Classroom Aide at George Washington Middle School.

The recipient of the Ashby Award is Dr. Jean Schoenlank, Principal of Ridge School.

Dr. Schoenlank said she was incredibly honored and has an amazing career in Ridgewood and particularly at the Ridge School. It was her dream job to be the Principal of Ridge and is honored to have the opportunity. She loved being a teacher and loves and supports teachers. She is touched by this award because it honors teaching. She is honored that her name has been added to the list of recipients. She thanked everyone.

### B. STUDENT REPRESENTATIVE REPORT

Zoe Kovac presented the Student Representative Report. She stated, it's been eight months since our normal has become anything but; however, she is proud to be a student and member of the Ridgewood school community because she has gotten to witness firsthand how everyone has come together (students, staff, families & board members) in dealing with the constant stresses and issues around health & safety. While we have a long way to go as a village and quite frankly as a society, Ridgewood is doing the absolute most to ensure a safe and healthy rest of the school year.

#### Academics:

- In an effort to highlight female success in the fields of science and math, bulletin boards in the hallways of RHS are decorated with posters of women who have excelled in both math and science.
- The PSAT was successfully administered at RHS this past Saturday... Everyone wore their masks and followed the regulations that typically apply on a normal school day.

- The Student Congress Officers for the 2020-2021 school year have officially been picked and the students of RHS could not be more excited to have a fabulous set of leaders on their side
- The RHS Student Government has been super busy putting together the senior slideshow and trying to figure out the best way possible to execute it successfully. They have also been working on designing new apparel for the students of RHS and any concerns they hear from students of all grade levels they report to the staff and faculty.
- The ACT exam will be administered at RHS on October 24th. All safety precautions will apply
- On October 29th, the guidance department is holding a parent meeting that will cover the college application process for current 11th grade students.

**Arts:**

- The students in the ceramics classes have gotten to test out the pottery wheels at RHS and they tried making their own vases
- The RHS Newplayers show of Shakespeare's Macbeth is set to be performed October 29th through October 31st. Their outdoor rehearsals have been going smoothly and the Newplayers feel excited and prepared for their first show.
- The Newplayers are also putting on a virtual show of 'A Christmas Carol'; the auditions were individually recorded and each segment of the show will also be recorded and then edited into one seamless virtual performance
- The RHS marching band has been safely performing at the home football games and they have competitions which are recorded and then submitted online
- The RHS choir and acapella groups have been either learning new music via Zoom, humming tunes under their masks while in person, or singing while being distanced outside.

**Athletics:**

- The RHS Girls Varsity soccer team is hosting the annual Columbus Day Girls Soccer Clinic on November 5th (it was postponed due to rainy weather). Players of all ages and grades will play soccer and learn new skills. Those who wish to participate in the event must pay a small fee that includes a t-shirt and all of the proceeds are going to support the Ridgewood Soccer Association.
- The RHS cheer team has been flipping, stunting, dancing, and cheering for the RHS football players while they socially distance and wear their masks.
- In an effort to prevent large gatherings, athletes of various sports are given 2-3 tickets to give to their family members; however, all spectators are required to wear a mask while attending.
- The RHS football team has been very successful in preventing any cases of COVID as they have not had any cases since the beginning of August; they have outdoor locker rooms with separated chairs, they wear their masks under their

- helmets when they are not on the field, they separate their pads, water, and other equipment while they attend practice, and the players have taken the new regulations very seriously

**Activities:**

- The RHS Family Promise Club held a large food drive where the students cooked, packaged, and donated food to a local soup kitchen to help feed about 150 homeless families in our area. All of the food was made at RHS and then given out at motels where the residents of the Hackensack Homeless shelter are currently staying or the food was handed out at the loading docks. Along with the food, the RHS students made over 150 cards to brighten the individuals' days.
- There were several car wash fundraisers held the past few weekends. The RHS choir, RHS baseball team, and boys soccer team all held car washes right in the parking lot of RHS.
- The RHS Green Club spent one Sunday morning cleaning up the litter at Habernickel Park right here in Ridgewood
- The RHS German Club is holding a sticker fundraiser where all of the profits will go to the California Wildfire Relief funds.
- The RHS Democrats Club held a very successful Vice Presidential debate outdoor watch party where the members socially distanced and wore masks. They also held a week-long voter registration drive at the entrances of RHS.

**Miscellaneous:**

- The Ridgewood Public Library is holding a virtual Halloween costume contest. Those who wish to participate can submit their costumes up until October 21st... they then can vote for their favorite costumes from October 22nd - October 30th... and then on October 31st they can join a live Halloween Pet Parade which will be followed by an award ceremony where prizes such as Starbucks gift cards, Tea Shop gift cards, Ben and Jerry's gift cards and so much more will be given out to the costume winners. More details about this event can be found on the Ridgewood Public Library website.

**C. REOPENING PLAN: TRANSITION TO PHASE TWO**

- Ms. Poelstra

Ms. Poelstra opened her presentation by sharing COVID-19 activity level data for New Jersey, which currently has the entire state at the moderate level. The district continues to closely monitor health data as it informs our reopening plan and its various phases. Recently, the district surveyed staff, parents, and students to collect feedback on the reopening and input regarding considerations for the next phase. Additionally, our Pandemic Response Teams are meeting consistently to review our plans and progress. Department, faculty, and administrative team meetings also continue to evaluate the reopening, and Dr. Fishbein meets regularly with the Health Officer, Dr. Yankus, and other

physicians.

Ms. Poelstra reviewed the data collected in the surveys beginning with PreK-5 staff, noting that the majority of teachers believe that the fall reopening has been more successful than remote instruction in the spring. The PreK-5 staff survey indicated that the most positive aspect of the reopening has been establishing relationships with students while planning for both virtual and in-person instruction has been a significant challenge. Most open-ended comments on this staff survey recommended the continuation of the current schedule.

Ms. Poelstra thanked the Federated Home and School Association for their collaboration on the development of the parent surveys. They met with Dr. Fisbhein, Ms. Poelstra, and a group of administrators to review and provide input on the surveys, and the extensive amount of time and effort they contributed to this process was recognized. The survey of Glen School parents indicated that 95% of respondents were satisfied with the Phase 1 experience, and the K-5 parent survey showed that 75% of respondents were satisfied with the Phase 1 experience.

K-5 parents were asked whether they would prefer to continue with the current A/B rotation with each day of the month assigned or switch to consistent days with one rotating day per week, and the responses were very close with a slightly higher percentage who prefer consistent days. When asked if parents would be in favor of maintaining the current model of instruction/schedule as it is now, 69% of parents indicated yes. About 54% of parents indicated that they would be in favor of a longer in-person school day with lunch, understanding that there will be no live teacher contact on the at-home day. Based on the K-5 data, the current recommendations are to bring all elementary special education students to the buildings for in-person instruction five days per week for the minimum day schedule beginning on October 26. Another enhancement is to integrate live streaming into the hybrid model. Also, based on discussions with health officials, the district will open the playgrounds for scheduled time slots with proper cleaning protocols and mask-wearing.

Similar to the elementary survey, 6-8 teachers indicated that establishing relationships with students has been the most positive aspect of the reopening; planning for all classes and models has been the most challenging aspect. The 6-8 parent surveys showed a 77% satisfaction rate with the Phase 1 experience with only 5% being dissatisfied, and 94% of parents would be in favor of continuing the drop-rotate schedule that was introduced on September 25. Regarding having lunch in school, 65% of parents indicated they are comfortable with their child having lunch in school. The 6-8 students were surveyed by school, and the results were very similar regarding the satisfaction rate (66-67%) and whether they are in favor of continuing with the current model/schedule (86-87%).

The 9-12 parent responses reflected a 76% satisfaction rate with the Phase 1 experience. When asked whether they are comfortable with their child having lunch in school, 57% of parents selected yes, but almost 69% indicated they would like to return to an open campus if we are going to have lunch in school. The 9-12 student survey showed a 54% satisfaction rating with 95% of students in favor of continuing with the current

model/schedule. Less than 50% of the high school students indicated they wanted to have lunch in school, yet over 81% would want to have an open campus if lunch is introduced. In the open-ended section of the survey, many students who wrote responses expressed that they did not feel comfortable eating lunch in school. Based on the data collected, the current recommendations for 6-12 are to continue with the drop-rotate schedule and to develop protocols for shared equipment in art, science, and physical education, which will enhance the student experience in these areas.

Dr. Fishbein made a statement following Ms. Poelstra's presentation. He reminded everyone that there was no statewide plan for the reopening or for what districts do once they opened. Some districts have not yet opened for in-person instruction, and some are not planning to do so until after the start of the new year. Additionally, individual municipalities have different departments of health. About 30 municipalities work through Bergen County, but the Village of Ridgewood is fortunate to have its own health department, which is very attentive and helpful to the schools. Dr. Fishbein reiterated that we are currently experiencing an increase in infection rates locally and throughout the state. At the same time, everyone is experiencing COVID fatigue.

Our local health officials, our school physician, and other practitioners who have volunteered their time to help us through this process have expressed concern about having lunch in school. Research demonstrates that, without wearing proper PPE, the virus does linger in the air and move beyond the six feet of social distancing. Therefore, eating in school without PPE is a serious cause for concern. When considering the current rate of infection, surrounding districts closing due to positive cases, the upcoming holidays, the return of college students, and expected travel, the health professionals that we consult believe there is an increased risk at the K-12 level. Dr. Fishbein recommended that we do not extend the day at this time but continue to work on improving what we are doing within the current schedule. He added that we may hold off on considering extending the school day until after the start of the new year to protect the health and safety of our students and staff, as well as our entire community.

Mr Dani is interested in knowing that there were 5% of parents who were not satisfied and a little bit higher at Middle School or High School, have we asked those parents who were dissatisfied what they are looking to have improved.

Ms. Poelstra stated that she reviewed the comments from the surveys and put the #3 answers into the dissatisfied group. Reading through the comments it seems that the asynchronous times when kids are not in school it is a little bit more difficult for students to follow along. There were parent concerns with Special Education that they were not satisfied and we are addressing that concern.

Mr. Dani stated that he would think that since it's a survey, those who scored low would have provided a comment.

Ms. Poelstra answered that sometimes people put comments and sometimes they did not.

Mr. Dani asked if we have considered different policies for elementary, middle or high. Can we look at elementary separately, he feels they can be eating their lunch at their desk



so there is no rotation and parent schedules are not affected.

Dr. Fishbein answered that there was a percentage of parents who did not want us to change the schedule of the other schools, since they have students at other schools. There is a slide within Ms. Poelstra's presentation that identifies that information. Also, the issue is not the kids moving around to do lunch, it is the taking off of masks to eat lunch. Research is showing the virus lingers in the air over 12 feet, we don't have that type of space to social distance to that degree.

Mr. Dani said going back to his original question, have we considered different rules for elementary?

Dr. Fishbein answered that we can show the slide with the information that shows the different consideration from the presentation.

Ms. Poelstra added that the K-5 lunch issue is also around staffing, in the staff data we see that they are adding much more time for planning and we have a contractual obligation to provide the teachers with 45 minutes of lunch and prep time, if we ask them to have lunch in the classroom with the students then we have to find time in the day to give teachers a 45 minute lunch and the contractual prep time. It becomes a staffing challenge, we don't have enough bodies to not diminish the educational at home experience. We have heard from parents during phase 1 that they want a more robust at home program, if we add lunch and have to meet our teacher obligation we will not get a more robust at home day, we will get a much less robust program. The lunch issue at the elementary is different than the lunch issue at the MS and HS. We go back to what our teachers and administrators say which is that 4 hours of solid instruction when they are in person is valuable. We hope to enhance the virtual day by training our teachers, live streaming, purchasing extra monitors to make the home instruction improved without putting the kids and our staff at greater risk and meeting our teacher contractual obligations.

Mr. Kaufman asked if any other district has moved from a hybrid model to a more robust model.

Dr. Fishbein answered there are some that were there already simply because they are small districts that have small class sizes. They can socially distance 12-14 kids in a classroom, they can do this from the beginning. We can't because of our class size.

Dr. Kaufman asked if there are other districts that are similar to our size who have gone to a more robust in person schedule?

Dr. Fishbein answered no.

Mr. Kaufman asked when you say staff, have you consulted with only the principals or all of the teachers.

Ms. Poelstra answered that we surveyed all of the staff and continue to receive feedback through their departmental meetings and faculty meetings.

Mr. Kaufman added that some of the challenges of extending the school day past lunch, the teachers have a hard time teaching the kids and then going to the remote process. It will be a challenge for the teachers and will be difficult to address. Can we give the teachers more training for remote learning?

Dr. Fishbein stated that election day is a professional development day and we will have the new monitors in and they will receive training on how to use the two monitors.

Ms. Poelsta stated that we will use that day for collaborative colleague training sessions to address all of the tools they have available, best practices etc.

Mr. Kaufman added that one of the things he was previously disappointed about was when the kids are home they should have been part of the classroom, but what he realizes now is that it is very difficult. When teaching an in person class and live streaming kids at the same time, it may be a bad scenario.

Dr. Fishbein answered that we have success to varying degrees, there will always be students who push the envelope and it's part of the beauty of teaching. Parts of the classes will be able to have remote students live stream and it will look different for elementary than it does for secondary.

Ms. Poelstra added that the elementary principals were skeptical about this plan working, but they went to neighboring districts and viewed how the students are streamed into a live class. There are certain limits to the success, but with the hybrid model those students are coming into class the next day and the teachers can discuss with students regarding possible inattentiveness. With elementary even when the teacher is live, they have mini lessons because little people have a shorter attention span with direct instruction for a certain period of time. Kids will stream in for a mini lesson and then go to independent practice and then return for the rest of the lesson.

Mr. Kaufman stated that whatever we do, phase 2 has to happen after the new year since there are so many variables with people going away. Phase 2 will have to have more robust involvement with the community almost like a town forum. When we send the surveys, when we have 1% of a certain response we don't know why they responded that they were unhappy. If the majority is happy we need to think about the small group that is unhappy.

Dr. Fishbein replied that is why we have the pandemic teams and we are counseling people to come to the HSA's because that's where these topics are discussed. The schools have conducted meetings with parents. It is hard to get a deep conversation when there are 100 people on a screen, it is a challenge. We offer opportunities for people to come forward and share their thoughts. The principals share what is working and what is not, our administrators are honest in that way. And people are not shy in town to express their questions. It may not be effective to have all of one school in one google meet with the principal who would have to mediate that meeting.

Ms. Kwak asked in terms of the slides how is it split K-3 versus 4-5? Would that have

changed the results. The parent feedback for the younger learners k-3 would be different than the 4-5.

Ms. Poelstra replied that we did not split it up by grade level, but she does agree that the older the students get, the less challenging it becomes.

Ms. Kwak stated that when we think of the satisfaction and the data, it does not show the full picture if you don't segment by the k-3 versus 4-5. She would love to see the split data, it is not a monolithic community.

Ms. Poelstra replied that since the parent dissatisfaction rate is less than 5% it is so low that it would not make the results any different. It does not mean that we can't do things better and although the younger students are more negatively impacted, breaking out K-3 would not make the results dramatically different with the small percentage in the results.

Ms. Kwak stated that she is also thinking not just about the dissatisfaction rate but also the question about would you continue with this model or the full day option question.

Ms Poelstra answered that it could be that people are ok with both. They are not mutually exclusive.

Ms. Kwak questioned in terms of the 5 day, half day option for the special needs community, which is very valuable; can't that be applied to the younger students?

Ms. Poelstra replied that space is the challenge and the number one safety concern, that is why we had to split them in the first place, and it would be an option if we get rid of social distancing.

Ms.Kwak asked if there was any thought in treating each of the schools with a different approach high school, versus middle school and elementary.

Dr. Fishbein answered that we have differentiation now, in the high school and elementary school after the half day of live instruction the students go home and have remote classes for the rest of the day which is not the case at the elementary level.

Ms. Kwak stated that the concern is with the younger learners and the challenges with this model cannot be overstated. She is echoing a lot of parents that were looking forward to the start of phase 2. It is disappointing and she is not diminishing all of the efforts that have been made, but it is a surprise statement for her to hear that you believe this model should be continued for months.

Dr. Fishbien said he qualified his decision based on the map, if the map were all green he would have come with a different recommendation. Especially with the longer breaks including teachers convention and Thanksgiving. Those will be the times that covid fatigue will break people down and they will be going out and visiting. The New York Times had the map of the United States during the summer, September and now, the virus is exploding all over the United States including New Jersey. Unfortunately this is what they said would happen and we are starting to see the rebound. We are fighting like crazy to do the best we can to continue to do what we are doing. The closing of a school for two

weeks, as per colleagues who have had to do it, is devastating. At a high school level, all of the things that Zoe reported on stopped, all of the activities stopped for two weeks. In this scenario, if a student is working on a play there are no more practices unless they are done remotely, for athletes there are no competitions or practices and we are fully remote on learning. It would be easier for us to be in school at the same time, it would be best educationally, but even the dividers as the research shows are only good for a sneeze or cough, but not for the covid vapor that lingers. There would be nothing better for us than to teach regularly everyday, but with the current numbers we need to look at health first and education second.

Ms. Brogan added that it is hard to listen to all of the voices and come to a decision. She is stuck with the concept of covid fatigue and the increase in indoor activities, presenting a whole new challenge. She is concerned about how indoor sports will impact the current situation. She would like to see our energy concentrated on improvements we need to make in order to make elementary, middle school and high school instructional programs stronger in the times that we can do that. She is very pleased about bringing the special education needs students back in who have pull-out programs. It is a positive to have them in school 5 days a week. This is tough because we also have a whole group of kids coming into our community from college over thanksgiving break. It is in that two week period that kids arrive back and if they have siblings. This is a tough decision and will go with being very cautious and thanking our teachers. They have really invested in our students' success and they are struggling through this new norm. She has noticed the ability of our staff to listen and that shows in the high school drop schedule. She asks after the PD day to have a report back on some of the things that we have learned from the PD day and what the enhancements are to the instructional program as we move forward. Until there is a vaccine, there isn't an easy answer to all of this. Kudos to families, students, staff that we have not had to close any schools at this point and it would be great if we could continue with this success rate.

Dr. Fishbein was surprised that the governor has allowed indoor sports in the manner that has been stated. He added, when students who are in college test positive, they put their home address on the report and our health department has been notified. It will be interesting to see the time between Thanksgiving and winter break when college students return.

Mr. Lembo said he knows we are in month 7 and two weeks to stop the spread now, and is the only person in this room who has the most experience with covid people. He can tell everyone that we are the best prepared and our plan is very good. He has some questions, in the slides there was no survey question asking if you are comfortable to move to phase 2.

Ms. Poelstra replied that the phase 2 question about lunch and the longer school day is implied. We had to define phase 2 and when we met with Federated they asked what does phase 2 mean? Originally Ms. Poelstra had a shorter question asking about phase 2 but she was asked to identify what exactly it would look like if parents can answer yes or no and that is how we came up with the question that asks if you would be in favor of lunch, longer school day.

Mr. Lembo stated that with the special ed students it is a great, positive move and he echoes the board here that its concerning with the statistic that was told to him if children are not reading by 3rd grade on a grade level, they have a 50% chance of not graduating and that is scary. Are we going to look at our students if they are struggling in this model, if a student does not have an IEP and is struggling will they be looked at?

Dr. Fishbein said yes we have an I&RS model, a child will be referred and discussed through the I&RS team and there can be accommodations and assistance offered to the student. It is a pre-special education intervention.

Mr. Lembo questioned what about the students that were doing that at the end of last year?

Dr. Fishbein replied that we don't start over, the kids who went through the process at the end of last year who did not have enough achievement to go off of the program, it would continue.

Mr. Lembo asked what do you suggest should happen if a parent notices a child that is struggling?

Ms. Poelstra replied that they should contact the student's teacher with the concerns. The elementary principals are going to send out an FAQ update and one of the points refers to the intervention and referral process. If the child is struggling they should reach out to the teachers first and if necessary will refer to the I&RS team. If we see a student in need of intervention we take the extra step to provide the support that the student needs.

Mr. Lembo said that he knows that we are going to indoor sports that it is coming, it concerns him that the issues that were brought up in the survey such as space, lunch staffing are the same issues we talked about two weeks ago. It is the same things we need to look at.

Ms. Poelstra replied that those issues will be the same since we can't make more classrooms and hire more teachers.

Mr. Lembo's concern is that he would like to have a reevaluation date that we can look at. Vaccines are starting production now and it could keep changing and he keeps hearing that it could stay through the end of the year. He is gathering that he would like to see a reevaluation. There are high schools in Bergen County that are full day and have not shut down. They may not be the same size as us but it is happening.

Dr. Fishbein questioned what high schools are full day and have not shut down?

Mr. Lembo answered Catholic Schools, they are high schools who are full day and have not shut down. He added that he is saying that we should consider it.

Ms. Poelstra stated that there isn't a single day that goes by that we are not reevaluating, that is why we changed the middle school and high school model because we are reevaluating every day. The decision to bring special ed students back is weeks in the

making, Janel Nese and the child study team in the elementary schools have worked on this plan.

Mr. Lembo added that we will have an influx of students in the classrooms with the special ed students returning, and it's a good thing and if this holds we should look at it.

Ms. Poelstra stated that even with the special ed students coming back we are still following all of the safety protocols for cleaning, ppe and social distancing and that is why we had to wait to ensure we could place every single student in a socially distanced environment so we could bring them back every day. There is not a day that goes by that we are not looking at some aspect or having some meeting about what we can do next and how to continually improve, she wants people to know that we are not saying, ok this is done and we will not look at it for two months.

Mr. Lembo added that is why he wants to know if we can put a date that we will reevaluate. He knows this is at the forefront but now we are saying this is how it is going to be until the end of the calendar year. Is there some way we can say we are reevaluating this. Covid fatigue is real and he doesn't want people to give up.

Dr. Fishbein stated that he will send a letter.

Ms. Kwak added that it is true that the rates are increasing, but they are not at the point where a harder difficult decision has to occur. There is some flexibility at this particular moment and if there could be some thought around making the elementary school experience more robust.

Dr. Fishbein said that is what we have explained that we will do.

Ms. Kwak said she heard today for the first time that phase 2 will be delayed way past November and asked if we can reevaluate sometime mid-November so we don't leave parents hanging and our young learners without a clear roadmap about how this experience can be improved.

Dr. Fishbein replied that he understands that and there was a point in March and April where we were at this point and the curve went up where we hit the orange and red and we had to shut down. The reason behind showing the map is that there is an increase in the infection rate and we do not want to cause more of an infection rate. There are other factors that are involved that we have to take into consideration such as teachers convention, Thanksgiving break, college students coming back and the December break. This is a concern not only for us as administrators, but for our health professionals who we go to for guidance on these things.

Ms. Kwak said she is hearing it for the first time tonight and that is where the questions are rising from.

Mr. Lembo thanked everyone for the presentation and understands all of the hard work that went into it.

**VI. COMMITTEE OF THE WHOLE REPORTS**

- Finance
  - September Financial Reports

Ms. Kelly reviewed the September financial reports, sharing that we are in a good financial position.

Ms. Kelly explained that the Federal money we applied for is a little different and we need to work in conjunction with the municipality. She will file for the funds on our behalf. We would like to spend the majority of the funds on the purchase of dividers for all students k-12 and purchase laptops to teach remotely and do teach the combination of live stream and in person teaching. The majority of the funds are for those two areas, the PPE that we already purchased we are able to charge to our required maintenance per the recommendation of the county business administrator, we are permitted if needed to use our maintenance reserve to purchase additional PPE. We are purchasing some health PPE through some of those budget accounts as well. We purchased a lot of PPE in 2019/20 and we received some funds from the Care's act. We have done a good job at staggering those purchases through the two school years.

Ms. Kelly explained two items that were on the agenda for approval: the 2021-2022 Budget Development Schedule and Submission of the Comprehensive Maintenance Plan. Every year, the district is required to develop a budget calendar, which is fluid since we have to wait for the budget election calendar distributed from the State. For this year, we have extended the time for principals and supervisors to enter their budgets. The meetings with the budget managers and principals have also been scheduled at a later time to give the new Business Administrator and the Interim Superintendent sufficient time to gain an understanding of the budget.

The district is required to submit the Comprehensive Maintenance Plan annually in November. The report is a summary by school of actual expenditures for required maintenance for the prior year, the budget for required maintenance for the current year, and planned required maintenance for the future year.

Ms. Kwaked asked that on the budget worksheet column F: annual target expenditure \$261,000, will that tie to the maintenance?

Ms. Kelly replied that is a minimum requirement. Where it says anticipated budget for 21-22, that is a 2% increase from last year it is not set in stone, it is planned but it is typically what the budget will be.

Ms. Kwak asked if this is exclusive of any Capital spending, it is pure maintenance?

Ms. Kelly replied yes, this pertains to the section of the budget that is strictly maintenance.

**VII. COMMENTS FROM THE PUBLIC**

The following callers addressed the board:

Mary Micale, 239 Heights Road, She has reviewed the proposed changes in policy for board

member use of social network that is on tonight's agenda and would like the board to discuss and clearly articulate why it is necessary to change the policy to from board members are advised not to engage in social media in regards to matter of the board to the changes where board members can comment and express their opinions, so long as they state its individually. She does not understand what the benefit is for board members engaging in social media on matters of business before the board. She does not see how it benefits the BOE and the board members individually, she does not see how this type of engagement in social media on topics that can be discussed in the meetings, since the social media platforms are not run professionally or in a way that lead to productive and mutually respectful dialogue. How will it benefit the schools and how it will help board members do their job? She asks to consider this, since board members are held to a higher standard, they work hard and donate their time, efforts and skills and she does not know why they would put themselves in a position on matters that can and should be discussed in a board meeting in an environment that can be a free for all. With regard to the decision regarding phase 1 and phase 2; we are taking a calculated risk with everything we do and when sending our children to school and appreciates Dr. Fishbein and Ms. Poelstra's comments about considering everyone's health when making the decision.

Laura McKenna, 861 Bingham Road, there is zero evidence that covid is spreading through schools, articles in every major newspaper, journal and Anthony Fauci made that point that covid is not being spread through schools. Instead they are seeing the spread through in home family and friends get together. Why are the decisions on school openings being made on a conjecture by people whose expertise is education and not science. Especially since the science available to guide our decision. Special education has been problematic. In her home, she has a special ed student who's teacher said that he's gone from every other word of stuttering to every word. We can see a quantitative regression because he has not had the same education that he should be getting, in person all day. What should I do? As a special ed parent we don't have a great opportunity to express our point of view. Our HSA meets every other month, she has questions that nobody is answering. She lives a house or two away from Glen school and sees kids practicing outdoor sports. Why is that going on and not in person learning? Why are we prioritizing sports? Or social group activities for special ed students. Her child is an out of district student, and other schools are considering renting space in other properties so kids can go to school, they are putting cameras in classrooms so that kids who are home can observe what is happening in the classroom. Private schools are open full time, as many of the board members know first hand. Also, she believes that we need to work on the wording of the survey questions. Most parents on her block want more in person for their kids and there has to be a way to work through the lunch problem.

Monica Lula, 129 Undercliff Road, it is imperative for parents to find out when the schedule will be released for the month of November and December. Can someone answer that question during this meeting? As of right now she does not have a schedule to submit to work. She cannot understand why we are not moving to phase 2, how can day care, the red program, the reach program, Infant Toddler program, the YMCA, private and catholic schools manage to go to all day - every day. The Ridgewood schools have not managed this and we are falling behind. We are thinking of teachers and not on the education of the children. That should be the most important thing and nothing else should surpass that.



The following comments were submitted online:

Rachel Meehen, 222 East Glen Ave., I made many comments in the survey and included my contact information. My daughter is not getting a fair and appropriate public education and cannot continue this way any longer. She is suffering. Special needs children deserve more. Per what Dr. Fishbein just said regarding class sizes, there are a handful of children in my daughter's classes. They could DEFINITELY go full day safely. I would love to be contacted to discuss my issues. I have provided detailed information in every survey with my contact information. As far as I can tell, nothing is happening with my feedback. In my experience providing feedback does nothing.

Deirdre Scali, 599 Heights Rd., Is it realistic to think that specials in the Elementary School ~Art, Music, Library, PE, Instrumental, Steam, Stem will occur in this school calendar year? OR is it a mute point? In the ES there are classes that live streaming is occurring and my first hand opinion is it not going smoothly. Has there been any exploring of keeping virtual learners with just virtual learners etc?

THANK YOU to all that planned and took the time to finally allow the ES Special Education students to come into the school for their pull out programs. It has been direly needed on a personal level. My family personally thanks you!

Nancy Sabtiel, 989 E. Ridgewood Ave., You seem to be indicating some level of shared materials (art, etc.). This is not something in the parent survey. Curious why this is being considered and do you expect to get parent feedback or make a policy change.

Justin Fox, 325 Crest Rd., Per Ms. Poelstra, lack of aid staff is an impediment to us allowing elementary students to eat lunch in schools. A viable solution, that I would have expected to have been discussed by now, would be to ask for parent volunteers to perform that aid function on a volunteer basis. A survey should be leveraged to determine parent level of comfort with that option.

Board member Lembo at 7:39pm asked Ms. Poelstra, "When you say 'lunch' in school, are you talking about an extension to full day or just to include lunch?" The recent survey question on this topic was worded ambiguously, unfortunately, despite your multiple reviews and likely did not capture accurate data. The question did not clearly indicate what "longer day, including lunch" meant. If parents had known it meant a full day that would include both lunch AND additional instruction, and not "just lunch," perhaps more than 54% of parents would have answered your question "Yes." It's disappointing that there has been no mention of leveraging gymnasiums, cafeterias or outdoors spaces in any useful way.

Mr. Lembo stated that it was Board member Kaufman that asked that question. They both had a problem with the phrasing of that question.

Monica Lula, 129 Undercliff Ct., When will the new schedule for elementary school be released? Parents need to plan in advance for child care. The current schedule is up until Nov 6.

Caryn Friedan, 660 Wyndemere Ave., I am a parent of a Kindergarten student and I have

been an educator for 15 years. We are running a full live synchronous hybrid model of instruction in the district that I work in. Live synchronous instruction is proving to be extremely challenging for our elementary learners. While it may sound enticing to families, it requires an immense amount of supervision from parents and/or caregivers for younger elementary students. It is also very difficult for teachers to manage. A great deal of time is spent troubleshooting technology issues. I implore you to speak with more teachers who are currently implementing this model before adding this to the virtual instruction program for hybrid learners. There are many ways to make the virtual learning days more robust without adding more live sessions for the sake of adding live sessions.

Dr. Fishbein stated the calendar will go out in an update.

Ms. Kwak asked if the elementary school calendar that was presented is the current AB schedule or fixed days?

Ms. Poelstra answered that the plan is to stick with the rotation because the difference between the parent feedback on the two versions was very small and there were parents who commented that they have children in multiple schools and the inconsistency would be challenging for them to manage.

Ms. Kwak wanted to follow up that there was a case based on the health data to operate in a cautious manner, but there is also the educational component so are we going to be assessing where we are and what phase 2 could look like sometime in November. Our next meeting is November 16, can we revisit it?

Dr. Fishbein replied that we can look at it, but we won't be able to make a determination on the date at that time. We can discuss what phase 2 will look like.

Ms. Kwak said she thinks that would be very helpful. As Mr. Kaufman pointed out, we need to have more input. It is a surprise to her that the timeframe has been pushed back even further to a to be determined time, it is not fair to the parents in our community and everyday it makes a big difference to our younger learners.

Dr. Fishbein stated that he understands that and we have asked people to be flexible and continue to ask people to be flexible. A few weeks ago the NJ map did not look like it does now, he has been looking at it and he wants the numbers to change so that New Jersey is green and we can make changes.

Ms. Kwak asked that it sounds like on November 16 we will reevaluate this?

Dr. Fishbein stated that as he said we will not be able to come out with a definitive date on November 16.

Ms. Poelstra added that her point earlier was that we are consistently reevaluating this. When we decided to change the high school and middle school schedules at the end of September, it was not expected and not within a set time, but as a response to a real need that was identified and at the time we could accommodate. Bringing our special ed students back on the 26th of October has been an ongoing reevaluation and reassessment of our

plan, what we can do better, do we have the space, do we have the staffing. Just because we didn't meet the goal on a set date, does not mean that we will not reevaluate and wait for a set date. We want to evolve and move forward and bring as many kids in as we can on an ongoing basis, while looking at the ongoing recommendations from our health professionals. Bringing in live streaming is an enhancement that was not held off for a phase 2. Looking back we almost regret putting the dates out there, because we have from the end of September have made 3 substantial changes to our program. It is ongoing and its unfortunate that we did not know what we were getting into. For the HS change, we could have said that's part of phase 2 and we need to wait until that date but we are trying to be responsive and take input from people, weigh the factors and take a step forward. It may not be a hard and fast date.

Mr. Lembo said he thinks that the problem is that he gets it that we are reevaluating, but we are not because in two weeks we can't go to phase 2. If the map were green tomorrow we wouldn't be ready, that's the problem.

Ms. Kwak stated that we don't have visibility, neither the community or the board what phase 2 could look like.

Mr. Lembo said we are looking too much at the negative and not enough at the positive.

Ms. Kwak said we are not planning for phase 2, what this data has said is the data to validate the continuation for phase 1. If the map were to change to green what would phase 2 look like for the parents? She does not know.

Ms. Poelstra responded that ideally it would look like all the kids come back to school everyday and we get back to normal.

Ms. Kwak and Mr. Lembo replied that it would be considered phase 3.

Dr. Fishbein added that we have said several times he regrets putting a date out there, because it sets an expectation we could not meet. Phase 2 could look like a full day, every other day but it will have limitations on how the remote day would look like.

Ms. Kwak said she is pushing for some visibility, for some consideration, some more data. Can we discuss on November 16. It will be an opportunity for parents to not be surprised and provide the input necessary, and the details for k-3 versus 4-5 because she believes there is a difference.

Ms. Brogan asked if looking at phase 2 she suspects that we will have to look at increased staffing.

Mr. Dani stated that as one of the parents commented that for elementary school if our only limitation is the 45 minute break, we can ask for parent volunteers to do that.

Dr. Fishbein replied that we are currently not having volunteers in the schools and that there would be dozens of people we would be asking to come into our buildings.

Mr. Dani replied if there is a way for something during the 45 minute, if we can find a solution it would be great.

Mr. Poelstra added also with the understanding that the students that are home for that day will have much less teacher contact. That is a significant trade off at the elementary level and wants to make sure people understand that parameter.

Ms. Brogan commented that it would impact how specials are offered as well. There seem to be more challenges than the 45 minute lunch.

## VIII. CONSENT ITEMS

Dr. Fishbein 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 at 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. Fishbein presented for consideration B. Administration.

Ms. Kwak moved to amend B. ii. Approval: First Reading of Revisions to Policies. The revisions on the agenda do not reflect the changes that were agreed upon at the last meeting and asked if they can be amended so they can qualify for a first reading.

Mr. Dani stated the changes are very minor and he can mention the changes and they can still be considered as first reading.

Policy 0164 Conduct of Board meetings, the line that states: *students and outside vendors/consultant presentations. The Presiding Officer has the discretion to move presentations listed on the agenda to before initial public comments.*

Should instead read as: *students and outside vendors/consultant presentations. The Presiding Officer has the discretion to move presentations listed on the agenda to before or after initial public comments.*

The other change based on Mr. Lembo's email, the 3 minutes changes to 4 minutes.

For Policy 0169.02 Board member use of social networks the line that states:

If the Board and Superintendent believe a Board member's activity on any social network may violate the Board's policies or the New Jersey School Ethics Act, the Board and Superintendent may request the Board member cease such activity. The words "*and Superintendent*" should be removed.

Dr. Fishbein stated that with this change as it is written, instead of the Board President and the Superintendent just addressing it with someone, it has to raise to the level of the entire board.

Mr. Lembo said it could be any member of the board or the superintendent, it would have to rise to the level that the board president would reach out to them.

Ms. Kwak said it's fine, it is duly noted and we can vote.

Ms. Brogan had a concern with iv. 2020-2021 Board and District Goals, district goal #4:

*During the 2020-21 school year, the district will continue to examine our current method of identifying students who demonstrate a high level of achievement in one or more content areas, the instructional practices in place, the consistency of implementation, and instructional resources available to provide an appropriate educational challenge. While continuing to implement the ideals set forth in our mission statement, namely to work with the community to provide a rich and challenging learning environment that fosters intellectual curiosity amongst students and empowers each student to reach his/her unique potential.*

Ms. Brogan stated that she would like to rephrase this to make it a sentence instead of a group of phrases. The changes she is proposing is to take the last sentence which is a group of phrases and bring it up, and state that it would be in accordance with our mission statement which is what they talked about.

Mr. Dani said he is not comfortable changing that at this point.

Ms. Kwak said this is fine since we talk about the strategic vision on #3.

Mr. Dani stated they have discussed that multiple times, if the purpose is the same then lets not reword. We can take a vote.

Ms. Kwak stated it is duly noted.

Ms. Brogan stated that she thinks when we have goals it should be in a sentence.

Mr. Dani said that is just a change in sentence versus phrase.

Ms. Brogan explained that she is suggesting that we don't have to restate the mission statement, because it is not a sentence and add "in accordance with mission statement" as part of the sentence in the beginning.

Mr. Dani questioned if she was removing the last four lines.

She said yes, because it is the mission statement, and her recommendation is just adding it to the beginning, she suggested the following rephrasing:

*During the 2020-21 school year, the district in accordance with the ideals set forth in our mission statement, will continue to examine our current method of identifying students who demonstrate a high level of achievement in one or more content areas, the instructional practices in place, the consistency of implementation, and instructional resources available to provide an appropriate*

*educational challenge.*

Mr. Dani stated that he thinks it is fine the way it is written, we are reinforcing the same thing. There is no harm in reinforcing it.

Ms. Brogan stated that there is no harm in reinforcing it, but as a board she thinks we should have something that is grammatically correct.

Ms. Kwak stated that she doesn't think that there is anything grammatically incorrect, it is a style decision, we had it on the agenda.

Mr. Lembo stated that Ms. Brogan proposed the amendment and she can do so. He asked if there was a second on it.

There was no second on the proposed amendment.

## **B. ADMINISTRATION**

### **i. Approval: Receipt of Suspension 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 investigations of HIB that have occurred since the last Board meeting.

### **ii. Approval: First Reading of Revisions to Policies**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of revisions to policies as listed below.

- Bylaw 0164 - Conduct of Board Meetings **(Attachment B)** *revised*
- Bylaw 0169.02 - Board Member Use of Social Media **(Attachment C)** *revised*

### **iii. Approval: 2020-2021 Memorandum of Agreement Between the Ridgewood Board of Education and the Bergen County Special Services School District for a Suspension Alternative Program (SAP)**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2020-2021 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.

iv. **Approval: 2020-2021 Board and District Goals**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2020-2021 Board and District Goals as specified on **Attachment D**.

Mr. Dani moved approval of B. Administration, with the changes noted.

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 added that she will vote yes for the concepts, but is still aggrieved that we do not want to do it grammatically correct.

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

Ms. Kwak moved to amend vii. Proposal for Diversity, Equity and Inclusion Training through Cultural Intelligence/Race-Relations Consulting with 3CP-3rd Culture People. She would like to exclude the last line: additional optional services not to exceed \$20,500.

Dr. Fishbein asked for clarification that if they feel that is necessary can they come back to the board.

Ms. Kwak answered yes, she wants to see, because it is a new program and sounds like a wonderful program in accordance with our vision and would like to see it more efficiently delivered and all teachers have the benefit.

Dr. Fishbein added that this is over 5 years and we cannot do everyone all at once.

Ms. Poelstra added that the extra \$20,000 is if we decide we want to add new services that they provide.

Ms. Kwak replied that this is a new vendor for us and would like to get the feedback, but would like to exclude at this point.

Mr. Dani questioned what other schools had this firm engaged?

Ms. Poelstra replied that he has not worked specifically with schools, but corporations and civic organizations and was recommended to us. After going through interviews including some administrators and Ms. Poelstra they were impressed with his experience. There are neighboring districts that have done other types of training and the cost was comparable. Montclair and Livingston have had similar programs with similar costs. She looked at this organization as one that will be responsive to our needs in terms of the issues raised through the strategic plan and meetings with RAG and Ridgewood for Black Liberation groups.

Dr. Dani commented that we will be the first school experimenting with them. The way that he understands it is eight hours of workshop for up to 70 teachers. How many teachers will attend in one batch?

Ms. Poelstra answered that in this type of agreement it is not just the 8 hours that is packaged and they come and deliver, even in creating the proposal he spent 3 hours on the phone with Ms. Poelstra getting to know our district and ensure that he was going to be able to meet our needs. We will form a subcommittee to form the agendas, get together to set the agenda for the next meeting and make changes accordingly. Even though the formal meetings are for a set amount of staff members, there is an ongoing communication that happens through this type of proposal and that is where the cost comes in. Some examples of costs with similar programs; the Undoing Racism program charges \$350 per person for a two day type session. Having worked with GSP and knowing Livingston going with them, this is a fair and comparable rate. We have had some good conversations and she respects the experience that Mr. Johnson has, he has trained professionals, people in civic and religious organizations and has done work internationally. He will bring a unique perspective, he is also from New Jersey and knows our area very well. He checked a lot of the boxes for us and she thinks he will be a great fit for us.

Mr. Dani added that all of the things that Ms. Poelstra mentioned are great and his question was not about his qualifications or the need of the program, he agrees he is well qualified. The way it is written in the proposal, he understands there will be 4-two hour sessions for all of the 70 staff members at once, how will it be done since it is difficult to have 70 people on the screen?

Ms. Poelstra replied that we may make adjustments and break up into two groups of 35, he is amenable to adapt in this environment. The original proposal is if all things could work out, we would do it that way, but it does not mean we are set in stone to conduct in the original way it was received.

Mr. Dani questioned given the 4 hour sessions, it looks more like a webinar and does not see how 70 people can do it. We have more than 70 staff members, what happens with the rest of them? Do we learn from it and utilize that?

Ms. Poelstra added that it is something that we assess as we go along, there are certain parts of the program that we can turn-key based upon what our staff members take away from it. There will be times when we need to rely on his expertise to cast the net a little wider and bring in another set of people. We will proceed similar to the Great Schools program that we have been using during the last two years. It is difficult to say definitively exactly what the next step will be. The idea is for us to have a long term relationship, take what the staff has learned and build collaboration amongst our own staff and figure out a way to get the highest number of people trained in the shortest amount of time. He originally built a five year program, but looking at the budget this type of work is expensive. There were other PD options that we were considering and we pulled resources to make this happen. This is a long term process that we are committed to and we will adjust and monitor



with the idea that we want to get as many teachers trained as we can.

Mr. Dani asked what is the duration for the commitment we are signing today.

Ms. Poelstra replied just this school year, we are committing to year one and if we don't have the funds or something goes awry we take what we have and do the most that we can. If we can continue the partnership and grow and bring the training to more teachers we will be happy with that.

Ms. Brogan asked do you feel the removal of the additional \$20,000 training diminishes the opportunities that we give to our staff?

Ms. Poelstra replied that it was put in there, in the situation where after he does the first session and it is so well received, people go back to their buildings and are really excited and they ask if there is a way to move the training along faster. The 20,000 as an option will allow us to do it. It doesn't mean that if it happens we can have Mr. Johnson come back with a new proposal and we move forward, taking it out now does not stop what we formally have put in place. Should the need be for us to do more and we have the resources to do it, we can do another proposal.

## 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 E**.

### ii. **Approval: Professional Development Agreement with The College of New Jersey**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the professional development agreement with the College of New Jersey on November 3, 2020, in the amount of \$1,500.00

The Board has received background information.

### iii. **Approval: Contract for Services with The Great Schools Partnership, Inc.**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a contract for services with The Great School Partnership, Inc. to support members of the Growth Learning Assessment Mindset (GLAM) network, for the period October 6, 2020 through June 30, 2021, not to exceed \$19,500.

The Board has received background information.

### iv. **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 instruction and technical support services with TechVision, LLC, for a visually impaired student, at the rate of \$130 per hour as specified in the contract.

The Board has received background information.

v. **Approval: Contract for consulting services with Irene Cook Autism Ed & Associates**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a consultative and professional development for the RISE program with Irene Cook Autism Ed & Associates beginning September 24, 2020, at the rate of \$1,000 per day, not to exceed five days of service.

The Board has received background information.

vi. **Approval: Contract for substance abuse services with New Pathway Counseling, Inc**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with New Pathways Counseling to provide substance abuse services to students as specified in the contract beginning on September 18, 2020, at the rate of \$600 per week.

The Board has received background information.

vii. **Approval: Proposal for Diversity, Equity and Inclusion Training through Cultural Intelligence/Race-Relations Consulting with 3CP-3rd Culture People**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approved the proposal with 3CP-3rd Culture People to provide diversity, equity and inclusion training for the 2020-2021 school year, in the amount of \$30,000.

The Board has received background information.

Ms. Kwak moved approval of C. Curriculum & Instruction, with the change on vii. to take out additional services not to exceed \$20,500.

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. Fishbein 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.

**Administrator**

BISIG, Scott - School Business Administrator/Board Secretary, Education Center, effective December 19, 2020, or as soon after as possible, through June 30, 2021, pending County approval and verification of employment as outlined by Chapter 5. \$190,000 pro-rated

Mr. Bisig's credentials are as follows:

- Lyndhurst Public School District, Business Administrator/Board Secretary - September 15, 2017 - Present.
- Oradell Public School District, Business Administrator/Board Secretary - July 2016 - September 14, 2017.
- Bergenfield School District, Business Teacher - September 1, 2005 - June 30, 2016.

Education:

- Thomas Edison State College, Post Masters Certificate Educational Leadership - 2009.
- American InterContinental University, The Master of Education, Major: Instructional Design - 2004.
- William Paterson University, Bachelor of Science Degree, Major: Business Management - 1995.

Possesses the following Standard New Jersey Standard Certificates:

- School Business Administrator
- Supervisor
- Teacher of Business (Finance & Economics & Law)
- Elementary School Teacher in Grades K-6

Account # 11-000-251-104-00-40-019-000

**Teacher**

DiBRITA, Christine - 0.50 FTE Dance Teacher, Ridgewood High School, effective November 9, 2020, or as soon after as possible, through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. DiBrita possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Dance and Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. DiBrita will be registered into the NJDOE Provisional Program. \$33,809 Cl. MA , St. 1 pro-rated

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

**Support Staff**

WARNER, Hue - Payroll Supervisor, Education Center, effective December 10, 2020, or as soon after as possible, through June 30, 2021. \$87,000 pro-rated

Account # 11-000-251-104-00-40-019-000

**Secretary**

NUZZO, Laura - Library/Media Center Secretary, Ridgewood High School, effective October 20, 2020, or as soon after as possible, through June 30, 2021.

\$38,012  
Cl. IV, 10M,  
St. 3  
pro-rated

Account # 11-000-222-105-00-10-019-000

**Long-term Substitutes**

**Revision:** CERMACK, Daniel\* - Science Teacher, Benjamin Franklin Middle School, **from** effective August 31, 2020 through December 1, 2020, approved by the Board at its meeting on August 31, 2020, **to** effective August 31, 2020 through October 30, 2020, at a daily rate of \$125 per day, until the assignment ends.

Account # 11-130-100-101-02-08-019-000

**Revision:** FOERCH, Summer - Kindergarten Teacher, Hawes School, **from** effective October 6, 2020 through **TBD**, approved by the Board at its meeting on October 5, 2020, **to** effective October 6, 2020 through January 4, 2021, at a daily rate of \$125 per day, until the assignment ends.

Account # 11-110-100-101-11-02-019-000

**Revision:** SCHWARTZ, Katherine - Second Grade Teacher, Somerville School, **from** effective August 31, 2020 through October 14, 2020, approved by the Board at its meeting on August 31, 2020, **to** effective August 31, 2020 through November 30, 2020, at a daily rate of \$125 per day, until the assignment ends.

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

YOUNG, Leticia - Resource Room Teacher, Willard School, effective October 21, 2020 through December 3, 2020, at a daily rate of \$125 per day, until the assignment ends.

Account # 11-213-100-101-00-07-019-000

**Classroom Aides**

BERGER, Mikalynn - Resource Room Special Education Classroom Aide, Ridgewood High School, effective October 20, 2020, or as soon after as possible, through June 22, 2021, 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

CASTELLI, Christa - Resource Room Special Education Classroom Aide, Ridgewood High School, effective October 20, 2020, or as soon after as possible, through June 22, 2021, 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

EITNER, Valarie - Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective October 20, 2020, or as soon after as possible, through June 22, 2021, 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

FEDER, Caryn - Resource Room Special Education Classroom Aide, Ridgewood High School, effective November 16, 2020, or as soon after as possible, through June 22, 2021, 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

FISCHER, Susan - Resource Room Special Education Classroom Aide, Ridge School, effective October 26, 2020, 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 # 11-213-100-106-00-04-024-001

GAGLIARDOTTO, Mary - Applied Behavior Analyst Aide (ABA), Ridge School, effective October 30, 2020, or as soon after as possible, through June 22, 2021, 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 # 11-000-217-106-00-04-024-001

KRAISORAN, Kerry - Resource Room Special Education Classroom Aide, Willard School, effective October 26, 2020, 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 # 11-213-100-106-00-07-024-001

**Revision:** MONAHAN, Colleen - Resource Room Special Education Classroom Aide, Somerville School, **from** effective September 2, 2020 through October 14, 2020, approved by the Board at its meeting on August 31, 2020, **to** September 2, 2020 through November 30, 2020, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.

Account # 11-213-100-106-00-05-024-001

**Additional: Permanent Substitutes for the 2020-2021 School Year**

**Benjamin Franklin Middle School**

- **Gabrielle Rezzonico**, 5.75 hours per day, 5 days per week, at an hourly rate of \$21.50.

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

**Home Instructors, on an as-needed basis, for the 2020-2021 School Year**

**Benjamin Franklin Middle School**

- **Amy Briggs**, World Language Teacher, at an hourly rate of \$58.21.
- **Kathleen Clarke-Anderson**, Language Arts Teacher, at an hourly rate of \$60.32.
- **Lucille Cigolini**, Language Arts Teacher, at an hourly rate of \$58.21.
- **Erin Corcoran**, Language Arts Teacher, at an hourly rate of \$60.32.
- **Susan Corlett**, Special Education Teacher, at an hourly rate of \$60.32.
- **Trecia Donnelly**, Special Education Teacher, at an hourly rate of \$60.32.
- **Lauren Imbruglia**, World Language Teacher, at an hourly rate of \$58.21.
- **Kristen Krasinski**, Social Studies Teacher, at an hourly rate of \$60.32.
- **Roman Litvak**, Mathematics Teacher, at an hourly rate of \$58.21.
- **Courtney Pfeiffer**, Mathematics Teacher, at an hourly rate of \$60.32.
- **Karen Rispoli**, Language Arts Teacher, at an hourly rate of \$60.32.
- **Michael Rooney**, 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)

**Additional: Ridgewood Community School Employee - Fall Semester 2020**

Resolved that the individual, be approved to work for the Ridgewood Community School for the Fall 2020 Semester. Salary range is \$25-\$75 per hour and/or \$12-\$125 per participant and/or \$65-\$475 per course.

- **Philip Rasmussen**

Account # 13-423-100-101-00-60-060-001 (Junior Education)

Account # 13-424-100-101-00-60-060-001 (Driver Education)

Account # 13-602-100-101-00-60-060-001 (Adult Education)

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\*Related to staff member

**ii. Change of Assignments**

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

BRANDES, Melissa - **from** Applied Behavior Analyst Aide (ABA), Ridgewood High School, 5.75 hours per day, 5 days per week, **to** STEPSS Job Coach, Benjamin Franklin Middle School, effective October 20, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

Hourly rate will remain the same

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

FINK, Gary - **from** 0.20 FTE Music Teacher, Ridgewood High School, **to** 0.30 FTE Music Teacher, Ridgewood High School, effective October 30, 2020 through June 23, 2021.

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

**From:**  
\$13,014  
Cl. BA+30, St.  
3  
**To:** \$19,520  
Cl. BA+30, St.  
3

PALAZZOLA, Joan - **from** Resource Room Special Education Classroom Aide, Ridgewood High School, 5.75 hours per day, 5 days per week, **to** STEPSS Job Coach, Benjamin Franklin Middle School, effective October 20, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

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

**From:** \$17.50  
per hour  
**To:** \$20.17 per  
hours

SHOVLIN, Emily - **from** One-to-One Special Education Classroom Aide, George Washington Middle School, 5.75 hours per day, 5 days per week, **to** Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective October 20, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

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

**From:** \$17.50  
per hour  
**To:** \$20.17 per  
hour

### 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**

PRICE, Karen - Speech Language Therapist, Glen School, effective January 1, 2021, with twenty-three years of Ridgewood service.

### iv. **Leave of Absences**

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

MOLLEMA, Kristine – Resource Room Teacher, Willard School, effective October 26, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021, utilizing the FMLA and/or NJFLA leave entitlement.

RAIANI, Amy - Science Teacher, Ridgewood High School, effective February 1, 2021 through May 28, 2021, with a reinstatement date of June 1, 2021, utilizing the FMLA and/or NJFLA leave entitlement.

**Revision:** WITHAM, Lynne – Second Grade Teacher, Somerville School, **from** effective August 31, 2020 through October 13, 2020, with a reinstatement date of October 14, 2020, approved by the Board on September 14, 2020, **to** effective August 31, 2020 through November 25, 2020 with a reinstatement date of November 30, 2020, utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.

**v. Supplemental Pay Beyond Contract**

**Ridge School**

**Cambodia Club**

- **Michele Coppola** and **Karen Feder**, each not to exceed 10 hours, each at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-04-004-001

**Student Leadership Club**

- **Molly Betstadt** and **Deirdre Tobin**, 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

**Benjamin Franklin Middle**

**Student Club Activity Advisors for the 2020-2021 School Year**

**Dungeons and Dragons**

- **Loren Hackett**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-08-008-001

**Homework Helpers**

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

Account # 11-401-100-101-00-08-008-001

**Magic the Gathering**

- **Riley Clark**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-08-008-001

**Math Club**



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

Account # 11-401-100-101-00-08-008-001

### **BF Science Club**

- **Kate Krsnak**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-08-008-001

### **Website Building**

- **Noreen Clarke**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-08-008-001

### **Intramural Activities for the 2020-2021 School Year**

Volleyball, Track, Weight, Open Gym, not to exceed a total of 300 hours, each to receive an hourly rate of \$40.17 (\$12,000) Advisors: **Erin Corcoran, Trecia Donnelly, Todd Ferreri, Jaime Marzocchi, Amber Nizza, Benjamin Ran, Michael Rooney, Donna Skettini, Lisa Sutera, Jason Ordini, Neil Valere, Meredith Wearley, and Kerriann Reilly.**

Account # 11-401-100-101-00-08-008-001

**Movie Night - October 30, 2020**, each not to exceed 2.5 hours, each at an hourly rate of \$40.17 (\$602.55)

- **Lisa Cermack**
- **Kristen Krasinski**
- **Kate Krsnak**
- **Lauren Menzies**
- **Courtney Pfeiffer**
- **Neil Valere**

Account # 11-401-100-101-00-08-008-001

### **George Washington Middle School**

**Revision:** Co-curricular Activity Advisors and Stipends for the 2020-2021 School Year, as listed on **Attachment F** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2020-21 BA Maximum of \$92,542), approved by the Board at its meeting on October 5, 2020.

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

### **Ridgewood High School**

**Revision:** Co-curricular Activity Advisors and Stipends for the 2020-2021 School Year, as listed on **Attachment G** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2020-21

BA Maximum of \$92,542), approved by the Board at its meeting on October 5, 2020.

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

**Additional: 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**

- Douglas Aday
- Laura Tolve

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

### **Special Programs**

**Bus Driver for the 2020-2021 School Year, on an as-needed basis, at an hourly rate of \$40.17**

- Richard Bennett

Account # 11-000-270-162-00-01-024-001 (Glen)

Account # 11-000-270-162-00-02-024-001 (Hawes)

Account # 11-000-270-162-00-03-024-001 (Orchard)

Account # 11-000-270-162-00-04-024-001 (Ridge)

Account # 11-000-270-162-00-05-024-001 (Somerville)

Account # 11-000-270-162-00-06-024-001 (Travell)

Account # 11-000-270-162-00-07-024-001 (Willard)

Account # 11-000-270-162-00-08-024-001 (BFMS)

Account # 11-000-270-162-00-09-024-001 (GWMS)

Account # 11-000-270-162-00-10-024-001 (RHS)

### **Handle with Care Training**

- Carla Amaral and Antenette Lam, each not to exceed 1.25 hours, each at an hourly rate of \$21.23 (\$53.08).

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

### **Business Office**

### **Payroll Department**

- Hue Warner, at an hourly rate of \$47.80, on an as-needed basis.

Account # 11-000-251-104-00-40-040-001

## **vi. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teachers: Brigit Baines, Paul Boddy, Lauren Breiter, Marylou Fulford, Shayna Jennings, Morgan Knight, Erin Mannion, Gabrielle Rezzonico, Emily Shovlin, and Catherine Vaughan**

Account # TBD

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. Brogan recognized Ms. Kelly’s work and added that we have a new BA on the agenda.

Ms Kelly stated that they will have a solid week together if not more, as he will use some of his vacation time to shadow Ms. Kelly before his official start.

Ms. Brogan recognized and thanked Karen Price, Speech Language Therapist, Glen School, effective January 1, 2021, with twenty-three years of Ridgewood service.

Mr. Lembo echoed the thought that he will miss Ms. Kelly and wants the public to know that we have a great BA coming and we will be in good hands. Ms. Kelly did a great job here so the transition will be seamless. Ms. Price will definitely be missed.

Dr. Fishbein 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 **2020-2021** school year, to be used as indicated.

Donor	Amount	Use	Account Number
Orchard Home and School Association	\$15,297.00	To be used to purchase voice amplification systems	20-025-100-610-00-03-003-000

**ii. 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 H.**

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.

**iii. Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **September 2020** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

**iv. 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 **September 2020**,

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.

v. **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 **September 2020**; 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.

vi. **Approval: Substitute Rates of Pay for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Substitute Rates of Pay for the 2020-2021 school year effective November 1, 2020 as listed below.

**Per Diem Substitute**

**From:** \$100.00 per diem **To:** \$115.00 per diem

**Permanent Substitute:**

**From:** \$21.50 for 5.75 hours **To:** 24.35 for 5.75 hours

**Long Term Substitute:**

**From:** \$125.00 per diem **To:** \$150.00 per diem

**Substitute Nurse:**

**From:** \$150.00 per diem **To:** 170.00 per diem

\* The rates are subject to review for the 2021-2022 school year.

vii. **Approval:2021-2022 Budget Development Schedule**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 Budget Development Schedule, as listed on **Attachment I**.

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 donation into record and thanked the responsible party. He added that there is so much that the HSA's do for us and thanked them.

**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.

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
Oct 2	Columbia Bank On-Line	099493-099539	168,428.17	M. Lembo
Oct 7	Columbia Bank On-Line	099540-099586	197,645.35	M. Lembo
Oct 14	Columbia Bank On-Line	099587-099705	890,638.56	M. Lembo
Sept 25	Payroll Transfer	P32331	3,379,772.06	M. Lembo
Oct 8	Columbia Bank Online Scholarship	831514	500.00	M. Lembo
Oct 9	Columbia Bank Online Scholarship	831515	500.00	M. Lembo
Sept 3	Electronic Transfer	C32466	21.45	M. Lembo
Sept 30	Electronic Transfer	F32407	16,868.43	M. Lembo
Oct 2	Electronic Transfer	H32409	1,166,193.05	M. Lembo
Oct 2	Electronic Transfers	L32457-L32458	203,438.85	M. Lembo
Oct 2	Electronic Transfer	R32408	57,869.70	M. Lembo
Oct 2	Electronic Transfers Scholarship	T32459-T32465	8,950.00	M. Lembo
Oct 5	Electronic Transfer	R32525	1,277.00	M. Lembo
Oct 7	Electronic Transfer	R32518	21,864.00	M. Lembo
Oct 8	Electronic Transfer	L32520	8,771.50	M. Lembo
Oct 7	Food Service	620218 *	17,567.46	M. Lembo
Oct 9	Food Service	620218	5,195.00	M. Lembo
Oct 7	Colombia Bank Void Check	098906	(22,773.33)	M. Lembo

Oct 13	Colombia Bank Void Check	098666	(100.00)	M. Lembo
<b>TOTAL</b>			<b>6,122,627.25</b>	

\*check 620217 replaced check 620204 from previous fiscal year

Mr. Lembo moved approval of bills reviewed by him.  
Ms. Kwak seconded the motion.

Approval of Bills carried by the following roll-call vote:

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

NAYS: none

#### **X. BOARD MEMBER ANNOUNCEMENTS**

Mr. Lembo announced that the NJSBA Convention is virtual this year, taking place on October 20 - 22, 2020. The tagline for Workshop 2020 is "Imagine. Create. Lead." Topics include Educate the Whole Child, 2020 School Facilities, 21st Century Learning, Technology and Cost Savings, and Leading in COVID-19. The sessions will be available for a year, which is beneficial for anyone who cannot attend a session at its scheduled time.

Ms. Brogan stated the good news is that the sessions will be online for a year and anyone who cannot attend can view them at their leisure.

#### **XII. COMMENTS FROM THE PUBLIC**

No additional public comments.

#### **XIII. DISCUSSION ITEM**

There were no additional discussion items

#### **XIV. ACCEPTANCE OF MINUTES**

- October 5, 2020 Regular Public Meeting
- October 6, 2020 Executive Session Meeting

Mr. Lembo made a motion to accept the minutes.

Ms. Kwak seconded the motion, which was unanimously approved.

#### **XV. OTHER BUSINESS**

No other business at this time.

#### **XVI. ADJOURNMENT**

AT 9:36 p.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

Respectfully submitted,

Antoinette Kelly  
Board Secretary

Lucy Papamichael  
Assistant Board Secretary



2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Patricia Hans	Too-True Horrors: Cultural Fears in the Tales of Edgar Allan Poe, H.P. Lovecraft, and Shirley Jackson Virtual Institute for Writing and Thinking November 6, 2020	Professional Development	\$427.50	0
Katie Kashmanian	NJL2L Mentor Training Virtual NJPSA/FEA November 23, 2020	Professional Development	\$70.00	0
Karen Mendez	Disney's Approach to Employee Engagement Virtual Disney Institute Online	Professional Development	\$199.00	0
Laurie Main	International Dyslexia Association - Annual Conference Virtual International Dyslexia Association November 13-14,2202	Professional Development	\$179.00	0
Stephanie McAloon	Navigating Legal Risks: Case Managing the Special Ed Student in 2020 Virtual Cornerstone Day School October 27,2020	Professional Development	\$0.00	0
Stephanie McAloon	25th Annual Conference on Advancing School Mental Health Virtual National Center for School Mental Health October 29, 2020	Professional Development	\$0.00	0
Lindsay Rubin	25th Annual Conference on Advancing School Mental Health Virtual National Center for School Mental Health October 29, 2020	Professional Development	\$0.00	0
Lisa Alfuso	Getting Comfortable with Being Uncomfortable: Navigating a New Normal in a COVID Environment Virtual Berkeley College October 27, 2020	Professional Development	\$0.00	0
Sandra Kunzie	RAHP Captstone and IRS Protocols Virtual The Valley Hospital October 22, 2020	Professional Development	\$0.00	0
Sarah Goldberg	NJ Association of Learning Consultants Fall Symposium Virtual NJ Association of Learning Consultants October 23, 2020	Professional Development	\$0.00	0

The total cost for these conferences is 875.50. Upon Board approval of these conferences, the total expenditure for travel

and conferences for 2020-2021 will be \$22,693.56 leaving a balance of \$177,306.44.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1100.00.

0164 CONDUCT OF BOARD MEETINGS

Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

Agenda

The Superintendent and the Administrative Cabinet, in consultation with the Board President, shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than two business days, except when an unscheduled meeting is being called, before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The meeting agenda shall be posted on the district's website and circulated via the district email system 48 hours prior to the meeting time. A reminder email with the agenda shall be sent on the day of the meeting.

The order of business shall be as follows:

Call to order and roll call

Optional: Motion to go into executive session

Optional: Call to order and roll call again after returning from the closed session

Pledge of Allegiance

Opening statement by presiding officer

Optional: Student and outside vendors/consultants presentations (Presiding Officer has the discretion to move presentations listed on the agenda to before initial public comments)

Initial Public Comments (3 minutes per person)

Presentations

Superintendent's report

Consent items – regular and routine issues

Resolutions and Motions not included in the Consent Agenda  
Approval of bills  
Board member announcements  
Board committee reports  
Discussion items  
Acceptance of minutes  
Other business  
Comments from the public  
Optional: Motion to go into executive session  
Optional: Reconvened public meeting  
Adjournment

#### Electronic Participation and Virtual Meetings

In the event of extraordinary circumstances (which shall be defined as a natural disaster, mandatory or self-imposed quarantine, a State of Emergency declared by the Governor of the State of New Jersey or similar situation), it may be necessary for the full Board to meet virtually, via teleconference or digital media platform, in order to take necessary action.

##### A. Electronic Participation in In-Person Board meetings

In the event that an individual board member is unable to attend an in-person meeting, where there is a quorum present, due to extraordinary circumstances as defined above, such member may participate telephonically or electronically, with the permission of the Board President, whose permission shall not be unreasonably withheld, provided that they are able to hear the proceedings and be heard.

##### B. Virtual Meetings

Under extraordinary circumstances as defined above, teleconference options and digital platforms may be used to enable virtual board meetings and action even when all members of the Board are not physically present as long as prior arrangements are made to afford the public the opportunity to hear and participate in the meeting.

The Board may conduct a public meeting via teleconference or digital platform where members of the public are given appropriate notice and granted access enabling them to listen to and participate in the meeting at the appropriate time. A teleconference or virtual medium will only be used to host a public meeting of the full Board in a situation that makes it impossible or impractical for a quorum of members to meet in person due to the extraordinary circumstances as defined above.

Telephonic participation in or the virtual hosting of closed or executive sessions of the full Board shall be limited and only used in situations where in person attendance or the holding of meetings are impossible or impractical as defined. All closed or executive sessions shall be and remain confidential.

All members who participate in executive sessions telephonically and/or virtually shall do so privately behind closed doors without any non-members of the board being present. Those members will use remote access methods that do not allow non-board members to hear or see the meeting. No portion of the executive session shall be recorded, photographed, or otherwise reproduced in a video or audio format by anyone. Upon adjournment, all members will leave the meeting promptly.

N.J.S.A. 10:4-10  
N.J.S.A. 18A:16-1.1

Adopted: 7 December 2009  
Revised: 18 March 2013  
Revised:

## 0169.02 BOARD MEMBER USE OF SOCIAL NETWORKS

In accordance with the School Ethics Act - N.J.S.A. 18A:12-21 et seq., Board of Education members must avoid conduct which is in violation of the public trust or which creates a justifiable impression among the public that such trust is being violated. To avoid conduct that may be in violation or perceived to be in violation of the School Ethics Act, the Board of Education adopts this Policy to provide guidance to Board members in their use of social networks.

For the purposes of this Policy, “social network(s)” shall include, but not be limited to: Internet blogs, electronic bulletin boards, emails, social networking websites, text messages, or any other online platform where people may post or communicate interests, opinions, or any other information that may be viewed by others with or without permission from the person making such post or re-publishing such post. “Social networks” also means an Internet-based service that allows individuals to: construct a public or semi-public profile within a bounded system created by the service; create a list of other users with whom they share a connection within the system; and view and navigate their list of connections and those made by others within the system.

For the purposes of this Policy, “use of a social network” shall include, but not be limited to: posting to a social network, reposting another person’s post to a social network, messaging, or any other publication of material on a social network.

Nothing in this Policy prevents a Board of Education member from using a social network. However, a Board member must avoid conduct on a social network that would violate the School Ethics Act N.J.S.A. 18A:12-21 et seq., which includes the Code of Ethics for Board Members. Board members should be advised communications, publications, photographs, and any other information posted by the Board member or reposted by the Board member on a social network could violate the School Ethics Act and be cause for sanctions in accordance with the law.

While this Policy respects the right of Board members to use social networks, Board members shall recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. A Board member’s use of social networks shall not damage the reputation of the school district, employees, students, or their families. Board members who use social networks shall ensure their conduct is appropriate for a Board of Education member. Board members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.

Board members should carefully review the privacy settings on social networks they use and exercise care and good judgment when posting content and information. When using social networks, Board members are advised to:

1. Not post anything that would violate any of the district’s policies for Board

members;

2. Uphold the district's value of respect for any individual(s) and avoid making defamatory statements about the Board of Education, the school district, employees, students, or their families;
3. Not disclose any confidential information about the school district or confidential information obtained as a result of being a Board member, about any individual(s) or organization, including students and/or their families;
4. Not use or refer to their Board of Education title or position when soliciting for a business organization that he or she or any immediate family member has an interest in, as well as posting or referencing any confidential information regarding the Board of Education or the school district obtained through their Board membership, unless authorized by law;
5. Refrain from having communications through social networks with other Board members regarding any Board of Education business to avoid any potential violation of the New Jersey Open Public Meetings Act;
6. Board members are entitled to express themselves publicly on any matter, including issues involving the Board and the school district. Board members when making such expressions shall indicate that the statement is their individual opinion, and not that of the Board of Education. In addition, individual Board members when making such statements shall comply with the provisions of the School Ethics Act and Bylaw 0142. Individual Board members cannot, however, express the position of the Board except as expressly authorized, in accordance with Board Policy No. 9120. Only the Board President or his/her designee shall authorize or make statements of official Board positions.
7. Not post any information on a social network determined by the New Jersey School Ethics Commission to be a violation of the New Jersey School Ethics Act.

A Board member shall comply with all Board policies regarding acceptable use of computers and computer networks whenever a Board member is using a Board of Education electronic device.

If the Board and Superintendent believe a Board member's activity on any social network may violate the Board's policies or the New Jersey School Ethics Act, the Board and Superintendent may request the Board member cease such activity.

This Policy has been developed and adopted by this Board to provide guidance and direction to a Board member to avoid actual and/or a perceived appearance of inappropriate conduct or conduct prohibited by the School Ethics Act while using social networks.

N.J.S.A. 18A:12-21 et seq.

N.J.S.A. 10:4-6 et seq.

Adopted: 5 March 2018

Revised:



## **2020-21 District Goals**

1. During the 2020-21 school year, the district will evaluate, implement, and enhance ways to address mental health issues that surface due to the educational disruption resulting from the COVID-19 pandemic. The School-Based Mental Health District Coordinator working with the crisis intervention counselors, social workers, school psychologists, guidance counselors, and Ridgewood Intensive Therapeutic Supports will determine and if necessary implement mental health assistance and provide supportive interventions to students, parents, and staff.
2. The District's 2020-21 reopening plan provides students with instruction through a hybrid model allowing for a combination of in-person and remote learning or a fully remote model. Appropriate adjustments to increase in-person instruction will be made with the goal of resuming full-time, in-person instruction for all district students if we can provide a healthy environment for students and staff based on community, region, and state health data.
3. The district administration, in partnership with staff, students, and the community, will advance the district's core beliefs and values as defined in our Strategic Plan: Vision 2024. In the 2020-21 school year, the district will examine our practices related to diversity and equity and foster open collaboration and communication with all stakeholders on these issues to ensure that all who enter the Ridgewood Public Schools feel safe, respected, and valued.
4. During the 2020-21 school year, the district will continue to examine our current method of identifying students who demonstrate a high level of achievement in one or more content areas, the instructional practices in place, the consistency of implementation, and instructional resources available to provide an appropriate educational challenge. While continuing to implement the ideals set forth in our mission statement, namely to work with the community to provide a rich and challenging learning environment that fosters intellectual curiosity amongst students and empowers each student to reach his/her unique potential.

### **2020-21 Board Goals**

1. The Board of Education will hire a search firm and in collaboration with the search firm will design the process to ultimately hire a new Superintendent.
2. The Board of Education through an RFP process will interview and appoint the Board's General Counsel as well as an Engineering and Architectural Firm.
3. The Board of Education will negotiate and adopt a new collective bargaining agreement with the REA.
4. In collaboration with the Superintendent, the Board of Education will develop the 2021-2022 budget while preserving financial flexibility and reducing inefficiencies without undermining educational progress.
5. Where and whenever possible, the Board of Education will foster increased public participation, collaboration, and open communication with all stakeholders.

**FIELD TRIPS FOR APPROVAL**

October 19, 2020

**ONE DAY TRIPS**

**ATTACHMENT E**

<b>Date</b>	<b>School</b>	<b>Location</b>	<b>Approx. # and Group of Students</b>	<b># of Chaperones</b>	<b># Substitutes and dates for each</b>	<b>Anticipated Cost of Subs @ \$100 per day for teachers and \$150 per day for Nurse</b>	<b>Est. Total Cost To District</b>	<b>Annual Event</b>	<b>Meets Requirements</b>
10/01/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/02/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/08/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/09/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/15/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/16/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/22/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/23/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/29/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes
10/30/20	Ridgewood 18-21 STEPSS Program	Ridgewood Town Center (Exact locations TBD)	5 students	2	0	\$0	\$0	No	Yes

Activity	Advisor	CAT	Ratio	Div by #	Stipend	Funding**	Pay
Brain Busters	TBD	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	TBD	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	Brown, Brian	3	0.028	1	2,591	Budget	June
Latin Club	TBD	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	TBD	2	0.014	2	648	Budget	June
Spanish Club	TBD	2	0.014	2	648	Budget	June
Spirit & Service Club Advisor	Evelyn McKinnon	2	0.014	2	1,296	Budget	June
Spirit & Service Club Co-Advisor	TBD	2	0.014	2	648	Budget	June
Stem Club	Abbateiello, 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 Advisor	Stephanie Dodd	3	0.028	1	2,591	Budget	June
Yearbook Co-Advisor	TBD	3	0.028	2	1,296	Budget	June
20-21 Total Advisor Stipends					<b>39,885.60</b>		

Rates for 2020-2021	Ratios	Amounts
<b>(Subject to Change Upon Settlement of Contract)</b>		
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 - 2020-2021 - BA MAX =		\$92,542

\*\* 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.

ACTIVITIES PAID AT HOURLY RATES	UNPAID ACTIVITIES
Activity	Activity
Great Creators Workshop - TBD Math Counts - Pepe, M. Track & Field - TBD Volleyball Club - TBD After-School Learning Cntr.: TBD	Announcement Crew - TBD

Revision: Ridgewood High School							
2020-21 Co-Curricular Activities							
	Activity	Advisor	CAT	Div by #	Stipend	Funding	Pay
1	Adventure Leadership Peer Support	Quirk, Brian	3	1	\$2,591	Bdgt	June
2	Adventure Opportunity Peer Support	Knott, Ron	3	1	\$2,591	Bdgt	June
3	Applied Engineering	Wohner, John	2	2	\$648	Bdgt	June
4	Applied Engineering	Labowsky, Lillian	2	2	\$648	Bdgt	June
5	Asian Festival	Kirtane, Medha	3	1	\$2,591	Bdgt	June
6	Biology Academic Team I	Joseph, Andrea	2	1	\$1,296	Bdgt	June
7	Brass Ensemble ("Ridgewood Brass")	Luckenbill, John	1	1	\$740	Bdgt	June
8	Chemistry Academic Team I	Kay, James	2	1	\$1,296	Bdgt	June
9	Chinese Club	Lee, Christine	1	1	\$740	Bdgt	June
10	Clarinet Ensemble	Knox, Alexander	1	1	\$740	Bdgt	June
11	DECA	Mendez, Karen	5	2	\$2,591	Bdgt	June
12	DECA	Murtha, Tim	5	4	\$1,296	Bdgt	June
13	DECA	Cronk, Paul	5	4	\$1,296	Bdgt	June
14	Dance Company Coordinator	TBD	2	1	\$1,296	Bdgt	June
15	Dance Team	Musso, Caitlin	2	1	\$1,296	Bdgt	June
16	Debate Team	Clarke-Anderson, Kathleen	4	1	\$3,887	Bdgt	Dec/Jan
17	Drama Concert Music Director	Judge, John	2	1	\$1,296	Bdgt	TBA
18	Drama Director, Play 1	Schaefer, Margaret	3	1	\$2,591	Bdgt	Nov
19	Drama Director, Play 2	Van Zile, Kelly	3	1	\$2,591	Bdgt	Dec
20	Drama Director, Play 3	Vilardi, Louisa	3	1	\$2,591	Bdgt	Dec
21	Drama Director, Play 4	TBD	3	1	\$2,591	Bdgt	May
22	Drama Musical Assistant	Bourque, Steven	3	3	\$864	Bdgt	TBA
23	Drama Musical Assistant	Schaefer, Margaret	3	3	\$864	Bdgt	TBA
24	Drama New Players Company (x2)	Schaefer, Margaret	7	0.5	\$15,548	Bdgt	Monthly
25	Drama Musical Assistant	Luckenbill, John	3	3	\$864	Bdgt	TBA
26	Drama Musical Assistant	Fink, Gary	6	4	\$1,620	Bdgt	TBA
27	Drama Musical Assistant	Fink, Gary	6	4	\$1,620	Bdgt	TBA
28	Drama Musical Assistant	Bourque, Steven	6	4	\$1,620	Bdgt	TBA
29	Drama Musical Assistant	TBD	6	4	\$1,620	Bdgt	TBA
30	Drama Playwriting, Play 1	Vilardi, Louisa	3	4	\$648	Bdgt	Dec
31	Drama Playwriting, Play 2	Vilardi, Louisa	3	4	\$648	Bdgt	Jan
32	Drama Playwriting, Play 3	Vilardi, Louisa	3	4	\$648	Bdgt	April
33	Drama Playwriting, Play 4	Vilardi, Louisa	3	4	\$648	Bdgt	June
38	eSports	Forfa, Jason	MS	1	\$1,943	Bdgt	June
39	Film Club	Holand, Lawrence	1	1	\$740	Bdgt	June
40	Finance Club	Monahan, Tim	1	1	\$740	Bdgt	June
41	First Tech Challenge (Robotics)	Wohner, John	2	1	\$1,296	Bdgt	June
42	Flute Ensemble	Lazzara, Patricia	1	1	\$740	Bdgt	June
43	French Club	Palumbo, Helene	1	1	\$740	Bdgt	June
44	SAGA: Sexuality And Gender Association (Gay Straight	Mende, Allison	1	1	\$740	Bdgt	June
45	German Club	Parks, Ruth	1	1	\$740	Bdgt	June
46	Girls Who Code	Valeri, Amanda	2	1	\$1,296	Bdgt	June
47	History Bowl/Quiz Bowl	Valeri, Amanda	2	1	\$1,296	Bdgt	June
48	Jazz Band	Fink, Gary	3	1	\$2,591	Bdgt	June
49	Jazz Band Assistant	Garde, James	2	2	\$648	Bdgt	June
50	Jazz Band Assistant	Heyzer, Henry	2	2	\$648	Bdgt	June

51	Jazz Band Lab	Haas, Jeffrey	3	1	\$2,591	Bdgt	June
52	Latin Club	Gigante, Stefanie	1	1	\$740	Bdgt	June
53	Latin Quiz Bowl (Latin Academic Team)	Gigante, Stefanie	2	1	\$1,296	Bdgt	June
54	Literary Arts Magazine (Genesis)	Hans, Patricia	1	1	\$740	Bdgt	June
55	Lunch Recreational Activities	TBD	1	1	\$740	Bdgt	June
56	Marching Band, Color Guard Advisor	Montanaro, Jake	4	1	\$3,887	Bdgt	Nov
57	Marching Band, Director	Luckenbill, John	8	1	\$9,069	Bdgt	Nov
58	Marching Band, Assistant Director	Ebbels, Will	4	1	\$3,887	Bdgt	Nov
59	Marching Band, Brass Co-Instructor	Heyzer, Henry	4	2	\$1,944	Bdgt	Nov
60	Marching Band, Brass Co-Instructor	Garde, James	4	2	\$1,944	Bdgt	Nov
61	Marching Band, Drill Design	Dabby, Maxwell	4	2	\$1,944	Bdgt	Nov
62	Marching Band, Drill Design	McAloon, Elise	4	2	\$1,944	Bdgt	Nov
63	Marching Band, Field Percussion Instructor	Bergen, Joe	4	1	\$3,887	Bdgt	Nov
64	Marching Band, Pit Percussion Instructor	Fink, Gary	4	1	\$3,887	Bdgt	Nov
65	Marching Band, Twirler Instructor	Wederfoort, Kim	4	2	\$1,944	Bdgt	Nov
66	Marching Band, Twirler Instructor	Sanchez, Jennifer	4	2	\$1,944	Bdgt	Nov
67	Maroon & White Recital (x.5) Art	Athena Maxwell	1	2	\$370	Bdgt	June
68	Maroon & White Recital (x.4) Music	Haas, Jeffrey	1	2.51	\$295	Bdgt	June
69	Maroon & White Recital (x.1) Dance	Mele, Lauren	1	9.9	\$75	Bdgt	August
70	Mathematics Academic Team	Gattoni, Rebecca	3	2	\$1,296	Bdgt	Dec
71	Mathematics Academic Team	Turkington, Sean	3	2	\$1,296	Bdgt	Dec
72	Math Club	Turkington, Sean	1	2	\$370	Bdgt	June
73	Math Club	Gattoni, Rebecca	1	2	\$370	Bdgt	June
74	Mathematics Team, Ninth Grade	Truncala, Lauren	1	1	\$740	Bdgt	June
75	Mock Trial Team	Hans, Patricia	3	1	\$2,591	Bdgt	Dec
76	Model Congress	Chamesian, Linda	1	1	\$740	Bgt	June
77	Music Production	Luckenbill, John	1	1	\$740	Bgt	June
78	National Art Honor Society	Cronk, Paul	1	1	\$740	Bdgt	June
79	National French Honor Society	Polk, Laura	1	1	\$740	Bdgt	June
80	National Honor Society Chapter	Chamesian, Linda	2	1	\$1,296	Bdgt	June
81	National Latin Honor Society	Gigante, Stefanie	1	1	\$740	Bdgt	June
82	National Spanish Honor Society	Rotella, Megan	1	1	\$740	Bdgt	June
83	National Technical Honor Society	Casatelli, Stacy	1	1	\$740	Bdgt	June
84	Peer Counselors Service Organization	Maye, John	3	1	\$2,591	Bdgt	Feb
85	Percussion Ensemble	Fink, Gary	3	1	\$2,591	Bdgt	June
86	Physics Academic Team I	Mitchell, Christopher	2	1	\$1,296	Bdgt	June
87	Pizza Club	Lynaugh, Sean	1	1	\$740	Bdgt	June
88	Progressive Student Alliance	Escobar, Alejandro	1	1	\$740	Bdgt	June
89	Project Interact Club	Reilly, Nancy	4	1	\$3,887	Bdgt	June
90	Project Interact Club, Co-advisor	Feeney, Lynne	2	1	\$1,296	Bdgt	June
91	RHS-TV Club	Holand, Lawrence	2	1	\$1,296	Bdgt	June
92	Ridgewood A Cappella (Maroon Men & AcaBellas)	Bourque, Steven	3	1	\$2,591	Bdgt	Dec/May
93	Ridgewood A Cappella (The Trebles)	Chen, Vhang Po (Philip)	1	1	\$740	Bdgt	June
94	Ridgewood A Cappella (East 627)	Chen, Philip	1	1	\$740	Bdgt	June
95	Ridgewood Carolers Ensembles	TBD	1	1	\$740	Bdgt	Dec
96	Saxophone Ensemble ("Sax Appeal")	Haas, Jeffrey	1	1	\$740	Bdgt	June
97	School Newspaper (High Times)	Brunner, Adam	2	1	\$1,296	Bdgt	June
98	Science Competitions	Kay, James	1	1	\$740	Bdgt	June
99	Sharing the Arts	Landa, Jennifer	1	1	\$740	Bdgt	June

100	She's the First	Saladino, Allyson	1	1	\$740	Bdgt	June
101	Social Place Club	Dodd, Stephanie	1	2	\$370	Bdgt	June
102	Social Place Club	Simone, Suzanne	1	2	\$370	Bdgt	June
103	Spanish Club	Purrinos, Damary	1	1	\$740	Bdgt	June
104	STEM Club	Wohner, John	1	1	\$740	Bdgt	June
105	Stock Market Game	Maye, John	1	1	\$740	Bdgt	June
106	String Ensemble	Geronimo, Kristi	1	1	\$740	Bdgt	June
107	Students for Environmental Action (SEA)	Luo, Miles	2	1	\$1,296	Bdgt	June
108	T.E.E.E.M. (Global Philanthropic Club)	Musso, Caitlin	1	1	\$740	Bdgt	June
109	Teen LEADS	Musso, Caitlin	1	1	\$740	Bdgt	June
110	Tri-M Music Honor Society	Geronimo, Kristi	1	1	\$740	Bdgt	June
111	Video Games Club	TBD	1	2	\$370	Bdgt	June
112	Video Games Club	TBD	1	2	\$370	Bdgt	June
113	Winter Color Guard	Jake Montanaro	3	1	\$2,591	Bdgt	April
114	Winter Color Guard	Luckenbill, John	3	2	\$1,296	Bdgt	April
115	Winter Color Guard	Sanchez, Jennifer	3	2	\$1,296	Bdgt	April
116	Winter Twirlers	TBD	3	2	\$1,296	Bdgt	April
117	Winter Twirlers	TBD	3	2	\$1,296	Bdgt	April
118	World Challenge Club	Farrar, Eva	1	1	\$740	Bdgt	June
119	Yearbook Advisor/Business Manager	Valenti, Lisa	7	1	\$7,774	Bdgt	June
	<b>Total Advisor Stipends by REA Contract*</b>				<b>\$187,773</b>		
	<b>Rates*</b>	<b>Ratios</b>	<b>Amts</b>				
	Category 1 - 50 hours	0.008	740				
	Category 2 - 100 hours	0.014	1,296				
	Category MS	0.021	1,943				
	Category 3 - 101-200 hours	0.028	2,591				
	Category 4 - 201-250 hours	0.042	3,887				
	Category 5 - 251-300 hours	0.056	5,182				
	Category 6 - 301-400 hours	0.070	6,478				
	Category 7 - 400+ hours	0.084	7,774				
	Category 8 - 400+ hours	0.098	9,069				
	Article 29 - Co-curricular Renumeration - BA MAX =		\$92,542				10/9/2020 11:05:56
	(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.)						
	<b>Club</b>	<b>Advisor</b>	<b>Funded by donation</b>				





Detailed Actual Expenditures by Year by Building Worksheet

District Name Ridgewood		District Number 4390												
			Actual Expenditure by Building											
A	B	C	J	K	L	M	N	O	P	Q	R	S	T	
			Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Actual Expenditures	Budgeted Expenditures	
A. School Facility Name	School Number	Gross Building Area (GSF)	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21	Total	
Ridgewood High School	050	248,286	\$ 377,586	\$ 354,914	\$ 355,470	\$ 341,601	\$ 381,326	\$ 515,000	\$ 613,781	\$ 391,535	\$ 286,976	\$ 357,802	\$ 3,975,992	
Benjamin Franklin Middle School	060	190,400	\$ 349,328	\$ 222,601	\$ 204,427	\$ 226,296	\$ 270,353	\$ 237,962	\$ 278,756	\$ 180,005	\$ 202,181	\$ 219,181	\$ 2,391,091	
George Washington Middle School	070	124,600	\$ 173,071	\$ 222,054	\$ 141,019	\$ 171,895	\$ 198,100	\$ 216,470	\$ 213,827	\$ 165,307	\$ 160,250	\$ 196,591	\$ 1,858,584	
Glen School	080	27,300	\$ 37,476	\$ 64,290	\$ 52,398	\$ 50,749	\$ 20,795	\$ 17,509	\$ 34,604	\$ 45,729	\$ 45,675	\$ 52,293	\$ 421,518	
Hawes Elementary School	085	39,765	\$ 25,864	\$ 41,089	\$ 89,505	\$ 77,212	\$ 77,929	\$ 76,622	\$ 53,069	\$ 83,418	\$ 67,424	\$ 78,572	\$ 670,704	
Ridge Elementary School	090	47,420	\$ 52,033	\$ 50,330	\$ 66,201	\$ 61,654	\$ 31,550	\$ 52,236	\$ 76,177	\$ 96,435	\$ 58,106	\$ 73,201	\$ 617,923	
Somerville Elementary School	100	68,000	\$ 116,760	\$ 106,774	\$ 142,082	\$ 99,807	\$ 131,741	\$ 154,809	\$ 123,305	\$ 131,631	\$ 68,110	\$ 110,066	\$ 1,185,085	
Travell Elementary School	110	45,800	\$ 83,408	\$ 71,861	\$ 70,942	\$ 86,430	\$ 95,994	\$ 87,420	\$ 64,535	\$ 71,580	\$ 68,731	\$ 88,644	\$ 789,545	
Orchard Elementary School	120	38,500	\$ 126,520	\$ 83,384	\$ 66,450	\$ 70,350	\$ 50,943	\$ 129,946	\$ 80,520	\$ 69,656	\$ 46,270	\$ 70,138	\$ 794,177	
Willard Elementary School	130	50,500	\$ 25,329	\$ 43,966	\$ 73,703	\$ 116,597	\$ 50,677	\$ 206,793	\$ 154,294	\$ 143,221	\$ 118,523	\$ 138,258	\$ 1,071,361	
Education Center	999	32,640	\$ 111,929	\$ 35,115	\$ 83,579	\$ 43,186	\$ 30,734	\$ 25,842	\$ 25,762	\$ 38,942	\$ 76,696	\$ 66,206	\$ 537,991	
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<b>District Total</b>		<b>913,211</b>	<b>\$ 1,479,304</b>	<b>\$ 1,296,378</b>	<b>\$ 1,345,776</b>	<b>\$ 1,345,777</b>	<b>\$ 1,340,142</b>	<b>\$ 1,720,609</b>	<b>\$ 1,718,630</b>	<b>\$ 1,417,459</b>	<b>\$ 1,198,944</b>	<b>\$ 1,450,953</b>	<b>\$ 14,313,971</b>	

Ridgewood Board of Education  
 County Code 03 District Code 4390 Comprehensive Maintenance Plan  
 FY20 Actual, FY21 Budget, FY22 Planned

School Name	FY20 Actual	FY21 Budget	FY22 Planned
Glen Elementary School	\$45,675	\$52,293	\$53,338
	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	\$67,424	\$78,572	\$80,145
	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	\$46,270	\$70,138	\$71,541
	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	\$58,106	\$73,201	\$74,665
	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 ceiling 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	\$68,110	\$110,066	\$112,267
	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	\$68,731	\$88,644	\$90,417



	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	\$118,523	\$138,258	\$141,023
	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 classrooms, , 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	\$202,181	\$219,181	\$223,565
	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, Screen 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	\$160,250	\$196,591	\$200,522
	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	\$286,976	\$357,802	\$364,958
	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	\$76,696	\$66,206	\$67,530

	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	\$1,198,944	\$1,450,953	\$1,479,972

## RIDGEWOOD PUBLIC SCHOOLS

### 2021-2022 BUDGET DEVELOPMENT SCHEDULE

**Note: All dates and times subject to change based upon NJ State Department of Education Budget Procedures Calendar and District needs.**

DATE OF INITIATION	TASK	TARGET COMPLETION DATE
October 23, 2020	budget documentation and timeline for budget managers distributed.	October 23, 2020
October 26, 2020	Budget managers complete budget proposals, input into CSI including uploading backup documentation	December 28, 2020
October 30, 2020	Develop and distribute enrollment projections.	November 16, 2020
November 16, 2020	Public Board Meeting budget update	November 16, 2020
January 4, 2021	<p>CSA and Cabinet meets with Budget Managers to review budget proposals</p> <p>Proposal Review (Superintendent's Office)</p> <p>Proposal Review (Ojetta Townes-HR Department)</p> <p>Proposal Review (Shelly Stanton-Community School)</p> <p>Proposal Review (Michelle Fenwick-Special Programs)</p> <p>Proposal Review (Doug Aday-Summer Programs)</p> <p>Proposal Review (Keith Cook-Athletics)</p> <p>Proposal Review (Jen Schoenlank-Ridge)</p> <p>Proposal Review (Serhiy Morhun-IT Department)</p> <p>Proposal Review (Lorna Oates-Santos-Somerville)</p> <p>Proposal Review (Anthony Orsini-BFMS)</p> <p>Proposal Review (Tom Gorman-RHS)</p> <p>Proposal Review (Katherine Kashmanian-GWMS)</p> <p>Proposal Review (Mary Ferreri-Orchard)</p> <p>Proposal Review (Caroline Hoffman-Willard)</p> <p>Proposal Review (Brian Ross-Travell)</p> <p>Proposal Review (Paul Semendinger-Hawes)</p> <p>Proposal Review (Stacie Poelstra-Assist Superintendent)</p> <p>Proposal Review (Lisa Kontos-Infant Toddler Program)</p> <p>Proposal Review (Allan Martin-Buildings &amp; Grounds)</p> <p>Proposal Review (Stacy Castelli-Summer School)</p> <p>CSA and Business Administrator conduct review of projected programs and staffing needs with Administration to determine impact of proposals and changes in the instructional budget. Specific dates to be determined</p>	January 15, 2021
January 25, 2021	Public Board Meeting budget update-Budget Constraints/Cost Centers/Class Size	January 25, 2021
February 8, 2021	BOE public meeting to review the preliminary budget	February 8, 2021
February 25, 2021	Budget Cap and State Aid report to be received from the State (Tentative).	February 25, 2021
March 8, 2021	BOE public meeting to approve preliminary budget advertise.(Tentative)	March 8, 2021
March 9, 2021	Submit 2021-2022 preliminary budget to County Superintendent of Schools for review and approval (Tentative)	March 9, 2021
March 2021	Board and Administration continue deliberation on instructional and operational budget.	March 2021
March 2021	Budget Presentations to the HSAs and various organizations. Specific dates to be determined	March 2021
March 9, 2021	Present 2021-2022 proposed budget to the Ridgewood Public at George Washington MS.	March 9, 2021

March 11, 2021	Present 2021-2022 proposed budget to the Ridgewood public at Benjamin Franklin MS.	March 12, 2021
March 15, 2021	Advertise Budget and Public Hearing (date of notice to be at least 4 days before hearing). (Tentative)	March 15, 2021
March 22, 2021	Public Hearing and Final Adoption of Budget(Tentative)	March 22, 2021
April 20, 2021	School Budget Vote	April 20, 2021
April 2021	E-News to the community outlining Budget highlights. Post links of the Budget PowerPoint.	April 2021

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
November 2, 2020**

**AGENDA**

\* \* \* \* \*

Minutes of the Regular Public Meeting of the Board of Education held on November 2, 2020, at 6 p.m., at the Education Center

**I. CALL TO ORDER AND ROLL CALL**

At 6:00 p.m. Mr. Lembo called the regular public meeting to order and asked for a roll call.

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS**

**A. SUPERINTENDENT SEARCH FIRM INTERVIEWS**

R-PAT Solutions, LLC

Dr. James Patterson and Dr. Robert Rosado provided an overview of the firm and the search process. Dr. Rosado explained that the firm is about to enter its 24th year in

business in New Jersey. The firm does not have any associates; therefore, when they are hired, Dr. Patterson and Dr. Rosado do all of the work from start to finish. R-PAT Solutions has a breadth of experience in terms of the size and location of districts, and they typically engage in three to four searches per year.

Recently, the firm has completed searches for Mountain Lakes, Springfield, and Roselle. The entire search process for Roselle and part of the process for Mountain Lakes was conducted via Zoom; therefore, R-PAT Solutions has the background to conduct the search in either mode depending on the current circumstances. Additionally, they offer one of the most comprehensive community surveys. Dr. Patterson added that R-PAT Solutions is an independent firm, and they are not affiliated with a college or university.

At the start of the process, a timeline would be developed with the Board of Education. Dr. Patterson and Dr. Rosado would conduct a rigorous screening process of the applicants based on initial conversations with the Board and then would schedule interviews with approximately 7-8 candidates.

Mr. Dani asked will the board get to see all of the resumes that came in and the rationale for not moving them to round two or just the resumes that the firm recommends?

Dr. Patterson replied that the board will see both. The firm will deliver a schedule of interviews of first round packets for each board member and the resumes of all applicants. They do not answer why they did not select someone. The most common reason is that they did not answer the question fully. In the 24 years they've been in business, only 2 boards have not accepted their recommendation for the finalists.

Mr. Dani asked about the scope of the search regarding advertising. People have reached out to him about doing a national search and not limiting our search to a local candidate. Can the firm shed light on how they do advertising and how do they include national advertising.

Dr. Rosado replied that the search will be picked up through avenues such as indeed, or monster. Usually they pick up about 8-10 candidates from New York, Pennsylvania, Florida, Utah, all over the country. If the board wants to go national it will incur a significantly higher expense, the board can choose to use Ed Week that will be an additional expense. However, in his experience there has not been an out of state candidate that has made it through the process and successfully appointed in quite awhile. Mostly because New Jersey has strict licensing laws and out of state candidates will have to apply for new licensing through the NJ Department of Education. Depending on the person's background, it can take anywhere from 3-7 months to finalize. Normally, they would get retired candidates from New York or Pennsylvania who come from very large Districts and have difficulty drilling down to a district that will have to be hands on, since they are used to having people do that work for them. Sometimes they have approximately 100 people in the central office.

Ms. Brogan asked how internal candidates are handled.



Dr. Rosado answered that they will interview any interested internal administrators who are certified for the job. They will ask what level the board wants to move forward. They normally would interview the candidate and discuss with the board their options for moving forward. He provided some examples of candidates with various levels of experience.

Ms. Brogan asked the firm in looking at our district most recently, do they feel we will have trouble attracting candidates?

Dr. Patterson stated that the district has done very well for many years and has been very desirable. Ridgewood is one of the larger districts within New Jersey, and is considered as a step up for candidates at various levels. The typical candidate was between 45-65 years old in the last ten years there has been a 10 year age drop in candidates. Now there is a checkerboard approach where some people consider the superintendent role without being a principal. There are a lot more paths than before.

Ms. Brogan stated that the superintendent cap that is no longer in effect, may have watered down the experience of candidates. Has that changed now that the cap in salary has been lifted? Has the quality of candidates improved?

Dr. Patterson answered that the quality of the candidates has been very good and about 3-4 years ago the pool became deeper. Now it is very competitive and we are cutting the candidate list back. Last year's searches have led to 40-55 candidates.

Dr. Rosado added that the better the pool of candidates the more difficult the decision of the board to select. As they interview candidates they advise them of the interview dates so that they can keep the dates open.

What is the recommendation on having the administrative staff advisory. When they have whittled down to two finalists.

Dr. Patterson stated they go to the staff, administrators and parents throughout the process. In the 24 years, the only other people involved in the board process is the business administrator and once or twice they have made it a larger group of people including administrators and one or two community members. This made it tough on the board since they could not come to a consensus.

Most of the time the board does the interviews. In the situations where there were professionals and parent involvement, the parent top candidate was the professional side's bottom candidate and vice versa.

Ms. Brogan followed up the question and asked specifically regarding including the administrative team who works closely with the Superintendent, as being part of the process

Dr. Patterson reviewed a scenario where the administrative staff interviews and does not agree with the board. They believe the board and the administrative team have different views about the requirements. They do not recommend a vote or a position

paper by a union. It is recommended that they are given a card and they provide their thoughts on the candidates.

Both finalists will be asked to spend a day in the district and the board can solicit feedback, but not a vote from staff or administration.

Mr. Lembo asked them to review the timeline.

Mr. Patterson replied that since the board reorganizes in May, the challenge will be the clause in the superintendent contract. The state minimum is 60 days, many contracts have a 90 day and they have seen 120 day clauses. During the first round of interviews the process is completely confidential and references cannot be contacted, in NJ boards can fire a superintendent for interviewing. It is common that once the board finds out that a person is interviewing they will not renew the Superintendent's contract when the time comes up. During the second round, if the board chooses to check references you will need to tell the candidate ahead of time and then begin the process. When you decide to offer a contract, you must send the terms to the county superintendent. The county superintendent sends it to a group of accountability attorney's in Trenton who will review the contract and send it back to the district, this can take 4-5 days to two weeks. Then a meeting will be scheduled to appoint the person. The following day, the person can resign and their clock starts for their clause. In order for someone to start at the Reorg meeting, you should back up 60 days to all of March. The person would need to be hired by March 1 for the 60 day clause and if there is a 90 day clause you would need to be done by January.

Mr. Lembo added he is looking if we decide to go with your firm, the parent, teacher survey, etc. how long does that process take?

Dr. Patterson answered that the firm can do that part fairly quickly. The challenge is the superintendent clause time to have that person start before the reorg meeting.

Dr. Rosado said if they were to be hired tonight, they would run ads for one month and the survey would open in November which runs for 2-3 weeks. During that time, the firm comes to the district to meet everyone. The earliest to get the candidates in would be in January. The board will have to work quickly to have everyone interviewed and approved at that time.

Dr. Patterson said that 90 days will cover most of the candidates, but the 120 clause will need to be considered as a problem.

Ms. Kwak asked if there are candidates that they have placed that they know of that might be a good fit for the district but have not submitted a resume, is this a scenario they have encountered?

Dr. Rosado answered that the largest group that does searches for the state is the NJ school boards, but they cannot recruit candidates and steal from another district to place with you. The only place that the firm will not recruit is with candidates they have placed in other districts because that would be unethical. The only time we use a candidate

from another superintendency is if they reach out to them and they had been placed previously and are ready to move to a bigger district.

Dr. Patterson stated that it is not ethical to contact their candidates personally. They will receive their newsletter and communication.

#### Hazard Young Attea Associates

Dr. Monica Browne and Dr. Bill Adams provided an overview of the search process including engagement, recruitment, selection, and transition. Dr. Browne opened the presentation by focusing on what sets their firm apart from other firms that work in New Jersey and nationally. During the engagement phase, the firm gets to know the Board, the community, and its needs through a planning meeting with the Board, as well as focus groups. By doing so, the firm is able to match the needs with the skills of the candidates they recruit. The information is presented to the Board in a leadership profile with a list of desired characteristics.

Dr. Browne explained that a significant amount of time is spent on recruiting. Dr. Browne shared that the firm has regional expertise, but additionally, they have a strong national reach. The firm also offers several guarantees: 1) they will work with the district to find the right person, 2) they won't solicit candidates for any other searches, and 3) they guarantee a price match. Dr. Adams added that they offer two unique surveys. One is a research-based survey out of the corporate headquarters, which can be utilized for an additional fee. This survey provides an opportunity to compare input from the community with similar communities in New Jersey and across the country. They also offer a no-cost research-based proposal that does a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of perceptions of stakeholders, both internal and external. A portal will be set up for Board members so that they have access throughout the entire process.

Mr. Kaufman asked if they have placed out of state candidates and what is the time frame?

Dr. Browne answered 25 states have an agreement for reciprocity, NJ does accept applications from some states. It is relatively easy from New York, Pennsylvania. Florida for example does not have a Superintendent certification. Out of state will depend on where the person is from. If the person is qualified and has the experience we could ask for an expedited review. Depending on the Executive County Superintendent and the relationship with the commissioners office, they have had success with expediting the process. They do not look at this as an impediment for getting the best possible candidate. There are hoops to jump through and they have done it. There are challenges that out of state candidates will have, it depends on the state they are coming from. Now he is finishing up pemberton with 67 applicants and 45 are in New Jersey or worked in NJ. When you do a national search, you find people who had moved out of state and are now looking to move back. The certification is problematic, but there are solutions to reaching a good conclusion.

Ms. Brogan asked how they handle internal candidates.

Dr. Brown answered that when they engage with the board during the planning meeting, that is one of the discussions. When they say they customize the search, they find out how the board would like to have that happened. There are some boards that do not want internal candidates because they are looking for change. The firm will bring to the board everyone that they are recommending and would provide all of the information. They suggest that the internal candidates are held to the same standards as the external candidates.

Ms. Brogan asked if they are doing focus groups as part of the process.

Dr. Brown stated they will customize the type and number of focus groups based on the board requests. Typically they ask an administrative person to work with the firm and assist with the process.

Ms. Brogan asked if the board whittles it down to two finalists, what is the involvement of the administrative team, in terms of advisement in the process.

Dr. Brown stated that she knows in Ridgewood it is a tradition to include them. She will work with the board to customize that. She recommends that any groups that you have the finalists meet with, there are confidentiality issues that have to be worked through. Typically by the time a candidate is a finalist their board president should be aware, but the community that they work in is not aware and they try to be as delicate as possible. There is great value in having buy-in from the internal stakeholders. She recommends that they do not rate or rank them, so that problems don't arise later if they don't agree with the board rankings. She thinks that a meet, greet and reflect session is helpful. Given the team of Ridgewood administrators, it would be wise to ask them to give some feedback.

Ms. Brogan asked if the firm does training with the board in terms of the questions they can legally ask?

Dr. Brown stated they will customize that process, they will be there for the interviews and for the discussion afterwards. Especially if there are internal candidates, objectivity is very important.

Mr. Dani stated that he understands there are usually around 70-75 candidates and asked how many are moved to the second round for the board to interview. Do they get to see all of the resumes that are received with the reasons why they were not moved forward.

Dr. Brown said the board will tell them how many they want to see in the first round. They will bring that slate to the board with the characteristics they are looking for. They will then allow the board to look at any other candidates they want to see. It can be done electronically or printed out. The process they use is that all of the candidates are on a spreadsheet and look at the desired characteristics with notes. Often boards like to see that instead of going through all of the resumes. Out of the 60 candidates, 20 may be people who should not have applied.

Dr. Adams added that they will get 60 applicants, as they get in they receive an email and look at it when it comes in. After reviewing the resume, they build a file on each candidate, midway through the process they create the spreadsheet that Dr. Brown was referencing. Reference checks are done up front, because of confidentiality and the concern of the board not finding out they will not contact the district. They may google the information. They will get to the round that is part of the slate that the board decides on at the planning meeting, the board decides how many candidates they want to see. They use an adelphi technique that asks each board member to rate the candidates individually to narrow down the candidates. The firm will work with the board to develop the interview questions which are tailored to the district's needs. When the board gets down to the 5, the process gets difficult since these are the best of the best candidates. They recommend to keep things confidential until you get to the finalists. They will go over the options during the planning meeting with the board. The firm works for the board and they think it is best to give the board options to choose from to fit the needs of the community.

Ms. Brogan asked if they recommend site visits with the finalists?

Dr. Brown answered that it depends on the situation. They leave some time between the timeframe of deciding who the board wants and who is actually appointed. This would be the site visit time. The site visit can also be from the top two finalists so they can interact with teachers, administrators have lunch with a board member, in order to have a less formal opportunity to meet the candidate. The visit can be done on site in Ridgewood or at the candidates districts.

Dr. Adams added that the firm will go over the pros and cons of site visits and it is included as part of their consulting service. Today there is so much information electronically that site visits don't yield as much as they did in the past. The candidates often ask to interview teachers at the different levels and students. Site visits can identify the culture of the schools. Background checks are very important and the firm uses a third party that does an investigation on the finalists, including a criminal, civil, financial and driving records. They also do a 5 year media and social media review. Those reviews yield a lot of information that you would not get in a different way.

Mr. Lembo asked how many school district searches do they do at the same time.

Dr. Brown said that they have finished up 2 districts in South Jersey, and currently there are many districts in the North that have openings. They do not have an assignment in the North currently. They are working on a small district in New Hampshire.

They generally do not like to do two searches at the same time and specifically in the same area, so they can devote their time and find the best candidates.

Mr. Lembo asked about the firm's success rate.

Dr. Adams stated they provide a guarantee for 2 years. If the person leaves within the two years, they would come back and do the work for nothing. The fit is important. They have done 1400 searches and personally he has had one where the superintendent left

within the 2 years. From the year 2000 to 2016 82% of the superintendents that have gotten jobs through the firm are still in the job or have retired from the job. It is important to get good focus groups and community input. The firm can meet with the bargaining unit leadership teams, parent groups and central office administrators to get the leadership characteristics of what they are looking for.

Dr. Brown stated that everyone she has worked on is still working where she has placed them.

Mr. Lembo asked for the firm's timeline.

Dr. Adams referred to the firm's proposal that identifies the timeline. They were basing the timeline on a July 1 start day and backed up to a 90 day notice for a successful candidate. Early March should be a negotiated announcement. Their suggested timeline is set for a March 1 announcement.

Dr. Brown recommends that if selected they would start immediately with a planning meeting and start setting up the focus groups to present the leadership characteristics within the first 3 weeks. They would like at least 30 days for recruitment. The timeline is listed in the proposal.

There is a little bit of a challenge for the reorg if the person does not start before March 1, since you will have to redo the contract at the reorganization meeting. This is a little nuance in New Jersey since it is the law.

Mr. Dani asked for clarification on the 30-45 days for recruiting, when does that start?

Dr. Brown answered the recruiting starts after the community meetings and the board has approved the desired characteristics and profile. As they are meeting, they would not wait to start recruiting and wait to ask people to apply but not make any recommendations until the documents are in place.

Dr. Adams added that the applicants are not reviewed until after the board has identified the characteristics, but the search is started on their website so that applicants can start to submit their applications before they have the desired characteristics. They also post on the NJSA website, formal advertising will happen after the planning meeting with the board and ask the board to approve the advertising.

Mr. Lembo asked about the consulting fee and the additional printing fee. Is advertising extra?

Dr. Brown answered that they are a green company and will provide all information electronically, if the district wishes that they print the information there is an additional fee. District administrative support can assist with this. The board will choose the advertising package. By listing on their website which is a go-to site across the country, they not only search their searches but other searches as well which makes it very desirable for candidates. They can advertise in Edweek in various formats and that can be decided at the planning meeting with the board. The background check does have a

range in pricing, typically it is about 1900 per candidate and it is highly recommended. Mr. Lembo asked is that recommended for a finalist?

Dr. Brown replied it is recommended for the finalist, but if there are two finalists that are being considered then it would be for both.

Mr. Dani asked if we do a background check internally already, including a credit check?

Dr. Brown answered that the only mandatory is a criminal background check.

Ms. Kwak asked if Connecticut has a reciprocity law?

Dr. Brown answered that she has not done a search from Connecticut, but can look it up.

Ms. Kwak asked how many of the candidates are from the Seton Hall program?

Dr. Brown answered that she did a charter school outside Philadelphia and a person was from the Seton Hall program. She believes there are usually several candidates but the pool/slate are based on the characteristics, but there haven't been any placed from the program that she has done.

Ms. Kwak asked what Dr. Brown's sense of the current pool of candidates? Outside of recruiting?

Dr. Brown answered that it is pretty good now. They were very slow during the early part of the pandemic, but in the searches that they are ending in south Jersey they have had approximately 65-68 candidates. Ridgewood has an amazing reputation and will get interest from people in Bergen county and the tristate area.

Dr. Adams when will the board be making the selection.

Mr. Lembo answered that the decision will be made this evening.

## **B. STUDENT REPRESENTATIVE REPORT**

Zoe stated that having been in school for just 2 months now, so much has changed. From having to essentially rethink education, to just figuring out how to adjust to these crazy times, it has been clear that the Ridgewood public school system has our backs. While there is a lot that can be improved, there isn't a day that goes by that the Ridgewood staff, faculty, and Board of Education members aren't putting the students and teachers first.

### **Academics:**

- Several students at RHS have been commended for their academic performance in the annual National Merit Scholarship Program

- 14 RHS students ranked nationally in the annual Le Grand Concours competition which evaluates students on their written, oral, and listening comprehension skills in French.
- The senior focus program which helps seniors with the college process has received great feedback from the students. With the college process being a bit unusual at the moment, seniors feel at ease and prepared when they are in this class.
- The student government is trying to plan a safe senior prom. Currently, they are in the process of choosing a location so they have been busy contacting and looking at different venues. On top of that, they also have their hands full with planning the senior slideshow.
- The junior class president and vice presidents have been chosen. The juniors feel excited about the set of leaders and delegates they have on their side that will make sure we have a great school year.

**Arts:**

- The RHS Orchestra held a fundraiser where they sold fall bulbs to students, parents, and staff.
- The Newplayers outdoor showing of Shakespeare's Macbeth has unfortunately been postponed due to cast members needing to quarantine.

**Athletics:**

- The boy's basketball team has yet to hold full group in-person practices so most of the players go to the Ridgewood YMCA to shoot some hoops. They have also utilized the RHS fitness center to do daily lift sessions and they have games on Tuesdays and Thursdays.
- The RHS girls cross country team has been safely practicing every day to get ready for meets that are held every Saturday.
- The RHS football team has been able to move from outdoor locker rooms to using the RHS gym 1 as their locker room. It is big enough to allow for social distancing and the players have remained diligent in following protocol.
- Some of the Ridgewood Girls Varsity Lacrosse players got together to mentor, teach, and play with younger lacrosse players

**Activities:**

- The RHS Democrats Club held an awesome outdoor debate watch party to kick off the last presidential debate of the upcoming election
- The RHS Psychology Club hosted its first-ever guest speaker at the most recent meeting. Dr. David Fiegly, a sports psychologist who teaches at Rutgers University provided a fun and engaging experience for the club members.
- The RHS Speech and Debate Team has been holding weekly meetings where they practice and plan for the upcoming tournaments.
- The RHS Cambodia Club is selling masks in an effort to help their sister school in Cambodia.

**Miscellaneous:**

- For anyone who wishes to take out a book from The Ridgewood Public Library can. They can schedule a 30-minute appointment on their website which



ensures entry to the Children's Center on Sunday afternoons. Staff will be available to assist with material selection.

### C. SENIOR FOCUS PRESENTATION

Jeff Nyhuis, Assistant Principal of Guidance, Curriculum, and Instruction at Ridgewood High School, presented the Senior Focus program. This is the second year that the high school is running Senior Focus. The goal of this program is to provide consistent information about the college application process to all students and eliminate the need for a private counselor. The high school has a strong guidance department, and our counselors have visited over 400 colleges. Another goal of this program was to increase instructional time. Senior Focus has been built into the schedule so that students are pulled out of their free periods. Senior Focus is a way to reduce the stress that students experience.

Seniors are given a timeline to prepare them for the college admissions process. Google Classroom and Screen Casts are used to reach all virtual and hybrid students this year.

Mr. Nyhuis showed what the Senior Focus Google Classroom looks like, highlighting the many local scholarship opportunities for our seniors. He announced a new scholarship, The Dr. Daniel A. Fishbein Scholarship. Mr. Nyhuis read a letter about the scholarship which honors Dr. Fishbein's years of service, leadership, enduring empathy, and commitment to all Ridgewood students. A complete list of donors to the fund will be sent to Dr. Fishbein in mid-December.

The scholarship appears in the scholarship books sent to all Ridgewood seniors as follows:

*"Dr. Fishbein served with distinction as Superintendent of the Ridgewood Public Schools from 2008-2020. Dr. Fishbein, a career educator and resident of Ridgewood, consistently demonstrated leadership, character, and empathy for the community, the students, the administrators, teachers, and staff members. Dr. Fishbein led the schools through challenging times shaped by changes in society that reached into the schools. The Dr. Daniel A. Fishbein Scholarship is awarded to the student who, in the face of challenge, has demonstrated the natural leadership ability, strength, character, and empathy towards others."*

Mr. Nyhuis concluded by summarizing future plans. The goal is to expand these advisory groups by adding a Sophomore Focus and Junior Focus. Sophomore Focus will incorporate the MI Advantage Survey, Learning Style Survey, and Career Interest Survey. Information gathered from these surveys and follow-up discussions will serve as a tremendous resource for counselors in their work with the students. With the juniors, the goal is to add a college kickoff, summer work to prepare for the college application process, and the Do What You Are Survey. A speaker will be presenting to juniors this spring on how the college essay is used and how to write the essay. Mr. Nyhuis thanked The Foundation for supporting this effort.

**V. COMMITTEE OF THE WHOLE REPORTS**

- None at this time

**VI. COMMENTS FROM THE PUBLIC**

None at this time.

**VII. CONSENT ITEMS**

Dr. Fishbein 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 at 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. Fishbein presented for consideration B. Administration.

Ms. Brogan made a motion to pull item iii. Second Reading & Adoption of Revisions to Policies for discussion. She believes there is a discrepancy on what was agreed upon and what is updated as the policy for approval.

Mr. Kaufman seconded the motion.

Ms. Brogan stated that in the first reading the board had agreed that the phrase would read "*student presentations and outside/vendor consultants presentations (Presiding Officer has the discretion to move presentations listed on the agenda to before or after initial public comments)*". The agenda item tonight does not include outside/vendor consultants. She thinks if it were agreed to in first reading, it should match the second reading.

Ms. Kwak stated she thought they had agreed at the last meeting after a discussion that outside vendors should not take priority over the public.

Ms. Brogan answered that was not what we changed in the first reading. That was a previous discussion when we were discussing to put it into first reading.

Mr. Dani thinks it was a typographic error, since it was like this in first reading, and nobody asked for a change. He believes we can keep it as it was in the first reading.

Mr. Lembo stated that it may be a small error and the vendor/consultants was omitted and can be added.

Ms. Brogan stated that going forward the policy committee reviews it when it is going onto the agenda, when there is a change. It is confusing when the first reading does not match the second reading.

Ms. Kwak asked for clarification.

Mr. Lembo stated the words "Outside/vendor Consultants" would be added to the item.

## B. ADMINISTRATION

### i. Approval: Receipt of Suspension 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 investigations of HIB that have occurred since the last Board meeting.

### ii. Approval: School Self-Assessment for Determining Grades Under the Anti-Bullying Bill of Rights Act and Opportunity

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.

### iii. Approval: Second Reading & Adoption of Revisions to Policies

The Ridgewood Board of Education, upon the recommendation to the Superintendent of Schools, approves the second reading and adoption of revisions to Policies as listed below:

- Bylaw 0164 - Conduct of Board Meetings (**Attachment B**) *revised*
- Bylaw 0169.02 - Board Member Use of Social Media (**Attachment C**) *revised*

Ms. Brogan moved approval of B. Administration.

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. Dani wanted to highlight the changes to the policies. Currently as our policy stands residents receive the agenda email on the day of the meeting, sometimes a couple of hours before the meeting time. With the revised policy the agenda will be posted on the district website and circulated via the district email system 48 hours prior to the meeting time, a reminder email with the agenda will be sent the day of the meeting. If the residents remember, we approved the board goals and one of the goals was to increase transparency and this is in line with that. Also we changed the

order of business at the board meetings, there are two opportunities to make public comments at the board meetings. The first one used to be that the public comments were after the presentations and the second one towards the end but not really the last item on the agenda. Public comment period was unpredictable and often after several hours of wait, there were often discussions that came after the second public comment period. With the changes today, the first public comment should start at the beginning of the meeting and some days we may give priority to student presentations or outside vendor presentations but the presiding officer will have control over this and move public comments before the presentations. As many residents know there is a gold plated plate installed on the podium in the counsel chambers in the Village Hall engraved with Roger Weingast strongly held belief that the public will always have the final word. This will start here at the Board of Education meeting, we are moving our second public comments to the end of the meeting where there will be no discussion items after the public comments and the public will have the final word. We have added a new section for Superintendent's report and a new section for items that are not suitable for the consent agenda, any items that do not qualify as routine business will be read in full and voted separately. Lastly, there are positive changes for board members' use of social network policy, with that he votes yes.

Ms. Kwak thanked Mr. Lembo and Mr. Dani for their hard work and Ms. Brogan for catching that.

Dr. Fishbein 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: Professional Development Agreement with Joseph J. Goebel Jr. Ph.D.

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the professional development agreement with Joseph J. Goebel Jr. Ph.D for Strengthening a WL program: Pushing the Standards and Input Workshop, in the amount of \$1,800.

The Board has received background information.

### iii. Approval: Additional Budgeted Out of District Placements and Extraordinary Services for the 2020-21 School Year and Additional Budgeted ESY Placement for the 2020-2021 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the additional budgeted Out-of-district Placements and Extraordinary Services for the 2020-21 School Year and the additional ESY Placement for the 2020-21 School Year, as listed below.

<b>2020 - 2021 ESY Out-Of-District Placements</b>	
<b>School</b>	<b># of Students</b>
Morris-Union Jointure Commission, New Providence, NJ	1
River Dell Regional, River Edge, NJ	1
<b>2020 - 2021 Out-Of-District Extraordinary Services</b>	
<b>SCHOOL</b>	<b># OF STUDENTS</b>
Morris-Union Jointure Commission, New Providence, NJ	1
Franklin Lakes Board of Ed, Franklin Lakes, NJ	1
<b>2020 – 2021 Out-Of-District Placements for REGULAR SCHOOL YEAR TUITION</b>	
<b>SCHOOL</b>	<b># OF STUDENTS</b>
Paradigm Therapeutic Day School, Midland Park, NJ	1
River Dell Regional, River Edge, NJ	1
Rockland BOCES, West Nyack, NY	1
Franklin Lakes Board of Ed, Franklin Lakes, NJ	2

Ms. Brogan moved approval of C. Curriculum and 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. Fishbein 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**

EBENHACK, Kayley - Leave of Absence Replacement Resource Room Teacher (non-tenure track), Willard School, effective December 1, 2020, or as soon after as possible, through June 23, 2021. Ms. Ebenhack possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Students with Disabilities and Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Ebenhack will be registered into the NJDOE Provisional Teacher Program.

\$60,518  
Cl. BA, St. 1  
pro-rated

Account # 11-213-100-101-00-07-019-000

**Long-term Substitutes**

**Revision:** BELISLE, Joel – Special Education (RISe) Teacher, Benjamin Franklin Middle School, **from** effective September 1, 2020 through December 15, 2020, **to** effective September 1, 2020 through December 2, 2020, at a daily rate of \$125 per day, until the assignment ends.

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

**Revision:** CERMACK, Daniel\* - Science Teacher, Benjamin Franklin Middle School, **from** effective August 31, 2020 through October 30, 2020, approved by the Board at its meeting on October 19, 2020, **to** effective August 31, 2020 through December 1, 2020, at a daily rate of \$125 per day, until the assignment ends.

Account # 11-130-100-101-02-08-019-000

**Revision:** PILKINGTON, Jaclyn - Fourth Grade Teacher, Somerville School, **from** effective August 31, 2020 through November 2, 2020, approved by the Board at its meeting on August 31, 2020, **to** effective August 31, 2020 through December 23, 2020, at a daily rate of \$125 per day, until the assignment ends.

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

**Classroom Aides**

**Revision:** BERGER, Mikalynn - Resource Room Special Education Classroom Aide, Ridgewood High School, **from** effective October 20, 2020, or as soon after as possible, through June 22, 2021, approved by the Board at its meeting on October 19, 2020, **to** effective October 26, 2020, or as soon after as possible, through June 22, 2021, 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 # 11-213-100-106-00-07-024-001

CANDRILLI, Sophia\* - One-to-One Special Education Classroom Aide, George Washington Middle School, effective November 4, 2020, or as soon after as possible, through June 22, 2021, 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 # 11-000-217-106-00-09-024-001

DELANEY, Paige\* - Lunch Aide, Somerville School, effective November 4, 2020, or as soon after as possible, through June 22, 2021, pending verification of employment as outlined by Chapter 5, 3 hours per day, 5 days per week, at an hourly rate of \$17.50.

Account # 11-000-262-107-00-05-024-001

DELANEY, Samantha\* - Resource Room Special Education Classroom Aide, Somerville School, November 4, 2020, or as soon after as possible, through June 22, 2021, 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 # 11-213-100-106-00-05-024-001

**Revision:** GIANNACCINI, Giulia - Resource Room Special Education Classroom Aide, Travell School, **from** effective September 15, 2020, or as soon after as possible, through November 27, 2020, approved by the Board at its meeting on September 14, 2020, **to** effective September 15, 2020, 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 # 11-213-100-106-00-06-024-001

HERR, Marcelline\* - Resource Room Special Education Classroom Aide, Travell School, effective November 4, 2020, or as soon after as possible, through June 22, 2021, 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 # 11-213-100-106-00-06-024-001

LaCHAPELLE, Victoria - Resource Room Special Education Classroom Aide, Hawes School, effective November 4, 2020, or as soon after as possible, through June 22, 2021, 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 # 11-213-100-106-00-02-002-001

### **Field Placement**

CARPENTIERI, Anthony - St. Thomas Aquinas College, Student

Teacher with Kristen Krasinski, Social Studies Teacher, Benjamin Franklin Middle School, effective January 13, 2021 through May 7, 2021.

**Additional: Home Instructors, on an as-needed basis, for the 2020-2021 School Year**

**Ridgewood High School**

- **Mary Consol**, Physical Education/Health Teacher, at an hourly rate of \$59.36.
- **Gina Minichini**, Mathematics Teacher, at an hourly rate of \$59.36.
- **Gregory Zaino**, 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)

**Winter 2020 Coaching Assignments**

As listed on **Attachment E**

Account # 11-402-100-101-00-10-034-001

**Season Site Manager(s) Winter Season**

- **Charles Appel**: \$5,000 stipend.
- **James Beyer**: \$5,000 stipend.

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

**Ridgewood High School Volunteer Coaches**

**Boys Basketball**

**Douglas Aday**  
**Joe DelBuono**

**Girls Basketball**

**Allison Mende**  
**Candice Mitola**  
**Al Roth**

**Wrestling**

**John Germany**  
**Kenneth Hayes**  
**Kyle Inlander**

**Winter Track**

**Tara Cirillo**



Thomas DeVita  
Stephan Opremcak  
Joshua Saladino\*

**Hockey**

Thomas Aynilian  
Joe Basile  
Glenn Carlough  
Mike Sbarra

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\*Related to staff member

ii. **Change of Assignments**

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

**BATTAGLIA, Karen** - **from** Lunch Aide, Orchard School, 4 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Orchard School, effective November 4, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.  
**Account # 11-213-100-106-00-03-024-001**

Hourly rate will remain the same

**CLARK, Riley** - **from** Long-term Substitute, Social Studies Teacher, Benjamin Franklin Middle School, **to** Leave of Absence Replacement Social Studies Teacher (non-tenure), Benjamin Franklin Middle School, effective September 1, 2020 through May 3, 2021.  
**Account # 11-130-100-101-05-08-019-000**

**From:** \$125 daily rate  
**To:** \$60,518 Cl. BA, St. 1 pro-rated

**JENNINGS, Shayna** - **from** Resource Room Special Education Classroom Aide, Benjamin Franklin Middle School, 5.75 hour per day, 5 days per week, **to** Permanent Substitute, Benjamin Franklin Middle School, effective October 20, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.  
**Account # 11-130-100-101-00-00-019-000**

**From:** \$17.50 per hour  
**To:** \$21.50 per hour

**KOLOGRIVOV, Valerie** - Lunch Aide, Orchard School, **from** 2 hours per day, 5 days per week, **to** 3 hours per day, 5 days per week, effective November 4, 2020 through June 22, 2021.  
**Account # 11-000-262-107-00-03-003-001**

Hourly rate will remain the same

**MANNION, Erin** - **from** Resource Room Special Education Classroom Aide, George Washington Middle School, 5.75 hours per day, 5 days per week, **to** Permanent Substitute, Benjamin Franklin Middle School, effective November 4, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.  
**Account # 11-130-100-101-00-00-019-002**

**From:** \$17.50 per hour  
**To:** \$21.50 per hour

MORANO, Victoria - **from** Self-Contained (LLD) Special Education Classroom Aide, Travell School, 5.75 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Travell School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.  
Account # 11-213-100-106-00-06-024-001

Hourly rate will remain the same

TORNATORE, Stacey - **from** One-to-One Special Education Classroom Aide, Travell School, 5.75 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Travell School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.  
Account # 11-213-100-106-00-06-024-001

Hourly rate will remain the same

YUCIS, Jessica - **from** Self-Contained (LLD), Travell School, 5.75 hours per day, 5 days per week, **to** One-to-One Special Education Classroom, Travell School, effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.  
Account # 11-000-217-106-00-06-024-001

Hourly rate will remain the same

### iii. **Resignation**

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

#### **Lunch Aide**

JOHNSON, Hallie - Lunch Aide, Somerville School, effective October 23, 2020.

### 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.

#### **Teacher**

**Revision:** PRICE, Karen - Speech Language Therapist, Glen School, **from** effective January 1, 2021, approved by the Board at its meeting on October 19, 2020, to effective March 1, 2021, with twenty-three years of Ridgewood service.

#### **Infant/Toddler Development Center**

##### **Classroom Aide**

GALLAND, Joan - Teaching Assistant, effective November 1, 2020, with 30 years of Ridgewood service.

**v. Leave of Absences**

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

BARBA, Ashley – Third Grade Teacher, Ridge School, effective February 5, 2021 through June 23, 2021, with a reinstatement date of August 31, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

BOURQUE, STEVEN – Music Teacher, Ridgewood High School, effective March 22, 2021 through May 7, 2021, with a reinstatement date of May 10, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**Revision:** EMPLOYEE #6558 – Special Education (RISe) Teacher, Benjamin Franklin Middle School, **from** effective June 15, 2020 through June 19, 2020; and September 1, 2020 through December 14, 2020, with a reinstatement date of December 15, 2020, approved by the Board at its meeting on June 29, 2020, **to** effective June 15, 2020 through June 19, 2020; and September 1, 2020 through November 25, 2020, with a reinstatement date of November 30, 2020, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**Revision:** KIM, Linda - Social Studies Teacher, Benjamin Franklin Middle School, **from** effective September 1, 2020 through November 25, 2020, with a reinstatement date of November 30, 2020, approved by the Board at its meeting on June 29, 2020, **to** effective September 1, 2020 through April 30, 2021, with a reinstatement date of May 3, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**vi. Supplemental Pay Beyond Contract****Benjamin Franklin Middle**

Co-curricular Activity Advisors and Stipends for the 2020-2021 School Year, as listed on **Attachment F** (Remuneration in accordance with negotiated Agreement; ratio is applied to the 2020-21 BA Maximum of \$92,542).

Account # 11-401-100-101-00-08-008-001

**Ridgewood High School**

**Additional: Co-curricular Activity Advisors and Stipends for the 2020-2021 School Year**

**Cambodia Club**

- **Amy Nolan**, Category 1, total stipend of \$740, paid in June, funded by HSA donation for 2 years.

Account # TBD

**Winter 2020/2021 Clock Operators, at an hourly rate of \$50 per game, for a maximum of 40 games over the season**

- **Christopher Fabish**
- **Aaron Mandel**
- **Kenneth Moscarello**
- **Christopher Reilly**

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

**Additional: Site Manager, at an hourly rate of \$40.17, for a maximum of 50 hours of game day supervision**

- **Craig Bunzey**
- **Robert Currier**
- **Ronald Knott**
- **Aaron Mandel**
- **Richard McNamee**
- **Brian Quirk**

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

**Special Programs**

**ABA Handle with Care Training – September 24, 2020 and November 3, 2020**

Each not to exceed 3.50 hours, each at an hourly rate of \$21.23, each to receive \$74.31

- **Daniel Brophy**
- **Paola Callejas**
- **Marisol DeChinchay**
- **Elizabeth Hamilton**
- **Ann Hopper**
- **Meghan Maccarrone**
- **Maureen Meyer**
- **Christine Moomjy**
- **Jean Sgambati**

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

**ABA Handle with Care Training – October 1, 2020 and November 3, 2020**

Each not to exceed 3.50 hours, each at an hourly rate of \$21.23, each to receive \$74.31

- Taylor Alessi
- James Beyer
- Maryann Blau
- Kristina Boele
- Melissa Brandes
- Thomas Bushnauskas
- Joseph Crabbe
- Ryan Crawford
- Anna Engstrom
- Sug-hui Kim
- Scott Lauritano
- Danielle Miller
- Jo'elle Oliver
- Nicole Parks
- Rachel Rabin
- Kristine Sunden
- Tina Tilyou

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

#### **ABA Handle with Care Training – November 3, 2020**

- Carla Amarla, not to exceed 2.50 hours, at an hourly rate of \$21.23 (\$53.08).
- Antenette Lam, not to exceed 2.5 hours, at an hourly rate of \$21.23 (\$53.08).
- Heidi Vehmas, not to exceed 2.50 hours, at an hourly rate of \$20.17 (\$50.43).

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

#### **Additional Hours - Speech Therapy**

- Sheryl O'Brien, not to exceed 2 hours, at an hourly rate of \$75.92 (\$151.84).

Account # 11-000-216-104-00-24-024-001

#### **Business Office**

#### **Residency Officer Services for Shared Service Agreement with Oradell**

- Michael Reinke, not to exceed 36 hours, at an hourly rate of \$30.00 (\$1080).

Account # 11-000-266-104-00-20-020-001

#### **vii. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of

the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teacher:** J. Matthew Cummins, Anna Grasso\*, and David Kornhauser  
Account # TBD

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\*Related to staff member

Ms. Brogan moved approval of D. Human Resources.

Mr. Kaufman made a motion to remove the item regarding Ridgewood Wrestling staff due to a concern that was brought up last school year by a parent to discuss further.

Dr. Fishbein stated that nobody has been riced for this meeting.

Mr. Kaufman said he will not bring up names, but has made his intentions clear about his concerns.

Ms. Kelly confirmed with Mr. Lembo that we were pulling that item off and voting for the others.

Dr. Fishbein stated that in the future based on the bylaws that were passed there won't need to be a second to be passed, but that's what occurred earlier tonight. Therefore he asked if there is a second to pull that item off to discuss? There would need to be a second to Mr. Kaufman's motion to pull off the wrestling coaches for discussion.

Ms. Kwak wants to understand if there is some sensitivity issue with this item that they cannot discuss.

Dr. Fishbein stated that you cannot talk about a person's terms of employment in public unless they have been properly noticed and agreed to have that discussion in public, otherwise it would be an exec item.

Ms. Brogan confirmed that in order to pull it, somebody has to second the motion.

Dr. Fishbein stated if there is a second, the board can discuss it but it would have to be in an exec session if it is about an individual. If there is no second, it gets voted on.

There was no second to Mr. Kaufman's motion.

Mr. Lembo seconded the motion, which was carried by the

following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Ms. Kwak, Mr. Lembo, Mr. Kaufman; excluding the wrestling staff that he votes no.

NAYS: none

Dr. Fishbein 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 **2020-2021** school year, to be used as indicated.

Donor	Amount	Use	Account Number
Ridge HSA donation	\$1,120	To be used for the Library Book Gifting Program	20-025-100-610-00-04-004-002

### ii. Approval: 2021 Lemelson-MIT InvenTeam Grant Agreement

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the grant agreement between the Massachusetts Institute of Technology (M.I.T.) and the Ridgewood Board of Education for the Lemelson-MIT InvenTeams grant in the amount of \$8,500.

Hsuan Labowsky, Educator Supervisor, will supervise the Ridgewood High School InvenTeam in the development of an invention prototype as part of a course and/or out-of-school time activity to support invention education through a collaborative approach designed to foster group decision-making and self-directed learning. The grant period is from October 1, 2020 to June 19, 2021.

### iii. Approval: Renewal of Transportation Contracts for the 2020-2021 School Year

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewal of transportation contracts for the 2020-2021 school year, as listed below. The contracts reflect a 1.7% CPI index which has been mandated by the state of NJ for 2020-2021.

Route #	Contractor	School	Annual Cost
H1	Durham School Services	Hawes	\$40,089.60
H2	Durham School Services	Hawes	\$40,089.60

H3	Durham School Services	Hawes	\$40,089.60
H4	Durham School Services	Hawes	\$40,089.60
BFIO	Durham School Services	Ben Franklin MS	\$38,415.60
BFII	Durham School Services	Ben Franklin	38,415.60
BF12	Durham School Services	Ben Franklin	38,415.60
BF 13	Durham School Services	Ben Franklin	38,415.60
BF13A	Durham School Services	Ben Franklin	\$38,842.20
GW 14	Durham School Services	G. Washington	38,415.60
GW 16	Durham School Services	G. Washington	38,415.60
RW17	Durham School Services	RHS	\$38,689.20
RW18	Durham School Services	RHS	\$38,689.20
RW19	Durham School Services	RHS	\$38,689.20
RW20	Durham School Services	RHS	\$38,689.20
RW21	Durham School Services	RHS	\$38,689.20
RW22	Durham School Services	RHS	\$38,689.20
RW23	Durham School Services	RHS	\$38,689.20
R7	D&M Tours	Ridge	\$43,437.60
R8	D&M Tours	Ridge	\$43,437.60
W9	D&M Tours	Willard	\$43,437.60
9050	Parent	New Bridges	\$5400. (based on actual days attended)
9051	Parent	Academy 360	\$5400. (based on actual days)



			attended)
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iv. **Approval: Submission of The School Security Grant Application**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of the Securing Our Children's Future Bond Act School Security Grant application. The District's allocation of funds is \$323,215. The district had the available funds in case the project cost exceeded the grant allowance.

v. **Approval: Revision of Effective date for the new Substitute Rates of Pay for the 2020-2021 School Year, approved by the Board at its meeting on October 19, 2020**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revision of the effective date of the new Substitute Rates of Pay for the 2020-2021, approved by the Board at its meeting on October 19, 2020 to be effective November 16, 2020.

vi. **Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000**

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 \$40,000 for goods and services.

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, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

Ms. Brogan wanted to thank Dr. Labowsky, it is a great opportunity to help with our students with the invention teams grant. They have been working hard on that since last year. They presented at Super Science and there may be another opportunity for them to present at Super Science again virtually. Congratulations to the students and to Dr. Labowsky for her leadership in this area.

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

## 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
Oct 28	Columbia Bank On-Line	099706-099898	1,956,853.43	S. Dani
Oct 15	Payroll Transfer	P32658	3,148,452.26	S. Dani
Oct 19	Electronic Transfer	L32657	24,514.00	S. Dani
Oct 8	Electronic Transfer	R32659	1,491.07	S. Dani
Oct 26	Electronic Transfers Scholarship	T32660-T32668	10,375.00	S. Dani
Oct 27	Food Service	620216	20,287.19	S. Dani
Oct 14	Colombia Bank Void Check	099622	(22,260.00)	S. Dani
Oct 14	Colombia Bank Void Check	099613	(79,277.70)	S. Dani
Oct 19	Colombia Bank Void Check	098746	(90.00)	S. Dani
Oct 19	Colombia Bank Void Check	099461	(3,000.00)	S. Dani
Oct 26	Colombia Bank Void Check	099440	(500.00)	S. Dani
Oct 27	Colombia Bank Void Check	099571	(22,773.33)	S. Dani
<b>TOTAL</b>			<b>5,034,071.92</b>	

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

NAYES: none

#### IX. BOARD MEMBER ANNOUNCEMENTS

Ms. Brogan announced school construction continues to be discussed in Trenton as the Education Law Center prepares to file a suit against the state for its failure to provide school construction aid to the 31 poorest districts in the state. These 31 districts, once known as the Abbott Districts, include the following districts:

- Asbury Park Public Schools (Asbury Park)
- Bridgeton Public Schools (Bridgeton)
- City of Burlington Public School District (Burlington City)
- Camden City Public Schools (Camden)

- East Orange School District (East Orange)
- Elizabeth Public Schools (Elizabeth)
- Garfield Public Schools (Garfield)
- Gloucester City Public Schools (Gloucester City)
- Harrison Public Schools (Harrison)
- Hoboken Public Schools (Hoboken)
- Irvington Public Schools (Irvington)
- Jersey City Public Schools (Jersey City)
- Keansburg School District (Keansburg)
- Long Branch Public Schools (Long Branch)
- Millville Public Schools (Millville)
- Neptune Township Schools (Neptune Township)
- New Brunswick Public Schools (New Brunswick)
- Newark Public Schools (Newark)
- Orange Board of Education (Orange)
- Passaic City School District (Passaic)
- Paterson Public Schools (Paterson)
- Pemberton Township School District (Pemberton Township)
- Perth Amboy Public Schools (Perth Amboy)
- Phillipsburg School District (K-12 from Phillipsburg, 9-12 from Alpha, Bloomsbury (in Hunterdon County), Greenwich Township, Lopatcong Township, and Pohatcong Township)
- Plainfield Public School District (Plainfield)
- Pleasantville Public Schools (K-12 from Pleasantville, 9-12 from Absecon)
- Salem City School District (Salem, New Jersey)
- Trenton Public Schools (Trenton)
- Union City School District (Union City)
- Vineland Public Schools (Vineland)
- West New York School District (West New York)

Prior to the COVID 19 shutdown, there was discussion about the state issuing bonds for \$7 billion, \$4 billion for school construction projects in the Abbott districts, and \$3 billion to replace the lead-contaminated water infrastructure. Discussions ended when COVID struck and the state revenues declined.

In 1997, the state Supreme Court issued an order that the state had to allocate funds to build and renovate school buildings in the 31 Abbott districts. Work began shortly after, and the allocated funds were used. More school construction was needed, and the state added \$3.9 billion in 2007.

As the legislature allocated that money, they also provided rodd grants to regular operating districts. We benefited from that, we got paid back some money for the high school construction that we did in 1999 and we also benefited when we did construction in 2010.

Even if the state had money to allocate, the School Development Authority has been under investigation for managerial malfeasance; therefore, there may be a reluctance to issue any further bonds at this time. The Supreme Court will have to decide the next step for school construction in the Abbott districts.

Earlier this month, Governor Murphy appointed Dr. Angelica Allen-McMillan to be the Acting Commissioner of Education.

Acting Commissioner Allen-McMillan has a 25-year career in education. She began her career as a substitute teacher in Essex County and taught in East Orange Public Schools before she launched the Marion P. Thomas Charter School in Newark. She served as an assistant principal and principal in the South Orange-Maplewood School District, and as an assistant superintendent in both Irvington and Newark Public Schools. Most recently, Acting Commissioner Allen-McMillan served the New Jersey Department of Education as the Interim Executive County Superintendent for Morris County. As a resident of Montclair, she also served on the Montclair Board of Education.

Mr. Lembo stated the NJBSA's Virtual Workshop 2020 was held two weeks ago. The videos are available for the entire year. Mr. Lembo shared that there were some fantastic presentations on topics including leading during COVID-19, a legislation update, social justice, and elementary night school to help teachers connect with working parents.

Ms. Brogan also congratulated the district on the parent academy videos designed to help elementary parents through virtual learning.

## **X. BOARD COMMITTEE REPORTS**

Mr. Dani attended the Parks and Recreation Committee meeting, and one of the items they brought up was ways that we can think of to stop vandalism.

Dr. Fishbein shared that some port-a-johns were burned over the weekend, which was captured on video. These port-a-johns cost the district about \$1,000 each.

Mr. Dani said that the committee asked that the district explore ways to help prevent vandalism, adding more cameras or anything else.

Mr. Kaufman stated that there is a Fields Committee scheduled to meet on November 3, and the issue of vandalism would be discussed at that meeting

## **XI. COMMENTS FROM THE PUBLIC**

Laurie Weber, 235 South Irving Street, Regarding the presentations for the prospective superintendent search firms. She was surprised to hear a name and see someone she recognized from her children's days at elementary school, Monica Brown. She believed she came to the district when she was expecting her first child and then had another one during her time with us, she remembers her pretty well and since Monica brought up her connection with Ridgewood Public Schools and knows that Ridgewood sometimes favors people with a connection. During the years that Monica Brown was with us there were some lessons, involving school bullying, including staff members, substitute staff and in spite of witnesses she can't help but remember that she did not do anything. She wants to point out

if the board is considering hiring her firm, she urges them to look at her further.

The following comment was submitted online:

Mary Micale, 239 Heights Rd., At the last meeting on 10/19 I asked for an explanation from the BOE as to the justification of the change in the social media policy, specifically how allowing BOE members to comment on matters before the Board or re: the schools on social media furthers the mission of the BOE or benefits our students and schools. I am disappointed that none of my questions were addressed at the last meeting or tonight, even after Mr. Dani read a prepared statement discussing the policy changes regarding public comment and the order of business (which I think are beneficial changes). Yet, not one word re: the change in the social media policy was mentioned. In the interest of transparency -- a stated goal of this Board -- the public is entitled to an answer to this question. I urge the Board to address the change in the policy. Thank you.

Mr. Lembo answered the question and stated that the change in the social media policy is not for the board members to go out and speak on positions of the board, it was to allow board members to answer certain questions. It is not to be split apart and go out there and speak, we are still members of the public and can speak out. We are held to a higher standard but we are still going to make sure that we are out there giving good words, that's why that was there.

## **XII. DISCUSSION ITEM**

Mr. Kaufman discussed the Gifted and Talented program and understands that the deadline has been extended to December.

Ms. Poelstra stated that our report was submitted by October 1 as outlined by the law. The state identified that districts can submit until December, but if it were after October 1 they would not be in compliance.

Mr. Kaufman asked what is involved in that report?

It required us to show that we have information posted on our website regarding our process. The items on our website are what were submitted to the state, it is under Curriculum.

Mr. Kaufman said that from talking to a few parents he wants to discuss what he understands. If a child is identified as gifted and talented they are given busy work to do on the side during class. He suggested that the district explores the idea of funding a gifted and talented club or a separate teacher to run the club so that those kids can reach their potential. He does not think a kid in the class who is given extra work will not reach their potential.

Dr. Fishbein shared that, during his observations of teachers, he has witnessed the seamless integration of differentiation activities in the classroom. He has not seen it as busy work, the teachers work with the student doing the work as well as the other students who do not receive those extensions.

Ms. Poelstra added that the district is identifying students who meet certain criteria for Individualized Differentiation Plans (IDP). This year, the staff developer is reviewing the IDPs, and teachers will be sharing them with parents during individual conferences. The district will continue to review practices in this area. It is a very small number of students who get these accommodations. As teachers see students who grasp a concept quickly, they can differentiate on the spot without a prior plan.

Mr. Kaufman asked if we will get feedback from the parents of those students?

Mr. Dani said that he has heard only one parent has reached out to us, but Mr. Dani has forwarded an email to Ms. Poelstra with a petition from parents.

Ms. Poelstra has received the email today. She stated that the state will not provide specific criteria.

Ms. Brogan stated our goal #4, this year our goal is to take a look at that and there should be some action plans from our administrators to identify how we are looking and recognizing that. This is looking at how we are enhancing our curriculum.

Mr. Kaufman wants to steer us to a place where we can provide more outside of the classroom, and after school program that is funded by the district.

Ms. Poelstra also explained that the law says that those services must be provided as part of the instructional day; therefore, any afterschool program would not be compliant with the law. Should we want to do more, we would have to do budgeting and work it into the development of the budget. We are looking at our practices in this area. The staff developer is working with our teachers, we've enhanced our math curriculum, this is an area we are focusing on and paying attention to.

Ms. Brogan stated at one point we had teachers who were resources for staff and worked with all students. This would be something to strive for if our budget would allow for it.

### **XIII. ACCEPTANCE OF MINUTES**

- October 19, 2020 Regular Public Meeting

Ms. Kwak asked about the October 19 Exec Session minutes.

Ms. Kelly answered that those minutes were received late and that is why they are not on there for approval. They will be put on for the next board meeting.

Ms. Brogan moved Acceptance of Minutes. Mr. Lembo seconded the motion, which was unanimously approved.

### **XIV. OTHER BUSINESS**

Mr. Dani asked about the switchgear/transformer project, he wanted to understand some

history of the project and where we are with that.

Dr. Fishbin explained in May of 2018 the Board of Education approved that project in public discussion. The switchgear is a big lever that when pulled shuts the electricity off to the building so that repairs can be made. The switchgear is antiquated and there is a fear that if we engage it, it won't turn back on. This is a project that they approved and we were targeting to do last summer, unfortunately when we brought PSE&G into the project to talk about the crossover, they asked to see the transformer which are in a crypt adjacent to where the switchgear is. They informed us at the time that they don't do transformers anymore and they don't allow transformers to be subterranean which changed the scope of the project. Because there is a lead time of 6 months for these transformers, we could not do the project during that summer and we pushed to move it to this coming summer.

Mr. Dani stated he looked through some of the meeting minutes and he did attend some of the meetings as an audience. The way he understands it, this project was approved for 18/19 school year, approved on May 18 in the 17/18 school year that was approved to be submitted to the state but from the 18/19 budget. What happened to the money that was earmarked for that project?

Ms. Kelly answered that it went back to capital reserve, because timing wise we were approved in May by the state and it was too late since it takes 26 weeks to order the transformer. We were not able to do that project during that school year and the money went back to capital reserve.

Mr. Dani stated still after that we had two more summers.

Ms. Kelly responded that in 18/19 it was in there again, but what we discovered from PSE&G with the additional scope to the project; the original project we were thinking was going to be approximately \$400,000 but was more like \$750,000 and we did not do the project again because we did not have enough capital reserve for the projects we had budgeted with this additional expense.

Dr. Fishbein also stated the timing, because we have to do this project in the summer.

Mr. Dani stated that he is going from the timing perspective, we had 2 summers after when we were unable.

Dr. Fishbein the first summer was just a few months away, and then as they explored the scope of the project that is when PSE&G came in and we couldn't reuse the transformers, they will come and take them out but we cannot reuse them the way they are. That came to this past summer and we could not do the work because of the timing of purchasing the transformer

Ms. Kelly added that it was very hard to get PSE&G to cooperate, we tried and tried to get them to come so that we could do the project, they took so long to get them to physically come and look at it, that by that time it was too late again.

Dr. Fishbein stated that while this is a transformer project there are times when we've

approved window replacements, another long lead time item. It is not done in the budget year that we approved the money but in the subsequent year. It is allowable and then is done.

Mr. Dani stated that the capital budget he understands that part, when we talk about the reserves you mentioned that we need to put at least 750,000 in reserves and we put more than that. Is that for the reserve for the current year 20/21 or for 21/22?

Ms. Kelly stated we budgeted part of it, what we have in there right now can be used for next year. We appropriated for this year's budget, she thinks 1.5 million what's left is 1.3 or .4, what is left is available for us to review and utilize going forward into next year's budget.

Mr. Dani said ok, we did discuss this project and there is more than 1 million dollars in the budget for that project, but the communication he is seeing is putting into the next year's budget.

Ms. Kelly answered correct it is not in this year's budget, it is for next year's budget. When we do the budget with our new business administrator he will have to put the reserve money into the budget to do that project in the upcoming summer.

Mr. Dani stated for the current year we do not have capital projects planned.

Ms. Kelly said we did them already for the year we are in now, we did the field, the gym and Orchard.

Mr. Dani confirmed from this year's budget?

Ms. Kelly answered yes. The money that is left over 1.3 million is available to move forward.

Mr. Dani said he may have the timing wrong because he thought we had to approve by June 30 to be in the last year's budget.

Dr. Fishbein said that you always approve your capital projects in the year before because you try to do them in the summer.

Mr. Dani stated he thinks that we are aware of the project and we are aware of the money and where it is. His next question is on the scope of the project and the way or the process that we are currently in, he understands we need 26 weeks for the transformer. The original scope of the project was for the switchgear that we paid the architects in 2018 was for the switchgear project, they did not know that as part of the switchgear replacement we also have to move the transformers out from subterranean, an expert architect should have known that.

Dr. Fishbein stated that was a PSE&G decision.

Mr. Dani asked to finish his thought, he believes and they may completely disagree with him, he believes that an architectural firm that is representing school district and is



undertaking a 400,000 project to replace the switchgear, submitting paperwork to the state they should have known that when we are changing the switchgear and we call PSE&G for transformers they would not move those transformers from subterrain to outside and it would be a project for them. Regardless, none of the school boards in Ridgewood have ever approved this project for any architectural firm for transformers, the only approval was for switchgear.

Ms. Kelly said, but it is part of the project.  
Ms. Kwak stated but the scope has changed.

Ms. Kelly asked everyone to stop, and stated that you need to do this project and you need to do it now.

Mr. Dani asked Ms. Kelly to allow him to finish, we get these types of projects that you need to do it and you need to do it now otherwise it will be too late, we have seen that movie before. His question is we do not have an architect of the record today, it's a \$750,000 plus project, this is the only project that we have planned for this year, we have architects interviews coming up next week and if we are going ahead and allocating this project or rewarding this project without a Board approval to any architectural firm that is currently not officially on the record are we not undermining the process of interviews?

Dr. Fishbein answered no and asked for the opportunity to explain, the term architect of record allows them to advise us, if they do a project there is a separate engagement letter that we receive and get approval from the Board of Education, we have expended funds in this process already, it would be wasteful for us not to move forward with the engineering that has already occurred, that they already understand and bring another firm in to redo the work that has already been done, because no architectural firm will take another's architectural or engineering specifications and use it as theirs.

Mr. Dani said we have interviews next week and we can ask the firms that and we can decide at the November 15 meeting.

Ms. Kelly asked why would we do that and waste money?

Ms. Kwak said she is curious about the fact that you said the scope changed but you said they had done the work, so who authorized that?

Dr. Fishbein answered the Board of Education.

Ms. Kwak said she didn't see it was in 2017/2018, that was the prior board.

Dr. Fishbein replied that there is no prior board, the actions of this board no matter who is sitting in the chairs is the actions of this board, whether it happened ten years ago, two years ago or eight months ago

Ms. Kwak said but noone voted on that specific project, that is all she is saying.

Ms. Kelly said that we already had a contract with LAN to do the work, we have an open

purchase order that got delayed because of ancillary other things that went on. We have to do this project, to bring someone else in to do the work all over again will waste time and you will not have enough time to do this project.

Mr. Kaufman asked if we already paid LAN?

Mr. Lembo asked everybody to stop and relax.

Ms. Kelly asked to speak.

Ms. Kwak said to Ms. Kelly that the President has the floor.

Mr. Lembo told everyone to relax, there is a project that needs to get done. He asked Ms. Kelly, has work we already contracted out with LAN, has work already been started whether it's preparation, or there has been money paid, correct?

Ms. Kelly replied correct.

Mr. Lembo asked Ms. Kelly to finish.

Ms. Kelly stated if we bring in another firm at this point, they will have to go and redo what they have already done. We have to get these things ordered so we can do the project in the summer. If we don't do it again and the power goes out and we can't get that building back up, it will be out for a few months. We have to anticipate what is coming forward to use as far as the budget and the capital projects that need to be done, to her, it is silly to wait and hire another architect of record to come in and redo the project that we have already started.

Mr. Dani stated that he has searched all of the minutes in 2018 and he has not found any approval by board, except for submission of plans for switchgear project to the state that was done in 2018 and the numbers at that time were in the range of \$400,000 , any revised plans or any revised numbers were not approved by this board, for any design work or bidding work. The other thing he has pointed out twice is what he has read that all the bidding documents should be issued by the business administrator and that work should not be outsourced to an outside consultant. Right now we do not have an architect of the record, we cannot be doing the bidding or getting the transformer ordered from a firm that is not our firm.

Dr. Fishbein stated that he does not know of any district who doesn't engage an architect or engineer to do the specifications or the bid documents.

Mr. Dani said it's not about the bid documents, what he is saying is giving those bid documents to the vendors. The district is responsible to issue the bid documents and to the vendors and not the design, but the actual bid documents and getting the bids is part of the school district responsibility. To him, we have interviews next week and if we are doing something this week and awarding the projects without board approvals, that is undermining the architectural interviews.

Dr. Fishbein said his answer would be the same, he does not know of one district that distributes the bid documents, and the board has approved this project.

Ms. Kwak stated at \$400,000.

Dr. Fishbein said the bids did not go out and while we had an estimate of that cost before we knew about the transformers, there is a change in the scope, but that is at the whim of PSE&G.

Ms. Kwak stated that a project goes from 400,000 to \$750,000, she is saying where is the approval for the \$750,000 project?

Ms. Kelly said it is an estimate.

Mr. Kaufman wants to know how much we have spent on this project so far.

Ms. Kelly answered that the only thing we've spent so far is LAN, the total fee was 32 and change, they spent up to the construction phase, because we never got there. There is a balance of \$6800 for construction administration services.

Mr. Kaufman asked are we still responsible for the remaining \$6800.

Ms. Kelly answered once they start doing construction work, the monitoring of it we will pay the \$6800.

Mr. Kaufman asked if it is responsible of us to walk away after spending \$32,000 on a project, we can use a different architect and we are not undermining anybody this is a project that was talked about 2-3 years ago. What is the concern? He gets that Mr. Dani brings up the facts, but asked him to get to the point. Is it the problem, because of LAN?

Mr. Dani said are we saying the total commitment for LAN is \$6800?

Ms. Kelly replied that is the amount that is left, we already spent the majority from the proposal.

Mr. Dani asked do we know the total scope of the project?

Ms. Kwak asked what do we owe LAN if we go ahead with this.

Mr. Dani said looking at the emails we don't know the total scope of the project, it can vary.

Ms. Kelly confirmed if he was asking if we will owe LAN additional money?

Mr. Dani replied right because if what they are proposing, they are saying that we don't know yet. The total scope can vary from 800,000 to 1,000,000, the total scope is changing. We have seen 200,000, 400,00 and 750,000 and now he's seeing 800,000 to 1,000,000 the project is not yet scoped.

Mr. Lembo asked are these numbers based on 2 years ago?

Mr. Dani said now it's 850,000 to 1,000,000 the overall project is not scoped. LAN's total cost of 10% to 13% is not scoped. That is his question, the 6,800 will cover everything that LAN will get?

Ms. Kelly said it's a flat fee, it is not a percentage of the project.

Mr. Dani said the transformer cost \$44-50,000 what is the remaining 750,000?

Ms. Kelly answered it is to do the entire project, it is not just the transformer.

Mr. Dani asked will the \$6800 include construction management and bid management, everything from now until the end of the project?

Ms. Kelly said her understanding is that it is a flat fee proposal for this project.

Mr. Kaufman asked if Ms. Kelly could find that out, before we do anything.

Mr. Dani asked for a copy of the contract.

Ms. Kelly added that they have the proposal.

Ms. Kwak said Mr. Kaufman has a valid point, if this project gets undertaken by LAN what is our exposure. She understands the subcost element, but if they take on this project. She is still confused how the project went from 400,000 to 750,000 and the board does not know about it and that there was no approval.

Ms. Kelly asked Ms. Kwak to stop saying that there was no approval because by approving that purchase order, regardless of whether it is in the agenda, the board has approved it.

Mr. Dani said the approval is for \$6800, he does not see 32,000 .

Ms. Kelly said no, it was for the whole thing, it was 32 and change, the last part is for 6800 for the construction section.

Ms. Kwak said she wants to put a point of order here, they are trying to get to the bottom of this. The board, she is genuinely confused. She resents and hopes that Ms. Kelly can accord them some guidance and shed some light

Ms. Kelly said she is trying to explain what happened and what is going on, we had a contract with LAN through this purchase order to do the design, bidding, the overseeing of the project. Unfortunately it got delayed 2 summers because PSE&G was not available and then springing on us that we cannot do the project anymore this way, and that they don't move the transformers.

Mr. Dani said he understands the cost of the transformers, he wants to understand the rest of the cost of project.

Dr. Fishbein asked if Mr. Dani wants to see the bid document.

Mr. Dani said yes, something that tell us where the money was going.

Mr. Lembo asked Ms. Kelly, you're telling us that this project was already approved with LAN?

Ms. Kelly answered yes, LAN was approved to go ahead and do the design and each phase of the project as the architect.

Mr. Lembo questioned, the entire project?

Ms. Kelly said yes.

Mr. Lembo answered, we are not able to say lets order the transformer and when we get a new architect of record, we can't cut it and change architects?

Dr. Fishbein said they won't take designs from another firm.

Mr. Kaufman added yes, architects won't do that.

Ms. Kwak asked what is the district's financial exposure on this project. What do we owe LAN? Will 6800 take us to the completion of the project?

Ms. Kelly said there is 6,800 left on the purchase order which is to monitor the project from not until the end.

Ms Kwak asked 6800 is the complete, absolute exposure.

Ms. Kelly answered from LAN's contract.

Ms. Kwak said that project is both the transformers, the switch board, the \$750,000, which we have approval of when? When did we vote on this? In 2018 it was for \$400,000 was approved and the scope changed.

Dr. Fishbein added that the board does not approve an estimated number, the board will approve the bid. When it comes in and we have definite numbers that is what the board approves. The board approved giving the administration and LAN the green light to go ahead with the project.

Ms. Kwak stated, so the board approved a \$400,000 project.

Dr. Fishbein answered no. The board did not.

Mr. Kaufman stated no we just approved the project, we did not approve any money at all. We approved to move forward, that this is something that needed to happen, so the previous board, which is still us as a board, said yes we need to do this project and we are still waiting on the final numbers.

Ms. Kwak said when the final number is almost double the initial estimate, don't we have a fiduciary responsibility to assess and vote on it? We approved a project without numbers, now we have a bid that is 800,000, she does not really know. Don't we have an obligation to vote on it at such a number? Right now she doesn't know what they are doing. She does not know how much their exposure is from LAN. She does not know the size of the project.

Ms. Kelly said she just said that it is \$6800.

Ms. Kwak said \$6,800 but what is the size of the project?

Ms. Kelly said it is between \$800,000 to \$1,000,000.

Ms. Kwak said that is a big range.

Ms. Kelly answered that is because you have to go out to bid, we don't know what the numbers are.

Ms. Kwak stated that she thinks it behooves us to understand, rather than saying here is our checkbook. \$800,000 to 1,000,000 is a big range. She is saying that right now, what is the status of this.

Mr. Kaufman said it is pending.

Mr. Lembo said we have to pay the \$6800 to LAN and we have to order the transformer.

Ms. Kelly added we have to order the transformer no later than December because it takes 26 weeks for the lead time.

Ms. Kwak said we are meeting with architects, interviewing them next week, that is within the December 1 timeframe.

Dr. Fishbein stated that the district will order the transformer, we are expecting it to be within the bid threshold, so we will order the transformer.

Mr. Lembo said we should at least have the equipment, no matter who puts it in, we can always look at that, but he thinks we need to have the equipment available since it will take 6 months.

Ms. Kelly said it will be 26 week lead time just for the transformer. The other equipment we need still has a lead time. You will have to go out to bid, per the architectural firm by January and award for the project for it to be done in the summer, because you need the time to put the equipment together.

Mr. Lembo asked so we need to bid for the construction that is separate from LAN?

Ms. Kelly said no, LAN will oversee as the architect.

Mr. Lembo confirmed that LAN will be doing the bidding?

Dr. Fishbein said yes, they have put the bid documents together.

Mr. Dani said LAN has already charged. The \$6,800 is only pending, so we've already paid them for bidding, design was separate, we have already paid them and bidding is not done yet.

Ms. Kelly said we still have to do the bidding.

Mr. Dani said if it is \$6,800 he does not have a problem, but based on the numbers we have seen the architects charge for the total project commission, if it is a \$750,000 project, he would like to see the scope to confirm that it is only \$6,800.

Mr. Lembo said he thinks we will get that.

Mr. Kelly said she will confirm with LAN.

Mr. Kaufman added if the concern is \$6800, if we are looking at a new architect, we are looking at a lot more money than \$6800.

Mr. Dani said we don't know that, his question is that we don't know the scope and we should not be moving forward and buying equipment.

Mr. Kaufman added let's just wait and find out the answer and then we can decide how we want to move forward.

Ms. Kwak said she wants to know if it will be 400, 750, 800 to \$1,000,000.

Dr. Fishbein answered that we won't know definitively how much until the bids come in.

Ms. Kwak said ok, that is all she needs to know because right now it sounds like we are proceeding and paying LAN something to be determined, they are in charge of something for a project that could be a wide range, that is her concern. If you are saying that the board will get information, will get to vote on this project.

Dr. Fishbein answered that the board always votes on a bid.

Ms. Kwak said she didn't know about this until just now, they didn't get to vote on anything. She has just been told that it will be LAN.

Ms. Kelly said you don't vote until we go out to bid, and we have not done that yet. That is why Ms. Kelly brought it up again now, because of the time that we need to do this. That is why she met with Dr. Fishbein and said we will run out of time again. We have to do this now.

Mr. Lembo said he appreciates that.

Ms. Kwak she appreciates that, but she wishes she had heard about it a little earlier.

Ms. Kelly answered that she has talked about it before. She brought it up last June when we were putting money in the reserve, she said at that time that the project has to be done and it will be about \$750,000, she has said it before. She brought it up again now, because unfortunately she will not be here for this project and they will have to move on it, if we don't take the opportunity to order the things we need now we will not have the time to do the project in the summer, we have the money in capital reserve, so it needs to be part of the budget. That is why she is also bringing it up because the budget process is starting and we need to think about that too.

Ms. Kwak stated that we are just waiting for information.

Ms. Kelly asked what information besides the \$6,800 do you want?

Mr. Kaufman said just the confirmation of that and that there are no hidden charges.

Mr. Dani said the information he is looking for, he understands \$44-50,000 of the cost of the transformer, and some high level breakdown for the cost of the remaining \$750,000.

Ms. Kelly stated that she thought sent a 2-3 pager with a diagram from the architect.

Mr. Lembo confirmed that the information was sent just to him and Mr. Dani.

Ms. Kelly confirmed that she did give Mr. Dani documents that have information on the scope.

Mr. Dani said he wants an estimated cost, if you are saying that it will be \$750,000 that we will spend, what are the different large items that we are spending money on.

Ms. Kelly said ok, she will see what she can do.

Ms. Brogan asked where are we on this, are we getting more information? Will it be a discussion for the 16th?

Dr. Fishbein said yes, we can send it out.

Mr. Lembo said there is nothing to vote on.

Mr. Dani said we don't have enough information to vote on.

Dr. Fishbein added there is nothing to vote on now.

Mr. Lembo said that there is nothing to vote on, if we should just be preparing. If we get this information back and it is 20 million or something ridiculous, we can stop it. But he thinks we have to move forward, and he believes it is under the threshold anyway.

Ms. Kelly responded yes it is. When we got quotes on it last time it was. She is hoping that is the case now.



Mr. Dani said at this point anything we say to move forward will be after the fact, because we have already moved forward.

Mr. Lembo said we are not saying move forward because it has already been approved.

Mr. Kaufman added the project, not the amount, the project was approved.

Ms. Kwak said now it is the amount which is a big deal.

Mr. Dani said the switchboard was approved.

Ms. Kwak said right, it is the specifics.

Ms. Kelly will call them first thing in the morning and get it in writing.

Ms. Brogan asked is the question is not having LAN do it, it is just getting more information?

Mr. Dani said the question is what is the scope of LAN's work. If it is 6800 and part of their original contract then sure, that was already voted on. If it is something new then the board needs to know that.

Ms. Kwak said yes we need to know, she just doesn't know, we need to get more information.

Ms. Brogan said she was just seeking clarity on this discussion, she is wondering what is the bias against LAN on a regular basis.

Mr. Dani said there is no bias against any vendor. The question is the board voted on June 1 that we want to get a new architect, we are in November now and we don't have a new architect. We have the interviews next week so when we have the final interviews we should not be undermining that process by awarding a \$1,000,000 project to an architect who is not currently on contract. If it was already voted on last year that is a different question.

Ms. Kelly added just to be clear they are not getting awarded a contract for \$1,000,000, whoever will be the vendor who does the project. They were awarded 30 something thousand.

Mr. Dani said he understands that.

Ms. Brogan confirmed the cost of the project will be whatever the bids come in.

Ms. Kelly answered yes, that will be the cost.

## **XVI. MOTION TO GO INTO EXECUTIVE SESSION**

Mr. Lembo moved to go into executive session to discuss matters pertaining to the selection of the search firm.

Ms. Kwak seconded the motion, which was unanimously approved.

Ms. Brogan confirmed we are going into exec and then will come back into the public session.

**XVII. RECONVENED PUBLIC MEETING**

Mr. Lembo announced that the board was meeting in an executive session discussing the search firms.

Ms. Kelly read the following resolution for approval.

Approve: Appoint RPAT Solutions to conduct the Superintendent search effective immediately.

Mr. Lembo made a motion to approve.

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

**XVIII. ADJOURNMENT**

At 11:00 p.m., on a motion made by Mr. Lembo, seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

## 2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Megan Galanti	Navigating Legal Risks: Case Managing the Special Ed Student in 2020 Virtual Cornerstone Day School October 27, 2020	Professional Development	\$0.00	0
David Pfeiffer	25th Annual Conference on Advancing School Mental Health Virtual National Center for School Mental Health October 29, 2020	Professional Release Time	\$0.00	0
Megan Galanti	25th Annual Conference on Advancing School Mental Health Virtual National Center for School Mental Health October 29, 2020	Professional Development	\$0.00	0
David Tashian	25th Annual Conference on Advancing School Mental Health Virtual National Center for School Mental Health October 29, 2020	Professional Development	\$0.00	0
Jessica Vasquez	American Physical Therapy Association Pediatric Virtual Conference Virtual American Physical Therapy Association November 14-15, 2020	Professional Development	\$250.00	0
Allison Mende	BLS Instructor Recertification Fairfield, NJ Lifesavers, Inc November 17, 2020	Professional Development	\$65.00	1
Mark Ferreri	2020 NCSS Virtual Conference Virtual National Council for the Social Studies December 4 – 6, 2020	Professional Development	\$175.00	0
Megan Galanti	Addressing Behavior Challenges in the Classroom: A Look at Classroom Management Ramapo College, NJ TMI Education/Council for Exceptional Children January 26, 2021	Professional Development	\$0.00	0
Stephanie McAloon	Addressing Behavior Challenges in the Classroom: A Look at Classroom Management Ramapo College, NJ TMI Education/Council for Exceptional Children January 26, 2021	Professional Development	\$0.00	0

The total cost for these conferences is \$490.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$23,183.56 leaving a balance of \$176,816.44.

The total cost of substitutes for these conferences is \$100.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1200.00.

**0164 CONDUCT OF BOARD MEETINGS****Parliamentary Authority**

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

**Presiding Officer**

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

**Announcement of Adequate Notice**

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

**Agenda**

The Superintendent and the Administrative Cabinet, in consultation with the Board President, shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than two business days, except when an unscheduled meeting is being called, before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The meeting agenda shall be posted on the district's website and circulated via the district email system 48 hours prior to the meeting time. A reminder email with the agenda shall be sent on the day of the meeting.

**The order of business shall be as follows:**

- Call to order and roll call
- Optional: Motion to go into executive session
- Optional: Call to order and roll call again after returning from the closed session
- Pledge of Allegiance
- Opening statement by presiding officer
- Optional: Student presentations (Presiding Officer has the discretion to move presentations listed on the agenda to before or after initial public comments)
- Initial Public Comments (4 minutes per person)
- Presentations
- Superintendent's report
- Consent items – regular and routine issues

Resolutions and Motions not included in the Consent Agenda  
Approval of bills  
Board member announcements  
Board committee reports  
Discussion items  
Acceptance of minutes  
Other business  
Comments from the public  
Optional: Motion to go into executive session  
Optional: Reconvened public meeting  
Adjournment

## Electronic Participation and Virtual Meetings

In the event of extraordinary circumstances (which shall be defined as a natural disaster, mandatory or self-imposed quarantine, a State of Emergency declared by the Governor of the State of New Jersey or similar situation), it may be necessary for the full Board to meet virtually, via teleconference or digital media platform, in order to take necessary action.

### A. Electronic Participation in In-Person Board meetings

In the event that an individual board member is unable to attend an in-person meeting, where there is a quorum present, due to extraordinary circumstances as defined above, such member may participate telephonically or electronically, with the permission of the Board President, whose permission shall not be unreasonably withheld, provided that they are able to hear the proceedings and be heard.

### B. Virtual Meetings

Under extraordinary circumstances as defined above, teleconference options and digital platforms may be used to enable virtual board meetings and action even when all members of the Board are not physically present as long as prior arrangements are made to afford the public the opportunity to hear and participate in the meeting.

The Board may conduct a public meeting via teleconference or digital platform where members of the public are given appropriate notice and granted access enabling them to listen to and participate in the meeting at the appropriate time. A teleconference or virtual medium will only be used to host a public meeting of the full Board in a situation that makes it impossible or impractical for a quorum of members to meet in person due to the extraordinary circumstances as defined above.

# BYLAW

# RIDGEWOOD BOARD OF EDUCATION

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BYLAWS  
0164/page 1 of 2  
Conduct of Board Meetings

Telephonic participation in or the virtual hosting of closed or executive sessions of the full Board shall be limited and only used in situations where in person attendance or the holding of meetings are impossible or impractical as defined. All closed or executive sessions shall be and remain confidential.

All members who participate in executive sessions telephonically and/or virtually shall do so privately behind closed doors without any non-members of the board being present. Those members will use remote access methods that do not allow non-board members to hear or see the meeting. No portion of the executive session shall be recorded, photographed, or otherwise reproduced in a video or audio format by anyone. Upon adjournment, all members will leave the meeting promptly.

N.J.S.A. 10:4-10  
N.J.S.A. 18A:16-1.1

Adopted: 7 December 2009  
Revised: 18 March 2013  
Revised:

**0169.02 BOARD MEMBER USE OF SOCIAL NETWORKS**

In accordance with the School Ethics Act - N.J.S.A. 18A:12-21 et seq., Board of Education members must avoid conduct which is in violation of the public trust or which creates a justifiable impression among the public that such trust is being violated. To avoid conduct that may be in violation or perceived to be in violation of the School Ethics Act, the Board of Education adopts this Policy to provide guidance to Board members in their use of social networks.

For the purposes of this Policy, “social network(s)” shall include, but not be limited to: Internet blogs, electronic bulletin boards, emails, social networking websites, text messages, or any other online platform where people may post or communicate interests, opinions, or any other information that may be viewed by others with or without permission from the person making such post or re-publishing such post. “Social networks” also means an Internet-based service that allows individuals to: construct a public or semi-public profile within a bounded system created by the service; create a list of other users with whom they share a connection within the system; and view and navigate their list of connections and those made by others within the system.

For the purposes of this Policy, “use of a social network” shall include, but not be limited to: posting to a social network, reposting another person’s post to a social network, messaging, or any other publication of material on a social network.

Nothing in this Policy prevents a Board of Education member from using a social network. However, a Board member must avoid conduct on a social network that would violate the School Ethics Act N.J.S.A. 18A:12-21 et seq., which includes the Code of Ethics for Board Members. Board members should be advised communications, publications, photographs, and any other information posted by the Board member or reposted by the Board member on a social network could violate the School Ethics Act and be cause for sanctions in accordance with the law.

While this Policy respects the right of Board members to use social networks, Board members shall recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. A Board member’s use of social networks shall not damage the reputation of the school district, employees, students, or their families. Board members who use social networks shall ensure their conduct is appropriate for a Board of Education member. Board members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.

Board members should carefully review the privacy settings on social networks they use and exercise care and good judgment when posting content and information. When using social networks, Board members are advised to:

1. Not post anything that would violate any of the district’s policies for Board

members;

2. Uphold the district's value of respect for any individual(s) and avoid making defamatory statements about the Board of Education, the school district, employees, students, or their families;
3. Not disclose any confidential information about the school district or confidential information obtained as a result of being a Board member, about any individual(s) or organization, including students and/or their families;
4. Not use or refer to their Board of Education title or position when soliciting for a business organization that he or she or any immediate family member has an interest in, as well as posting or referencing any confidential information regarding the Board of Education or the school district obtained through their Board membership, unless authorized by law;
5. Refrain from having communications through social networks with other Board members regarding any Board of Education business to avoid any potential violation of the New Jersey Open Public Meetings Act;
6. Board members are entitled to express themselves publicly on any matter, including issues involving the Board and the school district. Board members when making such expressions shall indicate that the statement is their individual opinion, and not that of the Board of Education. In addition, individual Board members when making such statements shall comply with the provisions of the School Ethics Act and Bylaw 0142. Individual Board members cannot, however, express the position of the Board except as expressly authorized, in accordance with Board Policy No. 9120. Only the Board President or his/her designee shall authorize or make statements of official Board positions.
7. Not post any information on a social network determined by the New Jersey School Ethics Commission to be a violation of the New Jersey School Ethics Act.

A Board member shall comply with all Board policies regarding acceptable use of computers and computer networks whenever a Board member is using a Board of Education electronic device.

If the Board and Superintendent believe a Board member's activity on any social network may violate the Board's policies or the New Jersey School Ethics Act, the Board may request the Board member cease such activity.



# BYLAW

# RIDGEWOOD BOARD OF EDUCATION

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BYLAWS

0169.02/page 1 of 3

Board Member Use of Social Networks

This Policy has been developed and adopted by this Board to provide guidance and direction to a Board member to avoid actual and/or a perceived appearance of inappropriate conduct or conduct prohibited by the School Ethics Act while using social networks.

N.J.S.A. 18A:12-21 et seq.

N.J.S.A. 10:4-6 et seq.

Adopted: 5 March 2018

Revised:

**FIELD TRIPS FOR APPROVAL**

November 2, 2020

ONE DAY TRIPS								ATTACHMENT	
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	Est. Total Cost To District	Annual Event	Meets Requirements
10/28/20	RHS Special Education	Stop & Shop, Renato's Pizza Ridgewood, NJ	8 students	8	0	\$0	\$0	No	Yes
11/04/20	RHS Special Education	Post Office, Jersey Mike's Ridgewood, NJ	8 students	8	0	\$0	\$0	No	Yes
11/11/20	RHS Special Education	Stop & Shop, Jersey Mike's Ridgewood, NJ	8 students	8	0	\$0	\$0	No	Yes
11/13/20	RHS Special Education	Post Office, Starbucks Ridgewood, NJ	8 students	8	0	\$0	\$0	No	Yes
11/18/20	RHS Special Education	Stop & Shop, Renato's Pizza Ridgewood, NJ	8 students	8	0	\$0	\$0	No	Yes
11/20/20	RHS Special Education	Walgreens, East Coast Burger Ridgewood, NJ	8 students	8	0	\$0	\$0	No	Yes
11/12/20	RHS Grade 12	Veteran's Field Ridgewood, NJ	250 students	10 TBD	0	\$0	\$0	No	Yes

**RIDGEWOOD HIGH SCHOOL  
WINTER 2020-2021 COACHING ASSIGNMENTS ESTIMATE**

Name	Position	Step	Ratio*	Total Salary	1/3 Salary 12/30/2020	1/3 Salary 1/15/2021	1/3 Salary 2/15/2021	
Troy, Michael	Head Boys Basketball	IV	0.110	10,180.00	3,393.34	3,393.33	3,393.33	
DeRisi, Michael	Assistant Boys Basketball	IV	0.070	6,478.00	2,159.34	2,159.33	2,159.33	
Neville, Ben	Assistant Boys Basketball	III	0.065	6,015.00	2,005.00	2,005.00	2,005.00	
Mitchell, Michael	Head Girls Basketball	III	0.105	9,717.00	3,239.00	3,239.00	3,239.00	
Kadus, Christopher	Assistant Girls Basketball	IV	0.070	6,478.00	2,159.33	2,159.33	2,159.33	
Johnson, Andrew	Assistant Girls Basketball	IV	0.070	6,478.00	2,159.33	2,159.33	2,159.33	
Watson, Torrance	Head Wrestling	IV	0.110	10,180.00	3,393.33	3,393.33	3,393.33	
TBD	Assistant Wrestling	IV	0.070	6,478.00	2,159.33	2,159.33	2,159.33	
Schick, Casey	Assistant Wrestling	IV	0.070	6,478.00	2,159.33	2,159.33	2,159.33	
Ryan, Patrick	Head Indoor Track	IV	0.110	10,180.00	3,393.33	3,393.33	3,393.33	
Schoepfer, Warren	Assistant Indoor Track	IV	0.070	6,478.00	2,159.33	2,159.33	2,159.33	
Wilson, Timothy	Assistant Indoor Track	IV	0.070	6,478.00	2,159.33	2,159.33	2,159.33	
Bennett, Richard	Head Bowling	IV	0.077	7,126.00	2,375.33	2,375.33	2,375.33	
Schulke, Kyle	Head Boys/Girls Swimming	IV	0.110	10,180.00	3,393.33	3,393.33	3,393.33	
Tobin, Deirdre	Assistant Swimming	IV	0.070	6,478.00	2,159.33	2,159.33	2,159.33	
Roecker, Karl**	Ski Club	IV	0.085	7,866.00	2,622.00	2,622.00	2,622.00	
Rodriguez, Kaitlin**	Assistant Ski Club	III	0.065	6,015.00	2,005.00	2,005.00	2,005.00	
Lucchesi, Michael	Head Ice Hockey	IV	0.110	10,180.00	3,393.33	3,393.33	3,393.33	
Cronk, Paul	Assistant Ice Hockey	IV	0.070	6,478.00	2,159.33	2,159.33	2,159.33	
TBD	Assistant Ice Hockey	II	0.060	5,553.00	1,851.00	1,851.00	1,851.00	
Centrelli, Erica	Head Cheerleader Advisor	III	0.072	6,663.00	2,221.00	2,221.00	2,221.00	
TBD	Assist. Cheerleader Advisor	I	0.030	2,776.00	925.33	925.33	925.33	
<b>Totals</b>					160,933.00	53,644.33	53,644.33	53,644.33
*Ratio is applied to the B.A. Maximum:					<b>\$92,542</b>			
** Parent paying for Club								

Activity	Advisor	CAT	Div by #	Stipend	Funding**	Pay
Film Club	Ordini, Jason	2	1	1,282.00	Budget	June
BF Singers Director	Kawash, Justine	3	1	2,591.00	Budget	June
Brain Busters Co-Advisor	Pfeiffer, Courtney	3	1	2,563.00	Budget	June
Chamber Orchestra	Sharar, Carol	MS	1	1,944.00	Budget	June
Jazz Machine Director	Curcio, Jason	3	1	2,591.00	Budget	June
Ski & Snowboard Club	Rosolanko, Kristen	3	1	2,591.00	Budget	June
Social Service Club Advisor	Van Horne, Mary	MS	1	1,944.00	Budget	June
Student Council - Co-Advisor	Centrelli, Erica	4	1	2,591.00	Budget	June
Student Council - Co-Advisor	Ordini, Jason	4	1	2,591.00	Budget	June
Student Council - Co-Advisor	Wearley, Meredith	4	1	2,591.00	Budget	June
Yearbook – Advisor	Mitchell, Michael	3	1	2,591.00	Budget	June
20-21 Total Advisor Stipends				<b>25,870.00</b>		

Rates for 2020-2021	Ratios	Amounts
Category 1 - 50 hours	0.008	740.00
Category 2 - 100 hours	0.014	1,296.00
Category MS	0.021	1,944.00
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	5,183.00
Category 6 - 301-400 hours	0.070	6,478.00
Category 7 - 400+ hours	0.084	7,774.00

\*\* 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.

Section 2; Article XVI - Co-curricular Renumeration - 2020-2021 - BA MA \$92,548

**Ski Club depending on COVID restrictions**

**MINUTES OF THE  
REGULAR MEETING  
OF THE BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
November 12, 2020**

Minutes of the Regular Public Meeting of the Board of Education held on November 12, 2020 at 4:00 p.m., at the Education Center.

The meeting was called to order by Mr. Michael Lembo, President.

**I. CALL TO ORDER AND ROLL CALL**

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources,

**Visitors:**

Not applicable

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

Mr. Lembo announced since this is the first meeting since our policy changed, we will have comments now.

**IV. COMMENTS FROM THE PUBLIC**

None at this time.

**V. PRESENTATIONS**

**A. ARCHITECT OF RECORD PRESENTATIONS AND INTERVIEWS**

Architecture firms presented an overview of their firm and services to the Board. Following each presentation, the Board had the opportunity to ask questions of the

presenters from each firm. The entire meeting can be found on the district website: [https://www.ridgewood.k12.nj.us/our\\_district/board\\_of\\_education/b\\_o\\_e\\_webcast](https://www.ridgewood.k12.nj.us/our_district/board_of_education/b_o_e_webcast)

#### ENV Group Architects

ENV Group Architects, formerly Environetics, has been in business for ten years is located in Englewood Cliffs. The firm has received numerous awards and public recognitions. The firm focuses heavily on sustainability in their approach to architecture, interior design, and engineering. The presenters discussed examples of their work in relation to some of the needs of the Ridgewood Public Schools.

#### Paulus, Sokolowski & Sartor Architecture and Engineering, PC (PS&S)

PS&S has been in business for over 56 years, and they have a staff of over 250 employees with 25 architects. The firm outlined the architectural services they provide to school districts, including in-house engineering services. The presenters reviewed some of the needs of the district, project execution, and facilities strategies related to COVID-19.

#### LAN Associates

LAN Associates was formed in 1965 and is located in Midland Park with three additional offices. The firm has worked with the Ridgewood Public Schools for most of the last 40 years and has completed over 300 jobs for the district. The firm assisted the district with two referendums, and the presenters reviewed some of the projects they completed within the district including capital improvement projects and additions to seven schools.

#### FKA Architects

FKA Architects was established in 1977 and is located in Oakland. Most of their clients have had long-term relationships with the firm, and about ninety-percent of their projects are for the education sector ranging from the pre-kindergarten level through higher education. The presenters shared examples of their work with other school districts and explained their history of successful referendums.

#### Solutions Architecture

Solutions Architecture is a multi-disciplinary architectural and interior design firm located in Verona. The firm is experienced with long-range facilities and referendum planning, QSAC preparation, and facilities design and maintenance. The presenters discussed how the facilities needs of the district are linked to the governance goal of the Vision 2024 Strategic Plan.

#### RSC Architects

RCS Architects is a 50-person firm located in Hackensack that was established in 1971. The firm has experience with new schools, additions, renovations, long-range facilities plans, and capital improvements. The presenters described some of the work they have done throughout the Village of Ridgewood. The firm does some of the largest projects in the state, and they are currently in the pre-referendum process with multiple districts.

DiCara Rubino Architects

DiCara Rubino Architects is a full-service firm with an experienced team of school architects, planners, and interior designers. About ninety-percent of their assignments are school facilities in New Jersey. The firm has a proven track record of successful referendums. DeCara Rubino Architects serves as the Architect of Record for 53 school districts with 23 of those in Bergen County.

**VI. BOARD MEMBER ANNOUNCEMENTS**

None at this time

**VII. DISCUSSION ITEMS**

None at this time.

**VIII. OTHER BUSINESS**

None at this time.

**IXV. COMMENTS FROM THE PUBLIC**

None at this time.

**XV. MOTION TO GO INTO EXECUTIVE SESSION**

At 8:30 p.m., Mr. Lembo moved that the Board go into Executive Session to discuss the matter of special services. He stated that the minutes of the Executive Session would be released when the need for confidentiality no longer exists. Ms. Kwak seconded the motion, which was unanimously approved.

**XVI. RECONVENED PUBLIC MEETING & ADJOURNMENT**

At 9:30 p.m., on a motion made by Mr. Lembo, seconded by Ms. Brogan, and unanimously approved, the public meeting reconvened and adjourned.

Respectfully submitted,

Joann Khoury-Frias  
Assistant Business Administrator

Lucy Papamichael  
Assistant Board Secretary

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
November 16, 2020**

Minutes of the Regular Public Meeting of the Board of Education held on November 16, 2020, at 7:00 p.m., at the Education Center.

The meeting was called to order by Mr. Michael Lembo, President.

**I. CALL TO ORDER AND ROLL CALL**

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources,

**Visitors:**

Not applicable

**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 7:02 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. Cristopher Kaufman; Mr. Saurabh Dani



**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**V. PRESENTATIONS****A. STUDENT REPRESENTATIVE REPORT**

Zoe Kovac stated with Halloween having just passed, and Thanksgiving, the holidays, and New Year's right around the corner, the Ridgewood Public School System is making sure to prioritize the health and safety of our students, teachers, staff, and faculty. Nevertheless, everyone is working together to make sure we can still enjoy these times but in a safe manner so that the school year can still prevail.

**Academics:**

- The RHS Guidance department had their 8th-grade parent meeting virtually last Thursday night, welcoming 8th-grade parents and talking about high school programming, clubs, and sports. The student peer leaders also held a question and answer session.
- Author, Alisa Roth virtually visited the RHS students who are in the RAHP program to discuss her book titled "Insane." The students found the discussion very interesting; they were able to ask questions about mental health and they learned about how people are affected by the criminal justice system.
- As students are going from virtual to hybrid and hybrid to virtual, teachers are constantly having to adapt to a changing classroom setting. With that said, they are experimenting with different software, technical gadgets, and various setups to most effectively teach their in-school students as well as their online students to the best of their ability during this abnormal time.

**Arts:**

- The RHS Band is holding its annual poinsettia and amaryllis plant fundraiser.
- The RHS Art Beat Program held a very successful event this past Friday called Fall Fusion where student musicians performed socially distanced in the campus center at the high school. The event was live-streamed through Zoom so all could watch.

- While there is no set date for the Newplayers outdoor showing of Macbeth, they are still rehearsing and preparing for the show. The performance date will be announced sometime in the future. They are also working on their virtual performance of A Christmas Carol; the directors have gotten super creative with different costumes and backdrops for the cast. Each cast member is recording their own parts and then each segment will be edited into one fluid show.

**Athletics:**

- The soccer, football, tennis, and cross country teams have been very successful lately both in preventing COVID cases but also with winning their game/matches/meets.

**Activities:**

- The Project Interact club, one of RHS' most recognized clubs has been super active recently. They have raised hundreds of dollars for numerous organizations such as the Gold Star Mothers Association and cancer research organizations, they arranged scarecrows at a local senior housing complex, they are raising money for the Kelly Creegan Memorial Fund, and they are making cozy care packages for senior citizens in the area.
- In an effort to maintain a clean environment and promote sustainability in and outside of the schools, the RHS Green Club helped to clean up the Ridgewood Duck Pond. With so many other locations to clean up, the Green Club is always encouraging and welcoming new members to join and help out.
- After months and months of phone banking, canvassing locally and in Pennsylvania, text banking, poll greeting, and so much more, the RHS Democrats Club celebrated once hearing that Joe Biden is the president-elect and that Kamala Harris is the vice president-elect.

**Miscellaneous:**

- The annual Kelly Creegan Coat Drive is scheduled for Saturday, November 28th at the Graydon Parking Lot right here in town. It will go from 9 am to 12 noon and you can drop off any coats you wish to donate. If you're not able to make it on the 28th, you can drop off your coats prior to the event at 136 Circle Ave.

**VI. COMMENTS FROM THE PUBLIC**

Boyd Loving, 342 South Irving Street, on October 6 the Department of Community Affairs released new guidelines for government agencies including the board of education in New Jersey who have virtual meetings. He understands that the board is adopting a policy tonight that goes along with these guidelines, but he is disappointed that it has taken the board this long to do it. He does not believe that tonight's meeting complies with those guidelines and he does not know why it is taking so long to comply with guidelines from the state. Also disappointed that the zoom platform does not allow the public to participate by zoom, it is a lot easier to make comments on the zoom platform than it is to dial all of these numbers on the phone. Also made a comment about the last public meeting that was held on November 2 he was alarmed by the discussion that took place at the end of the meeting. Where there seemed to be a little bit of out of control behavior by some of the board members and particularly some of the staff members. He appreciates the board president bringing things under control but he hopes it doesn't happen again in the future.

Dr. Fishbein replied that we will adopt the policy, but there is an executive order that starts

tomorrow that limits groups to 10. We will have to make adjustments for the next board meeting.

Mr. Lembo said we have been trying to get the public to participate as best we can, but there are a lot of guidelines.

Dr. Fishbein said he has heard from his Superintendent round table that those are guidelines and Strauss Esmay who does our policies made those changes, but there could be changes in the future once the guidelines are further vetted.

Mr. Dani confirmed that once we adopt the policies tonight for the next meeting we will follow that policy.

Dr. Fishbein said not based on the executive order starting tomorrow.

Mr. Dani said the guidelines say if we meet with audio video then we have to allow participation with audio/video. Before the meeting when we open the public comments, they need to be opened up before the public comments and they should be read in full.

Dr. Fishbein said the only time we didn't read them in full is when we received many and we abbreviated them.

Mr. Lembo said we will look into that and make sure we are in compliance. He then closed the public comments.

## **VI. PRESENTATIONS**

### **A. MENTAL HEALTH PRESENTATION**

➤ Mr. Basil Pizzuto and Ms. Lauren DePinto

Mr. Pizzuto, RHS Assistant Principal, and Ms. DePinto, LCSW, District Coordinator of School-Based Mental Health Services and Crisis Intervention Counselor, gave a presentation on the mental health model of the Ridgewood Public Schools. For the past two years, Mr. Pizzuto and Ms. DePinto have been invited to present this model at the Annual Conference of Advancing School Mental Health. This unique model has evolved over the past several decades, as explained in the timeline of its development.

The mission of the mental health model is to increase positive connections between adults and students at all levels and to strengthen our capacity to provide prevention, intervention, and postvention at all three tiers of service. Ms. DePinto explained Dr. Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy) Method, which is used in the district model. Prior to COVID, the mental health team developed a Multi-Tiered System of Support (MTSS) including universal, targeted, and intensive supports and interventions based on the New Jersey Tiered System of Supports framework. Self-direction and self-control are the primary modes of student management, which allows us to do unique things at Ridgewood High School.

Mr. Pizzuto shared how the team continues to work toward the mission of the mental health model during school re-entry and COVID. The focus on school culture and climate

has been one of the biggest challenges during COVID because the model is relationship-based. COVID-19 specific supportive practices have been incorporated at all tiers. A school-based mental health and wellness website is being developed to clearly communicate support services and provide resources to students and families. Additionally, a virtual wellness speaker series is also being developed to expand outreach to families.

The presentation can be found on the district website.

Mr. Kaufman commented that it's hard to find positives out of covid, but there is a stigma coming out of mental health and a virtual option is great. This is a positive.

Ms. Brogan said with covid, students aren't as engaged in as many activities. Have the stress levels become less?

Mr. Pizzuto said from his standpoint, he expected a higher level of anxiety and stress from students, and we have not found that. Even the questionnaire responses are very low with students saying they are not doing well. The reduction in demands has helped students weather the storm. Students are sleeping more and doing much less, even the sports teams are out there and not practicing as long and hard and not participating in as many competitions. It remains to be seen going forward how we will sustain. Keeping kids as engaged is very important, they've tried to do new things virtually such as family feud for the school. Although the stress created by demands is down, the disconnection is concerning.

Discussion concerning mental health and student experiences during covid ensued.

Mr. Kaufman asked about thoughts regarding later start times? Especially going from hybrid to start of school.

Mr. Pizzuto answered that there are many studies and we have talked about it a lot. In terms of covid, it has shown that we can work differently and get a lot done. In terms of the number of minutes, it has been reduced very little. In doing this virtually, it allows time for teachers to do some fantastic things. Students are saying that they are choosing to work virtually, not because of the virus, but because of the additional sleep time that is available to get ready for school.

Discussion regarding class times, virtual help and scheduling ensued.

## **B. SSDS 2019/2020 ANNUAL REPORT**

➤ Mr. Basil Pizzuto

Mr. Pizzuto reviewed the School Safety Data System report for 2019-2020. The State of New Jersey collects data in a number of categories including violence, vandalism, substance abuse, and HIB, and this data is shared twice a year at a public meeting. Mr. Pizzuto gave a brief explanation of each category before sharing the data for the district. Mr. Pizzuto said that, when looking at a comparison of data since around 2005, our

numbers have been consistently going down.

Mr. Pizzuto stated that COVID has taken out so many dynamics in school that it has cut down on incidents that are occurring. We want to help our kids learn and grow from their interactions. This report identifies zero vandalism incidents for January 2020 through June 2020, we were virtual starting in March and therefore the interactions were zero for certain categories. COVID has lead to lower numbers.

Last year we installed vape detectors in the bathrooms in the High School and when the detectors go off, we begin an investigation. We have found incidents with vapable marijuana which is very accessible in the states around us. In the past we used to find marijuana in bags, everything now is labeled and manufactured and produced by companies that make our jobs easier to readily identify. Therefore we can easily intervene with students. Vape detectors have helped us, but have made our numbers go up which we can tolerate if it means we can help our students.

State reporting procedures have changed since 2018 and therefore our numbers look different than in years prior to 2018.

Mr. Lembo asked from March 13 to the end of school year, the numbers were nonexistent because we were virtual. Now that we are in the hybrid models, have we seen the numbers increasing?

Mr. Pizzuto answered that he gets the data when he gets the reports, so he is not aware currently what is happening everywhere throughout the district. If the numbers were significantly higher there would have been discussions. At the High School, the numbers are very low. We've had some online issues that were with students outside of the district. These are things that we dealt with, but were not student to student in the district. The reduction in interaction is what he is most concerned with. He believes that the reduction in interactions is not indicative in what is happening in the real world, since items such as lunch, free period are the times that interactions occur and lessons can be learned. Young people need to have times to make mistakes and get past them.

Dr. Fishbein confirmed that it has been quiet with HIB reports also.

Mr. Pizzuto asked for Board approval on the report.

Ms. Brogan made a motion to accept the 2019/2020 SSDS report.

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

### **C. SCHOOL REOPENING PLAN UPDATE**

➤ Ms. Stacie Poelstra

Dr. Fishbein began the update with a discussion by stating that today we had to close GW to go remote until November 30th and there were positive results in two other

buildings. Lucy Papamichael, Dr. Fishbein, Dan Kilday and Dawn Cetrulo from the village work together to review the cases and put together the letters. As you will see in Ms. Poelstra's presentation, the numbers are increasing. Last week the county reported over 60 cases to Trenton. We are the only district that started on September 2 and until today have kept going continuously. There are several districts in Bergen county that have not even opened for in school instruction and are looking towards the end of January. He pleads with the community to make smart decisions, especially during the next two months with the holidays and COVID fatigue. We have to be strong in order to keep the schools open. Have a good time with the people in your house for the holidays and think of each other's safety. We are not seeing infections coming from in-school interactions, but from behaviors outside of school. It is important to note that schools are safe places, we are following the rules in regards to social distancing, wearing masks and sanitation.

Ms. Poelstra opened the presentation with the New Jersey COVID-19 Activity Level Reports, which show an increase in the case rate and percent positivity approaching the high activity level. All cases are investigated by the Village of Ridgewood Department of Health. There have been 24 cases in the district up to this point. To continue to make improvements to our plan, several things have been done since October 19. Elementary special education students were given the option to attend school in-person on a daily basis. Elementary teachers received equipment and training to begin the implementation of live streaming for students on their at-home day in the hybrid model.

Ms. Poelstra reviewed the numbers of transitions between models at each level, noting that there has been a much larger number of students at the high school who have moved from hybrid to remote. While schools do not appear to be a source of transmission due to the safety protocols, there is a growing concern about a post-holiday COVID spike due to travel and gatherings. We are seeing some larger districts going (or staying) all remote until after the new year. Closure of schools is a local decision made in conjunction with the local health department and will vary from municipality to municipality based on data. Also, Governor Murphy signed a new Executive Order on November 16, which lowers the limits on indoor and outdoor gatherings. As indicated in a letter from Dr. Fishbein yesterday, George Washington Middle School is closed until November 30. At this time, the district will continue to monitor state health data and maintain the current plan, while considering additional options for enhancing the student experience.

Mr. Kaufman asked if there is discussion to go full remote after the holidays.

Dr. Fishbein stated that this has come up and was included in a letter he sent to the district last week. If a district is open like we are, we can only go remote if the health official asks us to do that based on the guidelines or the governor does that again. We have discussed at our Superintendent County Roundtable, we cannot go remote based upon anticipated illness.

Mr. Lembo asked if the 24 cases are currently active cases?

Dr. Fishbein answered no, those are the numbers that add up all of the letters we've

sent.

Ms. Kwak asked what are the numbers on a weekly basis?

Dr. Fishbein said he sent a letter out today based on 5 cases, last week there were two letters. The vast majority of cases have been in the past two weeks. The issues that we contend with is that schools are safe, what we are seeing is student infection versus adult infection which is scary. We have adults in the buildings and while medicine has learned a lot in the treatment, we are still seeing hospitalization and people dying in New Jersey.

Ms. Poelstra stated that we had 8 cases in September and October and 18 in November.

Mr. Lembo added that the schools are safe, we still need to wear our masks. There's a lot of people picking up and dropping off wearing masks, We need to do this in our daily lives. We can't let go. We have to keep up our family traditions, but keep it in the family. He hopes the community sticks together by not being together right now.

Ms. Kwak stated that she is struck by the remote to hybrid number, she has always been sensitive to the younger learners. The rate of people moving from remote to hybrid, is a significant number. We have 38, in K-5. She wants to emphasize that we can't shut down a school in anticipation of a projected transmission or illness.

Dr. Fishbein answered that we are not.

Ms. Kwak stated that she understands there is a concern we need to work as a community and stay safe, but if we get to that scenario where things need to be assessed. Would you consider looking at it from a building to building perspective. K-5, Middle School

Dr. Fishbein said yes, that is what we did today. It will be a building to building decision, unless as per a colleague the health department asked them to shut all the schools down. Right now we are taking it as a case by case situation, as per today in the letter there were two other buildings that had cases but did not warrant a shut down. Through contact tracing the health department was able to determine where the person got this from, in the case of GW they were not able to do that and it makes us with an abundance of caution to shut it down for the 14 days. It will be a case by case, which may lead to a building closing. There is a lot of deliberation and discussion that goes on for each case.

Mr. Lembo added that if the community is not taking precautions and there are increased cases in the community, the health department may shut us down. He keeps telling people, when you get called from the contact tracer you will need to tell them if you went to a party or event, it will help everyone. He wants people to think before they go to someone's house, be smart about it. Don't be the person who shuts our schools.

Mr. Dani asked for the covid notifications that are going out, can you talk about the delay in testing times? For today's notifications, when were they tested?

Dr. Fishbein said that we have that information, but he does not have it at the top of his head right now. Our turn around with the health department is the same day.

Mr. Dani asked is the turnaround 6-7 days for testing times?

Dr. Fishbein answered that when someone tests, they are usually already staying at home. They are not coming in and then waiting for the results. The good thing also with this time of year, with teacher's convention, people did not come in since we didn't have school and the 48 hour look back has been helpful since we were not in school.

Ms. Kwak asked as per one of the slides, can you talk about enriching or making the remote delivery more robust?

Ms. Poelstra explained that we have started live streaming for the at-home day for elementary students, we are trying to think outside of the box for some other options to provide students with instructions. This is still in the talking stages, but we are exploring options that are in discussions. At this time, she can't review those options because they are in discussions and she does not want to overpromise and under deliver.

## **VI. SUPERINTENDENT'S REPORT**

**A.** None at this time.

## **VII. COMMITTEE OF THE WHOLE REPORTS**

- Finance
  - October Financial Reports
  - 2021/22 Budget Overview

Ms. Kelly asked for questions on the transfer report and the other financials on the agenda for approval tonight. The treasurer's report needs to be reconciled and it will be on the December 7 agenda.

Ms. Kelly provided a 2021-2022 Budget Overview. Principals and supervisors are currently entering their budgets into the budgetary accounting system. The Acting Superintendent and the Business Administrator will hold budget review meetings in early January with principals and supervisors. They will need time to review the current year budget and their plans going forward.

Ms. Kelly recommended that capital reserve funds in the amount of one million dollars be put into the budget to complete the electrical upgrade and switchgear project at the high school. The track at Benjamin Franklin Middle School also needs to be resurfaced, which will cost between \$250,000 to \$300,000. Ms. Kelly also recommended that the Board consider reinstating the \$500,000 for summer maintenance projects.

Since contract negotiations are beginning, the salary increases will need to be estimated. Regarding health benefits, the new rates come out in the new calendar year; therefore, we will be consulting with our insurance agent to get a recommendation for the percentage



increase. We have been lucky the last few years that the rates have gone down. The plan has changed, we only have 3 plans available and the rates when down. The savings if any from people moving to the new plan will go back to the taxpayers as a tax relief. We have not gotten full guidance from the state how that will be calculated. For the district our size, we don't have a lot of individuals who have moved to the new plan.

Ms. Kelly also indicated that the district is hoping to get the 18-21-year-old program into its own location so that will need to be considered in the budget as well.

Mr. Dani thanked Ms. Kelly for the details and her time in the district. He stated about the capital budget recommendation that she is making, we already have that money in reserve, he asked if her recommendation is to move that money from capital reserve to the capital budget.

Ms. Kelly said yes, it will be a revenue.

Mr. Dani asked that there was some anticipation that we may have to use capital reserve for COVID expenses, we have not used any that?

Ms. Kelly answered that would be maintenance reserve that you could use for that. We have not had to go and appropriate additional money for that.

Ms. Brogan asked if there are anticipated expenses for the STEPS program.

Ms. Kelly answered yes, that is the 18-21 program that she reviewed. We have hired one teacher

Dr. Fishbein added expenses will be space, materials and if the program further grows we will need aides, job coaches, etc

Ms. Brogan asked, when the program moves from BF will there be expenses?

Dr. Fishbein replied there will be expenses with the lease.

Ms. Brogan commented about the infant toddler program, after the 1st of the year it might be agenda item so we can see where we are, how we're doing and how to move forward.

## **VIII. CONSENT ITEMS: REGULAR AND ROUTINE ISSUES**

Dr. Fishbein 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 at 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. Fishbein presented for consideration B. Administration.

He added that Mr. Bisig's contract has been approved by the Interim County Superintendent of Schools. The process is that the Board approves it, we send to the county for approval and then the Board approves it again.

## **B. ADMINISTRATION**

### **i. Approval: Receipt of Suspension 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 investigations of HIB that have occurred since the last Board meeting.

### **ii. Approval: Reading & Adoption of New Policy, to be approved in one reading as per Bylaw 0131**

- Bylaw 0164.6 - Remote Public Board Meeting During A Declared Emergency (**Attachment B**) *new*

### **iii. 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 New Jersey High School Voter Registration Law Annual Statement of Assurance.

The Board has received background information.

### **iv. Approval: Contract for District Administrator**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the contract listed below, effective December 19, 2020 through June 30, 2021. This contract has been approved by the Interim Executive County Superintendent as required by law.

- Scott Bisig, Business Administrator/Board Secretary

### **v. 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 November 16, 2020, 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 January 1, 2021 through December 31, 2021, at the rate of \$165 per hour.

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.

Board Counsel to assist with negotiations between the Ridgewood Board of Education and the Ridgewood Education Association, effective November 17, 2020.

vi. **Adoption: Current Board Policy Manual**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the adoption of the current Board Policy Manual

Ms. Brogan welcomed Mr. Bisig to the Board table.

Mr. Lembo stated that Mr. Bisig has sat next to Ms. Kelly for the last two meetings, he welcomed him to the Ridgewood family. He said it is the last meeting with Ms. Kelly, he is proud of her and thanked her for her work in the district. He wished her well in her future endeavors.

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. Kaufman, Ms. Kwak, Mr. Lembo  
Mr. Dani; excluding ii. Approval: Reading & Adoption of New Policy, to be approved in one reading as per Bylaw 0131

NAYS: Mr. Dani only for item B.ii. Approval: Reading & Adoption of New Policy.

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

**C. CURRICULUM & INSTRUCTION**

**Dr. Fishbein**

i. **Approval: Field Trips**

**Dr. Fishbein**

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

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. Fishbein presented for consideration D. Human Resources. He stated that Tom Gorman is in this section to be approved as the Acting Superintendent. Dr. Fishbein is very happy about that and stated he will do a great job. Basil Pizzuto and Jeff Nyhuis will step up and help at the high school while Dr. Gorman is the Acting Superintendent. Joann Khoury-Frias will help in the interim between Ms. Kelly leaving and Mr. Bisig coming. He stated that we have people in the right places and things will run smoothly.

#### D. HUMAN RESOURCES

Dr. Fishbein

##### i. Appointments

Dr. Fishbein

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

KHOURY-FRIAS, Joann - Acting Business Administrator/Board Secretary, effective December 1, 2020 on or about December 18, 2020, at a stipend of \$250 per day.

Account # 11-000-251-104-00-40-019-000

##### Field Placement

CALDERONE, Erica - Montclair State University, Practicum placement with Jeffrey Nyhuis, Assistant Principal, Ridgewood High School, effective January 19, 2021 through May 14, 2021.

##### Classroom Aides

**Revision:** BEDNARSKI, Patricia - Resource Room Special Education Classroom Aide, Orchard School, **from** effective September 2, 2020 through November 2, 2020, approved by the Board at its meeting on August 31, 2020, **to** effective September 2, 2020 through December 23, 2020, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50.

Account # 11-213-100-106-00-03-024-001

RUSSO, Nicole - Resource Room Special Education Classroom

Aide, Ridge School, effective November 17, 2020, or as soon after as possible, through June 22, 2021, pending verification of employment as outlined by Chapter 5, 5.5 hours per day, 5 days per week, at an hourly rate of \$17.50.

Account # 11-213-100-106-00-04-024-001

**Administrative Support for Board Meetings, effective November 16, 2020 through June 30, 2021**

- **Julie Yohana**, at an hourly rate of \$41.25, as needed.

Account # 11-000-230-104-00-45-045-001

**Revision: Winter 2020 Coaching Assignment**, approved by the Board at its meeting on November 2, 2020

**Assistant Ice Hockey**

**Remove:** TBD

**Replace:** Peter McGinley

Account # 11-402-100-101-00-10-034-001

- ii. **Revision: Ridgewood Public Schools Salary List for the 2020-2021 School Year**, approved by the Board at its meeting on May 4, 2020

**Dr. Fishbein**

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 4, 2020 for the 2020-2021 school year.

PRICE, Karen - Speech Language Therapist, Glen School, effective August 31, 2020 through June 23, 2021.

Account # 11-000-216-104-00-01-019-000 (60%)

Account # 11-000-219-104-00-01-019-000 (40%)

**From:**  
 \$123,433  
 (\$113,582 +  
 \$300 CP +  
 \$1,600  
 longevity +  
 \$7,951 ratio)  
 Cl. MA+45 , St.  
 18  
**To:** \$115,482  
 (\$113,582 +  
 \$300 CP +  
 \$1,600  
 longevity)  
 Cl. MA+45, St.  
 18

- iii. **Change of Assignments**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of

the Superintendent of Schools, approves the following change of assignments, as listed below.

CUCCO-CAMPBELL, Erica - Librarian/Media Specialist, Hawes School, **from** effective September 8, 2020 through January 4, 2021, approved by the Board at its meeting on September 14, 2020, **to** Leave of Absence Replacement Librarian/Media Specialist (non-tenure track), Hawes School, effective September 1, 2020 through June 1, 2021.

Account # 11-000-222-104-00-02-019-000

**From:** \$125  
daily rate per  
day  
**To:** \$60,518  
Cl. BA, St. 1  
pro-rated

DAIDONE, Brittany - **from** 1.0 FTE Special Education Teacher, George Washington Middle School, **to** 1.20 FTE Special Education Teacher, George Washington Middle School, effective November 17, 2020 through June 23, 2021.

Account # 11-213-100-101-00-09-019-000

**From:** \$82,459  
(\$82,159 +  
\$300 CP)  
Cl. MA+45, St.  
8  
**To:** \$98,891  
(\$98,591 +  
\$300 CP)  
Cl. MA+45, St.  
8

GORMAN, Thomas - **from** Principal, Ridgewood High School, **to** Acting Superintendent of Schools, effective December 11, 2020 through **TBD**.

Account # 11-000-230-104-00-20-019-000

Board  
approved  
salary, plus  
\$2,000  
stipend/month

**Revision:** MANNION, Erin - **from** Resource Room Special Education Classroom Aide, George Washington Middle School, 5.75 hours per day, 5 days per week, **to** Permanent Substitute, **from** Benjamin Franklin Middle School, approved by the Board at its meeting on November 2, 2020, **to** George Washington Middle School, effective November 4, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

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

**From:** \$17.50  
per hour  
**To:** \$21.50 per  
hour

NYHUIS, Jeffrey - **from** Assistant Principal, Ridgewood High School, **to** Assist the Acting Superintendent in the daily operations and management of Ridgewood High School, effective December 11, 2020 through **TBD**, as needed.

Account # 11-000-240-103-00-10-019-000

Board approved  
salary, plus  
\$2,500  
stipend/month

PIZZUTO, Basil - **from** Assistant Principal, Ridgewood High School, **to** Assist the Acting Superintendent in the daily operations and management of Ridgewood High School, effective December 11, 2020 through **TBD**, as needed.

Account # 11-000-240-103-00-10-019-000

Board approved  
salary, plus  
\$2,500  
stipend/month

**vi. Resignations****Dr. Fishbein**

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

**Teacher**

BINGHAM, Christine - Second Grade Teacher, Orchard School, effective January 1, 2021.

**Classroom Aide**

KIM, Elena - Resource Room Special Education Classroom Aide, Willard School, effective November 11, 2020.

**v. Leave of Absences****Dr. Fishbein**

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

**Revision:** GOLDBERG, Linda - School Nurse, Hawes School, **from** effective September 2, 2020 through November 25, 2020, with a reinstatement date of November 30, 2020, approved by the Board at its meeting on October 5, 2020, **to** effective September 2, 2020 through November 13, 2020, with a reinstatement date of November 16, 2020, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

HEIDER, Erin – Fourth Grade Teacher, Orchard School, effective February 17, 2021 through June 23, 2021, with a reinstatement date of August 31, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**Revision:** THORNTON, Jennifer – Librarian/Media Specialist, Hawes School, **from** effective April 29, 2020 through June 19, 2020; and September 1, 2020 through December 23, 2020, with a reinstatement date of January 4, 2021, approved by the Board at its meeting on June 29, 2020, **to** effective April 29, 2020 through June 19, 2020; and September 1, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**vi. Unpaid Leave of Absence****Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the unpaid leave of

absence listed below.

**Revision:** WITHAM, Lynne – Second Grade Teacher, Somerville School, **from** effective August 31, 2020 through November 25, 2020 with a reinstatement date of November 30, 2020, approved by the Board at its meeting on October 19, 2020, **to** effective August 31, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021.

vii. **Supplemental Pay Beyond Contract**

**Dr. Fishbein**

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

**Benjamin Franklin Middle School**

**Student Club Activity Advisors for the 2020-2021 School Year**

**BF Cares**

- **Gregory Wu**, no stipend.

**Drone Club**

- **Gregory Wu**, no stipend.

**Green Club**

- **Gregory Wu**, no stipend.

**Motorhead Club**

- **Gregory Wu**, no stipend.

**Pokemon Club**

- **Gregory Wu**, no stipend.

Account # 11-401-100-101-00-08-008-001

**George Washington Middle School**

**Additional: Co-Curricular Activity Advisors and Stipends for the 2020-2021**

**Brain Busters**

- **Lisa Alfuso**, Category 3, total stipend of \$2,591, paid in June.

**Fishing Club**

- **Robert Ransom**, Category 1, total stipend of \$740, paid in June.



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

**Ridgewood High School**

**PSAT Proctors**

**Proctors and Administrators for October 17, 2020, Preliminary Scholastic Aptitude Test (PSAT), approved by the Board at its meeting on October 5, 2020**

**Administrators – Each at the Hourly Salary Rate – Each not to Exceed 3 Hours**

**Donna Antonellis**

**Andrea Watson\***

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

**Supervision for Picture Day**

- **Margaret Schaefer**, not to exceed 3 hours, at an hourly rate of \$40.17 (\$120).
- **Meredith Yannone**, not to exceed 2 hours, at an hourly rate of \$40.17 (\$80.34).

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

**Curriculum, Instruction & Assessment**

**Extended-day Program to work with Title I Students Before/After School - Funded by ESEA/ESSA Title I Grant Funds**

**Orchard School, total not to exceed \$6,542**

- **Katherine Fischer**, at an hourly rate of \$50.04
- **Megan Galanti**, at an hourly rate of \$69.49
- **Hailey Gribben**, at an hourly rate of \$47.68
- **Michelle Jones**, at an hourly rate of \$76.92
- **Maureen LaBarr**, at an hourly rate of \$76.99
- **Judith Meany**, at an hourly rate of \$46.38
- **Megan Price**, at an hourly rate of \$70.29
- **Amy Schaffer**, at an hourly rate of \$70.29
- **Ellen Wolff**, at an hourly rate of \$64.67

Account # 20-231-100-101-00-03-022-001

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\*Related to staff member

**viii. Substitutes for the 2020-2021 School Year**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the

2020-2021 school year, as listed below.

**Teachers: Christine Doyle, Julie Greaney, Shannon Karch, Patrick Meyer, and Jason Wejnert**

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 thanked Dr. Gorman for serving as Acting Superintendent during the transition period. She also thanked Mr. Nyhuis and Mr. Pizzuto for overseeing the management of the high school and Ms. Khoury-Frias for serving as Acting Business Administrator/Board Secretary until Mr. Bisig assumes his new role. There are many to thank who step up everyday and particularly during this time of transition.

Mr. Dani is excited about Dr. Gorman's appointment, Dr. Gorman stated during his interview that he does not want to keep the status quo even though he is the acting superintendent and from day one will start implementing the new board's goals and policies. He's sure that with Mr. Nyhuis and Mr. Pizzuto we are in good hands at the high school. He has been interacting with Ms. Frias for a long time as a resident and she has always been prompt and he is happy about that.

Ms. Kwak welcomed Dr. Gorman and everyone who has stepped up.

Mr. Lembo said he is so proud to make Dr. Gorman the interim as he helps to transition during the search for the new superintendent. For the last eight years Dr. Gorman has continued the tradition of excellence, he knows the district, the community and is a graduate himself. He knows the traditions we instill in the community, We don't expect him to be a placeholder but a leader during this time of transition. He stated that we are fortunate to have administrators such as Mr. Nyhuis, Mr. Pizzuto and Ms. Khoury-frias to help us during this time.

Dr. Gorman thanked the board for allowing him this opportunity. He is humbled and honored to be part of this transition. He looks forward to working with everyone as we move forward. He stated that we are in difficult, challenging times but knows that this district with its parents and staff is second to none. This role will be the biggest professional challenge of his career, but working with the BOE, the community and parents we can prevail and achieve the board goals.

Mr. Dani added that during this time both the Superintendent and the Board president are Ridgewood alumni.

Dr. Fishbein 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 **2020-2021** school year, to be used as indicated.

Acceptance of a gift in kind from the Korean Parents Association for Face Masks  
valued at \$1,000.00.

ii. **Approval: Authorization of the Cancellation of Outstanding Columbia Bank Checks Drawn on the General Account**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the authorization of the cancellation of outstanding Columbia Bank checks drawn on the General Account as listed below.

Whereas, the Business Office has reviewed the disbursement activity of these accounts and found that these outstanding checks are approximately six months or more old and should be cancelled; now therefore,

Be it Resolved, that the Ridgewood Board of Education authorizes the cancellation of the Columbia Bank check as listed below:

<b><u>General Fund Account</u></b>		
<b>Date</b>	<b>Check #</b>	<b>Amount</b>
4/16/20	097704	\$40.50

iii. **Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **October 2020** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

iv. **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 2020**,

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.

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, Mr. Lembo

NAYS: none

Item v. was excluded from consideration and will be included for consideration at the next meeting.

**v. 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 2020** ; 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 read the donations into 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.

DATES	DESCRIPTION	CHECK NUMBER	AMOUNTS	REVIEWED BY
Nov 3	Columbia Bank On-Line	099899-099972	810,540.83	S. Brogan
Nov 10	Columbia Bank On-Line	099973-100038	360,604.58	S. Brogan
Oct 30	Payroll Transfer	P32865-P32865	3,221,694.44	S. Brogan
Oct 5	Electronic Transfer	C32869	21.45	S. Brogan
Oct 8	Electronic Transfer	C32868	116.59	S. Brogan
Oct 30	Electronic Transfer	L32871	22,260.00	S. Brogan
Oct 30	Electronic Transfer	F32872	9,339.18	S. Brogan
Nov 3	Electronic Transfer	L32873	4,587.00	S. Brogan
Nov 10	Electronic Transfer	B32948	637,050.00	S. Brogan
Nov 10	Food Service	620221-620223	32,268.84	S. Brogan
Oct 30	Colombia Bank Void Check	099509	(216.00)	S. Brogan
Nov 3	Colombia Bank Void Check	099935	(4,296.25)	S. Brogan
<b>TOTAL</b>			<b>5,093,970.66</b>	

Ms. Brogan moved approval of bills reviewed by her.  
Ms. Kwak seconded the motion.

Approval of Bills 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. Kwak recognized Ms. Kim Ng for being a Ridgewood High School graduate and the first woman and the first Asian American to be appointed as the general manager for a U.S. sports team. We all long to be judged for what we can do, not for what we are.

Dr. Fishbein commented that this was a story that was everywhere and in every newspaper, she is the right person for the position and she definitely worked hard to get there. He read every article and was fascinated by her story and heard a little bit about her as a student here. This was a real highlight.

Mr. Lembo said that the HSA;s are using Group Spot to get the word out on various efforts.

#### **XI. BOARD COMMITTEE REPORTS**

Mr. Lembo provided a brief update on the superintendent search being conducted by R-Pat Solutions, LLC.

The posting is currently available online, and it is printed in newspapers on Sundays. Mr. Lembo was told there are a large number of applicants including some from out-of-state. A survey to collect input from stakeholders is currently being formulated, and it will be going out to the community including parents, educators and staff. Based on R-PAT's timeline, the Board is anticipating that candidates will be narrowed down in January.

Ms. Brogan stated she was concerned about the applications going out before we received the profile from the survey.

Mr. Lembo said he agrees and he reached out to them and they stated that their process is tried and true. The board told them that we want to make sure we are basing a candidate on what Ridgewood as a community needs versus what they believe will work.

Ms. Brogan asked will there be focus groups?

Mr. Lembo stated we are trying to figure out the best way to do that.

Ms. Brogan commented that she thinks that is important. She thinks that it can reinforce what is done in the surveys or it may bring out different information that people feel comfortable talking about.

#### **XII. DISCUSSION ITEMS**

#### **XIII. ACCEPTANCE OF MINUTES**

- October 19, 2020 Executive Session Minutes

Mr. Kaufman moved Acceptance of Minutes.

Mr. Dani seconded the motion, which was unanimously approved.

#### **XIV. OTHER BUSINESS**

Mr. Kaufman stated that he wants to follow up about looking into the later start time. The American Academy of pediatrics has done so many studies, and he understands Dr. Fishbein that parents may start adding more activities for kids during that time. He is curious to know if the people who transitioned from hybrid to remote is because they can get more sleep time. He does not know but is curious because that number is so large. Over 200 kids transitioned in high school. Are the parents seeing a better experience because they are getting extra sleep?

Dr. Fishbein added that he hopes that it did not seem that we would not look at a later start time, but with the current situation there is less scheduling for the kids and they are getting more sleep. When we get back to normal, kids will schedule themselves as precovid.

Mr. Kaufman stated that we have been able to adjust with covid in a hybrid model with less school time. He thinks we can adjust the curriculum to give kids some extra sleep and still give the education that they need. When we discussed a year ago, it seemed that sports was the concern. Mental health should be number 1. We are stuck in an old way of doing things, that kids have to get up early and go to school early. He read in an article that because of busing we have to bring the high school students first, elementary second, etc. This is not necessarily the case with Ridgewood but other districts he read about and wants to see if we can make the change.

Ms. Brogan said this is the bigger issue, what happens when we go back to the schedule, if we're the only school doing it, what happens with the other surrounding schools. It's not that sports are that important, it's when you look at the number of students participating and the timing/. If we make the day longer, for example end at 3:30 do the students who participate in sports who are going to another town for a game, the start time will eat into the educational day if we are the only school in the conference who is on that schedule. This time allows us some breathing room and the issue needs to be looked at holistically. Will this change be sustainable.

Ms. Kwak asked as part of that effort, when we see the large number of people moving from hybrid to remote or remote to hybrid is there a way to capture what is the impetus for that move?

Ms. Poelstra answered we can go back and have those conversations, we did not put it on the form since it is not required for people to give us a reason. We can ask the high school to touch base with kids and find out why.

Ms. Kelly said since it is her last meeting she requested to say a few words. She stated:

*First, I would like to thank Dr. Fishbein and the previous Board of Education for giving me the opportunity to service as the Business Administrator and Board Secretary for the Ridgewood Public School District. Thank you for trusting me to do the job I was hired to do. I would also like to thank all of the support staff and the staff at the Ed Center. I wish I could thank each of you individually so that the public could know how much I appreciate each and every one of you. This district could not function without all of you. I will miss you all very much.*

*To the teaching staff: I never got the chance to meet most of you in person, but I would like you to know that I am so proud to have been a part of this amazing school district, even if it was for only a few years. I hope that I have served you well.*

*To all of the administrators: You are the greatest group of administrators with which I have ever worked. I am in awe of the knowledge, experience, and dedication that you all bring to this district on a daily basis. I will miss all of you, as well.*

*To Ms. Townes: Ojetta, I believe you have the most difficult job in the district as the supervisor of HR. I have watched you perform your duties with grace, integrity, and empathy when needed. I will miss your advice and counsel.*

*To Ms. Poelstra: Stacie, in all my years in education, I have never met an individual more knowledgeable and experienced in curriculum and instruction. I have seen you work so hard for this district, especially through this awful pandemic. You have led the administrative team*

*all the way through this terrible situation and you continue to do so on a daily basis. To Dr. Fishbein: Dan, I have learned so much from you in the two short years that we have worked together. You are a man of integrity and a man of your word, you are kind, generous, and humble. Every decision you have made for this district was always in the best interest of the students and staff, regardless of what your critics say. We know the truth. I will be forever grateful for the opportunity I had to work with you in this district. I wish you all the best in your retirement.*

*To the Board of Education members: As the district continues through these unprecedented times, it is even more important for you to work as a team to navigate through these challenging events. This community is counting on you to make decisions that keep the students and staff in the forefront. I am hopeful that you will rise to the occasion. 28 years ago, I started my career in school finance; 7 years as an auditor in governmental accounting and 21 in school business administration. I have always taken my job very seriously and had the best interest of the students and staff in mind when making my decisions. I have been very fortunate to have worked in some of the best school districts in Bergen County. When I came to Ridgewood, I was so proud to become the first female Business Administrator for the district and to be the Business Administrator for the largest school district in Bergen County. It has been an honor and a privilege to serve as your Business Administrator and Board Secretary. Finally, I would like to wish Dr. Gorman and Mr. Bisig the best of luck. I know that you will both do a great job for this school district in your roles as Acting Superintendent and Business Administrator, respectively.*

#### **XV. COMMENTS FROM THE PUBLIC**

Laura Grasso, 136 Circle Ave., As a member of the community, staff, and REA leader, I want to take this opportunity to thank Ms. Antoinette Kelly for her service to the district and wish her well in her next position. I personally am thankful for the leadership and dedication you offered this district during your time here. Best of luck. You will be missed

Boyd. A. Loving, 342 South Irving Street, To clarify the comments I made earlier this evening, the document released on October 6 by the NJ State Department of Community Affairs was labeled as "Regulations" pertaining to remote meetings. Again, the document contains regulations, not guidelines. As such, I believe the District does not have the option of conducting remote meetings in any way other than what the State of NJ has specified. Thank you.

Lynn Benson, 117 John Street, As an advocate for social-emotional learning and overall health and well-being, I'm grateful for the presentation made by Mr. Pizzuto and Ms. DePinto this evening. And, I'm especially appreciative of the later school start time conversation which you all engaged in. Due to teens' biological shift with regards to circadian rhythm, resulting in falling asleep later and the need for more sleep in the mornings, the research clearly shows the benefits of later start times, not only for mental health and teens' immune system, but it also supports better outcomes in a number of areas, such as academics, athletics, and less car accidents. Hopefully, our district will make this a reality for our next school year. But in the meantime, should we go 100% virtual, let's not miss out on this critical opportunity. Thank you all for the endless hours you engage in to benefit our district. It's very much appreciated. Also, a quick final comment, Ms. Kelly, wishing you all the best. You will be



missed.

**XVI. MOTION TO GO INTO EXECUTIVE SESSION**

At 9:30 p.m., Mr. Lembo moved the following resolution. Ms. Kwak seconded the motion, which was unanimously approved. Mr. Lembo stated the minutes of the Executive Session will be released when the need for confidentiality no longer exists.

The Open Public Meetings Act authorizes a public body to meet in Executive Session under circumstances; and

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session to discuss a presentation by RPAT Solutions regarding personnel. No action will be taken in Executive Session.

**XVII. RECONVENED PUBLIC MEETING**

**XVIII. ADJOURNMENT**

At 10:05 p.m., by a motion made by Mr. Lembo and seconded by Ms. Kwak and unanimously approved, the meeting adjourned.

Respectfully submitted,

Joann Khoury-Frias  
Acting Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary

## 2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Laura Polk	Stepping Stones: Curriculum Launchpad Virtual Stepping Stones World Language Proficiency Project Self-Paced	Professional Development	\$156.84	0

The total cost for these conferences is \$156.84. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$23,340.40 leaving a balance of \$176,659.60.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1200.00.

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## 0164.6 REMOTE PUBLIC BOARD MEETINGS DURING A DECLARED EMERGENCY

### A. Purpose – N.J.A.C. 5:39-1.1

1. The purpose of N.J.A.C. 5:39-1.1 et seq. and Bylaw 0164.6 is to ensure a Board of Education or Board of Trustees of a charter school can conduct official public business in an open and transparent manner whenever a declared emergency requires a local public body to conduct a public meeting without physical attendance by members of the public.
2. Nothing in N.J.A.C. 5:39-1.1 et seq. prevents a local public body from holding a remote public meeting under such other circumstances as may be permitted by the Open Public Meetings Act, N.J.S.A. 10:4-1 et seq.

### B. Definitions – N.J.A.C. 5:39-1.2

For the purpose of this Bylaw and in accordance with N.J.A.C. 5:39-1.2, the following words and terms have the following meanings, unless the context clearly indicates otherwise:

"Adequate notice" shall have the same definition as at N.J.S.A. 10:4-8; however, for the purpose of N.J.A.C. 5:39-1.1 et seq., and to the extent not otherwise set forth at N.J.S.A. 10:4-8, the notice transmitted to at least two newspapers for publication may occur through electronic mail or other electronic means that is accepted or requested by the newspaper.

"Annual notice" means a schedule of regular meetings of the public body to be held in the succeeding year noticed pursuant to N.J.S.A. 10:4-8 and 10:4-18. For the purpose of N.J.A.C. 5:39-1.1 et seq., the annual notice may be transmitted through electronic mail to newspapers and persons requesting an annual notice pursuant to N.J.S.A. 10:4-18. If the declared emergency prevents the local public body from mailing an annual notice to individuals requesting notice pursuant to N.J.S.A. 10:4-18, it shall be mailed to individuals for whom the local public body does not have an electronic mail account as soon as practicable.

"Board" or "Board of Education" means a Board of Education or a Board of Trustees of a charter school as defined as a "local public body" or "public body" as per N.J.A.C. 5:39-1.2.

"Declared emergency" means a public health emergency, pursuant to the Emergency Health Powers Act, P.L. 2005, c. 222 (N.J.S.A. 26:13-1 et seq.), or a state of emergency, pursuant to P.L. 1942, c. 251 (N.J.S.A. App.A.9-33 et seq.), or both, or a state of local disaster emergency that has been declared by the Governor and is in effect.

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"Electronic notice" means advance notice available to the public via electronic transmission of at least forty eight hours, giving the time, date, location and, to the extent known, the agenda of any regular, special, or rescheduled meeting, which shall accurately state whether formal action may or may not be taken at such meeting.

"Internet" means the international computer network of both Federal and non-Federal interoperable packet switched data networks.

"Live streaming" means the live audio and video transmission of a remote public meeting over the Internet.

"Local public body" means any "public body," as that term is defined in N.J.S.A. 10:4-8, with territorial jurisdiction equal to or less than a county. This term shall include Boards of Education, counties, municipalities, boards and commissions created by one or more counties or municipalities, and any authorities subject to N.J.S.A. 40A:5A-1 et seq., including fire districts and other special districts, along with joint meetings or regional service agencies as defined in N.J.S.A. 40A:65-3.

"Public business" means and includes all matters which relate in any way, directly or indirectly, to the performance of the public body's functions or the conduct of its business.

"Public meeting" means and includes any gathering whether corporeal or by means of communication equipment which is attended by, or open to, all of the members of a public body, held with the intent, on the part of the members of the body present, to discuss or act as a unit upon the specific public business of that body. Meeting does not mean or include any such gathering (1) attended by less than an effective majority of the members of a public body, or (2) attended by or open to all the members of three or more similar public bodies at a convention or similar gathering.

"Remote public meeting" means a public meeting that is conducted by any means of electronic communication equipment permitted pursuant to N.J.A.C. 5:39-1.1 et seq.

C. Circumstances Under Which a Board of Education May Hold a Remote Public Meeting During a Declared Emergency for Conducting Public Business – N.J.A.C. 5:39-1.3

1. In addition to any circumstances under which public meetings held by means of communication equipment may be authorized pursuant to the Open Public Meetings Act, N.J.S.A. 10:4-1 et seq., the Board may hold a remote public meeting to conduct public business during a declared emergency if the emergency reasonably prevents the Board from safely conducting public business at a physical location with members of the public present.
2. If, during a declared emergency, the Board holds a physical meeting in a location where, pursuant to State and/or Federal guidelines meant to mitigate the risk of a

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contagious infection, the declared emergency necessitates capacity restrictions reducing the number of individuals that can be present in the meeting room to an amount below that reasonably expected for the public meeting by the Board, the Board must either hold the public meeting at another location with adequate capacity for the reasonably expected attendance by the public or hold the public meeting as both an in-person meeting and a remote public meeting.

a. As set forth at N.J.A.C. 5:39-1.4(c), no in-person meeting shall proceed if the room capacity does not permit any member of the public to attend.

3. Nothing in N.J.A.C. 5:39-1.3 shall be interpreted to prevent the Board from broadcasting the audio and/or video of, or taking remote public comment during, a public meeting that the public can physically attend without being subject to public health-related capacity restrictions.

D. Minimum Technological and Procedural Requirements for Remote Public Meetings Necessitated by a Declared Emergency – N.J.A.C. 5:39-1.4

1. If a declared emergency requires the Board to hold a remote public meeting to conduct public business, the Board shall use an electronic communications technology that is routinely used in academic, business, and professional settings, and can be accessed by the public at no cost.

a. Participant capacity on the selected platform should be consistent with the reasonable expectation of the public body for public meetings of the type being held and shall not be limited to fewer than fifty public participants (beyond those persons required to conduct business at the meeting).

2. Remote public meetings may be held by means including, but not limited to, audio-only teleconferencing, electronic communications platforms with video and audio, and Internet-accessible technology, such as live-streaming.

a. If an electronic communications platform or Internet-accessible technology is being utilized for a remote public meeting, a telephonic conference line shall also be provided to allow members of the public to dial-in by telephone to listen and provide public comment as otherwise required by law.

b. The Board shall require members of the public to state, prior to providing public comment, whether they wish to speak and to identify themselves prior to speaking.

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3. The Board shall provide the public with similar access to a remote public meeting as members of the Board, staff of the Board, and any individuals seeking one or more approvals from the Board.
  - a. If a remote public meeting is held by audio and video, the public shall also have the opportunity to participate in the meeting in both audio and video capacities.
  - b. The Board meeting held in-person shall not prohibit members of the public from attending in-person.
4. Any remote public meeting where sworn testimony is being taken shall be broadcast by video, as well as by audio.
  - a. All individuals giving sworn testimony at a remote public meeting shall appear by video in addition to audio.
5. Any presentations or documents that would otherwise be viewed or made available to members of the public physically attending the Board meeting shall be made visible on a video broadcast of the remote public meeting or made available on the Internet website or webpage of the entity governed by the Board, or the Internet website or webpage of the entity responsible for appointing the members of the Board.
  - a. If a document would be made available to individual members of the public in hard copy while physically attending the meeting, the document shall be made available in advance of the meeting for download through an internet link appearing either on the meeting notice, or near the posting of the meeting notice, both on the website and at the building where the meeting would otherwise be held.
  - b. If the Board does not have its own website, such documents shall be available upon request ahead of the meeting and provided through an official social media account if one
6. The Board holding a remote public meeting shall allow members of the public to make public comment by audio, or by audio and video, if the remote public meeting is held over both audio and video, during the meeting.
  - a. In advance of the remote public meeting, the Board shall allow public comments to be submitted to the Business Administrator/Board Secretary by electronic mail and in written letter form by a reasonable deadline.

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- b. The Board shall accept text-based public comment received during a remote public meeting held through an electronic communications platform or Internet-accessible technology. Public comments submitted before the remote public meeting through electronic mail or by written letter shall be read aloud and addressed during the remote public meeting in a manner audible to all meeting participants and the public.
    - c. The Board shall impose a reasonable time limit, where permitted by law, of four minutes on individual public comments and the same limits shall be placed on the reading of written comments. Each comment shall be read from the beginning, until the time limit is reached. The Board may pass over duplicate written comments; however, each duplicate comment shall be noted for the record with the content summarized. If the Board elects to summarize duplicative comments, the Board must not summarize certain duplicative comments while reading other duplicative comments individually.
7. The electronic communications technology used for a remote public meeting must have a function that allows the Board to mute the audio of all members of the public, as well as allow members of the public to mute themselves.
  - a. Any electronic communications platform or Internet-accessible technology used for a remote public meeting shall also allow the Board to regulate participation by individual members of the public.
  - b. A telephonic audio conference call line must have a queueing or similar function for regulating public comment.
8. Subject to D.5. and D.6. above, the Board shall adopt, by resolution, standard procedures and requirements for public comment made during a remote public meeting, as well as for public comments submitted in writing ahead of the remote public meeting.
  - a. Such procedures and requirements shall include standards of conduct to be followed by members of the public when making comment.
  - b. The procedures and requirements for making public comment, along with an explanation of the audio muting function of the electronic communications platform being used, shall be announced at the beginning of the remote public meeting.

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- c. Regulation of conduct by members of the public on a remote public meeting shall be consistent with law and practices followed if a member of the public disrupts an in-person meeting. The following procedures shall be incorporated:
  - (1) The Board shall facilitate a dialogue with the commenter to the extent permitted by the electronic communications technology;
  - (2) If a member of the public becomes disruptive during a remote public meeting, including during any period for public comment, the member of the Board charged with running the remote public meeting shall mute or continue muting, or direct appropriate staff to mute or continue muting, the disruptive member of the public and warn that continued disruption may result in being prevented from speaking during the remote public meeting or removed from the remote public meeting.
    - (a) Disruptive conduct includes sustained inappropriate behaviors, such as, but not necessarily limited to, shouting, interruption, and use of profanity.
  - (3) A member of the public who continues to act in a disruptive manner after receiving an initial warning may be muted while other members of the public are allowed to proceed with their questions or comments.
    - (a) If time permits, the disruptive individual shall be allowed to speak after all other members of the public have been given the opportunity to make their comment. Should the person remain disruptive, the individual may be muted or kept on mute for the remainder of the remote public meeting, or removed from the remote public meeting.
9. Electronic communications platforms and Internet-accessible technologies used for remote public meetings shall be hosted on FedRAMP Moderate Impact Level Authorized dedicated servers or in a FedRAMP Moderate Impact Level Authorized Cloud, unless the host of the dedicated servers or cloud provides annual evidence of satisfactory cybersecurity internal controls through a SOC2 audit report.
  - a. When using cloud services, the technology vendor shall check provider credentials and contracts to ensure FedRAMP Moderate Impact compliance unless annual evidence of satisfactory internal controls is provided through a SOC2 audit report.



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- E. Notice of Remote Public Meetings; Statement in Minutes – N.J.A.C. 5:39-1.5
1. Adequate notice of a remote public meeting must include, in addition to the content required pursuant to N.J.S.A. 10:4-8, clear and concise instructions for accessing the remote public meeting, the means for making public comment, and where relevant documents, if any, will be made available.
  2. In addition to adequate notice, the Board shall also provide electronic notice of a remote public meeting, except as may be permitted pursuant to N.J.S.A. 10:4-9.3 and E.3. below.
    - a. The electronic notice shall contain the content required pursuant to N.J.S.A. 10:4-8 and 10:4-9.1 and E.1. above, and shall be posted on the Internet website or webpage of Board and/or school district, or the entity responsible for appointing the members of the Board.
      - (1) If the Board does not have a website, electronic notice shall be provided on an official social media platform of the Board; however, electronic notice is not required if the Board does not have an internet presence.
      - (2) Unless otherwise prohibited by the declared emergency, the content of the electronic notice shall also be posted on the main access door of the building where the public would routinely attend public meetings of the Board in-person. The notice must be viewable from the outside.
  3. If during a declared emergency the Board elects to issue electronic notice of a remote public meeting in lieu of, rather than in addition to, adequate public notice, as permitted pursuant to N.J.S.A. 10:4-9.3, the Board shall limit public business discussed or effectuated at the meeting to matters:
    - a. Necessary for the continuing operation of government and which relate to the emergency declaration connected with the declared emergency; or
    - b. Requiring decision during the remote public meeting due to imminent time constraints.
  4. Nothing in N.J.A.C. 5:39-1.5 prohibits the Board from holding a remote public meeting, notwithstanding the failure to provide adequate notice and electronic notice where permitted pursuant to N.J.S.A. 10:4-9.
  5. If the Board expects to conduct remote public meetings for a series of regularly scheduled meetings advertised in its annual notice, the annual notice shall be

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- revised at least seven days prior to the next regularly scheduled meeting, indicating which meeting(s) will be held as a remote public meeting and shall contain clear and concise instructions for accessing those remote public meetings, the means for making public comment, and where relevant documents, if any, will be made available.
- a. In addition to the means of notice transmission required pursuant to N.J.S.A. 10:4-18, the revised annual notice shall be posted on the Internet website or webpage of the Board and/or school district, or the entity responsible for appointing the members of the Board.
  - b. If the Board does not have its own website, the revised notice shall be provided on an official social media platform unless the Board does not have an Internet presence.
  - c. Unless otherwise prohibited by the declared emergency, the content of the electronic notice shall also be posted on the door of the main public entrance to the building where the public would routinely attend public meetings held by the Board.
    - (1) Notice must also be posted on the door for any designated and clearly delineated handicap accessible entrance. These notices must be viewable from the outside.
6. If a previously scheduled Board meeting was to allow public attendance without a public health-related restriction as to capacity, but the Board intends to hold the same meeting as a remote public meeting due to a declared emergency and the change is not reflected in a revised annual notice issued pursuant to E.5. above, the Board shall issue adequate and electronic notice for said meeting pursuant to E.1. and E.2. above as if the meeting were not included in the annual notice.
7. At the commencement of every remote public meeting of the Board, the person presiding shall announce publicly, and shall cause to be entered in the minutes of the meeting, an accurate statement to the effect that:
- a. Both adequate and electronic notice of the meeting has been provided, specifying the time, place, and manner in which such notice was provided;
  - b. Only electronic notice of the meeting has been provided, specifying the time, place, and manner in which such notice was provided, and that discussion and effectuation of public business shall be limited to only those matters:

# BYLAW

# RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Remote Public Board Meetings  
During a Declared Emergency

- (1) Necessary for the continuing operation of government and that relate to the applicable emergency declaration; or
- (2) Requiring decision during the remote public meeting due to imminent time constraints; or

c. That adequate notice and electronic notice was not provided, in which case such announcement shall state:

- (1) The reason(s) why the matter(s) discussed are of such urgency and importance, as contemplated pursuant to N.J.S.A. 10:4-9(b)(1), and the nature of the substantial harm to the public interest likely to result from a delay in the holding of the meeting;
- (2) That the remote public meeting will be limited to discussion of, and acting with respect to, such matters of urgency and importance;
- (3) The time, place, and manner in which notice of the meeting was provided; and
- (4) Either that the need for such meeting could not reasonably have been foreseen at a time when adequate notice and/or electronic notice could have been provided, in which event, such announcement shall specify the reason why such need could not reasonably have been foreseen; or that such need could reasonably have been foreseen at a time when adequate notice and/or electronic notice could have been provided, but such notice was not provided, in which event the announcement shall specify the reason why adequate notice and/or electronic notice was not provided.

8. Where the Board is required by law to provide a meeting agenda, or otherwise provides a meeting agenda by practice at its regularly scheduled meetings, prior to the commencement of the remote public meeting, the Board shall also make a copy of the agenda available to the public for download through an Internet link appearing either on the meeting notice, or near the posting of the meeting notice on the website.

a. The notice shall also be posted at the building where the meeting would otherwise be held prior to the commencement of the remote public meeting.

## F. Executive or Closed Session During Remote Public Meetings

1. A Board entering into an executive or closed session shall ensure that audio or video of the session cannot be accessed, except by those individuals that are participating in the session.

# BYLAW

# RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Remote Public Board Meetings  
During a Declared Emergency

- a. A separate non-public conference line or e-platform session may be employed for this purpose.
2. The secretary of the Board should take roll call with each individual affirmatively identifying themselves prior to commencing the closed session.
3. If a closed session is held through a telephonic conference call a separate call-in line should be made available to ensure confidentiality.
4. For closed sessions during remote public meetings held through video conferencing, audio recording should be muted and video recording blocked by a graphic labeled “Executive Session”.
5. As with in-person meetings, the Board shall have read into the record the reason(s) for entering into executive session.

N.J.A.C. 5:39-1.1 et seq.

Adopted:

FIELD TRIPS FOR APPROVAL

November 16, 2020

ONE DAY TRIPS

ATTACHMENT C

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	Est. Total Cost To District	Annual Event	Meets Requirements
11/12/20	RHS	Veteran's Field Ridgewood, NJ	250 Senior Slide Show & Dinner	10	0	\$0	\$0	No	Yes
11/17/20	RHS	Stop and Shop, Renatos Ridgewood, NJ	5 STEPPS	4	0	\$0	\$0	No	Yes
11/19/20	RHS	Jersey Mike's, Walgreens Ridgewood, NJ	5 STEPPS	4	0	\$0	\$0	No	Yes
11/21 or 11/22/20 *Depending on weather	RHS	Silas Condict Park Kinnelon, NJ	20 RHS Alps Club	2	0	\$0	\$0	No	Yes
11/24/20	RHS	Stop and Shop, Tito's Burritos Ridgewood, NJ	5 STEPPS	4	0	\$0	\$0	No	Yes
12/1/20	RHS	Columbia Bank, Starbucks Ridgewood, NJ	5 STEPPS	4	0	\$0	\$0	No	Yes
12/5 or 12/6/20 *Depending on weather	RHS	Harriman State Park Harriman, NY	20 RHS Alps Club	2	0	\$0	\$0	No	Yes
12/12 or 12/13/20 *Depending on weather	RHS	Ringwood State Forest Ringwood, NJ	20 RHS Alps Club	2	0	\$0	\$0	No	Yes
12/24/20	RHS	Stop and Shop, The Daily Treat Ridgewood, NJ	5 STEPPS	4	0	\$0	\$0	No	Yes

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
December 7, 2020**

**I. CALL TO ORDER AND ROLL CALL**

**Present:**

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

**Also Present:**

Dr. Daniel Fishbein, Superintendent; Ms. Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction & Assessment; Ms. Antoinette Kelly, Business Administrator/Board Secretary, Ms. Ojetta Townes, Manager of Human Resources, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS**

**A. STUDENT REPRESENTATIVE REPORT**

The Ridgewood Public School System along with the Ridgewood Health Department decided to temporarily move RHS to an all-remote learning environment and in-person learning will resume on Wednesday, December 9. The students, teachers, and staff have been through this once before which means that we can use our previous experiences with all remote instruction to better adjust to this method of learning. Regardless, the students and teachers have still found ways to follow through with their activities despite not being in the building.

Academics:

- The school-based mental health team sent out their first mental health and well being monthly newsletter to the school community.
- The RHS students who are in the AP economics program practiced their business and accounting skills by baking treats at home and then competed against their classmates. An RHS senior raised over \$300, which he then donated to the Habitat for Humanity organization.
- The RHS Alumni Association launched the Alumni Career Series Program which provides RHS seniors with a spring externship option as well as a webinar series where prominent RHS alumni share their experiences at RHS to the students. The first speaker was Jamie Cariddi, from the class of 1995, who is the Chief Administrative Officer at Wells Fargo Securities and he shared about his life on Wall Street.

#### Arts:

- The RHS High Times chiefs, editors, and columnists have been hard at work all to make sure that the December issue is flawless.
- The Newplayers are hoping to be able to perform *Macbeth* in the spring but their virtual performance of *A Christmas Carol* will be released sometime before the holidays.
- Despite not being in school full time, the choir classes have been preparing several different pieces. They utilize Zoom breakout rooms to catch everybody up and then conduct the rehearsal.

#### Athletics:

- The varsity girls and varsity boys cross country teams won sectional titles at the NJSIAA North 1 sectional meet. The freshmen girls cross country team finished first in the freshmen state championship meet which earned them a state title.
- Several of the RHS Senior athletes have committed to playing their sport at the collegiate level. The Ridgewood community could not be more excited to see what the future holds for them.

#### Activities:

- The student government is in the process of collecting feedback from the students on virtual learning to improve for the future. The senior slideshow was canceled so they are finalizing the details for the spring events for the seniors and they are also making school merchandise for each of the classes.
- Project Interact is hosting a virtual Giving Tree project where they're encouraging the Ridgewood community to donate money to organizations based on the items they have at home. This is an excellent way for students and families all throughout the district to help out other families during this time of crisis.

#### Miscellaneous:

- A few of the RHS juniors gathered at Graydon Pool a few weekends ago to

hold a food drive. They received donations of canned food to help out local families in the area

**B. RESOLUTION HONORING DANIEL FISHBEIN, Ed.D**

Whereas, Dr. Daniel Fishbein has served with distinction as Superintendent of the Ridgewood Public Schools from 2008 until 2020;

Whereas, Dr. Fishbein, with tremendous energy, an unwavering passion for education, a genuine love of children, and a deep understanding of the complexities of human nature, has guided the district with fairness and integrity at all times;

Whereas, Dr. Fishbein, during his twelve-year tenure, engaged the community and staff in three strategic planning sessions; reaffirming the vision, beliefs, and mission of the district and formulating goals focused on our students' education, habits of learning, and continuous improvement;

Whereas, Dr. Fishbein, with his extensive knowledge of curricula, led the district to analyze and assess the course of study across all grades through a five-year review cycle aligned with the Ridgewood Public Schools' mission of providing a rich and challenging learning environment, enabling students to maximize their unique potential;

Whereas, Dr. Fishbein was instrumental in bringing full-day kindergarten to Ridgewood. With notable focus and energy, he engaged community members in discussions enumerating the key reasons why full-day kindergarten would improve educational outcomes for Ridgewood's youngest learners;

Whereas, Dr. Fishbein sought to improve special education in Ridgewood. Under his leadership, a thorough review of special education services was undertaken, training in the Orton-Gillingham approach was offered to staff, in-district programs were designed and expanded, and the STEPSS program for students ages 18 to 21 was initiated;

Whereas, Dr. Fishbein's in-depth understanding of the importance of the social and emotional learning needs of all students led to the expansion of in-school counseling services. In addition, he embraced the Stigma-Free initiative to enhance the conversation about and address mental health needs;

Whereas, Dr. Fishbein believes that the school environment is integral to quality learning, and he systematically worked to improve our school facilities by budgeting funds for maintenance and capital improvements. He spearheaded and planned the successful 2009 referendum that resulted in new instructional space added to four school buildings, major system replacements at Ridgewood High School, and expanded athletic facilities for our students and the community.

Whereas, Dr. Fishbein led the district's green initiatives through energy savings programs and the installation of solar panels at school buildings engaging students and staff in sustainability and energy conservation efforts;

Whereas, Dr. Fishbein's leadership through the 2020 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. Throughout the spring of 2020, Dr. Fishbein's weekly emails to families provided comfort, critical information, and welcome humor during dark and uncertain days. Dr. Fishbein's steady leadership through a complex and evolving reopening plan in the fall of 2020 allowed Ridgewood schools to open September 2<sup>nd</sup>, offering both in-person and remote learning options;

Whereas, Dr. Fishbein is admired for his fair and unbiased hiring practices and his ability to build a team of highly qualified administrators;

Whereas, Dr. Fishbein models positive leadership that is manifested in the relationships he builds and the ultimate success of the district and our students;

Whereas, Dr. Fishbein as an educational leader and mentor is highly respected by his fellow superintendents and the aspiring superintendents whom he teaches; and

Whereas, Dr. Fishbein is an advocate for educational excellence and is active in public education groups and associations, including the NJASA and the Garden State Coalition of Schools; now, therefore, be it

Resolved, that we, the members of the Ridgewood Board of Education, wish Dr. Daniel Fishbein all the best in retirement, and be it further

## V. COMMENTS FROM THE PUBLIC

Matthew Murphy, 315 Kenilworth Road, He stated that Dr. Fishbein started in the district when his daughter started at Somerville, at the time there was a lot of ugliness going on in the schools. Dan did what great leaders do, took his time, asked questions and checked his ego at the door. He brought the community together at a time when the community could have been split. The staff and the board of ed rallied at that time. It is not easy to be the Superintendent in a town that you live in when you are raising 5 children in the district. Our job as leaders is to represent the entire community. He has never doubted how much Dr. Fishbein loves Ridgewood, the students and the staff. He is one of the kindest, most ethical human beings. He is glad and blessed that Dan led the district during these years. He wished the entire board the best success as they move forward. He said he stood here 13 years ago and told the board that they had a local boy and you now have now he stands here again stating that you have another local boy.

Dr. Tom Gorman, Principal RHS, echoed Dr. Murphy's comments and stated that this was a beautiful proclamation. He was talking with Dr. Fishbein earlier in the day and they Agree that it is all a team effort. Dr. Fishbein has pushed and prodded everyone, but has said yes when members came to him with sound ideas and been able to move forward. Tonight he is the only one who could attend but on behalf of the administrative staff, he thanked everyone. And commented that Dr. Fishbein always got the snow day calls correct.

Bob Hutton, 265 Hillcrest Road, calling on behalf of Laurie Goodman, Mark Bombase, Joseph Valerini, Michelle and Sheila Brogan to express their respect, administration and thanks to Dan Fishbein, He discussed the pick 6 interview process of how Dr. Foishbein was hired. He was the local guy from down the street. In June they appointed him to the Ridgewood Public Schools. He thanked him for his 12 years of outstanding service. He also thanked him personally for his help during his cancer battle. He asked his former colleague, Sheila Brogan to present Dr. Fishbein with gifts from the "pick 6" board members including a colleague of photos and a gift card. He thanked him from all of the previous board members. He will be missed by many.

Michael Yannone, 320 Kenilworth Road, On behalf of the Ridgewood Education Association, I would like to wish Dr. Fishbein congratulations on his retirement and thank him for his tireless service to the district these past 12 years. Our district looked very different 12 years ago – our students learned differently and where they learned was also quite different. During Dr. Fishbein's time as superintendent Ridgewood has moved towards more individualized instruction, technology has been placed directly in the hands of our students, and our facilities have been greatly improved. Our district is better for his leadership and the teachers and secretaries of the district offer him our heartfelt thanks and wish him nothing but the best as he begins his retirement.

Lynn Benson, 117 John St., I am unable to watch the BOE meeting this evening but wanted to be sure to submit this note. Dr. Fishbein, our family wishes you all the best. Thank you for all your contributions toward the Ridgewood Public School system. In addition to adhering to the Tradition of Excellence in terms of academics, we are grateful for the increased commitment toward health and wellness over the years as well, which in return, supports academic outcomes. Under your leadership, SEL has strengthened, guidance counselors were added to support students' needs, Care Plus was implemented, and the mental health coordinator position was created...all highly important components to support our community of students, parents, and Ridgewood staff members. Also, with regards to the Covid19 pandemic, your leadership throughout has been incredible. We were one of the first districts to open our doors, and one of the last to need to go 100% virtual for periods at a time. Having to lead during this pandemic must have been one of the most challenging aspects of your time as superintendent, while simultaneously addressing so many diverse, strong opinions. The DEI focus in recent months, along with the hiring of an expert trainer is yet another initiative which we're grateful for. As evidenced by the incredible reaction and response by the RPS administrators and faculty, along with many community members when you announced your decision, you will be greatly missed. Again - wishing you all the best.

Stacey Loscalzo, 174 N. Pleasant Ave., Dr. Fishbein- Thank you so much for all your work over the past 12 years. Ridgewood Public Schools thrived under your leadership. You will be missed. Good luck in your future endeavors.

Gianna Adam, 562 Morningside Rd., When will the school travel restriction adjust to the recently updated NJ State and CDC guidelines?

Kathy Marshall 136 Linden Street, thanked Dr. Fishbein on behalf of the Marshall family. She has always appreciated Dr. Fishbein's sensitivity, leadership and presence everywhere

she went including community events, presentations and sporting events. She wished him good luck and happy retirement.

## VI. PRESENTATIONS

### A. STRATEGIC PLAN UPDATES

#### ➤ Ms. Poelstra

Ms. Poelstra provided an update on the Vision 2024 Strategic Plan and reinforced the district's commitment to the vision and goals, which are reflected in the Beliefs and Practices document. The five areas of focus are learning, teaching, culture, governance, and community.

Ms. Poelstra pointed out two indicators that support the district's belief in the area of learning and discussed how the middle school portfolio initiative aligns with these actions. The portfolios demonstrate the students' proficiency in each subject area in a way that reflects the habits of learning (critical thinking, empathy, creativity, and resilience). The growth reflection component of the portfolio relates to indicator C - students regularly reflect upon the learning process and evaluate and use feedback to demonstrate growth.

In the area of teaching, the district is committed to the ongoing professional learning of teachers, which is evident in the expansion of the New Teacher Induction Program to include four years of professional development facilitated by department supervisors. Ms. Poelstra thanked the administrators for contributing to this important opportunity to acclimate and support our new teachers. Year one focuses on introducing teachers to the district, and sessions are led by Jeannie O'Neill, Michelle Fenwick, and Joyce Cerbasi. Mark Ferreri and Chris McCullough work with year two teachers to help them expand their instructional repertoire and learn new strategies. In year three, we begin to emphasize the importance of building leadership. Teachers are asked to design a leadership project that aligns with the Beliefs and Practices of Vision 2024. Susan Nold has contributed to year four of the program, and she works with teachers to reflect on their journey.

The district began training in Diversity, Equity, and Inclusion, which was identified in the strategic planning process as an area of need. Seventy staff members are participating in training related to building cultural competence. The first of the four sessions conducted by 3CP focused on CQ Drive, which helps participants recognize their level of interest, persistence, and confidence during multicultural interactions. The remaining sessions will cover CQ Knowledge, CQ Action, and CQ Strategy.

In the governance sector, the strategic planning committee felt that communication with stakeholders must be consistent and transparent. Ms. Poelstra showed the new Communications Central website that was developed over the summer. The district communications plan, correspondence, newsletters, press releases, and media coverage are a few examples of what can be found on this website.

STEPPS (School Transition and Employment Program for Student Success) was

started for the 18-21-year-old population, and Ms. Poelstra shared some of the recent developments. A partnership with the REED Foundation is being explored, including potential internships with the hydroponic farm in Hackensack, and trial internships at a local business are beginning. Ms. Poelstra concluded by thanking the administrative team, teachers, and students for their ongoing commitment to the goals of the strategic vision for the district.

Ms. Poelstra's presentation can be found on the district website.

**B. SUPERINTENDENT SEARCH UPDATE**  
➤ **R-PAT Solutions LLC**

Mr. Lembo stated this discussion will be conducted during the executive session.

**VII. SUPERINTENDENT'S REPORT**

**A. Superintendent Comments**

Dr. Fishbein made the following statement:

*We continue to monitor the COVID-19 infection rates in our community and surrounding communities. While we have been able to stay open as a district and only close individual schools. Our neighboring districts have had to close for extended periods of time. We are starting to experience a staffing issue based on these closings. It has to do with staffing because as these districts close and go remote, this impacts our staff who have children in those districts and do not have childcare.*

*We are monitoring the situation, but it may impact our ability to stay hybrid. Thank you to the Ridgewood Board of Education both present and past Board of Education members for permitting me to serve my own community where my wife and I chose to raise our own five children.*

*We have an excellent teaching staff and I thank them for their service to the community pre-COVID and during COVID.*

*Our support staff is what makes the district run. I thank them for their service to the students and staff.*

*Our Administrators are really second to none. They work tirelessly to make sure our schools operate at a level that is envious of all other districts. Ridgewood is the standard that all other districts aspire to.*

*Over the past 12 plus years, a lot has been accomplished in the district and it was all accomplished through teamwork. I am not even going to attempt to list anything. I do want to offer some advice. Think long term when making decisions.*

- *Infrastructure is not sexy, but the bathroom you renovate will be there for at least*

*50 years. A performing arts center is not just for this generation, but for generations to come.*

- *Make changes in curriculum and instruction for thoughtful, correct reasons that are based on improving student experiences.*
- *School funding - fund our schools to a level that makes what we do, educate students, sustainable.*
- *Let administrators administer our schools at the central office and school level.*
- *Look to policy to assist the administrators for the present and future.*
- *Support the arts, athletics and all student activities to the fullest level possible.*
- *Continue to build programs that support all students especially those with learning challenges RISE, RED, REACH, NOVA, Unified Sports and STEPPS make us special because we make a statement of the importance of education to the neediest members of our educational community.*
- *Finally, treat each other with respect. Education is a service calling. Honor those who have knowledge based on successful longevity and learn from each other.*

*Thank you for allowing me to serve my community.*

## VIII. COMMITTEE OF THE WHOLE REPORTS

- Finance
  - October Treasurer's Report

Ms. Khoury Frias asked if there were questions regarding the October Treasurer's report.

<b>IX.</b>	<b>CONSENT ITEMS: REGULAR AND ROUTINE ISSUES</b>
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	Dr. Fishbein presented for consideration A. Attendance at Conferences.
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### 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 at 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. Fishbein presented for consideration B. Administration.

### B. ADMINISTRATION

#### i. Appointment: Affirmative Action Officer

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of Ojetta Townes, Human Resources Manager as the Affirmative Action Officer for the Ridgewood Public Schools for the 2020-2021 school year.

**ii. Appointment: School Security Specialist**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of Scott Bisig, Business Administrator as the School Security Specialist for the Ridgewood Public Schools for the 2020-2021 school year.

**iii. 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 for the 2020-2021 school year in accordance with N.J.A.C. 5:35-5 et. seq.

**iv. Appointment: Settlement Agreement SE#3/2020/2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#3/2020-2021 between the parents of Student #905890 and the Ridgewood Board of Education.

The Board has received background information.

**v. Appointment: Settlement Agreement SE#4/2020/2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#4/2020-2021 between the parents of Student #905249 and the Ridgewood Board of Education.

The Board has received background information.

**vi. Approval: Health and Safety Evaluation of School Buildings Checklist for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Health and Safety Evaluation of School Buildings Checklist for the 2020-2021 School Year.

The Board has received background information.

Ms. Brogan moved approval of B. Administration with the exception of vii. Approve: Appointment of Architect. She requested to separate that item.

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. Fishbein 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. 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. Fishbein 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:** EBENHACK, Kayley - Leave of Absence Replacement Resource Room Teacher (non-tenure track), Willard School, **from** effective December 1, 2020, or as soon after as possible, through June 23, 2021, as approved by the Board at its meeting on November 2, 2020, **to** effective November 30, 2020, or as soon after as possible, through June 23, 2021. Ms. Ebenhack possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Students with Disabilities and Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Ebenhack will be registered into the NJDOE Provisional Teacher Program.

Account # 11-213-100-101-00-07-019-000

\$60,518  
Cl. BA, St. 1  
pro-rated

NICHOLAS, Kristen - Preschool Disabilities Teacher (tenure track), Glen School, effective February 8, 2021, or as soon after as possible, June 23, 2021. Ms. Nicholas possesses an NJDOE Provisional Certificate as a Teacher of Preschool through Grade 3 and Provisional Certificate as a Teacher of Students with Disabilities. Ms. Nicholas will be registered into the NJDOE Provisional Teacher Program.

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

\$67,618  
Cl. MA, St. 1  
pro-rated

#### Long-term Substitutes

**Revision:** BELISLE, Joel – Special Education (RISe) Teacher, Benjamin Franklin Middle School, **from** effective September 1, 2020 through December 2, 2020, approved by the Board at its

meeting on November 2, 2020, **to** effective September 1, 2020 through November 25, 2020, at a daily rate of \$125 per day, until the assignment ends.

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

SHULMAN, Leanne - Preschool Disabilities Teacher, Glen School, effective December 15, 2020 through February 10, 2021, at a daily rate of \$150 per day, until the assignment ends.

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

**Revision:** TAHAN, Ellen - Long-term Substitute, Art Teacher, Ridge School, **from** effective September 1, 2020 through January 4, 2021, approved by the Board at its meeting on June 29, 2020, **to** effective September 1, 2020 through January 7, 2021, at a daily rate of \$125 per day, until the assignment ends.

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

### **Classroom Aides/Lunchroom Aide**

**Revision:** CARNEY, Elizabeth - Lunchroom Aide, Hawes School, **from** effective October 6, 2020, or as soon after as possible, through December 4, 2020, approved by the Board at its meeting on October 5, 2020, **to** effective October 6, 2020 through June 22, 2021, 5 hours per day, 5 days per week, at an hourly rate of \$17.50.

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

DOMERSTAD, Dana - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective December 8, 2020, or as soon after as possible, through June 22, 2021, 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

FRIDMAN, Yaniv - Applied Behavior Analyst Aide (ABA), Glen School, effective December 8, 2020, or as soon after as possible, through June 22, 2021, 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

**Revision:** GREANEY, Julie - Resource Room Special Education Classroom Aide, Somerville School, **from** effective September 2, 2020 through November 25, 2020, approved by the Board at its meeting on September 14, 2020, **to** effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per, at an hourly rate of \$17.50.

Account # 11-213-100-106-00-05-024-001

SHAHIDI, Terry - Self-Contained (LLD) Special Education



Classroom Aide, Hawes School, **from** effective October 6, 2020 through December 4, 2020, approved by the Board at its meeting on October 5, 2020, **to** effective October 6, 2020 through June 22, 2021, 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

WONSOWICZ, Leslie - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective December 8, 2020, or as soon after as possible, through June 22, 2021, 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

ii. **Change of Assignments**

**Dr. Fishbein**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following change of assignments, 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 November 23, 2020, November 24, 2020 and November 30, 2020.

Account # 11-213-100-101-00-10-019-000

**From:** \$94,265  
(\$89,490 +  
\$300 CP +  
\$4,475 ratio)  
Cl. MA+45, St.  
12

**To:** \$113,057  
(\$107,388 +  
\$300 CP +  
\$5,369 ratio)  
Cl. MA+45, St.  
12

BALOCH, Sumera - **from** Self-Contained (RED) Special Education Classroom Aide, Glen School, **to** Applied Behavior Analyst Aide (ABA), Glen School, effective December 8, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week.

Account # 11-212-100-106-00-01-024-001

**From:** \$17.50  
per hour  
**To:** \$20.17 per  
hour

BATTAGLIA, Karen - **from** Resource Room Special Education Classroom Aide, Orchard School, 5.75 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Travell School, effective December 3, 2020 through December 14, 2020, 5 hours per day, 5 days a week.

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

Hourly rate will  
remain the  
same

BATTAGLIA, Karen - **from** Resource Room Special Education Classroom Aide, Travell School, 5 hours per day, 5 days a week,

Hourly rate will  
remain the

**to** Resource Room Special Education Classroom Aide, Orchard School, 5.75 hours per day, 5 days per week, effective December 15, 2020 through June 22, 2021. same  
Account # 11-213-100-106-00-03-024-001

FELDHAWN, Karen - **from** Lunchroom Aide, Somerville School, 2 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Somerville School, effective December 8, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week. Hourly rate will remain the same  
Account # 11-213-100-106-00-05-024-001

LaCHAPELLE, Victoria - **from** Resource Room Special Education Classroom Aide, Hawes School, **to** Self-Contained (RED) Special Education Classroom Aide, Glen School, effective December 1, 2020 through June 22, 2021, 5.75 hours per day, 5 days per week. Hourly rate will remain the same  
Account # 11-216-100-101-00-01-024-001

MONAHAN, Colleen - **from** Resource Room Special Education Classroom Aide, Somerville School, 5.75 hours per day, 5 days per week, **to** Lunchroom Aide, Somerville School, effective December 8, 2020 through June 22, 2021, 5 hours per day, 5 days per week. Hourly rate will remain the same  
Account # 11-000-262-107-00-05-005-001

PILKINGTON, Jaclyn - **from** Long-term Substitute, Fourth Grade Teacher, Somerville School, effective August 31, 2020 through December 23, 2020, **to** Leave of Absence Replacement Fourth Grade Teacher (non-tenure track), Somerville School, effective September 1, 2020 through June 23 2021. **From:** \$125 daily rate  
**To:** \$60,518 Cl. BA, St. 1 pro-rated  
Account # 11-120-100-101-09-05-019-000

SCHWARTZ, Katherine - **from** Long-term Substitute, Second Grade Teacher, Somerville School, **to** Leave of Absence Replacement Second Grade Teacher (non-tenure track), Somerville School, effective September 1, 2020 through June 23, 2021. **From:** \$125 daily rate  
**To:** \$60,518 Cl. BA, St. 1 pro-rated  
Account # 11-120-100-101-09-05-019-000

WEINSTEIN, Nicole - **from** Long-term Substitute, First Grade Teacher, Hawes School, **to** Self-Contained (LLD) Special Education Classroom Aide, Hawes School, effective December 1, 2020 through June 22, 2020, 5.75 hours per day, 5 days per week. **From:** \$125 daily rate  
**To:** \$17.50 per hour  
Account # 11-204-100-106-00-02-024-001

### iii. **Resignations**

The Ridgewood Board of Education, upon the recommendation of

the Superintendent of Schools, approves the resignations listed below.

**Classroom Aides**

CAMILLERI, Nicholas - Self-Contained Special Education Classroom Aide, Benjamin Franklin Middle School, effective November 13, 2020.

ESPOSITO, Michael - Resource Room Special Education Classroom Aide, Ridgewood High School, effective November 30, 2020.

FEDER, Caryn - Resource Room Special Education Classroom Aide, Ridgewood High School, effective November 17, 2020.

OLIVER, Jo'elle - Applied Behavior Analyst Aide (ABA), Ridgewood High School, November 30, 2020.

**iv. Leave of Absence**

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

**Revision:** CATANZARO, Becky - First Grade Teacher, Hawes School, **from** effective September 2, 2020 through December 3, 2020, with a reinstatement date of December 4, 2020, approved by the Board at its meeting on August 31, 2020, **to** effective September 2, 2020 through November 30, 2020, with a reinstatement date of December 1, 2020, utilizing the FMLA/FFCRA and/or NJFLA leave entitlement.

VLAJIC-STEVANOVIC, Petra – Computer Science Teacher, George Washington Middle School, effective November 9, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**iv. Personal Leave of Absence**

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

Revision: WITHAM, Lynne – Second Grade Teacher, Somerville School, **from** effective August 31, 2020 through November 25, 2020 with a reinstatement date of November 30, 2020, utilizing the FMLA/FFCRA and/or NJFLA leave entitlement, approved by the Board at its meeting on October 19, 2020, **to** effective December 1, 2020 through June 23, 2021, with a reinstatement date of

August 31, 2021.

**v. Supplemental Pay Beyond Contract**

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

**Curriculum, Instruction & Assessment**

**Extended-day Program to work with Title I Students Before/After School - Funded by ESEA/ESSA Title I Grant Funds**

**Ridge School, total not to exceed \$16,481**

- Michele Coppola, at an hourly rate of \$81.46.
- Dana Higgins, at an hourly rate of \$76.99.
- Elizabeth Macri - at an hourly rate of \$76.99.
- Jill Marmo, at an hourly rate of \$65.98.
- Meghan McDermott, at an hourly rate of \$62.76.
- Lindsay Mitchell, at an hourly rate of \$59.86.
- Donna Pedersen, at an hourly rate of \$76.99.
- Matthew Tarulli, at an hourly rate of \$45.41.

Account # 20-231-100-101-00-04-022-001

**vi. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teacher: Joel Belisle, Sophia Candrilli, Joseph Crabbe, and Dianne Samra**

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. Fishbein 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 **2020-2021** school year, to be used as indicated.

Donor	Amount	Use	Account Number
RHS Football Scholarship Committee	\$700	To be used to cover the upgrade for the football team to use Charter Buses for the final postseason game.	20-020-200-512-00-10-034-001
Stephen W. Jones/Schwab Charitable Organization	\$2,500	To be used to support Carole's Science Center.	20-007-100-610-00-10-010-003

ii. **Approval: Acceptance of the Board 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 Treasurer for the month of **October 2020** ; 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: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000**

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 \$40,000 for goods and services.

The Board has received background information.

iv. **Approval: Acceptance of the Bergen County Cares Grant**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves acceptance of the Bergen County Cares Grant in the amount of \$34,773.60.

v. **Approval: Disposal of Equipment**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of equipment listed below through [www.govdeals.org](http://www.govdeals.org). This item is no longer needed.

Willard School

➤ 1 Ricoh Duplicator DD5450

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.

**vii. Approve: Appointment of Architect**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, authorizes the award of the Architect of Record services of FKA Architects, Oakland, NJ, for the period of December 8, 2020 through December 7, 2021, as per the rates listed on **Attachment B**.

The separate vote on item B. Administration vii. Approve: Appointment of Architect

Mr. Dani moved approval of B. Administration vii. Appointment of Architect.

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

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

Ms. Brogan stated she is voting no because the goal was to have an engineering and architectural firm approved and she has some concerns that the board did not do its due diligence on reference checks. When she looks at capital projects the majority of them need an engineer.

Mr. Dani voted yes because he believes they did their due diligence, they had lots of applications reviewed by the committee including administrators and board members.

Mr. Kaufman stated that this is an architect that has done extensive work in neighboring districts and believes that they have been researched extensively.

Ms. Kwak thanked the administrators who put in a lot of hours and who went through the architect applications. The board also was involved and gave everyone the attention and looked through the applications. She hesitates to have a punctuation oversight prevent FKA from being approved and looks forward to working with them.

**X. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA**

**A.** None at this time.

**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.

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
Nov 11	Columbia Bank On-Line	100039	17,362.50	C. Kaufman
Nov 30	Columbia Bank On-Line	100040-100230	1,805,371.26	C. Kaufman
Nov 23	Columbia Bank On-Line	831516	500.00	C. Kaufman
Nov 17	Electronic Transfer	H33026	1,170,679.16	C. Kaufman
Nov 17	Electronic Transfer	R33027	57,869.70	C. Kaufman
Nov 30	Food Service	620224-620225	20,240.00	C. Kaufman
Nov 11	Colombia Bank Void Check	099232	(102.27)	C. Kaufman
Nov 11	Colombia Bank Void Check	099911	(795.00)	C. Kaufman
Nov 12	Colombia Bank Void Check	099190	(645.00)	C. Kaufman
Nov 12	Colombia Bank Void Check	099986	(1,735.45)	C. Kaufman
Nov 23	Colombia Bank Void Check	100001	(2,042.00)	C. Kaufman
Nov 24	Colombia Bank Void Check	099295	(5,375.00)	C. Kaufman
<b>TOTAL</b>			<b>3,061,327.90</b>	

Mr. Kaufman moved approval of bills reviewed by him.  
Ms. Kwak seconded the motion.

Approval of Bills 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 congratulated the New Players for putting on a remote presentation.

Mr. Lembo stated that the band is selling poinsettias, Ridgewood Lacrosse is doing a drive and Kelly Ann Kreegan Organization was collecting coats last Saturday. The Alumni Association has a store set up and showcases items from alumni or Ridgewood residents. The Ridgewood PD, Fire Dept and Dad's Night will be at Somerville collecting toys for

children. Every HSA also has some type of a food drive going at this time.

### **XIII. BOARD COMMITTEE REPORTS**

Ms. Kwak reported that the negotiations committee had a productive meeting, and they look forward to continuing the dialog with the REA.

Mr. Kaufman reported that the Fields Committee meets about once per month, and they have been discussing recent vandalism. Mr. Kaufman encouraged parents to speak with their children about what has been happening and also to let them know that cameras may be installed.

Mr. Lembo reported that on Saturday, November 21, the NJSBA Delegate Assembly met. A discussion took place about how to conduct QSAC remotely for districts undergoing this process. The Delegate Assembly passed a resolution that if a Board member runs for an open seat in an election and his/her current term has not yet expired, the Board member must resign the current seat.

### **XIV. DISCUSSION ITEMS**

Mr. Kaufman shared a parent's concern about the high cost of the hockey program, and he suggested that the Board consider talking about funding the program this next year.

Dr. Fishbein stated that there are several other sports are also completely funded by parents including skiing, crew, and fencing. In the past parents have commented that hockey has gotten cheaper as students went into the high school because the travel teams are so expensive. When this was originally approved, the board agreed to pay a certain amount and the rest to be funded by the parents.

Ms. Brogan asked for participation levels of each sport, budget information, etc to make a decision.

Dr. Fishbein discussed changes regarding the CDC's guidelines for COVID-19 quarantine, our health department would like us to continue to follow the 14-day quarantine at this point.

Ms. Brogan asked if there are different rules for closing at the different school levels.

Dr. Fishbein replied that the rules are the same, if there are two cases with an unknown origin within a certain amount of days, there may be a link and there is the possibility of closure of that building.

Dr. Fishbein stated that our health department, nurses, Dr. Yankus, and Mr. Kilday have done a wonderful job with the behind the scenes work. Not all districts have their own health department. We have been fortuitous to have our nurses trained in contact tracing in the spring. If we are not closed for medical reasons but for staffing issues, ITDC and Alphabest can still operate.

Mr. Dani discussed the announced shortening of the quarantine time and reduction to 7



days. Today he has heard Governor Cuomo mention that in NY State that they are stating that schools are the safest place since they are not seeing transmission happening in schools.

#### **XV. ACCEPTANCE OF MINUTES**

- November 2 Regular Public Meeting
- November 3 Executive Session
- November 11 Executive Session
- November 16 Executive Session

Ms. Kwak advised that she submitted minor edits to the November 2 Regular Public Meeting, and requested that the minutes be approved with the suggested edits. She advised the edits were minor including Mr. Dani's name was misspelled, and the word adjourn was missing.

Mr. Lembo moved Acceptance of Minutes.

Ms. Kwak seconded the motion, which was unanimously approved.

#### **XVI. OTHER BUSINESS**

#### **XVII. COMMENTS FROM THE PUBLIC**

Ann Burton Walsh, 112 South Irving Street, This is to thank Dr. Fishbein sincerely for his service to our district. Dr. Fishbein, I have always appreciated your responsiveness to parents' and community's concerns about pressing issues throughout the years, your attendance at community events and seminars, and your support of Diversity, Equity, and Inclusion. Thank you, too, for your support of the Census 2020 effort and other civic matters. We wish you all the best in your future endeavors - you will be missed! I am also writing in favor of the Board's use of focus groups or some other type of live public participation in the superintendent search

Emily Boshart, 296 Mountain Ave., Why isn't Ridgewood public schools following the new travel quarantine guidelines published by the CDC and New Jersey Department of Health? New Jersey allows quarantine to end after seven days with a negative test result but Ridgewood will not allow a student to return to school for a full two weeks.

Kate Krsnak, 25 Lee Ave., As a teacher at Ben Franklin, I would just like to thank Dr. Fishbein for his leadership and guidance, and for his part in helping to make this district a great place to work. Wishing you all the best in your retirement!

Laura Grasso, 136 Circle Ave., I wanted to personally thank Dr. Fishbein for his 12 years of service to the staff, faculty, students, and families in the district. You will be sorely missed and always remembered as a man of integrity and class. You were more than just a superintendent to this village. My wish for you is that the days ahead be filled with adventure, relaxation, reflection, and anything else you hope to accomplish. It has been my pleasure working with you and for you. I thank you for the sacrifices you made to oversee this district. I also want to personally recognize and thank your wife Susan and your five children for the mornings, days, and nights that you were out of the home to help

better this village and school district. Lastly, I want to personally thank you for your support and genuine care to me and my family during Jim's illness and following his passing. I will forever remember your kindness and words of comfort. I look forward to seeing you around town.

**XVIII. MOTION TO GO INTO EXECUTIVE SESSION**

At 8:24 p.m., Mr. Lembo moved the following resolution. Ms. Kwak seconded the motion, which was unanimously approved. Mr. Lembo stated the minutes of the Executive Session will be released when the need for confidentiality no longer exists.

The Open Public Meetings Act authorizes a public body to meet in Executive Session under circumstances; and

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session to discuss matters related to personnel. No action will be taken in Executive Session.

**XIX. RECONVENED PUBLIC MEETING**

**XX. ADJOURNMENT**

At 10:15 pm by a motion made by Mr. Lembo, seconded by Ms. Kwak, the meeting adjourned

Respectfully submitted,

Joann Khoury-Frias  
Acting Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary

## 2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Allison Barba	Student Suicide During COVID: Risk and Resilience Virtual Cornerstone Day School, NJ December 8, 2020	Professional Development	\$0.00	0
Gila Elbaum	Addressing Behavior Challenges in the Classroom: A Look at Classroom Management Virtual TMI Education, NJ January 26, 2021	Professional Development	\$0.00	0
Cindy Lora	Association for Behavior Analysis International Annual Conference Virtual Association for Behavior Analysis International, MI May 27 – 31, 2021	Professional Development	\$512.00	0

The total cost for these conferences is \$512.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$23,852.40 leaving a balance of \$176,147.60.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1200.00.

# Hourly Rate Schedule for December 8, 2020 – June 30, 2021

## 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 Request for Proposal RFP-2020-1 For Architect of Record Services

Rate Schedule Submitted by:



Michael Bieri, AIA, PP  
Vice President, FKA Architects

Accepted by:

\_\_\_\_\_  
Ridgewood Board of Education

**FIELD TRIPS FOR APPROVAL**

December 7, 2020

<b>ONE DAY TRIPS</b>			<b>ATTACHMENT C</b>						
<b>Date</b>	<b>School</b>	<b>Location</b>	<b>Approx. # and Group of Students</b>	<b># of Chaperones</b>	<b># Substitutes and dates for each</b>	<b>Anticipated Cost of Subs @ \$100 per day fo teachers and \$150 per day for Nurse</b>	<b>Est. Total Cost To District</b>	<b>Annual Event</b>	<b>Meets Requirements</b>
12/7/20	RHS	Northeastern East DECA Conf. Virtual	185 DECA Students	1	0	\$0	\$925	Yes	Yes
12/7/20 and 12/09/20	RHS	Cooper Hewitt Smith. Design Museum Virtual	45 RHS Students	1	0	\$0	\$0	No	Yes

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Ridgewood Public Schools**

**Bergen County, New Jersey  
December 21, 2020**

Minutes of the Regular Public Meeting of the Board of Education held on December 21, 2020, at 7:00 p.m., at the Education Center

**I. CALL TO ORDER AND ROLL CALL**

**Present:**

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

**Also Present:**

Dr. Thomas A. 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, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**A. MOTION TO MOVE INTO EXECUTIVE SESSION**

Mr. Lembo moved the following resolution. Mr. Dani 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 7:02 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. Cristopher Kaufman; Mr. Saurabh Dani

**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, Zoe Kovac, Student Representative

**Visitors:**

None

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS**

**A. STUDENT REPRESENTATIVE REPORT**

Zoe Kovac stated that with winter break and the holidays approaching quickly, the students, teachers, and staff are looking forward to a well-deserved break. Until then, the students are finishing up assignments, school clubs are hosting their last meetings until we return from break, and extracurricular activities, as well as various sports teams, are getting ready for the new year.

**Academics:**

- The RHS National Honor Society held a food drive where they received a total of 400 food and non-food items which were then donated to the Social Services Association food pantry.
- The RHS InvenTeam has been working hard to find solutions to working in a safe and socially distanced fashion. They have been building all sorts of contraptions and have applied their knowledge from their science, math, and woodwork classes to improve learning during these times.
- Volunteers are needed for the RHS Cares Organization which provides support to members of the RHS community (students, teachers, administrators) and their immediate households during times of crisis. Currently, they are looking for individuals to help cook and deliver meals for a local Ridgewood family.

**Arts:**

- The Newplayers virtual performance of *A Christmas Carol* was very entertaining and it was very well done considering the circumstances of COVID-19. Many

bought tickets to see the show which helps to support the Newplayers Company but another way to help support the RHS Newplayers is to mention the Newplayers at checkout when you shop at Goffle Brook Farm in Ridgewood so that the company gets a percentage of your purchase

- The annual Asian Festival is still planning to continue its performance in 2021. As of now, they are looking for students who are interested in participating in the performance. They have followed all COVID-19 guidelines during practice but they have also allowed several students to practice from home via Zoom

**Athletics:**

- All fall sports teams were able to get through the fall season having been able to play their entire schedule and not having to be shut down at any point due to COVID. The Boys & Girls Cross Country teams, along with the Girls Tennis team won their Regional/Section titles. Boys and Girls Soccer had successful seasons as well with both teams making it to the semifinals of their tournaments. Right now the teams are in a down period between the fall and first winter season and for future sporting events, no school is allowing spectators to attend. All CDC guidelines will be enforced to ensure a safe, successful, and fun winter season.

**Activities:**

- The Cambodia Club recently hosted a fundraiser with East Coast Burger to support our sister schools in Cambodia
- Various students helped out and donated to the Holiday Toy Drive that was hosted by the Ridgewood PBA. All toys were sent to the Sanzari Children's Hospital and Tomorrow's Children Hospital.
- The RHS Deca Association has launched a new website as well as new merchandise that can be purchased on MaroonMart.com. They have taken their knowledge of business and entrepreneurship to successfully sell their new products.

**Miscellaneous:**

- Zoe will also share feedback at the BOE meeting that she's received about students' feelings regarding the hybrid and virtual models and how they are managing/handling school this year.

**V. COMMENTS FROM THE PUBLIC**

Deirdre Scali, 599 Heights Rd., I would like to formally request that Interim Superintendent Tom Gorman be kept on as the Official Superintendent of the Ridgewood Public School District. He has been in our district long enough to know the ins and outs of the district. Hiring in house at this time during COVID would seem so prudent and wise. He knows the students, he knows the faculty, he knows the district. He has been a successful leader of the high school for many years. In this time of day to day uncertainty -hiring him would be a source of much needed certainty. I vote for Tom Gorman to be the next Superintendent.



## VI. PRESENTATIONS

### A. MUSICAL PERFORMANCE

- RHS Small Band Ensemble, Chamber Choir and Chamber Orchestra

Under the leadership of Chris McCullough, Supervisor of Fine and Applied Arts, music teachers Jeffrey Haas, John Luckenbill, Kristi Geronimo, and Steven Bourque have worked with their students to prepare virtual performances in lieu of performing in-person this year.

The performance can be viewed within the BOE Meeting webcast or through the following link: <https://www.youtube.com/watch?v=RVrGUjpMSgo&feature=youtu.be>

## VII. SUPERINTENDENT'S REPORT

### A. Superintendent Opening Comments

Dr. Gorman thanked the Board for the tremendous opportunity to serve as Acting Superintendent and shared that he looks forward to working cooperatively on the district and Board of Education goals as we navigate through this unprecedented time. He also thanked Dr. Fishbein for his guidance and wisdom over the years and wished him a happy and well-deserved retirement.

Since 1890, the Ridgewood Public Schools have served this community well. This district has seen many challenges including two world wars and now its second pandemic. With each challenge, the educators, students, and parents have prevailed. The Ridgewood Public Schools have been well prepared for this hybrid learning environment. The teachers and students have continued the quality of education that is expected throughout the district.

Dr. Gorman shared that we are extremely proud of the high-quality lessons being provided by our faculty and staff and the incredible work being submitted by our students. The quality of education the students are receiving and will continue to receive is a certainty.

The Ridgewood Public Schools are known for their tradition of excellence. This motto reflects more than academic content learned, whether in the classroom or virtually. Its excellence derives from the solidarity of the students, faculty, staff, and community during difficult times; the culture of kindness, gratitude, and love for others; the relationships students nurture among their friends; and the connections created every day between students and teachers. Moving forward, the months ahead will bring their challenges, but by working together, we will succeed.

Dr. Gorman spoke about the snow day due to the recent storm and explained that, with the virtual environment, we have another option available to us. The school year is 180 days, and the district builds 184 days into the calendar to accommodate such closures.

Dr. Gorman also provided a brief COVID update. He thanked Dawn Cetrulo, Health Officer/Director, and her colleagues at the Village of Ridgewood Health Department. Dan Kilday, Supervisor of Wellness, has worked closely with the health department to determine the best course of action when COVID cases are reported to us. The school nurses have all been trained as contact tracers, and they have done a fantastic job

helping us in this process.

Last week, Ridgewood moved back down into the yellow (moderate) COVID activity category. This is good news for us, particularly as we see surrounding areas in the orange or red category. Each case is reviewed on an individual basis. Unfortunately, we have two unknown cases at Ridgewood High School; therefore, the high school transitioned to all remote instruction beginning December 22 with a return date for in-person instruction on January 4.

The district is implementing new protocols for how to use shared equipment in art, music, science, and wellness classes. The health department and school physician have reviewed these protocols.

### VIII. COMMITTEE OF THE WHOLE REPORTS

None at this time

### 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 at 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: Settlement Agreement SE#5/2020/2021

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#3/2020-2021 between the parents of Student #504903 and the Ridgewood Board of Education.

The Board has received background information.

##### 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, 2021 through December 31, 2021 at the rate of \$170 per hour to handle pending litigation matters.

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: Ridgewood High School New Courses & Program of Study for 2021-2022 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 2021-2022 school year, as listed on **Attachment C**.

#### **ENGLISH**

##### **Addition of New Courses:**

- The Philosophy of Race H/CP
- Journalistic Writing and Media Studies

##### **Deletion of Courses:**

- Literature, Identify, and Media H/CP
- Journalism, H

#### **FAMILY and CONSUMER SCIENCE**

##### **Addition of New Course**

- Tomorrow's Teachers

### iii. Approval: Agreement with Dr. Graham Erwin of International Association of Human Values

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the speaker proposal in the amount of \$500 from International Association of Human Values. Dr. Graham Erwin will present and answer questions on the science of emotion regulation and how to cultivate psychological resilience in challenging times. The presentation is part of the Community Outreach Program and will be held virtually on January 27, 2021.

The Board has received background information.

### iv. Approval: Agreement with CG Mental Health LLC

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with CG Mental Health LLC to provide psychiatric evaluation of requested students for the 2020-2021 school year, per the fee schedule.

The Board has received background information.

**v. Approval: 2020-2021 School Year Received Tuition Students**

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 their 2020-2021 School Year, as listed below.

<b><u>2020-2021 School Year Received Tuition Students</u></b>		
<b>Home District</b>	<b>School Attending</b>	<b># of Students</b>
Paterson Board of Ed, NJ	Orchard	2

**vi. Approval: Additional Out-of-District Placement for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools approves the additional out-of-district placement for the 2020-2021 school year as listed below.

<b><u>2020-2021 Out-Of-District Placement for REGULAR SCHOOL YEAR TUITION</u></b>	
<b>School</b>	<b># of Students</b>
New Alliance Academy, Paramus, NJ	1

**vii. 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 Technologies or consultation regarding ABA delivery, as specified in the agreement for the period January 2, 2021 through March 31, 2021 at the sum of \$105.00 per hourly rate.

The Board has received background information.

Mr. Lembo 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**

**Dr. Gorman**

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:** BISIG, Scott - School Business Administrator/Board Secretary, Education Center, **from** effective December 19, 2020, or as soon after as possible, through June 30, 2021, approved by the Board at its meeting on October 19, 2020, **to** effective December 21, 2020, or as soon after as possible, through June 30, 2021, pending County approval and verification of employment as outlined by Chapter 5. \$190,000  
pro-rated

Mr. Bisig's credentials are as follows:

- Lyndhurst Public School District, Business Administrator/Board Secretary - September 15, 2017 - present.
- Oradell Public School District, Business Administrator/Board Secretary - July 2016 - September 14, 2017.
- Bergenfield School District, Business Teacher - September 1, 2005 - June 30, 2016.

Education:

- Thomas Edison State College, Post Masters Certificate Educational Leadership - 2009.
- American InterContinental University, The Master of Education, Major: Instructional Design - 2004.
- William Paterson University, Bachelor of Science Degree, Major: Business Management - 1995.

Possesses the following Standard New Jersey Standard Certificates:

- School Business Administrator
- Supervisor
- Teacher of Business (Finance & Economics & Law)
- Elementary School Teacher in Grades K-6

Account # 11-000-251-104-00-40-019-000

### **Support Staff**

**Revision:** WARNER, Hue - Payroll Supervisor, Education Center, **from** effective December 10, 2020, or as soon after as possible, through June 30, 2021, approved by the Board at its meeting on October 19, 2020, **to** effective December 21, 2020, or as soon after as possible, through June 30, 2021. \$87,000  
pro-rated

Account # 11-000-251-104-00-40-019-000

### **Long-term Substitutes**

**Revision:** FOERCH, Summer - Kindergarten Teacher, Hawes School, **from** effective October 6, 2020 through January 4, 2021, approved by the Board at its meeting on October 19, 2020, **to** effective October 6, 2020 through March 16, 2021, at a daily rate of \$150 per day, until the assignment ends.

Account # 11-110-100-101-11-02-019-000

**Revision:** TAHAN, Ellen - Art Teacher, Ridge School, **from** effective September 1, 2020 through January 4, 2021, approved by the Board at its meeting on June 29, 2020, **to** effective September 1, 2020 through December 23, 2020, at a daily rate of \$150 per day, until the assignment ends.

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

WOLMAN, Andie - Third Grade Teacher, Ridge School, effective February 3, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends. Ms. Wolman pending issuance of an NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6.

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

### **Field Placements**

PORTER, Josephine - Montclair State University, Clinical I and II with Stephen Polanin, Music Teacher, Travell School, effective February 8, 2021 through May 21, 2021.

KREIL, Katherine - Montclair State University, Clinical I and II with Tara Hutchinson, Music Teacher, Willard School, effective February 8, 2021 through May 21, 2021.

### **Classroom Aides**

**Revision:** BEDNARSKI, Patricia - Resource Room Special Education Classroom Aide, Orchard School, **from** effective September 2, 2020 through December 23, 2020, approved by the Board at its meeting on October 19, 2020, **to** effective September 2, 2020 through June 22, 2021, 5.75 hours per day, 5 days per, at an hourly rate of \$17.50.

Account # 11-213-100-106-00-03-024-001

BOROWIEC, Deanna - Resource Room Special Education Classroom Aide, Orchard School, effective January 11, 2021, or as soon after as possible, through February 11, 2021, 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 # 11-213-100-106-00-03-024-001

LOUIE, Amy - Applied Behavior Analyst Aide (ABA), Ridge School, effective January 4, 2021, or as soon after as possible, through June

22, 2021, 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 # 11-000-217-106-00-04-024-001

### **RHS Volunteer Coach**

#### **Ski**

- **Kaitlin Rodriquez**

**Revision: Winter 2020 Coaching Assignments, approved by the Board at its meeting on November 2, 2020**

#### **As listed on Attachment D**

Account # 11-402-100-101-00-10-034-001

### ii. **Change of Assignments**

**Dr. Gorman**

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

BOROWIEC, Deanna - **from** Resource Room Special Education Classroom Aide, Orchard School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, Fourth Grade Teacher, Orchard School, effective February 17, 2021 through June 23, 2021. Ms. Borowiec possesses an NJDOE Standard Certificate as a Elementary School Teacher.

Account # 11-120-100-101-09-03-019-000

**From:** \$17.50  
per hour  
**To:** \$150 daily  
rate

KOWALSKI, Alexandra - **from** Resource Room Special Education Classroom Aide, Ridge School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, Third Grade Teacher, Ridge School, effective March 5, 2021 through June 23, 2021. Ms. Kowalski possesses an NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Kowalski will be registered into the NJDOE Provisional Teacher Program.

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

**From:** \$17.50  
per hour  
**To:** \$150 daily  
rate

LINDER, Brittany - **from** Resource Room Special Education Classroom Aide, Orchard School, **to** Leave of Absence Replacement Second Grade Teacher (non-tenure track), Orchard School, effective December 21, 2020 through June 23, 2021. Ms. Linder possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Preschool through Grade 3. Ms. Linder will be registered into the NJDOE Provisional Teacher Program.

Account # 11-120-100-101-09-03-019-000

**From:** \$17.50  
per hour  
**To:** \$60,518  
Cl. BA, St. 1  
prorated

### iii. **Resignations**

**Dr. Gorman**

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

**Classroom Aides/Lunch Aide**

ASCH, Carolyn - Resource Room Special Education Classroom Aide, Travell School, effective December 11, 2020.

DELANEY, Paige - Lunchroom Aide, Somerville School, effective January 1, 2021.

DITTAMO, Rachel - Resource Room Special Education Classroom Aide, Ridge School, effective December 23, 2020.

LEON, Johana - Applied Behavior Analysis Aide (ABA), Ridge School, effective December 23, 2020.

**iv. Termination**

**Dr. Gorman**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the termination of Employee #7491, effective December 1, 2020.

**v. Administrative Leave of Absence**

**Dr. Gorman**

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

It is recommended that the Board approve Employee #3294 for an administrative leave of absence with pay, effective December 15, 2020 through **TBD**, with a reinstatement date of **TBD**.

**vi. Leave of Absence**

**Dr. Gorman**

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

SULLIVAN, Jacqueline – Third Grade Teacher, Ridge School, effective March 8, 2021 through June 23, 2021 and August 31, 2021 through December 23, 2021, with a reinstatement date of January 3, 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**

**Dr. Gorman**

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



**Hawes School**

**Nurse - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Linda Goldberg**, not to exceed 10 hours, at an hourly rate of \$61.69 (\$616.90).

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

**Orchard School**

**Nurse - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Christina Horton**, not to exceed 10 hours, at an hourly rate of \$40.68 (\$406.80).

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

**Ridge School**

**Nurse - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Colleen Manke**, not to exceed 10 hours, at an hourly rate of \$74.14 (\$741.40).

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

**Travell School**

**Nurse - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Lisa Grabinski**, not to exceed 10 hours, at an hourly rate of \$50.04 (\$500.40).

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

**Somerville School**

**Nurse - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Moira Correll**, not to exceed 10 hours, at an hourly rate of \$61.69 (\$616.90).

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

**Willard School**

**Nurses - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Bonnie Lowicki**, not to exceed 10 hours, at an hourly rate of \$54.99 (\$549.90).

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

**Benjamin Franklin Middle**

**Nurse - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Kerriann Reilly**, not to exceed 10 hours, at an hourly rate of \$67.07 (\$670.70).

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

**George Washington Middle School**

**Nurse - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Julie Stadulis**, not to exceed 10 hours, at an hourly rate of \$56.31 (\$563.10).

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

**Ridgewood High School**

**Nurse - Contact Tracing - December 23, 2020 through January 4, 2021**

- **Maureen Morgan**, not to exceed 10 hours, at an hourly rate of \$75.92 (\$759.20).

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

**ACT Testing**

- **Donna Antonellis**, total stipend of \$300, funded by ACT.

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

**Curriculum, Instruction & Assessment**

**Extended-day Program to work with Title I Students Before/After School - Funded by ESEA/ESSA Title I Grant Funds**

**Orchard School, each at their hourly rate listed (total not to exceed \$6,542)**

- **Lisbeth Jerejian**, substitute, at an hourly rate of \$70.09.

Account # 20-231-100-101-00-03-022-001

**George Washington Middle School, each at their hourly rate listed (total not to exceed \$7,197)**

- **Vanessa Kabash**, at an hourly rate of \$75.92.
- **Roman Litvak**, at an hourly rate of \$67.07.

Account # 20-231-100-101-00-09-022-001

**viii. Substitutes for the 2020-2021 School Year****Dr. Gorman**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teacher: Biagi, Alexis**

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, 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 **2020-2021** school year, to be used as indicated.

<b>Donor</b>	<b>Amount</b>	<b>Use</b>	<b>Account Number</b>
Hawes Home and School Association	\$900	Repurposing of funds to be used to purchase books for classroom libraries.	From: 20-025-200-610-00-02-002-000 To: 20-025-100-610-00-02-002-000

Acceptance of a gift in kind from Rurik and Cynthia Halaby for a Canon Pro-1 Printer & Professional Ink, valued at \$250.

Acceptance of a gift in kind from Dad's Night for "plug and play" technology items, valued at \$863.50

**ii. Approval: Authorization of the Cancellation of Outstanding Columbia Bank Checks Drawn on the Ridge Student Activity Account**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the authorization of the cancellation of outstanding Columbia Bank checks drawn on the Ridge Student Activity Account as listed below.

Whereas, the Business Office has reviewed the disbursement activity of these

accounts and found that these outstanding checks are approximately six months or more old and should be cancelled; now therefore,

<b>Ridge Student Activity Account</b>		
<b>Date</b>	<b>Check #</b>	<b>Amount</b>
5/22/20	1311	\$90.00
5/22/20	1336	\$90.00
5/28/20	1350	\$16.20
5/28/20	1361	\$16.20
5/28/20	1412	\$16.20
5/28/20	1413	\$16.20

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.

## **X. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA**

**A.** None at this time.

## **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.

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
Dec 14	Columbia Bank On-Line	100231-100383	896,502.49	H. Kwak
Nov 27	Payroll Transfer	P33254	3,273,447.14	H. Kwak
Nov 30	Payroll Transfer	P33255	35,261.42	H. Kwak

Nov 3	Electronic Transfer	R33252	332.38	H. Kwak
Nov 4	Electronic Transfer	C33249	21.25	H. Kwak
Nov 30	Electronic Transfer	F33248	23,038.81	H. Kwak
Dec 11	Electronic Transfer	L33256	860.87	H. Kwak
Dec 15	Electronic Transfer	R33253	57,869.70	H. Kwak
Dec 15	Electronic Transfer	H33251	1,149,369.83	H. Kwak
Dec 14	Food Service	620226	9,766.58	H. Kwak
<b>TOTAL</b>			<b>5,446,470.47</b>	

Ms. Kwak moved approval of bills reviewed by her.  
Mr. Kaufman seconded the motion.

Approval of Bills carried by the following roll-call vote:

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

NAYS: none

Dr. Gorman stated that a set date for COVID vaccinations is currently not available, but we should have more information sometime in January.

## **XII. BOARD MEMBER ANNOUNCEMENTS**

Ms. Brogan congratulated Ms. Labenda on her work with the new RPS Bulletin. She commented on the December 18 issue of the RPS Bulletin and encouraged the community to read the newsletter as it highlights some of the excellent work going on in our schools. She added that Basil Pizzuto and Lauren DePinto presented on mental health several weeks ago, and the new mental health website is now live. Parents are encouraged to visit the site, which contains information about services, school teams, resources, and more.

Mr. Lembo remarked that it was great to see the student performances, as well as the other service initiatives and drives that have taken place recently.

Santa will be visiting all of the elementary schools on Wednesday.

Mr. Lembo provided an update on the superintendent search. He thanked everyone who took the time to complete the survey. 2,000 surveys were submitted. He noted that the survey was set up by RPAT and approved by the board, the wording was part of their process. The next step will be for the Board to go through applicants starting next month.

## **XIII. BOARD COMMITTEE REPORTS**

**XIV. DISCUSSION ITEMS**

## ➤ Wrestling Mats

Two years ago some wrestling mats were donated by the Ridgewood Junior Wrestling and the board approved to contribute \$2,000 towards the purchase at that time. The RJW will be using a different space at the YMCA and have requested to take the mats with them. The total price for the mats was \$20,000.

Mr. Lembo proposed the following motion:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the return of the wrestling mats to the Ridgewood Junior Wrestling Team.

Ms. Brogan seconded the motion.

The motion carried by the following roll-call vote:

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

NAYS: none

Abstain: Mr. Kaufman

The board discussed working with the Junior Wrestling team to allow the JV/Varsity teams to use two of the mats in March, if they need them.

Mr. Kaufman discussed three topics; the gifted and talented program, later start times and hockey program funding. He discussed starting a committee to discuss the gifted and talented program. He would like the dialogue to continue regarding the potential of later start times at the High School. As the 2021-2022 budget is being developed he recommended that the district should see if there is a way to fit some money to help alleviate the cost of the hockey program to parents.

The gifted and talented committee will include Mr. Kaufman, Ms. Kwak and parents.

**XV. ACCEPTANCE OF MINUTES**

- November 12 Special Public Meeting
- November 12 Executive Session

Mr. Lembo moved Acceptance of Minutes.

Ms. Brogan seconded the motion, which was unanimously approved.

**XVI. OTHER BUSINESS**

None at this time.

**XVII. COMMENTS FROM THE PUBLIC**

Lori Weber 235 South Irving St., welcomed the Acting Superintendent and Business Administrator. She thanked the music program for the beautiful performance. Thanked the board for the zoom meeting format. Mentioned lingering problem with the people attending the meeting who are forgetting to turn on their microphones.

**XX. ADJOURNMENT**

At 7:55, by a motion made by Mr. Lembo, seconded by Mr. Kaufman the meeting adjourned.

Respectfully submitted,

Mr. Scott Bisig  
Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary

## 2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Ojetta Townes	Affirmative Action Officer Certificate Program Virtual NJ Department of Education, NJ January 20, 26 and 27, 2021	Professional Development	\$500.00	0
Ojetta Townes	Building Safe & Inclusive Workspaces Virtual HR Certification Institute, VA Winter, 2021	Professional Development	139.00	0
Ada Arana	World Language Teachers: Increase Communicative Proficiency Using Seesaw, Screencastify etc. Virtual Bureau of Education and Research, WA February 9, 2021	Professional Development	\$279.00	1
Janel Nese	2021 School Law Conference Virtual NJ School Board Association, NJ February 24, 2021	Professional Development	\$159.00	0
Michelle Fenwick	2021 School Law Conference Virtual NJ School Board Association, NJ February 24, 2021	Professional Development	\$159.00	0
Danielle Wood	2021 School Law Conference Virtual NJ School Board Association, NJ February 24, 2021	Professional Development	\$159.00	0

The total cost for these conferences is \$1395.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$25,247.40 leaving a balance of \$174,752.60.

The total cost of substitutes for these conferences is \$100.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1300.00.



Date	School	Location	Students	Chaperones	for each	per day for Nurse	District	Event	Requirements
01/23/21	RHS	Freehold Township, NJ	25	1	0	\$0	\$0	No	Yes
* Date Change		Speech & Debate - Virtual	students						
2/13-15/21	RHS	U Penn Invitational, PA	25	1	0	\$0	\$0	No	Yes
* Date Change		Speech & Debate - Virtual	students						

## BUSINESS AND MARKETING

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>BUSINESS &amp; MARKETING DEPARTMENT</b>							
6704BU	Accounting I	Honors	Elective	Full year	5.0	10-12	Successful completion of Geometry or Geometry H
6714BU	Accounting II	Honors	Elective	Full year	5.0	11-12	Accounting I Honors; Teacher Recommendation
6724BU	Managerial Accounting	Honors	Elective	Full year	5.0	12	Accounting I Honors, Accounting II Honors
6739BU	Advanced Marketing & Merchandising I	Honors	Elective	Full year	5.0	11-12	Intro to Marketing, or Sports/Entertainment Marketing, or Merchandising
6769BU	Advanced Marketing & Merchandising II	Honors	Elective	Full year	5.0	11-12	Advanced Marketing & Merchandising I
6702BU	Finance	College Prep	Elective	Semester	2.5	9-12	None
6719BU	Introduction to Marketing	College Prep	Elective	Semester	2.5	10-12	None
6800BU	Introduction to Business	College Prep	Elective	Semester	2.5	10-12	None
6729BU	Merchandising	College Prep	Elective	Semester	2.5	10-12	None
6789BU	Entrepreneurship	College Prep	Elective	Semester	2.5	9-12	None
6794BU	Business Management	Honors	Elective	Semester	2.5	10-12	Entrepreneurship; Teacher Recommendation; Application Process

# ENGLISH

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF ENGLISH</b>							
1104EN	English 9	College Prep		Full Year	5.0	9	None
1114EN	English 9 Literary World Views	College Prep		Full Year	5.0	9	Enrollment in History of the Modern World; Teacher recommendation from 8 <sup>th</sup> grade English and History
1204EN	English 10	College Prep		Full Year	5.0	10	English 9
1202EN	English 10	Honors		Full Year	5.0	10	English 9; teacher recommendation
1214EN	English 10 The American Experience I	College Prep		Full Year	5.0	10	English 9, teacher rec, student signature on course expectations
1246EN	AP Capstone Seminar American Studies 10	AP		Full Year	5.0	10	English 9, App Process, completion of summer work
1346EN	AP Capstone Research American Studies 11	AP		Full Year	5.0	11	Successful completion of AP Seminar
1192EN	English 10 RAHP Honors	Honors		Full Year	5.0	10	English 9, App Process, completion of Summer Work
1224EN	English 11 The American Experience II	College Prep		Full Year	5.0	11	Teacher recommendation from English and History Teacher
1304EN	English 11	College Prep		Full Year	5.0	11	English 9, 10
1302EN	English 11	Honors		Full Year	5.0	11	English 9, 10; teacher recommendation
1301EN	English Language and Composition AP	AP		Full Year	5.0	11-12	English 10 H or 11 H & teacher rec; completion of summer work
1342EN	English 11 American Studies II	Honors		Full Year	5.0	11	English 10 American Studies; Application Process
1312EN	English 11 American History & Literature w/Integrated Study in Arts II	Honors		Full Year	5.0	11	English 10 AHLISA, completion of summer work; Application Process
1322EN	English 11 RAHP Honors	Honors		Full Year	5.0	11	English 10 RAHP; Completion of Summer Work
1404EN	English 12	College Prep		Full Year	5.0	12	English 9 – 11
1402EN	English 12	Honors		Full Year	5.0	12	English 9 – 11 & teacher rec
1400EN	English 12 Literature and Comp AP	AP		Full Year	5.0	12	English 9 - 11 & teacher recommendation, completion of summer work
1252EN	Senior Seminar	Honors/AP		Full Year	5.0	12	English 9 – 11; teacher rec
1724EN	The Beat Generation	College Prep	Elective	Semester	2.5	12	None
1722EN	The Beat Generation	Honors	Elective	Semester	2.5	12	Teacher recommendation
NEW	The Philosophy of Race	Honors/CP	Elective	Full Year	5.0	11-12	Teacher recommendation
NEW	Journalistic Writing & Media Studies	Honors/CP	Elective	Full Year	5.0	11-12	Teacher recommendation
1532EN	Creative Writing	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1562EN	Crime & Mystery Fiction	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1542EN	Dramatic Literature	Honors	Elective	Full Year	5.0	11-12	Teacher recommendation
1102EN	English Enrichment	College Prep	Elective	Semester	2.5	9	Teacher recommendation
0509EN	English Prep	College Prep		Semester	2.5	9-12	None
1705EN	The Female Protagonist: From Page to Stage	College Prep	Elective	Semester	2.5	12	Grade 11 College Prep English Teacher Recommendation
1706EN	The Female Protagonist: From Page to Stage	Honors	Elective	Semester	2.5	12	Grade 11 Honors English Teacher Recommendation
1774EN	Humor in Literature	College Prep	Elective	Semester	2.5	12	None
1772EN	Humor in Literature	Honors	Elective	Semester	2.5	12	Teacher recommendation
1552EN	Literature & Film	Honors	Elective	Full Year	5.0	11-12	Teacher recommendation
1554EN	Literature & Film	College Prep	Elective	Full Year	5.0	11-12	None

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
1622EN	Myth, Legend & the Bible	Honors	Elective	Full Year	5.0	11-12	Teacher recommendation
1762EN	Non-Fiction Creative Writing I	College Prep	Elective	Semester	2.5	11-12	None
1765EN	Non-Fiction Creative Writing II	College Prep	Elective	Semester	2.5	11-12	Non-Fiction Creative Writing I
1764EN	Non-Fiction Creative Writing I	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1763EN	Non-Fiction Creative Writing II	Honors	Elective	Semester	2.5	11-12	Non-Fiction Creative Writing I & teacher recommendation
1582EN	Philosophy & Literature	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1612EN	Shakespeare I	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1712EN	Shakespeare II	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1522EN	Young Adult Literature	College Prep	Elective	Semester	2.5	11-12	None

## ESL – ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) Program prepares students with limited English proficiency for full-time participation in the regular educational program. Its primary goal is to ensure that English Language Learners develop sufficient fluency in all areas of English to facilitate their active participation in all academic courses and school activities. The program, delivered through small group instruction by a certified ESL teacher, focuses on grade-level academic content and skills introduced through the use of materials appropriate to language proficiency levels. While developing their oral and written communication skills, students receive support in the mastery of curriculum content from their social studies, science, mathematics and other courses. Students' mainstream courses are planned on an individual basis in response to individual language needs and personal interests. Eligibility for the English as a Second Language Program is determined by scores on the WIDA-APT. Students' English proficiency and growth are monitored frequently using a variety of formal and informal assessments. Students will exit the program based on a variety of criteria including, but not limited to, teacher recommendation, State of NJ WIDA-ACCESS score, and grades in core content courses.

### ESL – English as a Second Language

0104FL

This course provides newly arrived, non-English speaking students with a basic introduction to English. It offers intensive practice and support in the development of listening and speaking skills, vocabulary acquisition and reading comprehension. Students are “eased” into the American culture. ESL enables the student to become language proficient and achieve in mainstream classes. Enrollment in ESL classes may last six months to three years. English credit will be awarded upon successful completion of this course.

### ESL – Advanced English as a Second Language

0104FL3

This course provides more advanced level second language learners with an introduction to high level writing instruction, including how to write academic, literary and persuasive essays and how to use more complex grammatical structures, such as advanced verb tenses. It offers intensive practice and support in the development of discussion and debating skills based on reading comprehension of more complex books and articles. Students listen to authentic audio materials and discuss current issues that relate to content areas. English credit will be awarded upon successful completion of this course.

### High Intensity ESL

0104L2

This support course allows students extra time to complete their work for content area classes and to receive assistance from a certified ESL teacher. The teacher in this class interacts with content teachers to understand what is due and what is required for various assignments, then offers language support to complete the work that has been assigned. Students can complete tests and quizzes in addition to homework in High Intensity ESL and can receive assistance with the complex vocabulary and writing requirements, which are particularly challenging for second language learners.

## FAMILY AND CONSUMER SCIENCE

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF FAMILY AND CONSUMER SCIENCE</b>							
7979HL	Child Development I	College Prep	Elective	Semester	2.5	9-12	None
7859HL	Consumerism	College Prep	Elective	Semester	2.5	9-12	None
7829HL	Introduction to Foods & Nutrition	College Prep	Elective	Semester	2.5	9-12	None
7959HL	Interior Design	College Prep	Elective	Semester	2.5	9-12	None
7839HL	Foods of the World	College Prep	Elective	Semester	2.5	9-12	Intro to Foods & Nutrition
NEW	Tomorrow's Teachers	Honors	Elective	Full Year	5	11-12	B+ or higher in Child Development or teacher recommendation

# MATHEMATICS/COMPUTER SCIENCE

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF MATHEMATICS/COMPUTERS</b>							
<b>MATHEMATICS</b>							
3134MT	Algebra I CP	College Prep		Full Year	5.0	9	Pre-Algebra; Teacher Recommendation
3124GN	Algebra I	College Prep		Full Year	5.0	9	Teacher Recommendation
3126MT	Algebra I Advanced	College Prep		Full Year	5.0	9	Teacher Recommendation
3101MT	Math Enrichment	College Prep		Semester	2.5	9	Teacher Recommendation
3334MT	Algebra II CP	College Prep		Full Year	5.0	10-12	Algebra I & Geometry; Teacher Recommendation
3334GN	Algebra II	College Prep		Full Year	5.0	11-12	Algebra I & Geometry or General Geometry, Teacher Recommendation
3333MT	Algebra II E	College Prep		Full Year	5.0	9-10	Teacher Recommendation
3302MT	Algebra II Honors	Honors		Full Year	5.0	9-10	Algebra I & Geometry Honors, Teacher Recommendation
3132MT	Math Reasoning	Honors		Full Year	5.0	9	Geometry
3534MT	Precalculus E	College Prep		Full Year	5.0	11	Algebra IIE, Teacher Recommendation
3536MT	Precalculus I	College Prep		Full Year	5.0	11	Algebra II CP, Teacher Recommendation
3538MT	Precalculus II with Statistics	College Prep		Full Year	5.0	12	Precalculus I, Teacher Recommendation
3622MT	Calculus Honors	Honors	Elective	Full Year	5.0	11-12	Precalculus E, Teacher Recommendation
3620MT	Calculus AB AP	AP	Elective	Full Year	5.0	11-12	Math Analysis, Teacher Recommendation
3630MT	Calculus CD	AP	Elective	Full Year	5.0	12	Calculus AB, Teacher Recommendation
3234MT	Geometry CP	College Prep		Full Year	5.0	9-10	Algebra I, Teacher Recommendation
3234GN	Geometry	College Prep		Full Year	5.0	10-11	Algebra I, Teacher Recommendation
3202MT	Geometry Honors	Honors		Full Year	5.0	9-12	Algebra I, Teacher Recommendation
3422MT	Math Analysis	Honors		Full Year	5.0	10-11	Algebra II Honors, Geometry Honors, Teacher Recommendation
3634MT	Probability & Statistics – Project Based	College Prep	Elective	Full Year	5.0	12	Precalculus, Teacher Recommendation
3530MT	Statistics AP	AP	Elective	Full Year	5.0	11-12	Algebra II Honors or higher and Teacher Recommendation; Concurrently enrolled in English Honors
3474MT	Advanced Mathematics Applications	College Prep	Elective	Full Year	5.0	12	Algebra I, II & Geometry, Teacher Recommendation
9309SL	Consumer Math	CPS		Full Year	5.0	11	Teacher or CST Recommendation
9312SL	Personal Finance	CPS		Full Year	5.0	12	Teacher or CST Recommendation
<b>COMPUTER SCIENCE</b>							
3801MT	Advanced Topics in Computer Science	Honors	Elective	Full Year	5.0	11-12	Computer Science AP or Principles of Computer Science AP; Teacher Recommendation

## ATTACHMENT C

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
3800MT	Computer Science AP	AP	Elective	Full Year	5.0	10-12	Computer Programming Honors, Teacher Recommendation
3810MT	Principles of Computer Science AP	AP	Elective	Full Year	5.0	10-12	Geometry CP
3870MT	Computer Programming Honors	Honors	Elective	Full Year	5.0	9-10	Geometry; Teacher Recommendation
3860MT	Computer Applications	College Prep	Elective	Semester	2.5	9-10	Algebra; Teacher Recommendation

# SCIENCE

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>SCIENCE DEPARTMENT</b>							
4204SC	Biology CP	College Prep		Full Year	6.0	9	Teachers recommends concurrent enrollment: regular or higher Geometry CP; teacher rec
4204GN	Biology	College Prep		Full Year	6.0	10	Teacher rec
4254SC	Biology Advanced	College Prep		Full Year	6.0	9	Teacher recommends concurrent enrollment in Geometry Honors or higher; teacher rec
4232SC	Anatomy and Physiology	Honors	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry, Physics; teacher rec
4220SC	Biology AP	AP		Full Year	6.0	12	Teacher recommends Biology Honors, Chemistry Honors, Concurrent Enrollment in Physics Honors, completion of the summer assignment; teacher rec
4714SC	Environmental Science	College Prep		Full Year	6.0	9	Teacher rec
4710SC	Environmental Science AP	AP		Full Year	6.0	12	Biology; Chemistry Honors, Concurrent Enrollment in Physics Honors, teacher rec
4404GN	Chemistry	College Prep		Full Year	6.0	10-11	Teacher recommends Biology, Geometry
4404SC	Chemistry CP	College Prep		Full Year	6.0	10	Teacher recommends Biology, concurrent enrollment in Algebra II CP or higher
4402SC	Chemistry Honors	Honors		Full Year	6.0	10	Teacher recommends Biology, concurrent enrollment Algebra II E or higher; teacher rec
4420SC	Chemistry AP	AP	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry Honors, concurrent enrollment in Physics Honors or higher, completion of summer assignment; teacher rec.
4712SC	Advanced Topics in Environmental Science	College Prep	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry; teacher rec
4722SC	Forensic Science CP	College Prep	Elective	Full Year	6.0	12	Teacher recommends one of the following three-year sequences: Environmental Science, Biology, Chemistry, or Biophysical Science, Biology, Chemistry, or Biology, Chemistry, Physics; teacher rec
4724SC	Forensic Science Honors	Honors	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry CP or higher, Physics CP or higher; teacher rec
4242SC	Genetics & Biotechnology Honors	Honors	Elective	Full Year	6.0	12	Teacher recommends Environmental Science, Biology, Chemistry; teacher rec
4314GN	Physics	College Prep		Full Year	6.0	11-12	Teacher recommends Biology, Chemistry, Algebra II
4314SC	Physics CP	College Prep		Full Year	6.0	11	Teacher recommends Biology, Chemistry CP, Algebra II CP or higher
4312SC	Physics Honors	Honors		Full Year	6.0	11	Teacher recommends Biology, Chemistry Honors, concurrent enrollment in Pre-Calculus Honors or higher; teacher rec



Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
4330SC	Physics I AP	AP		Full Year	6.0	11	Teacher recommends Biology CP, Chemistry Honors, concurrent enrollment in Math Analysis or higher; teacher rec; placement test
4340SC	Physics II AP	AP		Full Year	6.0	12	Teacher recommends Physics I AP or Physics Honors; teacher rec
4332SC	AP Physics C: E&M/Mechanics	AP		Full Year	6.0	12	Physics I AP; Precalculus; Concurrent enrollment in Calculus
4344SC	Physics, Engineering, & Art	Honors	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry, Physics CP, concurrent enrollment in Pre-Calculus Honors; teacher rec
<b>SCIENCE DEPARTMENT</b>							
<b>Ridgewood Academy for Health Professions (RAHP)</b>						10-12	
4392SC	Chemistry RAHP	Honors		Full Year	6.0	10	Teacher recommends Biology, concurrent enrollment in Algebra II E or higher; teacher rec; acceptance into the RAHP program
4492SC	RAHP Seminar	Honors		Full Year	3.0	12	Chemistry RAHP
4301SC	RAHP Internship	Honors		Full Year	3.0	11	Chemistry RAHP, Concurrent Enrollment in a Math Course Higher than Algebra II; Acceptance into the RAHP Program
<b>AP Capstone Program – To be implemented in the 2020-2021 school year</b>							
4494SC	AP Seminar RAHP	AP		Full Year	3.0	11	Enrollment in the RAHP Program; Co-enrollment in Anatomy & Physiology Honors RAHP
4496SC	AP Research RAHP	AP		Full Year	3.0	12	Enrollment in the RAHP Program; Successful Completion of AP Seminar
<b>Career Pathways in Medicine Program (CPM)</b>							
4354SC	Ridgewood Career Pathways in Medicine Program I (CPM Program)	College Prep		Full Year	3.0	10-11	Successful Admittance to the CPM Program
4356SC	Ridgewood Career Pathways in Medicine Program II (CPM Program)	College Prep		Full Year	3.0	11	Successful Completion of CPM I

# SOCIAL STUDIES

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>SOCIAL STUDIES DEPARTMENT</b>							
2104SS	World History	College Prep		Full Year	5.0	9	None
2114SS	History of the Modern World	College Prep		Full Year	5.0	9	Enrollment in English 9 Literary World Views; Grade 8 English and Social Studies Teacher Recommendation
2304SS	United States History I	College Prep		Full Year	5.0	10	World History
2314SS	United States History I - The American Experience I	College Prep		Full Year	5.0	10	World History, Rec from grade 9 English and World History Teachers
2302SS	United States History I	Honors		Full Year	5.0	10	World History; Teacher Recommendation
2342SS	United States History I American Studies I	Honors		Full Year	5.0	10	Application Process; Summer Work
2312SS	United States History I American History & Literature w/Integrated Study in the Arts I	Honors		Full Year	5.0	10	Application Process; Summer Work
2310SS	United States History I AP	AP		Full Year	5.0	10	World History; Teacher Recommendation
2404SS	United States History II	College Prep		Full Year	5.0	11	United States History I
2324SS	United States History II - The American Experience II	College Prep		Full Year	5.0	11	United States History I teacher rec if not enrolled in American Experience I
2402SS	United States History II	Honors		Full Year	5.0	11	United States History I; Teacher Recommendation
2452SS	United States History II American Studies II	Honors		Full Year	5.0	11	United States History I; American Studies I; Summer Work
2412SS	United States History II American History & Literature w/Integrated Study in the Arts II	Honors		Full Year	5.0	11	United States History I AHLISA, Summer Work
2400SS	United States History II AP	AP		Full Year	5.0	11	U.S. History I H/AP; Teacher Recommendation
2900SS	American Government & Politics AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
2954SS	The Power of One: Reflections on the Holocaust & the 21 <sup>st</sup> Century	College Prep	Elective	Semester	2.5	11-12	None
2962SS	The Power of One: Reflections on the Holocaust & the 21 <sup>st</sup> Century	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2932SS	Classical Foundations of America	Honors	Elective	Semester	2.5	11-12	Successful completion of a Level III language; Teacher Recommendation
2702SS	Contemporary Issues in Social Science	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2210SS	European History AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
2754SS	Film as History: The 20 <sup>th</sup> Century	College Prep	Elective	Semester	2.5	12	None
2712SS	Global Economics	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2520SS	The Global Citizen	College Prep	Elective	Full Year	5.0	11-12	None
2521SS	The Global Citizen	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2744SS	History of American Society & Culture	College Prep	Elective	Full Year	5.0	11-12	None
2514SS	Human Geography	College Prep	Elective	Full Year	5.0	11-12	None
2512SS	Human Geography	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2516SS	Human Geography AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
2882SS	Law – Criminal	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2892SS	Law – Constitutional	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2830SS	Micro/Macro-Economics AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite

## ATTACHMENT C

2202SS	Modern European History	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2852SS	Western/Non-Western Philosophy	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2624SS	Psychology	College Prep	Elective	Full Year	5.0	11-12	None
2622SS	Psychology	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2600SS	Psychology AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
2942SS	Revenge, Justice & Social Mores in Greek Tragedy	Honors	Elective	Semester	2.5	11-12	Successful completion of a Level III language; Teacher Recommendation
2732SS	Ridgewood in History	Honors	Elective	Semester	2.5	12	Teacher Recommendation
2502SS	Sociology	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2252SS	Senior Seminar	Honors/AP	Elective	Full Year	5.0	12	Teacher Recommendation
2822SS	The Stock Market & the Economy	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2952SS	The Trojan War	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
9212SL	Civics	CPS		Full Year	5.0	12	Teacher Recommendation

# FINE AND APPLIED ARTS

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF ART AND DESIGN</b>							
<b>VISUAL ARTS</b>							
7469FA	Advertising Art	College Prep	Elective	Semester	2.5	9-12	None
7479FA	Advanced Advertising Art	College Prep	Elective	Semester	2.5	9-12	Advertising Art
6419PA	Architectural Design I	College Prep	Elective	Full Year	5.0	9-12	None
6429PA	Architectural Design II	College Prep	Elective	Full Year	5.0	10-12	Architectural Design I
7310FA	Art History AP	AP	Elective	Full Year	5.0	10-12	Completion of summer project and Teacher Recommendation
7539FA	Ceramics I	College Prep	Elective	Semester	2.5	9-12	None
7549FA	Ceramics II	College Prep	Elective	Semester	2.5	9-12	Ceramics I
6509PA	Digital Arts	College Prep	Elective	Semester	2.5	9-12	None
6439PA	Digital Photography I	College Prep	Elective	Semester	2.5	9-12	None
6449PA	Digital Photography II	College Prep	Elective	Semester	2.5	9-12	Digital Photography I
6579PA	Advanced Digital Photography	College Prep	Elective	Semester	2.5	10-12	Digital Photography I & II
7429FA	Fundamental Drawing	College Prep	Elective	Semester	2.5	9-12	None
7409FA	Introduction to Studio Art	College Prep	Elective	Semester	2.5	9-12	None
7419FA	Intermediate Studio Art	College Prep	Elective	Full Year	5.0	9-12	Previous Art Class
7519FA	Jewelry and Metal Design I	College Prep	Elective	Semester	2.5	9-12	None
7529FA	Jewelry and Metal Design II	College Prep	Elective	Semester	2.5	9-12	Jewelry and Metal Design I
7507FA	Painting I	College Prep	Elective	Semester	2.5	9-12	None
7509FA	Painting II	College Prep	Elective	Semester	2.5	9-12	Painting I
7569FA	3D Design	College Prep	Elective	Semester	2.5	9-12	None
7410FA	Studio Art I AP	AP	Elective	Full Year	5.0	10-12	Previous Art Class and Teacher Recommendation
7430FA	Studio Art II AP	AP	Elective	Full Year	5.0	11-12	Studio Art I AP and Teacher Recommendation
7619FA	Advanced Portfolio Development	College Prep	Elective	Semester	2.5	10-12	Adv. Artistic Standing, Teac Rec
7629FA	Advanced Portfolio Development	College Prep	Elective	Full Year	5.0	10-12	Adv. Artistic Standing, Teac Rec
7719FA	TV Production	College Prep	Elective	Semester	2.5	9-12	None
7729FA	Video Production	College Prep	Elective	Semester	2.5	9-12	TV Production or approval
7739FA	Advanced Video Production	College Prep	Elective	Semester	2.5	10-12	TV/Video Production or approval
<b>TECHNOLOGY EDUCATION / APPLIED ARTS</b>							
6109PA	Graphic Arts I	College Prep	Elective	Semester	2.5	9-12	None
6169PA	Graphic Arts II	College Prep	Elective	Semester	2.5	9-12	Graphic Arts I
6139PA	Graphic Arts III	College Prep	Elective	Full Year	5.0	10-12	Graphic Arts I & II
6149PA	Graphic Arts IV	College Prep	Elective	Full Year	5.0	11-12	Graphic Arts I, II, & III
6249PA	Introduction to Media Technology	College Prep	Elective	Semester	2.5	9-12	None
6315PA	Innovating Through Design Thinking	College Prep	Elective	Semester	2.5	9-12	None
6525PA	Design Thinking Studio: Experiences in Design & Rapid Prototyping	College Prep	Elective	Semester	2.5	9-12	None
6535PA	Building and Design I	College Prep	Elective	Semester	2.5	9-12	None
6545PA	Building and Design II	College Prep	Elective	Semester	2.5	9-12	Building and Design I
6550PA	Building and Design III	College Prep	Elective	Full Year	5.0	10-12	Building and Design I & II
6555PA	Interactive Design I	College Prep	Elective	Semester	2.5	9-12	None
6558PA	Interactive Design II	College Prep	Elective	Semester	2.5	9-12	Interactive Design I
6565PA	Robotics I	College Prep	Elective	Semester	2.5	9-12	Interactive Design
6568PA	Robotics II	College Prep	Elective	Semester	2.5	9-12	Robotics I
6575PA	Real World Engineering	College Prep	Elective	Full Year	5.0	9-12	None
6489PA	Yearbook Production I	College Prep	Elective	Semester	2.5	10-12	None
6499PA	Yearbook Production II	College Prep	Elective	Semester	2.5	10-12	Yearbook Production I
6498PA	Yearbook Production II	Honors	Elective	Semester	2.5	10-12	Yearbook Production I & Teacher Recommendation
6492PA	Yearbook Management I	Honors	Elective	Full Year	5.0	11-12	Application Process
6494PA	Yearbook Management II	Honors	Elective	Full Year	5.0	12	Yearbook Management I
6329PA	Journalism Production I	College Prep	Elective	Full Year	5.0	10-12	None

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>INTERDISCIPLINARY COURSES</b>							
7319FA	American History and Literature with Integrated Study in the Arts	College Prep		Full Year	1.0	10-11	Application process
<b>DEPARTMENT OF MUSIC</b>							
7099MU	Introduction to 21 <sup>st</sup> Century Music Production	College Prep	Elective	Semester	2.5	9-12	None
7090MU	Advanced 21 <sup>st</sup> Century Music Production	College Prep	Elective	Semester	2.5	9-12	Introduction to 21 <sup>st</sup> Century Music Production
7089MU	Music Rewind	College Prep	Elective	Semester	2.5	9-12	None
7140MU	Music Theory AP	AP	Elective	Full year	5.0	10-12	Teacher Recommendation
7009MU	Symphonic Band	College Prep	Elective	Full year	5.0	9-12	None
7019MU	Concert Band	College Prep	Elective	Full year	5.0	9-12	Teacher Recommendation
7029MU	Wind Ensemble	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7219MU	Chorale	College Prep	Elective	Full year	5.0	9-12	None
7239MU	Concert Choir	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7269MU	Treble Choir	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7249MU	Chamber Choir	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7049MU	Symphonic Orchestra	College Prep	Elective	Full year	5.0	9-12	None
7039MU	Concert Orchestra	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7059MU	Chamber Orchestra	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
<b>INDEPENDENT STUDY</b>							
7259MU	Music Mentors Honors	College Prep	Elective	Full year	1.25	10-12	Teacher Recommendation
<b>DEPARTMENT OF DANCE &amp; THEATRE</b>							
7149DT	Dance I	College Prep	Elective	Semester	2.5	9-12	None
7129DT	Dance II	College Prep	Elective	Semester	2.5	9-12	Gr. 9 w/Prior Approval; Gr. 10-12 & Dance I
7139DT	Advanced Dance	College Prep	Elective	Semester	2.5	9-12	Dance II
7189DT	Acting I	College Prep	Elective	Semester	2.5	9-12	None
7199DT	Advanced Acting	College Prep	Elective	Semester	2.5	9-12	Acting I
7187DT	Stagecraft	College Prep	Elective	Summer Semester	2.5	9-12	Teacher Recommendation
7185DT	Theater History	College Prep	Elective	Quarter	1.75	12	Teacher Recommendation

# WELLNESS

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF WELLNESS</b>							
<b>Health/Physical Education</b>							
<b>Wellness 9</b>		<b>College Prep</b>		Full Year		9	
	• Health 9A			1 Qtr	1.25		
	• Freshmen Fitness			1 Qtr	1.25		
	• Health 9B			1 Qtr	1.25		
	• Project Adventure I			1 Qtr	1.25		
<b>Wellness 10</b>		<b>College Prep</b>		Full Year		10	
	• Driver's Education			1 Qtr	1.25		
	• Strength and Conditioning I			1 Qtr	1.25		
	• Health 10			1 Qtr	1.25		
	• Project Adventure II			1 Qtr	1.25		
<b>Wellness 11</b>		<b>College Prep</b>		Full Year		11	
	• Health 11			1 Qtr	1.25		
	• Junior Physical Ed Activities			1 Qtr	1.25		
	• Yoga & Stress Management			1 Qtr	1.25		
	• Strength & Conditioning II			1 Qtr	1.25		
<b>Wellness 12</b>		<b>College Prep</b>		¾ Year		12	
	• First Aid & Safety			1 Qtr	1.25		
	• Senior Physical Ed Activities			1 Qtr	1.25		
	• Senior Wellness			1 Qtr	1.25		

# WORLD LANGUAGES

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF WORLD LANGUAGES</b>							
<b>MODERN</b>							
5154FL	Chinese I	College Prep		Full Year	5.0	9-12	None
5254FL	Chinese II	College Prep		Full Year	5.0	10-12	Chinese I; Admission by Placement Test
5352FL	Chinese III	Honors		Full Year	5.0	10-12	Chinese II; Admission by Placement Test
5452FL	Chinese IV	Honors		Full Year	5.0	11-12	Chinese III Honors; Admission by Placement Test
5124FL	French I	College Prep		Full Year	5.0	9-12	None
5224FL	French II	College Prep		Full Year	5.0	9-12	French I; Admission by Placement Test
5322FL	French III	Honors		Full Year	5.0	10-12	French II; Admission by Placement Test
5422FL	French IV	Honors		Full Year	5.0	11-12	French III Honors; Admission by Placement Test
5522FL	French V	Honors		Semester	2.5	11-12	French IV Honors; Admission by Placement Test
5520FL	French V AP	AP		Full Year	5.0	11-12	French IV Honors; Admission by Placement Test
5144FL	German I	College Prep		Full Year	5.0	9-12	None
5244FL	German II	College Prep		Full Year	5.0	9-12	German I; Admission by Placement Test
5342FL	German III	Honors		Full Year	5.0	10-12	German II; Admission by Placement Test
5442FL	German IV	Honors		Full Year	5.0	11-12	German III Honors; Admission by Placement Test
5134FL	Spanish I	College Prep		Full Year	5.0	9-12	None
5234FL	Spanish II	College Prep		Full Year	5.0	9-12	Spanish I; Admission by Placement Test
5334FL	Spanish II Advanced	College Prep		Full Year	5.0	9-12	Gr. 8/Spanish I Teacher Rec; Spanish Level I HS Teacher Rec
5331FL	Spanish III	College Prep		Full Year	5.0	10-12	Spanish II; Admission by Placement Test
5332FL	Spanish III	Honors		Full Year	5.0	10-12	Spanish II Teacher Rec; Admission by Placement Test
5434FL	Spanish IV	College Prep		Full Year	5.0	11-12	Spanish III CP or Spanish III Honors Teacher Rec
5432FL	Spanish IV	Honors		Full Year	5.0	11-12	Spanish III Honors Teacher Rec; Admission by Placement Test
5532FL	Spanish V	Honors		Full Year	5.0	11-12	Spanish IV Honors; Admission by Placement Test
5530FL	Spanish V AP	AP		Full Year	5.0	11-12	Spanish IV Honors; Admission by Placement Test
5911FL	Spanish Cultures and Conversation I	College Prep		Full Year	5.0	10-11	None
5912FL	Spanish Cultures and Conversation II	College Prep		Full Year	5.0	11-12	Spanish Cultures and Conversation I
<b>CLASSICAL</b>							
5114FL	Latin I	College Prep		Full Year	5.0	9-12	None
Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
5214FL	Latin II	College Prep		Full Year	5.0	9-12	Latin I; Admission by Placement Test
5312FL	Latin III	Honors		Full Year	5.0	10-12	Latin II; Admission by Placement Test
5412FL	Latin IV	Honors		Full Year	5.0	11-12	Latin III Honors; Admission by Placement Test

5510FL	Latin V	AP	Full Year	5.0	11-12	Latin IV Honors; Admission by Placement Test
5362FL	Classical Cinema	Honors	Full Year	5.0	11-12	Successful Completion (C+) of Latin III Honors

## ALTERNATIVE PROGRAMS

### School to Careers (6009PA)

This is a vocational-technical education program by which students receive work-based instruction through written cooperative arrangements between the Ridgewood school district and employers. This instruction includes required academic courses and related vocational and technical education instruction, by alternation of study in school with paid employment in an occupational field. This alternation is planned and supervised by the district and employer so that each contributes to the education and employability of the individual. Students enrolled in the program receive up to 10 credits for employment and 5 credits for a required related class. Under this program, students attend school classes for half a day and are employed at least 15 to 34 hours per week under supervised conditions at state approved work stations. (Enrollment by permission of program coordinator and guidance counselor for students in grades 11 and 12, Elective 10-15 credits.)

### Structured Learning Experience (SLE)

Structured Learning Experiences are experiential, supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career and educational decisions. A structured learning experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Structured learning experiences may include, but are not limited to:

- (1) Apprenticeships;
- (2) Community service;
- (3) Cooperative education;
- (4) Internships;
- (5) Job shadowing;
- (6) School-based enterprises;
- (7) Volunteer activities;
- (8) Vocational student organizations; and
- (9) Work Experience Career Exploration Program (WECEP)

### Satellite AM (0619SP) or PM (0629SP)

This program at Bergen County Technical Education Center in Paramus, offers a half-day, shared time program in technical education for students who have expressed an interest in developing specific work skills for entrance into the workplace or a post-secondary education trade based program. Students interested in the Satellite program have typically demonstrated a preference for hands-on learning experiences. Interested students usually begin the Satellite program in ninth or tenth grade but may enter into *some* areas as late as eleventh grade. The program begins with career exploration during which students rotate through a variety of shop experiences in areas, such as culinary arts, information technology, graphic design, automotive technology, collision repair, healthcare, landscaping, cosmetology, skincare, green building trades, small animal care, and graphic design. As they continue into eleventh and twelfth grade, students are placed in specific shops as majors. Students attend Satellite up to half of each school day; the remainder is spent at Ridgewood High School for academic instruction. Bergen County Technical Education Center offers a competency-based curriculum developed by experienced trade teachers and advisory committees, and is designed to provide students with marketable skills.

## TRANSITIONAL PROGRAM

The Transitional Program at Ridgewood High School addresses the transition needs of special education and mainstream students. It consists of a number of support services that assist the student in achieving success and independence in school, at home, in career, and in the community. A study skills course, career education classes, career-counseling sessions, interest



inventories, career fairs, job shadowing internship, self-advocacy groups, and workshops serve to better prepare students for the success in school as well as the adult professional world.

### Academic Enrichment (9039SP)

Academic Enrichment is a semester, elective course for ninth grade students. The course will offer instruction in study skills, organization strategies, goal setting, and time management techniques. Students will gain strategies to be successful in their core academic courses. There will be a focus on test-taking, note-taking, and general study techniques. Overall, students will acquire and implement skills to be effective life-long learners.

\*Courses are structured as customary programs with modifications in accordance with students' Individual Educational Plans.

## SPECIAL PROGRAMS

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades
<b>SPECIAL EDUCATION</b>						
<b>RESOURCE CENTER*</b>						
9039SP	Academic Enrichment	College Prep	Semester	2.5	9	
9326SP	Algebra I	Survey	Full Year	5.0	9-12	
9336SP	Geometry	Survey	Full Year	5.0	10-12	
9346SP	Algebra II	Survey	Full Year	5.0	11-12	
9348SP	Advanced Mathematics Applications	Survey	Full Year	5.0	12	
9428SP	Biology	Survey	Full Year	5.0	10-12	
9438SP	Chemistry	Survey	Full Year	5.0	10-12	
9458SP	Physics	Survey	Full Year	5.0	10-12	
9116SP	English 9	Survey	Full Year	5.0	9	
9414SP	Environmental Science	Survey	Full Year	5.0	9-10	
9126SP	English 10	Survey	Full Year	5.0	10	
9136SP	English 11	Survey	Full Year	5.0	11	
9146SP	English 12	Survey	Full Year	5.0	12	
9808SP	Adapted Physical Education	Survey	Full Year	5.0	9-12	
9236SP	United States History I	Survey	Full Year	5.0	10-12	
9246SP	United States History II	Survey	Full Year	5.0	11-12	
9216SP	World History	Survey	Full Year	5.0	9-12	
<b>SUPPLEMENTAL</b>						
	Grades 9-12		Fall Semester		9-12	
	Grades 9-12		Spring Semester		9-12	

# PREP PROGRAM

## PRACTICAL, REAL-LIFE EDUCATION AND PREPATION

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>Grade 9</b>							
9039SL	Academic Enrichment	Survey		Full Year	5.0	9	
9106SL	English 9	Survey		Full Year	5.0	9	
9206SL	World History I	Survey		Full Year	5.0	9	
9306SL	Algebra I	Survey		Full Year	5.0	9	
9412SL	Environmental Science	Survey		Full Year	5.0	9	
<b>Grade 10</b>							
9107SL	English 10	Survey		Full Year	5.0	10	
9207SL	US History I	Survey		Full Year	5.0	10	
9407SL	Biology	Survey		Full Year	5.0	10	
9307SL	Geometry	Survey		Full Year	5.0	10	
<b>Grade 11</b>							
9889SP	21 <sup>st</sup> Century Work Skills 11	Survey		Full Year	5.0	11	
9108SL	English 11	Survey		Full Year	5.0	11	
9208SL	US History II	Survey		Full Year	5.0	11	
9309SL	Consumer Math	Survey		Full Year	5.0	11	
9408SL	Chemistry	Survey		Full Year	5.0	11	
<b>Grade 12</b>							
9898SP	21 <sup>st</sup> Century Work Skills 12	Survey		Full Year	5.0	12	
9112SL	English 12	Survey		Full Year	5.0	12	
9212SL	Civics	Survey		Full Year	5.0	12	
9312SL	Personal Finance	Survey		Full Year	5.0	12	

\*Courses are structured as customary programs with modifications in accordance with students' Individual Educational Plans.

## RISe

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
9002RI	Social Psychology	Survey		Full Year	5.0	9-11	
<b>Grade 9</b>							
9039RI	Academic Enrichment	Survey		Full Year	5.0	9	
9106RI	English 9	Survey		Full Year	5.0	9	
9206RI	World History I	Survey		Full Year	5.0	9	
9306RI	Math 9	Survey		Full Year	5.0	9	
9416RI	Environmental Science	Survey		Full Year	5.0	9	
9802RI	Adapted Physical Education 9	Survey		Full Year	5.0	9	
9872RI	21 <sup>st</sup> Century Work Skills 9	Survey		Full Year	5.0	9	
9882RI	Work and Study Skills 9	Survey		Full Year	5.0	9	
<b>Grade 10</b>							
9107RI	English 10	Survey		Full Year	5.0	10	
9207RI	United States History I	Survey		Full Year	5.0	10	
9308RI	Math 10	Survey		Full Year	5.0	10	
9408RI	Biology	Survey		Full Year	5.0	10	
9803RI	Adapted Physical Education 10	Survey		Full Year	5.0	10	
9874RI	21 <sup>st</sup> Century Work Skills 10	Survey		Full Year	5.0	10	
9884RI	Work and Study Skills 10	Survey		Full Year	5.0	10	
<b>Grade 11</b>							
9108RI	English 11	Survey		Full Year	5.0	11	
9208RI	United States History II	Survey		Full Year	5.0	11	
9309RI	Consumer Math	Survey		Full Year	5.0	11	
9873RI	21 <sup>st</sup> Century Work Skills II	Survey		Full Year	5.0	11	
9889RI	Work and Study Skills II	Survey		Full Year	5.0	11	
	Adapted Physical Education 11	Survey		Full Year	5.0	11	
<b>Grade 12</b>							
9404RI	English 12	Survey		Full Year	5.0	12	
<b>9702RI</b>	Personal Finance	Survey		Full Year	5.0	12	
9804RI	Adapted Physical Education 12	Survey		Full Year	5.0	12	
9878RI	21 <sup>st</sup> Century Work Skills 12	Survey		Full Year	5.0	12	
9880RI	Work and Study Skills 12	Survey		Full Year	5.0	12	

**RIDGEWOOD HIGH SCHOOL  
WINTER 2020-2021 COACHING ASSIGNMENTS ESTIMATE**

<b>Name</b>	<b>Position</b>	<b>Step</b>	<b>Ratio*</b>	<b>Total Salary</b>	<b>1/2 Salary 1/15/2021</b>	<b>1/2 Salary 2/15/2021</b>
Troy, Michael	Head Boys Basketball	IV	0.110	10,180.00	5,090.00	5,090.00
DeRisi, Michael	Assistant Boys Basketball	IV	0.070	6,478.00	3,239.00	3,239.00
Neville, Ben	Assistant Boys Basketball	III	0.065	6,015.00	3,007.50	3,007.50
Mitchell, Michael	Head Girls Basketball	III	0.105	9,717.00	4,858.50	4,858.50
Kadus, Christopher	Assistant Girls Basketball	IV	0.070	6,478.00	3,239.00	3,239.00
Johnson, Andrew	Assistant Girls Basketball	IV	0.070	6,478.00	3,239.00	3,239.00
Bennett, Richard	Head Bowling	IV	0.077	7,126.00	3,563.00	3,563.00
Roecker, Karl**	Ski Club	IV	0.085	7,866.00	3,933.00	3,933.00
<b>TBD</b>	Assistant Ski Club	III	0.065	0.00	0.00	0.00
Lucchesi, Michael	Head Ice Hockey	IV	0.110	10,180.00	5,090.00	5,090.00
Cronk, Paul	Assistant Ice Hockey	IV	0.070	6,478.00	3,239.00	3,239.00
McGinley, Peter	Assistant Ice Hockey	I	0.055	5,090.00	2,545.00	2,545.00
<b>Totals</b>				<b>82,086.00</b>	<b>27,362.00</b>	<b>27,362.00</b>
<b>*Ratio is applied to the B.A. Maximum:</b>				<b>\$92,542</b>		
<b>** Parent paying for Club</b>						

**RIDGEWOOD HIGH SCHOOL  
WINTER 2020-2021 COACHING ASSIGNMENTS ESTIMATE**

				<b>Total</b>	<b>1/2 Salary</b>	<b>1/2 Salary</b>
<b>Name</b>	<b>Position</b>	<b>Step</b>	<b>Ratio*</b>	<b>Salary</b>	<b>2/15/2021</b>	<b>3/15/2021</b>
Ryan, Patrick	Head Indoor Track	IV	0.110	10,180.00	5,090.00	5,090.00
Schoepfer, Warren	Assistant Indoor Track	IV	0.070	6,478.00	3,239.00	3,239.00
Wilson, Timothy	Assistant Indoor Track	IV	0.070	6,478.00	3,239.00	3,239.00
Schulke, Kyle	Head Boys/Girls Swimming	IV	0.110	10,180.00	5,090.00	5,090.00
Tobin, Deirdre	Assistant Swimming	IV	0.070	6,478.00	3,239.00	3,239.00
Centrelli, Erica	Head Cheerleader Advisor	III	0.072	6,663.00	3,331.50	3,331.50
<b>TBD</b>	Assist. Cheerleader Advisor	I	0.030	2,776.00	1,388.00	1,388.00
<b>Totals</b>				<b>49,233.00</b>	<b>16,411.00</b>	<b>16,411.00</b>
<b>*Ratio is applied to the B.A. Maximum:</b>			<b>\$92,542</b>			
<b>** Parent paying for Club</b>						

**RIDGEWOOD HIGH SCHOOL  
WINTER 2020-2021 COACHING ASSIGNMENTS ESTIMATE**

				<b>Total</b>	<b>1/2 Salary</b>	<b>1/2 Salary</b>
<b>Name</b>	<b>Position</b>	<b>Step</b>	<b>Ratio*</b>	<b>Salary</b>	<b>3/15/2021</b>	<b>4/15/2021</b>
Watson, Torrance	Head Wrestling	IV	0.110	10,180.00	5,090.00	5,090.00
TBD	Assistant Wrestling	IV	0.070	6,478.00	3,239.00	3,239.00
Schick, Casey	Assistant Wrestling	IV	0.070	6,478.00	3,239.00	3,239.00
<b>Totals</b>				23,136.00	7,712.00	7,712.00
*Ratio is applied to the B.A. Maximum:				<b>\$92,542</b>		
** Parent paying for Club						

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Bergen County, New Jersey  
January 11, 2021**

Minutes of the Regular Public Meeting of the Board of Education held on January 11, 2021 at 7:00 p.m., at the Education Center.

**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, Zoe Kovac, Student Representative

**Visitors:**

Not applicable

**A. MOTION TO MOVE INTO EXECUTIVE SESSION**

Mr. Lembo 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.

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 7:03 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, 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, Zoe Kovac, Student Representative

**Visitors:**

None

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS**

**A. Student Representative Report**

Zoe Kovac reported after returning from a much needed and relaxing break, many students have shown appreciation for the all virtual learning model because it allowed them to ease back into a routine. While several have expressed disappointment that the recent holidays were celebrated while masked and socially distanced, they feel that seeing their friends and teachers--although it is over Zoom--can introduce the sense of normalcy that we're all craving right now.

Athletics:

- The RHS Hockey and Alpine Ski teams have been safely practicing and adhering to all CDC guidelines. Despite the fact that no school is currently allowing spectators at any athletic event, the players and coaches are staying hopeful that they will be able to invite fans for the spring season.

**V. COMMENTS FROM THE PUBLIC**

The following comments were submitted online.

John Cullinane, 651 Newcomb Road, It has come to my attention that some teachers at BF middle school are presenting disturbing material to students. In particular, my daughter in Grade 6, BF Middle School, was instructed to watch this Youtube video for class:

[https://youtu.be/\\_RMvlcoHvZg](https://youtu.be/_RMvlcoHvZg)

I'm not sure if there is any oversight governing how Youtube material is incorporated into the school curriculum, but this video seems highly inappropriate. Please explain why it is being used in class.



Thank You.

Scott Cavagnuolo, 800 Bingham Road, I'm a concerned BF parent because of all the political rhetoric and inappropriate discussions and exercises in classes of both my children last week

The following callers made comments:

Corrin Dillon, 217 Fairmount Road, welcomed and thanked Dr. Gorman for stepping up to be the Acting Superintendent. Thanked the Board for committing to forming a committee of stakeholders to discuss what G&T will look like. She likes the positive changes that have happened the last few months.

## VI. PRESENTATIONS

### A. 2019-2020 AUDIT REPORT

➤ Lerch, Vinci & Higgins, LLP

Mr Gary Higgins, Mr. Ralph Picone and Mr. Andrew Parente presented the 2019-2020 audit report.

The district received an unmodified audit opinion on its financial statements for the period ending June 30, 2020, the highest level of attestation that an audited entity can receive.

The year-end surplus was reviewed by the auditors, and four recommendations were made. They recommend that:

- the school purchasing program procedures are enhanced to ensure that post award notices are submitted to the Office of the State Comptroller timely
- fees collected by the Infant Toddler Development Center be deposited on a timely basis
- student activities accounts should continued efforts to properly report and account for related transactions
- all current year capital asset additions should be reflected in the district capital asset records.

Two of the recommendations are also included in the CAFR; the school purchasing program procedures, and the capital asset additions. Only one recommendation is a repeat from the previous year; which identifies that all recommendations were taken into consideration and corrected. All in all, It is an excellent report considering the state requirements and the issues related to COVID.

Questions posed by board members regarding details on line items were reviewed by Mr. Higgins and Mr. Picone and they identified the pages on the audit report where the details can be located.

Ms. Kwak asked about transfer from the General Fund to Other funds of \$1.797 million. Mr. Picone referred to p. 85, Exhibit C-1. In "Other Financing Sources [or] (Uses)" transfers from General Fund comprised of \$1.3m to the capital projects fund and \$497,672 was transferred to the Enterprise Fund. Ms. Kwak asked if the Enterprise

Fund refers to the Infant Toddler Development Center (ITDC) and is that one-time drawdown.

Mr. Picone referred to p.26 Exhibit B-5. The auditor replied that the \$497,672 is to cover the accumulated losses at ITDC, including the accumulated deficit \$73,993 plus the current year loss of \$385,126, with the differential balance remaining of \$38,553.

Mr. Picone confirmed that for the school year end 2020 ITDC deficit was \$385,126.

If a loss is incurred [at ITDC] greater than the \$38,553 balance this year, the district needs to take remedial action to fund that before school year end [2021]. The Board of Trustees need to transfer funds from other accounts to cover this deficit if there is a deficit in ITDC at school year end 2021.

Mr. Dani asked about the June 2020 surplus balance to the capital reserve. Mr. Higgins noted that the district is required to keep 2% of \$2.494 million, and then the district voted to place any excess above that 2% requirement to capital reserve. He referred to p.42 of full report.

Mr. Dani asked about future year expenditures. Mr. Picone clarified \$108,884 will be used in the 21-22 budget, \$700,00 was from 18/19 budget, \$257,000 to be used in the 21-22 budget.

Mr. Picone reviewed p.13 of Recommendation of corrective action from the Auditor's Management Report.

Mr. Picone referred to p. 143 of the Auditor's comprehensive report to provide context for the approximately \$2 million of unrecorded assets in Facilities and Capital Assets. In the capital assets amounts of \$1.267 million, most of these were additions to the capital projects fund, that were not included in the capital asset report.

Ms. Kwak asked about what happens if there is another loss at ITDC this year, why can't the loss be displayed as a loss, what is the accounting principle behind that.

Mr. Higgins clarified that the loss is displayed as a loss, [the district] just happened to remediate it prior to year end. Had [the district] not made the transfer, the Auditor would have made an audit recommendation that the deficit be remediated and that can be done in 1 of 3 ways: 1) increase revenues, (2) reduce costs or (3) make a transfer to subsidize it. The district averted an audit recommendation by making the transfer prior to closing the books at year end. But if you do nothing this year and incur a deficit that exceeds the balance that is remaining on exhibit B-5 [\$38,553], then you will see an Audit Recommendation.

Ms. Kwak asked if we do not take any action, does it necessitate a closedown.

Mr. Higgins replied that if we do nothing, then the ITDC deficit will be flagged in the Audit recommendation to take remedial action. Recommendations typically have to be cleared by the next audit.

To view this portion of the meeting including the question and answer period to the auditors, scroll to 17:16 in the BOE webcast on the district website.

**i. Acceptance of the Audit Report for the 2019-2020 School Year and Approval of**

**the Corrective Action Plan for the 2019-2020 School Year.**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Acceptance of the Audit Report of the 2019-2020 School Year and approval of the Corrective Action Plan for the 2019-2020 school year.

The Board has received background information.

Mr. Lembo moved approval of A. 2019-2020 Audit Report

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

**VII. SUPERINTENDENT'S REPORT**

Dr. Gorman discussed the rationale for the two-week closure from January 4 through January 15 following the December recess. Two days after the last board meeting, a meeting was held with the Village of Ridgewood Health Department. Although Ridgewood was in a good place at that time, there were concerns based on COVID numbers, trends, and anticipated travel and holiday gatherings. The health department advised us to close for two weeks, and a decision was made to take a tactical pause, knowing that quality lessons could be delivered while keeping students and faculty safe. In-person learning is still scheduled to resume on January 19.

Prior to the new year, Ridgewood experienced an increase of over 40 COVID-19 cases, and last week, the Ridgewood Public Schools had 20 confirmed student cases with more on the horizon. In an effort to find the right balance for our students' education and safety, the district is slowly beginning to transition back in controlled settings this week. Athletics began yesterday with very strict measures and procedures in place, and new protocols are being instituted for students to use shared equipment, enriching the in-person learning experience.

Additionally, the district is exploring ways to bring more students back to school in the coming months in a safe manner. Data will be assessed on a weekly basis to determine whether individual schools need to be closed. A surgical approach will be used to make these determinations. Understanding that in-person learning is best for students, the district looks forward to resuming that type of instruction and even expanding upon the current hybrid model when possible.

Dr. Gorman expressed that we are all saddened and shocked by the events that occurred at the Capitol last week. When appropriate, teachers talked to their students about last week's events, and moving forward, the same approach will be used in discussing the inauguration. Specific questions should be directed to a child's teacher or principal.

In reference to the two written comments submitted regarding the BF video, Mr. Orsini has handled and addressed the issue. He asked the people who submitted written contents to

reach out to Mr. Orsini.

Dr. Gorman stated that we are currently on track to return to the hybrid model on January 19. The State is still guiding our health department to continue the 14 day quarantine. When we started the school year we were in the green category and now we are in the orange category. The district has been cautious and diligent and there have been no transmissions on school grounds.

Educators are in the 1B category for vaccine distribution and hopefully we can begin in the next few weeks. The vaccine is currently not mandated for staff, although it is highly recommended.

The decision to switch individual students from remote to hybrid or hybrid to remote can be done at any time, but the district asks for a two week timeframe.

## VIII. COMMITTEE OF THE WHOLE REPORTS

➤ None at this time.

## 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**.

Mr. Lembo 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.

Dr. Gorman recognized and thanked the Board for their service and commitment to the community and the Ridgewood Public School and stated that the New Jersey School Board Association declared January 2021 to be School Board Recognition Month.

### B. ADMINISTRATION

#### i. Approval: NJSBA School Board Recognition Month

**WHEREAS**, The New Jersey School Boards Association has declared January 2021 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 12<sup>th</sup> 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 such as the National Assessment of Educational Progress scores, and the preparation for college through advanced placement offerings and SAT assessments; 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 2021 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 staffs toward the advancement of our children's education.

Mr. Lembo moved approval of B. Administration.

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 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 Services Agreement with the Center for Autism and Early Childhood Mental Health at Montclair State University**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional services agreement with the Center for Autism and Early Childhood Mental Health at Montclair State University to support the Ridgewood Early Achievement for Children preschool REACH, RISE and RED programs at Glen School for the period January 1, 2021 through June 30, 2021 in the amount of \$1,800.00

The Board has received background information.

Ms. Brogan moved approval of C. Curriculum & Instruction.

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 for consideration D. Human Resources.

**D. HUMAN RESOURCES**

i. **Appointments**

**Dr. Gorman**

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**

DeMALLIE, Angela - Preschool Disabilities Teacher, Glen School, effective January 4, 2021 through February 1, 2021, at a daily rate of \$150 per day, until the assignment ends.

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

**Field Placements**

CHO, Hannah - Rutgers University, Clinical Practice with Laura Calandra, First Grade Teacher, Somerville School, effective January 21, 2021 through April 29, 2021.

TROPAENO, Victoria - Montclair State University, Clinical I and II with Kathryn Bielicky, Third Grade Teacher, Somerville School, effective February 8, 2021 through May 21, 2021 and August 31, 2021 through December 10, 2021.

YU, Kaitlyn - Rutgers University, Clinical Practice with Shannon Pia, Kindergarten Teacher, Somerville School, effective January 21, 2021 through April 29, 2021.

**Classroom Aides**

BELISLE, Joel - Self-Contained (LLD) Special Education Classroom Aide, Benjamin Franklin Middle School, effective January 4, 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 # 11-204-100-106-00-08-024-001

DeVINCENZO, Kerry - Resource Room Special Education Classroom Aide, Travell School, effective January 12, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-213-100-106-00-06-024-001

FIERRO, Judy - Applied Behavior Analyst Aide (ABA), Ridge School, effective January 12, 2021, or as soon after as possible, through June 22, 2021, pending verification of employment as outlined by Chapter 5, 5.5 hours per day, 5 days per week, at an hourly rate of \$20.17.

Account # 11-212-100-106-00-04-024-001

OSTROVSKAIA, Olga - Applied Behavior Analyst Aide (ABA), Glen School, effective January 12, 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 \$21.23.

Account # 11-212-100-106-00-01-024-001

**ii. Change of Assignments**

**Dr. Gorman**

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

BROESLER, Breanna - **from** Long-term Substitute, Fifth Grade Teacher, Somerville School, effective September 29, 2020, through November 30, 2020, **to** Leave of Absence Replacement Fifth Grade Teacher (non-tenure track), Somerville School, effective September 29, 2020 through June 23, 2021. Ms. Broesler possesses an NJDOE Certificate Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Broesler will be registered into the NJDOE Provisional Teacher Program.

Account # 11-120-100-101-00-05-019-000

**From:** \$150  
daily rate  
**To:** \$60,518  
Cl. BA, St. 1  
prorated

FELDHAWN, Karen - **from** Resource Room Special Education Classroom Aide, Somerville School, 5.75 hours per day, 5 days per week, **to** Lunchroom Aide, Somerville School, effective February 2, 2021 through June 22, 2021, 3 hours per day, 5 days

Hourly rate will  
remain the  
same

per week.

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

KOLOGRIVOV, Valerie - **from** Lunchroom Aide, Orchard School, 2 hours per day, 5 days per week, **to** Substitute Secretary, Orchard School, effective January 4, 2021 through January 28, 2021, 5.5 hours per day, 5 days per week.

**From:** \$17.50  
per hour  
**To:** \$12.50 per  
hour

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

KOLOGRIVOV, Valerie - **from** Substitute Secretary, Orchard School, 5.5 hours per day, 5 days per week, **to** Lunchroom Aide, Orchard School, effective January 29, 2021 through February 11, 2021, 2 hours per day, 5 days per week.

**From:** \$12.50  
per hour  
**To:** \$17.50 per  
hour

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

KOLOGRIVOV, Valerie - **from** Lunchroom Aide, Orchard School, 2 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Orchard School, effective February 12, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week.

Hourly rate will  
remain the  
same

Account # 11-213-100-106-00-03-024-001

### iii. Resignations

**Dr. Gorman**

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

#### Long-term Substitute

SHULMAN, Leanne - Preschool Disabilities Teacher, Glen School, effective January 4, 2021.

#### Classroom Aides

LOUIE, Amy - Applied Behavior Analyst Aide (ABA), Ridge School, effective January 5, 2021.

MOHAJER, Poopak - Resource Room Classroom Aide, Willard School, effective January 4, 2021.

### iv. Resignation for the Purpose of Retirement

**Dr. Gorman**

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

#### Secretary

MAGGI, Patricia - Main Office Lead Secretary, Ridgewood High School, effective April 1, 2021, with 18 ½ years of Ridgewood



service.

v. **Resignation for the Purpose of Deferred Retirement**

Dr. Gorman

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

**Secretary**

NEBBIA, Carla - General Secretary, Somerville School, effective February 1, 2021, with 14 years of Ridgewood service.

vi. **Leave of Absence**

Dr. Gorman

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

DEARAUJO, Christie – Multisensory Teacher, District, effective April 5, 2021 through June 23, 2021, with a reinstatement date of August 31, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

vii. **Administrative Leave of Absence**

Dr. Gorman

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

**Revision:** It is recommended that the Board approve Employee #3294 for an administrative leave of absence with pay, **from** effective December 15, 2020 through **TBD**, with a reinstatement date of **TBD**, approved by the Board at its meeting on December 21, 2020 **to** effective December 15, 2020 through December 23, 2020, with a reinstatement date of January 4, 2021.

viii. **Supplemental Pay Beyond Contract**

Dr. Gorman

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

**Special Programs**

**ABA Aide Training - January 26 - 29, 2021, each not to exceed 7 hours, each at the hourly rate listed**

- **Sumera Baloch**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.

- **Valerie Eitner**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.
- **Judy Fierro**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.
- **Yaniv Fridman**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.
- **Mary Gagliardotto**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.
- **Olga Ostrovskaia**, Applied Behavior Analyst Aide, at an hourly rate of \$21.23.
- **Joan Palazzola**, STEPSS Coach, at an hourly rate of \$20.17.
- **Heidi Vehmas**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.
  
- **Emily Shovlin**, One-to-One Special Education Classroom Aide, at an hourly rate of \$17.50.
  
- **Christa Castelli**, Resource Room Special Education Classroom Aide, at an hourly rate of \$17.50.

Account # 11-212-100-106-00-24-024-001

**Handle with Care - January 21-22, 2021, each not to exceed 4 hours, each at the hourly rate listed**

- **Sumera Baloch**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.
- **Judy Fierro**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.
- **Yaniv Fridman**, Applied Behavior Analyst Aide, at an hourly rate of \$20.17.
- **Olga Ostrovskaia**, Applied Behavior Analyst Aide, at an hourly rate of \$21.23.

Account # 11-212-100-106-00-24-024-001

**Curriculum, Instruction & Assessment**

**Extended-day Program to work with Title I Students Before/After School - Funded by ESEA/ESSA Title I Grant Funds**

**George Washington Middle School, at their hourly rate listed (total not to exceed \$7,197)**

- **Lisbeth Jerejian**, at an hourly rate of \$70.09.

Account # 20-231-100-101-00-09-022-001

**Information Technology Department**

**Chromebook Repair**

- **Neil Valere**, not to exceed 20 hours at a minimum hourly rate of \$31.57 totaling \$631.40 and a maximum overtime hourly rate of \$47.35 totaling \$947.00.
- **Andrew DeRoche**, not to exceed 20 hours at a minimum hourly rate of \$27.12 totaling \$542.40 and a maximum overtime hourly rate of \$40.69 totaling \$813.80.

Account # 63-990-320-104-08-31-031-001

**ix. Substitutes for the 2020-2021 School Year**

**Dr. Gorman**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Substitute Teacher: Lauren Schierloh**

Ms. Brogan 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

Mr. Lembo wished the retiring secretary all the best.

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 **2020-2021** school year, to be used as indicated.

Acceptance of a gift in kind from the New Players Company Association, Inc. for gifts valued at \$84,922.99 for the 2019-2020 school year and summer season, use for production costs, staffing, scholarships, capital improvements, and other expenses of the New Players Company.

**ii. Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000**

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 \$40,000 for goods and services.

The Board has received background information.

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

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

## X. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

➤ None at this time

## 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
Jan 4	Columbia Bank On-Line	100384-100503	871,592.25	M. Lembo
Jan 4	Electronic Transfer	R33417	57,869.70	M. Lembo
Jan 4	Food Service	620227-620228	17,793.67	M. Lembo
<b>TOTAL</b>			<b>947,255.62</b>	

Mr. Lembo moved approval of bills reviewed by him.

Ms. Kwak seconded the motion.

Approval of Bills 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 announced that a full weekend of events is planned to honor the life and legacy of Dr. Martin Luther King Jr., beginning with a virtual screening and discussion of *Through a Lens Darkly* on Friday, a contactless pantry collection for Ridgcrest Senior

Housing on Saturday, and a hybrid webinar with religious leaders from Glen Rock and Ridgewood on Monday. She thanked the committee for putting this event together.

Ms. Brogan thanked the Friends of Music, this year's concert will be livestreamed on Friday, January 22. Tickets are \$25 per household and can be purchased on their website.

Mr. Lembo announced that the HSAs have been meeting, and many schools are hosting "no cook" fundraisers.

### **XIII. BOARD COMMITTEE REPORTS**

Mr. Lembo reported that the superintendent search is underway, and the Board is in the process of conducting the first round of interviews. Twenty viable applications were received for the position, and of those, 11 candidates possessed a doctorate. The gender representation was 15 males and 5 females. 5 candidates are in positions in their current career being represented.

### **XIV. DISCUSSION ITEM**

Mr. Kaufman discussed that the process for forming a Gifted and Talented Committee will begin this week.

Mr. Kaufman suggested that the Board form a committee to discuss later school start times. Mr. Lembo and Mr. Kaufman will be part of the committee and reach out to a group of parents who would like to present their findings. Some items that should be taken into considered are busing impacts, the impact to the greater community in relation to schedules and younger siblings, impact due to athletic schedules and losing instructional time, child care issue.

### **XVI. ACCEPTANCE OF MINUTES**

- October 28 Executive Session Minutes
- November 2 Regular Public Meeting; Re-approval
- November 16 Regular Public Meeting
- December 7 Regular Public Meeting
- December 21 Executive Session Meeting

Mr. Lembo 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**

The following callers addressed the board:

Tara Hastings, 150 Woodland Ave., Thanked the board and Dr. Gorman for their work. Asked the administration and board to think about what makes sense for different learners at different ages. Remote learning is challenging for our youngest learners and it is

important to get our youngest learners into in-person learning.

Boyd Loving, 342 South Irving street, he is concerned about the comments regarding the vaccine not being mandated for staff members, he believes the law says that it can be mandated as a term of employment. His concern is that as many employees as possible should get vaccinated and is not sure why the board would not mandate such action.

**XVIII. MOTION TO GO INTO EXECUTIVE SESSION**

At 8:15 p.m., Mr. Lembo moved the following resolution. Ms. Kwak seconded the motion, which was unanimously approved. Mr. Lembo stated the minutes of the Executive Session will be released when the need for confidentiality no longer exists.

The Open Public Meetings Act authorizes a public body to meet in Executive Session under circumstances; and

Whereas, said law requires the Board to adopt a resolution at a public meeting before it can meet in such Executive Session to discuss matters related to personnel. No action will be taken in the Executive Session.

**XIX. RECONVENED PUBLIC MEETING**

**XX. ADJOURNMENT**

At 9:00 pm by a motion made by Mr. Lembo, seconded by Mr. Kaufman the meeting adjourned.

Respectfully submitted

Scott Bisig  
Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary

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January 11, 2021

ATTACHMENT A

2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Isabelle Fisher	National Association of School Psychologists 2021 Virtual Convention Virtual National Association of School Psychologists (NASP), MD February 23 – 26, 2021	Professional Development	\$199.00	0

The total cost for these conferences is \$199.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$25,446.40 leaving a balance of \$174,553.60.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1300.00.

**FIELD TRIPS FOR APPROVAL**

January 11, 2021

ONE DAY TRIPS							ATTACHMENT B		
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	Est. Total Cost To District	Annual Event	Meets Requirements
01/12/21	Ridgewood 18-21 STEPSS Program	Stop and Shop Ridgewood , NJ	5 students	4	0	\$0	\$0	No	Yes
01/15/21	Ridgewood 18-21 STEPSS Program	YMCA, Tito's Burritos Ridgewood, NJ	5 students	4	0	\$0	\$0	No	Yes
01/19/21	Ridgewood 18-21 STEPSS Program	Stop and Shop Ridgewood , NJ	5 students	4	0	\$0	\$0	No	Yes
01/21/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
01/22/21	Ridgewood 18-21 STEPSS Program	Renato's Pizza Ridgewood, NJ	5 students	4	0	\$0	\$0	No	Yes
01/26/21	Ridgewood 18-21 STEPSS Program	Stop and Shop Ridgewood , NJ	5 students	4	0	\$0	\$0	No	Yes
01/28/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
01/29/21	Ridgewood 18-21 STEPSS Program	Jersey Mike's, Walgreens Ridgewood, NJ	5 students	4	0	\$0	\$0	No	Yes
02/04/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
02/11/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
02/18/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
02/25/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
03/04/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
03/11/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
03/18/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes
03/25/21	Ridgewood 18-21 STEPSS Program	Internship - Greens Do Good Hackensack, NJ	3 students	2	0	\$0	\$0	No	Yes



**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Bergen County, New Jersey  
January 25 , 2021**

Minutes of the Regular Public meeting of the Board of Education held on January 25, 2021 at 7:00 p.m., at the Education Center.

**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

**Visitors:**

Not applicable

**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 7:03 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

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Bergen County, New Jersey  
January 25 , 2021**

Minutes of the Regular Public meeting of the Board of Education held on January 25, 2021 at 7:00 p.m., at the Education Center.

**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

**Visitors:**

Not applicable

**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 7:03 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, 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, Zoe Kovac, Student Representative

**Visitors:**

None

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS****A. Student Representative Report**Academics

- As the junior class is beginning their college application process, the guidance counselors have started conducting the first of many meetings to go over the logistics and details of applying to college amidst a global pandemic. I actually had my meeting with my guidance counselor recently, and I will say that I received constructive advice and I feel more confident and focused on my next steps in my college application process.
- The Guidance department is also working with the current 9th, 10th, and 11th graders to schedule their courses for next year. That process will begin in early February although some classes have already started course recommendations.
- A PSAT will be administered to 10th graders tomorrow to make up for all of the test cancellations due to COVID. While those who are registered to take the exam are taking it, the rest of the students will be starting class at 12:40 pm.

Arts

- Several of the RHS musicians auditioned and then performed in the Maroon and White Recital. The performances were recorded and can be viewed online. Whether you are watching one of the students sing or play the trumpet, their talent cannot go unnoticed.
- Various RHS artists were chosen to display some of their artwork in the Virtual Carroll art gallery which can also be viewed online. It is hard to believe that each piece that is currently on display was made by a student at RHS; their work is nothing short of beautiful.
- The Newplayers have begun arranging their showing of Cabaret and since this year is like no other, there will be no auditions so anyone can participate. The soloists will perform their songs in the Little Theatre and each solo will be recorded and then edited into a video. The shows will not be live-streamed, however, tickets will

be available online.

### Athletics

- The winter sports season is off to a great start
- The RHS Girls Ski Team placed 1st overall at the NJISRA Conference Race and the RHS Boys Ski Team placed 3rd overall

### Activities

- Lots of the clubs at RHS have been brainstorming and planning for the rest of the school year. They have also started to collaborate with other clubs within the high school to achieve all sorts of goals.
- Many of the RHS students attended some of the Martin Luther King Jr. Weekend Kick-Off events hosted by the Ridgewood Public Library and the MLK Celebration Committee of Ridgewood and Glen Rock. As RHS continues to conduct discussions regarding racial inequity, implicit bias, and so much more, events like these will always be helpful in furthering the conversation and making real change.

## **V. COMMENTS FROM THE PUBLIC**

The following comments were submitted online:

Farrah Buchanan, 294 Spring Ave., Apologies if I missed it on the agenda. When will there be an update on the next phase of returning to school - be it Phase 2 or something different based on the current environment? Can this be a standing agenda item? Thank you.

John Cullinane, 651 Newcomb Road, This public statement is intended for all parents of children enrolled in the Ridgewood School District.

I would like to make all parents aware of certain materials that may have been presented to their children in class. My daughter is currently in Grade 6 at BF Middle. She was instructed by her teacher to watch a Youtube video by the title "Woke Kindergarten 60 Second Text: Spot the Difference". I urge all parents to Google the video " Woke Kindergarten 60 Second Text: Spot the Difference" and watch. If you are OK with this material, that is perfectly fine. This statement is not intended to change anyone's point of view, merely to make people aware of the current situation in the Ridgewood School District.

I am told by senior BF Middle staff that material like this was passed around freely by its teachers, apparently without raising any objection from within the system. This speaks to the current culture at BF Middle. Again, some parents may be ok with a teaching environment where watching " Woke Kindergarten 60 Second Text: Spot the Difference" is a totally acceptable teaching moment. This statement is not for them. This statement is for parents that may have an issue with it, so that they are, at least, aware of what ideas have possibly been implanted in their children's minds.

Be aware, despite what was stated at a previous board meeting, BF Middle has shown no intention of going back to the kids and doing any sort of correction. They have apparently absolved themselves of any responsibility in this, and in doing so, expressed silent approval that it occurred. It is therefore up to parents, if they feel it necessary, to speak to their children and guide them how they see fit. The purpose of this statement is again merely to make parents aware so they can decide what's best for their kids.

I can not speak for other schools in the district. Possibly BF Middle is an outlier in this regard.

But I would urge all parents of children to search for and watch the video "Woke Kindergarten 60 Second Text: Spot the Difference " and if you have an issue with it, talk with your children and find out if they have been exposed to it, or material like it. Guide them on how to safely navigate such an environment. Considering the target audience of this video, even elementary school parents should be aware of what could be creeping into the curriculums. To be clear, I have nothing but good things to say about Hawes Elementary - Dr Sem was the best!

**VI. PUBLIC HEARING ON POLICY & REGULATION 2361 - ACCEPTANCE USE OF COMPUTER NETWORKS/COMPUTERS/PERSONAL ELECTRONIC DEVICES (PEDs) AND RESOURCES IN ACCORDANCE WITH THE CHILDREN'S INTERNET PROTECTION ACT AND THE NEIGHBORHOOD CHILDREN'S INTERNET PROTECTION ACT (as listed in Attachment A)**

**A. Discussion on changes to policy since last year.**

Dr. Gorman presented the annual renewal of policy and regulation 2361 and stated there have been no changes since last year. A number of measures are in place to address cybersecurity and internet safety, including a web filter and anti-virus software. The district subscribes to an electronic monitoring service that filters content. Administrators are notified of any issues regarding the inappropriate use of electronic devices, and follow-up discussions are held with parents and students. The IT department runs cybersecurity and phishing tests for our staff, and training in this area is provided to staff.

**B. Comments from the Public.**

There were no comments from the public.

**C. Certification of Ridgewood Public Schools compliance with the Children's Internet Protection Act and Neighborhood Children's Internet Protection Act.**

**i. Approval: Certification of Ridgewood Public Schools Compliance with the Children's Internet Protection Act and Neighborhood Children's Internet Protection Act**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the certification that the Ridgewood Public Schools, including media centers/libraries in district, are in compliance with the Children's Internet Protection Act and Neighborhood Children's Internet Protection Act and that the school district enforces the requirements of these Acts and Policy.

Ms. Brogan moved approval.

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

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

NAYS: none

**D. Close Public Hearing on Policy & Regulation 2361 Acceptance Use of Computer Networks/Computers/Personal Electronic Device (PEDs) and REsources in Accordance**

with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act

## VII. PRESENTATIONS

### A. Gifted and Talented Program

Ms. Stacie Poelstra presented an update on the Gifted and Talented Program. A brief overview of current trends and the evolution of pedagogy in this area was explained. The district takes a three tier approach to gifted and talented enrichment education to meet the needs of all learners.

Tier 1 consists of universal programming, where all learners are monitored closely for potential. Educators identify advanced learners via observations, conferences, and evaluation of products. At tier 2, small groups are utilized with students who are identified for advanced opportunities, providing differentiated teaching points and work containing additional depth and breadth. The top five percent of our students, as outlined in the law, are provided with an Individualized Differentiation Plan (IDP), which is tier 3 of the district's approach. The IDP is used to identify and monitor individualized content, resources, and expectations, and it is continually evaluated. IDPs are reviewed with parents at parent/teacher conferences.

To support teachers in this area, training in differentiated instruction has been provided by content area experts. The district has also purchased effective tools and strategies to support enrichment. Ms. Poelstra shared the new Gifted and Folder that is used by all K-5 educators. This resource contains extension activities, interdisciplinary projects, and extensive math options for each subject area and aligned with each unit of study. Additionally, this comprehensive depository includes professional articles and IDP meeting resources.

Jeannie O'Neil, Elementary Supervisor and Joyce Cerbasi, Staff Curriculum developer are monitoring and working on the curriculum in light of the new Gifted and Talented policy.

Discussion regarding budgetary support to assist our teachers in providing additional support ensued, impact to the board goal, measurements of success and state requirements and guidance ensued.

To view the pdf of the presentation visit the district website or click on the link below:  
<https://www.ridgewood.k12.nj.us/common/pages/DisplayFile.aspx?itemId=24833585>

Information regarding the Gifted and Talented Program can be found on the district website by going to the district home page - Academics - Curriculum & Instruction - Curriculum - Gifted and Talented, or follow the link below:  
<https://www.ridgewood.k12.nj.us/cms/One.aspx?portalId=207600&pageId=24464834>

The full presentation and follow up conversation can be seen in the BOE webcast by scrolling to 16:18.

## VIII. SUPERINTENDENT'S REPORT

- A. The New Jersey COVID-19 Activity Level Report indicates that our region is still at the high level. Cases in Bergen County rose the previous two weeks by 7 and 6% respectively. News reports suggest that New Jersey may have peaked; however, they also warn that March could be challenging due to the new strains of the virus entering our area.

During the two weeks that the district was closed following the December recess, 20 cases were reported each week; therefore, it is likely that schools would have closed if the district had not taken this precautionary measure. This past week, the district saw a reduction in cases, reporting a total of 16. The situation will continue to be monitored closely, and data will drive decisions.

The district is awaiting legal and medical counsel regarding the district's plan for vaccinations, but at this time, they will not be required for employees or students. Educators have been registering for vaccinations, but the process is slow. A small number of district employees have already received the first round of the vaccine.

The district is awaiting legal and medical information from experts with guidance on moving forward with vaccination requirements.

COVID notification letters will be reported daily again, and the new **COVID-19 Dashboard** on the website will be updated on Fridays. The district has had zero cases of transmission within our schools.

In an effort to safely bring more normalcy to the school year, the district is working on different stages of Phase 1 and will be sharing surveys with the school community shortly. Community input and factors such as busing, social distancing etc. will also be considered when determining opening schools full time.

The 75th performance of Jamboree - Mission imPossible will be virtual this year. The video will available February 4 - February 7. Jamboree raises need-based scholarship funds for college-bound Ridgewood High School seniors. For more information, visit [rhsjamboree/org](https://rhsjamboree.org).

The Social Studies department put out material regarding the Capital Hill Riots. A caller's concern regarding a video that was distributed that probably should not have been shared has been corrected. Ms. Poelstra and other administrators addressed the concerns with the caller and with the students. Materials are always put out to all of the teachers and shared with them when they are appropriate.

## IX. COMMITTEE OF THE WHOLE REPORTS

- Finance
  - November Financial Reports

There were no questions regarding the November Financial reports.

## X. 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 B**.

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: New Community School Courses for Spring 2021

The Ridgewood Board of Education, upon the recommendation of the Superintendent of schools, approves the New Community School Courses for Spring 2021, as listed on **Attachment C**.

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 D**.

#### ii. Approval: Agreement with Nicole Baker, Academic Assessment Center

The Ridgewood Public Schools upon the recommendation of the Superintendent of Schools, approves the contract with Nicole Baker, MA, Ed.S., LPA, Academic Assessment Center for psychoeducational evaluations to aid in the determination of appropriate services for students through the 2020-2021 school year; the cost for evaluation is \$1,600.00.



The Board has received background information.

iii. **Approval: Agreement with Dr. Suzanne F. Plowman, Ph.D., Plowman Psychological Services, Inc.**

The Ridgewood Public Schools upon the recommendation of the Superintendent of Schools, approves the contract with Dr. Suzanne F. Plowman, Ph.D., Plowman Psychological Services Inc for the provision of Psychological evaluation services in order to support students who require additional assessments and/or management services as per their Individual Educational Program for the 2020-2021 school year, at an estimated rate not to exceed \$2,300.

The Board has received background information.

iv. **Approval: Agreement with Marion Sacharoff for the provision of CST/LDT-C Services**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Marion Sacharoff for the provision of CST/LDT-C services for twelve weeks to support students who require additional IEP support and/or management services as per their individual Education Program, beginning January 11, 2021 through April 18, 2021, at the hourly rate of \$100 per hour, not to exceed six hours per day.

The Board has received background information.

v. **Approval: Budgeted 2020 Extended School Year Out of District Placements**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the budgeted 2020 Extended School Year out of district placements, as listed below.

**2020 ESY Out-Of-District Placements**

<b>SCHOOL</b>	<b># OF STUDENTS</b>
River Dell Regional School District, River Edge, NJ	1

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.

**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**

ARANEO, Angela - Speech Language Specialist (tenure track), Glen School, effective March 1, 2021, or as soon after as possible, through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Araneo possesses an NJDOE Standard Certificate as a Speech Language Specialist.

Account # 11-000-216-104-00-01-019-000

\$71,215  
Cl. MA, St. 5  
prorated

ALEXANDER, Elianne - Speech Language Specialist (tenure track), Hawes School, effective February 8, 2021, or as soon after as possible, through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Alexander possesses an NJDOE Standard Certificate as a Speech Language Specialist.

Account # 11-000-216-104-00-02-019-000

\$71,215  
Cl. MA, St. 5  
prorated

### **Long-term Substitute**

FREY, Troy - Music Teacher, Ridgewood High School, effective March 22, 2021 through May 7, 2021, at a daily rate of \$150 per day, until the assignment ends. Mr. Frey possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Music Teacher.

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

### **Classroom Aides/Lunchroom Aide**

FELDHAWN, Kathryn\* - Lunchroom Aide, Somerville School, effective January 26, 2021, or as soon after as possible, through June 22, 2021, pending verification of employment as outlined by Chapter 5, 3 hours per day, 5 days per week, at an hourly rate of \$17.50.

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

LEE, Sungsu - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective January 26, 2021, or as soon after as possible, through June 22, 2021, 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

SAWYER, Marcia - Resource Room Special Education Classroom Aide, Willard School, effective January 26, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-213-100-106-00-07-024-001

TELEMAQUE, Kerwin - Resource Room Special Education Classroom Aide, Ridgewood High School, effective January 26, 2021, or as soon after as possible, through June 22, 2021, 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

TULIPANO, Traci - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective February 22, 2021, or as soon after as possible, through June 22, 2021, 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

### **Ridgewood Community School Employees – Spring Semester 2021**

Resolved that the list of individuals listed on **Attachment E**, be approved to work for the Ridgewood Community School for the Spring 2021 Semester. Salary range is \$25-\$75 per hour and/or \$12-\$125 per participant and/or \$65-\$475 per course. Account # 13-423-100-101-00-60-060-001 (Junior Education)

Account # 13-424-100-101-00-60-060-001 (Driver Education)

Account # 13-602-100-101-00-60-060-001 (Adult Education)

### **Home Instructors, on an as-needed basis, for the 2020-2021 School Year**

#### **Ridgewood High School**

Linda Chamesian, 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)

**\*Related to staff member**

#### **ii. Change of Assignments**

**Dr. Gorman**

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

**Revision:** FELDHahn, Karen - **from** Resource Room Special Education Classroom Aide, Somerville School, 5.75 hours per day, 5 days per week, **to** Lunchroom Aide, Somerville School, effective February 2, 2021 through June 22, 2021, 3 hours per day, 5 days per week, approved by the Board at its meeting on January 11, 2021, **to**

Hourly rate will remain the same

Resource Room Special Education Classroom Aide, Somerville School, 5.75 hours per day, 5 days per week, effective December 7, 2020 through June 22, 2021.

Account # 11-23-100-106-00-05-024-001

MANNION, Erin - **from** Permanent Substitute, George Washington Middle School, 5.75 hours per day, 5 days per week, **to** General Secretary, Somerville School, effective February 1, 2021 through June 30, 2021.

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

**From:** \$24.35  
per hour  
**To:** \$38,012  
Cl.IV-10M, St. 3  
prorated

iii. **Resignation**

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

**Dr. Gorman**

**Classroom Aide**

BINI, Natalie - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective January 18, 2021.

FEENEY, Rory - Resource Room Special Education Classroom Aide, Hawes School, effective February 8, 2021.

iv. **Resignation for the Purpose of Retirement**

**Dr. Gorman**

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

**Teachers**

ANTONELLIS, Donna - Librarian/Media Specialist, Travell School, effective July 1, 2021, with twenty years of Ridgewood service.

McCANN, Eileen - Special Education (RED) Teacher, Glen School, effective July 1, 2021, with thirty-one years of Ridgewood service.

v. **Leave of Absence**

**Dr. Gorman**

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

GELENIUS, Mariann – Learning Disabilities Teacher Consultant, Benjamin Franklin Middle School, effective January 4, 2021 through April 16, 2021, with a reinstatement date of April 19, 2021, using days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**vi. Supplemental Pay Beyond Contract****Dr. Gorman**

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

**Somerville School****Clubs and Activities - 2020-2021 School Year****Virtual Handchimes Club**

- **Alicia Vitale**, total stipend of \$450.  
Account # 11-401-100-101-00-05-005-001

**Yoga Club**

- **Lauren Carr**, total stipend of \$350  
Account # 11-401-100-101-00-05-005-001

**Willard School****Clubs and Activities - 2020-2021 School Year****Student Leadership**

- **Rebecca Dodd and Jerome Ong**, each total stipend of \$400.  
Account # 11-401-100-101-07-007-001

**Variety Show**

- **Jerome Ong and David Pfeiffer**, each not to exceed 15 hours, each at an hourly rate of \$40.17.  
Account # 11-401-100-101-07-007-001

**Ridgewood High School****Athletic Events Site Supervisors, each to be paid at the REA rate of \$40.17, each not to exceed more than 60 hours**

- **Craig Bunzey**
- **Mary Consol**
- **Christopher Fabish**
- **Peter Kay**
- **Ronald Knott**
- **Raymond Lug**
- **Aaron Mandel**
- **Michael McDermott**
- **Richard McNamee**
- **Brain Quirk**
- **Robert Rinaldi**
- **Kaitlin Rodriguez**

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

Winter Weightroom Supervisor, each to be paid at the REA rate of \$40.17, each not to exceed more than 60 hours

- Mary Consol
- Christopher Fabish
- Peter Kay
- Aaron Mandel
- Michael McDermott
- Michael Pounds

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

Clock Operators each for \$50 per contest, each not to exceed 40 contests

- Christopher Fabish
- Raymont Lug
- Aaron Mandel
- Kenneth Moscorella
- Christopher Reilly

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

**Curriculum, Instruction & Assessment**

**Extended-day Program to work with Title I Students Before/After School - Funded by ESEA/ESSA Title I Grant Funds**

**Hawes School, at their hourly rate listed (total not to exceed \$6,274)**

- Julieanna Berry, at an hourly rate of \$63.82.
- Debra Caruso, at an hourly rate of \$73.71.
- Erica Cucco-Campbell, at an hourly rate of \$40.35.
- Susan Enright, at an hourly rate of \$69.29.
- Charles Nebbia, at an hourly rate of \$75.92.
- Jill Rota, at an hourly rate of \$75.25.
- David Tashian, at an hourly rate of \$81.22.
- Caitlin Scappi, at an hourly rate of \$40.35.
- Nicole Weinstein, at an hourly rate of \$17.50.

Account # 20-231-100-101-00-02-002-001

**vii. Substitutes for the 2020-2021 School Year**

**Dr. Gorman**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teachers: Brian O'Connor, Yoneivi Santos and Andie Wolman**

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

Mr. Lembo thanked the retirees for their service and wished them the best in their retirement.

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 **2020-2021** school year, to be used as indicated.

Donor	Amount	Use	Account Number
Platt Family Donation	\$500.00	To be used to enhance classroom libraries at Hawes Elementary School	20-021-100-610-00-02-002-002

Acceptance of a gift in kind from Dad's Night of a collection of Teacher Wish List items, valued at \$4,381.94.

### ii. Approval: Budget Appropriation Transfers

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for November 2020 as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

### iii. 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 2020,

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 November 2020; 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: Authorization of the Cancellation of Outstanding Columbia Bank Checks Drawn on the General Account and Payroll Account**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the authorization of the cancellation of outstanding Columbia Bank checks drawn on the General and Payroll Accounts as listed below.

Whereas, the Business Office has reviewed the disbursement activity of these accounts and found that these outstanding checks are approximately six months or more old and should be cancelled; now therefore,

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the authorization of the cancellation of outstanding Columbia Bank checks drawn on the General and Payroll Accounts as listed below.

Whereas, the Business Office has reviewed the disbursement activity of these accounts and found that these outstanding checks are approximately six months or more old and should be cancelled; now therefore,

<p><b><u>General Fund Account</u></b></p>
---



<u>Date</u>	<u>Check #</u>	<u>Date</u>
098574	907.00	6/30/2020
099079	500.00	9/4/2020

Mr. Dani made a motion to move Finance vi. Bid Award for Contract #290 - Electrical Service Upgrade at Ridgewood High School to XI. Resolutions and Motions Not Included in Consent Agenda.

Ms. Brogan moved approval of E. Finance, with the exception of vi.

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.

Dr. Goman presented XI. Resolutions and Motions not included in Consent Agenda for consideration.

## **XI. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA**

### **i. Approval: Bid Award for Contract #290- Electrical Service Upgrade at Ridgewood High School**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the bid award for the electrical service upgrade at Ridgewood High School to TSUJ Corp, Wayne, NJ, the lowest responsive bidder, in the base bid amount of \$663,077.00 plus Alternate A (manholes) in the unit amount of +\$6,100.00 and Alternate B, remove and replace the existing underground raceway, in the amount of +\$27,207.00 as per bids received and opened on January 20,2021. These bids have been reviewed by the Board professionals. The total bids (5) received are listed below.

<u>Company</u>	<u>Base Bid Work</u>	<u>Alternate A</u>	<u>Alternate B</u>
TSUJ Corp.	\$663,077.00	+\$6,100.00	+\$27,207.00
Vanore Electric, Inc	\$783,000.00	-\$7,500.00	+\$41,000.00
Gilmore Electric, Inc.	\$839,971.00	+\$26,185.00	+\$23,468.00
Multi-Phase Electrical Services, Inc.	\$885,725.00	+\$9,600.00	+\$35,000.00
Manor II Electric, Inc	\$1,660,000.00	-\$18,000.00	+\$72,000.00

Mr. Dani moved approval of i. Bid Award for Contract #290- Electrical Service Upgrade at Ridgewood High School.

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

## XII. APPROVAL OF BILLS

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

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
Jan 1	Columbia Bank On-Line	100531-100532	47,736.21	S. Dani
Jan 6	Columbia Bank On-Line	100533-100534	17,000.00	S. Dani
Jan 19	Columbia Bank On-Line	100535-100669	1,599,287.26	S. Dani
Jan 8	Electronic Transfers	L33568-33569	29,386.70	S. Dani
Jan 13	Electronic Transfer	H33572	1,083,034.43	S. Dani
Jan 13	Food Service	620229	9,525.04	S. Dani
Jan 6	Columbia Bank Void Check	100095	(3,000.00)	S. Dani
Jan 6	Columbia Bank Void Check	100386	(14,000.00)	S. Dani
Jan 8	Columbia Bank Void Check	099079	(500.00)	S. Dani
Jan 15	Columbia Bank Void Check	098980	(5,383.00)	S. Dani
<b>TOTAL</b>			<b>2,763,086.64</b>	

Mr. Dani moved approval of bills reviewed by him.

Mr. Kaufman seconded the motion.

Approval of Bills carried by the following roll-call vote:

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

NAYS: none

### **XIII. BOARD MEMBER ANNOUNCEMENTS**

Ms. Brogan provided some announcements.

The annual Friends of Music Concert has been moved to February 19. Tickets are still available for this online performance.

Tickets for the RHS Jamboree are now available for the stream event. <https://k12.us8.list-manage.com/track/click?u=66bff8ef2efcc67e8c4239ae2&id=fe8d1f30f9&e=8890740b83>

Last week, Ms. Brogan attended a NJSBA meeting on proposed legislation related to education and schools. She provided the following updates:

Governor Murphy signed an executive order eliminating the use of student data for this year's teacher evaluations. In essence, Student Growth Objectives (SGOs) would not be used as part of the teacher evaluations. Of course, with the elimination of the NJSLA tests last spring there would be no state data on which to base the SGOs.

Governor Murphy suspended the state graduation exam, but he has not suspended all of the state tests for this spring.

Some of the most notable pieces of legislation being discussed in committees are as follows:

- A4461/S2698 requires the state to enter into a contract and coordinate with certain cooperative purchasing systems for procurement of COVID 19 related goods and services by school districts and county colleges.
- A4544/S3150 permits retired school nurses collecting a pension to return to employment during public health emergencies and the state of emergency for COVID 19 pandemic, for up to two years without re-enrollment in TPAF (Teacher Pension and Annuity Fund).
- A5126/S3214 requires the Commissioner of Education to prepare a learning loss report and submit a report to the legislature. The report should identify what policies and resources are needed to address learning loss.
- There are a series of bills in the legislature on Mental Health Programs in schools. A4433/S2715 creates a grant program to encourage school districts to partner with colleges and universities in training school-based mental health providers. A4434/S2716 establishes Student Wellness Grant programs to assist districts in implanting school-based programs and practices that promote mental health wellness, social and emotional learning, and student resilience.
- There are also some bills regarding the teaching profession being discussed in the legislature. S2825 would establish a loan redemption program for certain bilingual education teachers who teach in bilingual programs or ESL programs in public schools. Teachers employed in low performing schools will be given priority. S2827 would require teachers to complete two hours of professional development related to cultural competence every two years.

Last week, legislation was discussed to require schools to teach students about the risks associated with marijuana use now that voters chose to legalize recreational marijuana. Although the roll-out of regulations to guide the sale of marijuana has been stalled in Trenton, legislators are now concerned with what legalizing recreational marijuana will mean to those under age 21.

Mr. Lembo made the following additional announcements:

The HSA's are using the GroupSpot app that has information about fundraisers and events. This is a great way for parents to stay informed.

Wellbeing Speaker Series is scheduled for Wednesday, January 27 when Dr. Graham Erwin will present Managing Stress in Times of Chaos.

Club Excel is a leadership club run by Ms. Danielle Wood. They are inviting Ridgewood leaders to speak to their group. Mr. Lembo was a speaker of the group and spent an hour with them discussing the topic of giving back to the community,

The RHS Alumni Association are doing an externship program. The public can Register for the RHS Alumni Career Lecture Series. For more information on the Ridgewood High School Externship program follow the link:

<https://k12.us8.list-manage.com/track/click?u=66bff8ef2efcc67e8c4239ae2&id=f48a025597&e=8890740b83>

The STEPPS Program parents in collaboration with Mr. Arohson, the former mayor and the SPEC wireless group worked with the Ridgewood Police Department who gave a hands-on demonstration of what to expect if pulled over for students who are just learning how to drive.

#### **XIV. BOARD COMMITTEE REPORTS**

Mr. Lembo and Dr. Gorman will meet to discuss upcoming initiatives and create a roadmap on how to proceed with committees.

A discussion regarding cameras as a deterrent for vandalism occurred. The conversation can be found at 1:45 in the BOE webcast.

The Joint Review Committee (JRC) recently met to review custodial and maintenance services. The custodial staff is doing a fantastic job, and the Board expressed appreciation for their hard work.

The Board Curriculum Committee met last week, and Ms. Poelstra provided a comprehensive presentation on the Gifted and Talented Program.

#### **XV. DISCUSSION ITEMS**

Mr. Kaufman asked that the Hockey program be looked at again as the Board moves forward with the budget. He stated that the program has the least contribution from the

budget and that hockey is the most expensive sport, the other sports such as crew and the ski club are clubs and are a different financial responsibility from the parents.

This full conversation can be found at 1:50 on the BOE webcast.

Ms. Brogan provided the board with an informational article from December 2019 regarding late start times. The article contains information to consider as a roadmap when collecting data for considering late start times in Ridgewood.

**XVI ACCEPTANCE OF MINUTES**

- December 21 Regular Public Meeting
- January 5 Executive Session Meeting
- January 6 Executive Session Meeting
- January 7 Executive Session Meeting
- January 11 Executive Session Meeting
- January 11 Regular Public Meeting
- January 16 Executive Session Meeting

Ms. Kwak moved to table January 11 Regular Public Meeting.

Ms. Brogan moved Acceptance of Minutes except January 11, Regular Public Meeting Minutes.

Mr. Lembo seconded the motion, which was unanimously approved.

**XVII. OTHER BUSINESS**

None at this time.

**XVIII. COMMENTS FROM THE PUBLIC**

The following caller addressed the board:

Corrine Dillon, 217 Fairmount Road, thanked Ms. Poelstra for the G&T presentation, she questioned the budget, curriculum, best practices regarding G&T. She has reached out to other states and outside resources. She believes the district should seek professional outside guidance for meaningful engaging work. Services are the issue. It is critical that we have best practices with standardized services and curriculum. G&T kids need a community with peers that they can identify with.

Laura McKenna, 861 Bingham Road, thanked the district for keeping the schools open during the pandemic. By keeping schools open we are a shining example to other towns in Bergen county. Teachers have been asked to do tasks that are way beyond what they normally do. Hopefully, teachers and the community will be vaccinated soon and Ridgewood will get some stimulus money from the federal government. Believes extra money should go to the student population that have suffered the most, younger students, low income students, special needs students, students with English as a

second language. Special Ed students have been in their rooms by themselves since March. Friendships are mostly in the classroom. She requested to create extracurricular activities for special education students. An example would be a movie night in the gym. They will need special tutoring and make up work that should be offered to anyone who needs it on the weekends and after school. We need programs for mental health run by professionals, not just peers. Wants a promise from the board that money that comes forward will go to the kids that suffered the most this year.

Mr. Lembo mentioned that Unified Sports starts tonight, which is a program that includes general education and special education students.

Dr. Gorman stated that the elementary principles are working on some options, and there is hope that as the weather gets warmer more options will be available.

The following comment was submitted online:

Luis Amorosa, 71 Glenwood Rd., I would ask that consideration be given for full day school every day in the elementary schools. All evidence suggests transmission in this age group is extremely low and likely school is a safer environment for teachers and staff than in the community as everyone is actually masked in the schools. It boggles my mind that schools are closed or only partially open when restaurants, bars, gyms, and stores remain open. We are losing a year of learning for these kids by continuing this irrational policy of half day every other day at best. The kids are suffering because of this. Please consider childrens' mental and physical health and education in making your policy. Please rely on actual evidence-based medicine and public health. Please consider the recommendations of the American Academy of Pediatrics and other public health authorities. Please open the schools! This younger generation depends on us, and we are letting them down.

**XXI. ADJOURNMENT**

At 9:15 pm by a motion made by Mr. Lembo, seconded by Ms. Brogan the meeting adjourned.

Respectfully submitted,

Scott Bisig  
Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary

2361 ACCEPTABLE USE OF COMPUTER NETWORKS/COMPUTERS/PERSONAL  
ELECTRONIC DEVICES (PEDS)  
AND RESOURCES

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow students to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by students to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to affect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows students access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks/computers and PEDs and declares unethical, unacceptable or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers and PEDs for educational purposes only. The Board retains the right to restrict or terminate student access to computer networks/computers and PEDs at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

Standards for Use of Computer Networks/Computers and PEDs

Any individual engaging in the following actions when using computer networks/computers and PEDs shall be subject to discipline or legal action:

- A. Using the computer network(s)/computers and PEDs for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate federal, state, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer network(s)/computers and PEDs to violate copyrights, institutional or third party copyrights, license agreements or other contracts.



- C. Using the computer network(s)/computers and PEDs in a manner that:
1. Intentionally disrupts network traffic or crashes the network;
  2. Degrades or disrupts equipment or system performance;
  3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
  4. Steals data or other intellectual property;
  5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
  6. Gains or seeks unauthorized access to resources or entities;
  7. Forges electronic mail messages or uses an account owned by others;
  8. Invades privacy of others;
  9. Posts anonymous messages;
  10. Possesses any data which is a violation of this Policy; and/or
  11. Engages in other activities that do not advance the educational purposes for which computer networks/computers and PEDs are provided.

## Internet Safety/Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors





including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every student regarding appropriate online behavior, including students interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy – Policy and Regulation 2361. Any changes in Policy and Regulation since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.



## Consent Requirement

No student shall be allowed to use the school district's computer networks/computers Internet and any other third party online services employed by the district unless consent is given for the student by his/her parent(s) or legal guardian(s).

In order to meet our educational goals, Ridgewood Public Schools may utilize third party websites and online services, (such as sites and apps for curriculum, graphic design and foreign language), for our students. These services are used to assist with curricular and other education specific needs both inside and outside of the classroom. The school, when possible and appropriate, will utilize the education specific versions and also restrict the student information shared with these services to the minimum required for account creation.

## COPPA

Congress enacted the Children's Online Privacy Protection Act (COPPA) in 1998 with amendments in 2012. The primary purpose of COPPA is to place parents in control over the information gathered about their children by online apps. The Rule applies to commercial websites/apps that collect, use, or disclose personal information from children, and operators of general audience websites or online services with actual knowledge that they are collecting, using or disclosing personal information from children under 13.

For students under the age of 13, COPPA permits school districts, such as ours, to provide consent to the collection of personal information strictly for educational purposes on behalf of all of its students. This eliminates the need for parents to provide direct consent to each digital service the school utilizes in your child's instruction.

Parents wishing to deny access to these educational tools, must do so in writing to the principal indicating their child should be denied access to these tools. It should be noted that because RPS provides your child a relevant education through integrated technology, denying access to these educational tools will prove problematic for any classes utilizing Chromebooks for instructional purposes. For more information on COPPA, please visit <https://www.consumer.ftc.gov/articles/0031-protecting-your-childs-privacy-online>.



## G Suite For Education (Formerly Google Apps for Education or GAFE)

Ridgewood Public School District uses G Suite for Education and other digital resources to facilitate learning through research, communication, collaboration and creativity. G Suite is a collection of free online applications, such as a word processor, spreadsheet, a presentation program, as well as online file storage.

G Suite is provided by Google specifically for educational institutions. As such, Google does not collect or use student data in G Suite for advertising or ad creation. In addition, all advertisements are turned off in G Suite services. So if your child is logged into his or her G Suite account, he or she will not see ads when using Google Search.

All students are given a District-owned Google account. These accounts are managed by the District and not by Google. Your child's Google account allows access to Google's online applications and file storage (Google Drive) from any web browser. Students are expected to adhere to the rules and regulations for email use as outlined in the signed District Acceptable Use of Networks/Computers Policy (AUP).

These District-issued accounts are only for educational purposes and are NOT meant for registering to online social networks (i.e. Instagram, Facebook), or subscribing to internet/public community sites that are not educational in nature, unless otherwise directed by their teacher.

Access to and use of G SUITE at schools is considered a privilege. The District maintains the right to immediately withdraw the access and use of G SUITE when there is reason to believe that violations of law or District policies have occurred. The District also reserves the right to monitor G SUITE and any online services used by students for improper use.



## Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act

Federal Communications Commission: Neighborhood Children's Internet Protection Act.

Adopted: 7 December 2009

Revised: 18 June 2012

Revised: 24 September 2012

Revised: 6 March 2017



**R 2361 ACCEPTABLE USE OF COMPUTER NETWORK/COMPUTERS/PERSONAL  
ELECTRONIC DEVICES (PEDS) AND RESOURCES**

The school district provides computer equipment, computer services, and Internet access to its pupils and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination and the use of global communication resources.

For the purpose of this Policy and Regulation, “computer networks/computers and PEDs” includes but is not limited to, the school district’s computer networks, computer servers computers, other computer hardware and software, Internet equipment and access, and any other computer related equipment, including telephone systems, video surveillance system, and peripherals (document cameras, projectors, etc.) Additionally, this Policy and Regulation includes Personal Electronic Devices (PEDs) as referenced in Policy 2363.

For the purpose of this Policy and Regulation, “school district personnel” shall be the person(s) designated by the Superintendent of Schools to oversee and coordinate the school district’s computer networks/computer systems and PEDs. School district personnel will monitor networks and online activity, in any form necessary, to maintain the integrity of the networks, ensure proper use, and to be in compliance with Federal and State laws that regulate Internet safety.

Due to the complex association between government agencies and computer networks/computers and PEDs and the requirements of Federal and State laws, the end user of computer networks/computers and PEDs must adhere to strict regulations. Regulations are provided to assure staff, community, pupils, and parent(s) or legal guardian(s) of pupils are aware of their responsibilities. The school district may modify these regulations at any time. The signatures of the pupil and his/her parent(s) or legal guardian(s) on a district-approved Consent and Waiver Agreement are legally binding and indicate the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules and regulations established under Policy and Regulation 2361.

Pupils are responsible for acceptable and appropriate behavior and conduct on school district computer networks/computers and PEDs. Communications on the computer networks/computers and PEDs are often public in nature and policies and regulations governing appropriate behavior and communications apply. The school district’s networks, Internet access, and computers are provided for pupils to conduct research, complete school assignments, and communicate with others. Access to computer networks/computers and PEDs is given to pupils who agree to act in a considerate, appropriate, and responsible manner. Parent(s) or legal guardian(s) permission is required for a pupil to access the school district’s computer networks/computers and PEDs. Access entails responsibility and individual users of the district computer networks/computers and PEDs are responsible for their behavior and communications over the computer



networks/computers and PEDs. It is presumed users will comply with district standards and will honor the agreements they have signed and the permission they have been granted. Beyond the clarification of such standards, the district is not responsible for the actions of individuals utilizing the computer networks/computers and PEDs who violate the policies and regulations of the Board.

Computer networks/computer and PEDs storage areas shall be treated in the same manner as other school storage facilities. School district personnel may review files and communications to maintain system integrity, confirm users are using the system responsibly, and ensure compliance with Federal and State laws that regulate Internet Safety. Therefore, no person should expect files stored on district servers will be private or confidential.

The following prohibited behavior and/or conduct using the school district's networks/computers and PEDs, includes-but is not limited to the following:

1. Sending or displaying offensive messages or pictures;
2. Using obscene language and/or accessing material or visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;
3. Using or accessing material or visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
4. Using or accessing material or visual depictions that are harmful to minors including any pictures, images, graphic image files or other material or visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
5. Depicting, describing, or representing in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
6. Cyberbullying (for example – see #8);
7. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;



8. Harassing, insulting or attacking others through medias such as social networking, texts, blogs, etc.
9. Damaging computers, computer systems or computer networks/computers and PEDs;
10. Violating copyright laws;
11. Using another's username, password, or pin numbers;
12. Attempting to “hack” the district network by improperly obtaining staff member passwords, including, but not limited to, observation and/or installing key stroke recording programs.
13. Trespassing in another's folders, work or files;
14. Intentionally wasting limited resources;
15. Employing the network/computers for commercial purposes; and/or
16. Engaging in other activities that do not advance the educational purposes for which computer network/computers are provided.

**INTERNET SAFETY****Compliance with Children's Internet Protection Act**

As a condition for receipt of certain Federal funding, the school district has technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter material or visual depictions that are obscene, child pornography and harmful to minors as defined in 2, 3, 4, 5, 6, and 7 above and in the Children's Internet Protection Act. The school district will certify the schools in the district, including media centers/libraries are in compliance with the Children's Internet Protection Act and the district complies with and enforces Policy and Regulation 2361.



# REGULATION

# RIDGEWOOD BOARD OF EDUCATION

PROGRAM

R 2361/page 4 of 11

Acceptable Use of Computer Networks/  
Computers/ Personal Electronic  
Devices (PEDs) and Resources

Compliance with Neighborhood Children's Internet Protection Act

Policy 2361 and this Regulation establish an Internet safety protection policy and procedures to address:

1. Access by minors to inappropriate matter on the Internet and World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
3. Unauthorized access, including "hacking" and other unlawful activities by minors online;
4. Cyberbullying;
5. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;
6. Unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and
7. Measures designed to restrict minors access to materials harmful to minors.

Notwithstanding the material or visual depictions defined in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine Internet material that is inappropriate for minors.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety protection policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

## PRIVACY

Compliance with Children's Online Privacy and Protection Act (COPPA) Notice

Policy 2361 and this Regulation establish an Internet safety protection policy and procedures for children under the age of 13 to address:

1. Posting a clear and comprehensive online privacy policy describing website and app information practices for personal information collected online from children;





2. Providing direct notice to parents and obtaining verifiable parental consent, with limited exceptions, before collecting personal information online from children;
3. Giving parents the choice of consenting to the operator's collection and internal use of a child's information, but prohibiting the operator from disclosing that information to third parties (unless disclosure is integral to the site or service, in which case, this must be made clear to parents);
4. Providing parents access to their child's personal information to review and/or have the information deleted;
5. Giving parents the opportunity to prevent further use or online collection of a child's personal information;
6. Maintaining the confidentiality, security, and integrity of information they collect from children, including by taking reasonable steps to release such information only to parties capable of maintaining its confidentiality and security; and
7. Retaining personal information collected online from a child only as long as necessary to fulfill the purpose for which it was collected and delete the information using reasonable measures to protect against its unauthorized access or use.

COPPA permits school districts, such as ours, to provide consent to the collection of personal information strictly for educational purposes on behalf of all of its students. This eliminates the need for parents to provide direct consent to each digital service the school utilizes in your child's instruction.

The District will maintain a listing of websites and apps utilized by our schools on our district website ([www.ridgewood.k12.nj.us](http://www.ridgewood.k12.nj.us)). Websites and apps may not be used by all grades or by all levels. While no vendor will offer a guarantee of complete and perpetual security, the Terms of Service and Privacy Policy statements for those vendors listed have been reviewed (as are updates to change them) to verify that appropriate security and privacy measures are in place to protect those using the service. Please contact the Manager of Information Technology or the Superintendent of Schools for more information.



## Information Content and Uses of the System

Pupils may not publish on or over the system any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane, or sexually offensive to a reasonable person, or which, without the approval of the Superintendent of Schools or designated school district personnel, contains any advertising or any solicitation to use goods or services. A pupil cannot use the facilities and capabilities of the system to conduct any business or solicit the performance of any activity which is prohibited by law.

Because the school district provides, through connection to the Internet, access to other computer systems around the world, pupils and their parent(s) or legal guardian(s) should be advised the Board and school district personnel have no control over content. While most of the content available on the Internet is not offensive and much of it is a valuable educational resource, some objectionable material exists.

Even though the Board provides pupils access to Internet resources through the district's computer networks/computers and PEDs with installed appropriate technology protection measures, parents and pupils must be advised that potential dangers remain and offensive material may be accessed notwithstanding the technology protection measures taken by the school district.

Pupils and their parent(s) or legal guardian(s) are advised some systems and Internet sites may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal or offensive material. The Board and school district personnel do not condone the use of such materials and do not permit usage of such materials in the school environment. Parent(s) or legal guardian(s) having Internet access available to their children at home should be aware of the existence of such materials. Pupils knowingly bringing materials prohibited by Policy and Regulation 2361 into the school environment will be disciplined in accordance with Board policies and regulations and such activities may result in termination of such pupil's accounts or access on the school district's computer networks and their independent use of computers.

## On-line Conduct

Any action by a pupil or other user of the school district's computer networks/computers and PEDs that is determined by school district personnel to constitute an inappropriate use of the district's computer networks/computers or to improperly restrict or inhibit other persons from using and enjoying those resources is strictly prohibited and may result in limitation on or termination of an offending person's



access and other consequences in compliance with Board policy and regulation. The user specifically agrees not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal or offensive material; nor shall a user encourage the use, sale, or distribution of controlled substances. Transmission of material, information or software in violation of any local, State or Federal law is also prohibited.

Pupils and their parent(s) or legal guardian(s) specifically agree to indemnify the Ridgewood School District and school district personnel for any losses, costs, or damages, including reasonable attorney's fees incurred by the Board relating to, or arising out of any breach of this section by the pupil.

Computer networks/computer resources and PEDs are to be used by the pupil for his/her educational use only; commercial uses are strictly prohibited.

## Software Libraries on the Network

Software libraries on or through the school district's networks are provided to pupils as an educational resource. No pupil may install, upload, or download software without the expressed consent of appropriate school district personnel. Any software having the purpose of damaging another person's accounts or information on the school district computer networks/computers (e.g., computer viruses) is specifically prohibited. School district personnel further reserve the rights to refuse posting of files and to remove files. School district personnel further reserve the right to immediately limit usage or terminate the pupil's access or take other action consistent with the Board's policies and regulations of a pupil who misuses the software libraries.

## Copyrighted Material

Copyrighted material must not be placed on any system connected to the networks/computers without authorization. Pupils may download copyrighted material for their own use in accordance with Policy and Regulation 2531 Use of Copyrighted Materials. A pupil may only redistribute a copyrighted program with the expressed written permission of the owner or authorized person. Permission must be specified in the document, on the system, or must be obtained directly from the author or authorized source.



## Public Posting Areas (Message Boards, Blogs, Etc.)

Messages are posted from systems connected to the Internet around the world and school district personnel have no control of the content of messages posted from these other systems. To best utilize system resources, school district personnel will determine message boards, blogs, etc. that are most applicable to the educational needs of the school district and will permit access to these sites through the school district computer networks. School district personnel may remove messages that are deemed to be unacceptable or in violation of Board policies and regulations. School district personnel further reserve the right to immediately terminate the access of a pupil who misuses these public posting areas.

## Real-time, Interactive, Communication Areas

School district personnel reserve the right to monitor and immediately limit the use of the computer networks/computers or terminate the access of a pupil who misuses real-time conference features (talk/chat/Internet relay chat).

## Electronic Mail

Electronic mail (“e-mail”) is an electronic message sent by or to a person in correspondence with another person having Internet mail access. The school district may or may not establish pupil email accounts. In the event the district provides email accounts, all messages sent and received on the school district computer networks/computers must have an educational purpose and are subject to review. Messages received by a district-provided email account are retained on the system until deleted by the pupil or for a period of time determined by the district. A canceled account will not retain its emails.

Pupils are expected to remove old messages within fifteen days or school district personnel may remove such messages. School district personnel may inspect the contents of e-mails sent by a pupil to an addressee, or disclose such contents to other than the sender or a recipient when required to do so by the policy, regulation or other laws and regulations of the State and Federal governments. The Board reserves the right to cooperate fully with local, State, or Federal officials in any investigation concerning or relating to any e-mail transmitted or any other information on the school district computer networks/computers.



## Disk Usage

The district reserves the right to establish maximum storage space a pupil receives on the school district's system. A pupil who exceeds his/her quota of storage space will be advised to delete files to return to compliance with the predetermined amount of storage space. A pupil who remains in noncompliance of the storage space allotment after seven school days of notification may have their files removed from the school district's system.

## Security

Security on any computer system is a high priority, especially when the system involves many users. If a pupil identifies a security problem on the computer networks/computer, the pupil must notify the appropriate school district staff member the pupil should not inform other individuals of a security problem. Passwords provided to pupils by the district for access to the district's computer networks/computers and PEDs or developed by the pupil for access to an Internet site should not be easily guessable by others or shared with other pupils. Attempts to log in to the system using either another pupil's or person's account may result in termination of the account or access.

A pupil should immediately notify the Principal or designee if a password or pin number is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their accounts. Any pupil identified as a security risk will have limitations placed on usage of the computer networks/computers and PEDs or may be terminated as a user and be subject to other disciplinary action.

## Vandalism

Vandalism to any school district owned computer networks/computers and PEDs may result in cancellation of system privileges and other disciplinary measures in compliance with the district's discipline code. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other computer networks/computers and PEDs that are connected to the Internet backbone or of doing intentional damage to hardware or software on the system. This includes, but is not limited to, the uploading or creation of computer viruses. In the event vandalism results in a financial loss to the district, restitution by the offender may be required.



## Printing

The printing facilities of the computer network/computers and PEDs should be used judiciously. Unauthorized printing for other than educational purposes is prohibited.

## Internet Sites and the World Wide Web

Designated school district personnel may establish an Internet site(s) on the World Wide Web or other Internet locations. Such sites shall be administered and supervised by the designated school district personnel who shall ensure the content of the site complies with Federal, State and local laws and regulations as well as Board policies and regulations.

## Violations

Violations of the Acceptable Use of Computer Networks/Computers and PEDs and Resources Policy and Regulation may result in a loss of access as well as other disciplinary or legal action. Disciplinary action shall be taken as indicated in Policy and/or Regulation 2361 Acceptable Use of Computer Networks/Computers/PEDs and Resources, 5600 Pupil Discipline/Code of Conduct, 5610 Suspension and 5620 Expulsion as well as possible legal action and reports to the legal authorities and entities.

## Determination of Consequences for Violations

The particular consequences for violations of this Policy shall be determined by the Principal or designee. The Superintendent or designee and the Board shall determine when school expulsion and/or legal action or actions by the authorities is the appropriate course of action.

Individuals violating this Policy shall be subject to the consequences as indicated in Board Policy and Regulation 2361 and other appropriate discipline, which includes but are not limited to:

1. Use of computer networks/computers and PEDs only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;



# REGULATION

# RIDGEWOOD BOARD OF EDUCATION

PROGRAM

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Acceptable Use of Computer Networks/  
Computers/ Personal Electronic  
Devices (PEDs) and Resources

5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

Issued: 7 December 2009

Revised: 18 June 2012

Revised: 24 September 2012

Revised: 6 March 2017



2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Erin McGuire	Practical Cutting-Edge Interventions for Improving Executive Function Skills in Students Virtual AEP Connections, IN January 30, 2021	Professional Development	\$125.00	0
Allison Barba	National Association of School Psychologists 2021 Virtual Convention Virtual National Association of School Psychologists (NASP), MD February 23 – 26, 2021	Professional Development	\$199.00	0
Celeste Riley	New, Innovative Strategies for Increasing Comprehensible Input in Your W/L Classroom, Grades 6-12 Virtual Bureau of Education and Research, WA March 30, 2021	Professional Development	\$279.00	0

The total cost for these conferences is \$603.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$26,049.40 leaving a balance of \$173,950.60.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1300.00.



Ridgewood Community School  
New Programs for Spring 2021

Day Tours

The New Jersey History Tour

A Cup of the Valley Coffee & Tea Festival at the Culinary Institute of America & Cold Spring, New York

Cherry Blossoms at The Brooklyn Botanical Gardens & the Snug Harbor Cultural Center

Inspiring Art & Architecture - Bartow-Pell Mansion & Noguchi Museum

French Heritage of the Hudson Valley - Historic Huguenot Street, Water Street Shops & Robibero Vineyards

Pocono State Craft Festival - Quiet Valley Living Historical Farm & Four Sisters Winery

Multi-Day Tours

Mountains and Seas of New England - Moose Safari, New Hampshire, Puffin Watch & Maine

The Adirondacks - Walking on the Wild Side

History, Caverns & Gorges in Lexington, Virginia

Mansions, Castles & 1000 Islands - Thousand Islands, New York

A Scenic Summer Soiree in Jim Thorpe, Pennsylvania

Connecticut Clam Bake - Sheffield Island, Gillette Castle & Thimble Islands Cruise

Stargazing at Cherry Springs State Park, PA - Grand Canyon, Lynn Hall & Kinzua Sky Walk

Computers

Zoom Meeting Fundamentals (Virtual)

Google Meet Fundamentals (Virtual)

Marya Larkin

QuickBooks Online (Virtual)

Creative Arts

Acrylic Paint Pouring (Virtual)

Photo Tour in Ringwood State Park (Virtual and In-Person)

Culinary

Creating Seasonal Cocktails at Home (In-Person/Virtual)

Wine & Cheese Tasting (Virtual)

French Cheese Board (Virtual)

The Sustainable Cook (Virtual)

Dance

Advanced Beginner Ballet (In-Person/Virtual)

Finance

The Seven Deadly Sins of Estate Planning (Virtual)

Elder Law & Estate Planning (Virtual)

Handcrafting

Beaded Jewelry for Beginners (Virtual)

Knitting Fundamentals (Virtual)

Open Studio: Knitting (Virtual)

Playing in Mud – Hand-building Techniques (Virtual)

Home

Time to “Spring Fling” Your Garage! (Virtual)

Event Planning & Creative Home Entertaining (Virtual)

Designing a Garden-Style Spring Floral Arrangement (Virtual)

Designing a Modern, Monochromatic Floral Centerpiece (Virtual)

Leisure

Introduction to Beekeeping (Virtual)

Become a Mah Jongg Maven (In-Person)

**FIELD TRIPS FOR APPROVAL**

January 25, 2021

**ONE DAY TRIPS**

**ATTACHMENT D**

<b>Date</b>	<b>School</b>	<b>Location</b>	<b>Approx. # and Group of Students</b>	<b># of Chaperones</b>	<b># Substitutes and dates for each</b>	<b>Anticipated Cost of Subs @ \$100 per day for teachers and \$150 per day for Nurse</b>	<b>Est. Total Cost To District</b>	<b>Annual Event</b>	<b>Meets Requirements</b>
01/27/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
01/27/21	Ridgewood 18-21 STEPSS Program	Internship - It's Greek to Me Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
02/03/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
02/03/21	Ridgewood 18-21 STEPSS Program	Internship - It's Greek to Me Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
02/10/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
02/10/21	Ridgewood 18-21 STEPSS Program	Internship - It's Greek to Me Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
02/17/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
02/17/21	Ridgewood 18-21 STEPSS Program	Internship - It's Greek to Me Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
02/24/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
02/24/21	Ridgewood 18-21 STEPSS Program	Internship - It's Greek to Me Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
03/03/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
03/03/21	Ridgewood 18-21 STEPSS Program	Internship - It's Greek to Me Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
03/10/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
03/10/21	Ridgewood 18-21 STEPSS Program	Internship - It's Greek to Me Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
03/17/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
03/17/21	Ridgewood 18-21	Internship - It's Greek to Me	2	1	0	\$0	\$0	No	Yes

	STEPSS Program	Ridgewood , NJ	students						
03/24/21	Ridgewood 18-21 STEPSS Program	Internship - Backyard Living Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes
03/24/21	Ridgewood 18-21 STEPSS Program	Internship - It's Greek to Me Ridgewood , NJ	2 students	1	0	\$0	\$0	No	Yes

**Ridgewood Community School  
Spring 2021 Employees**

**Adult Education**

Carl Andreasen  
Robert Austin  
William Brown  
Robert Burke  
Vivian Burns  
Peggy Calabrese  
James Calaski  
Alain Chahine  
Martine Chahine  
Catherine Chriss  
Mary Lee Costello  
Roger Davidoff  
John DiCostanzo  
Dawn Dittmar  
Patricia Ermilio  
Richard Feingold  
Ellen Feld  
Karen Finnerty-Eagan  
Mary Fitzgerald  
Irene Fortunato  
Julian Garcia Medina  
Mary Ann Gebhart  
Diana Gibson  
Karina Granin  
Gwendolen Gross  
Burton Hall  
Frederick Hammond  
Yasuko Hansen  
Amy Harrison  
Alisen Herman  
Nicole Hough  
Alex Ishkanian  
Fran Kelley  
Terrance Kovalcik  
Lois Kramer-Perez  
Marya Larkin  
Susan Liebowitz  
Isabel LeLuc  
Lia Littlewood  
Karen Livianos-Centauro  
Robert Livingstone  
Kathleen Mahon  
Angela Maniaci

Steven Manin  
Michael Manna  
Vincent Marchese  
Evelyn McKinnon  
Frank Mortimer  
Maya Oren-Dahan  
Amy Nellissen  
Eugene Papay  
Myra Petretti  
Harold Petzold  
Joel Popadics  
Jason Porod  
Philip Rasmussen  
Harris Reinstein  
Aliza Rosen  
Donald Rubin  
Eric Santoli  
Zahava Schwartz  
Marshall Schwartzman  
Joseph Scillieri  
Joanna Secreti  
Britt Sikiric  
Charles Soloman  
Joan Tarrant  
John Tully  
LaShondra Tyree  
Neil Valere  
Richard Van Der Wall  
Patricia Vangieri  
Maksim Zaitsev

**Driver Education**

James Cosgrove  
Robert Currier  
Peter Kay\*  
Ronald Knott  
Candace Mitola  
Jennifer Ross  
Andrea Watson\*

**Adult cont.**

**JANUARY 25, 2021**

**ATTACHMENT E**

**Ridgewood Community School  
Spring 2021 Employees**

**Junior Edition**

Lisa Alexander  
Andre Baruch  
Matthew Beaumont  
Megan Beaumont  
Matthew Bilyk  
Kenneth Brescia  
Vivian Burns  
Louise Butler  
Zhe (Gil) Cheng  
Eva Conti  
Catherine Cosco  
Patrick Driscoll  
John Eichmann  
Gary Fink  
James Garde  
Daryl Goldberg  
Benjamin Hankle  
Christine Ims  
Gregory Landes  
Patricia Lazzara  
Ann Monton  
Maksim Zaitsev

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Bergen County, New Jersey  
February 8, 2021**

Minutes of the Regular Public meeting of the Board of Education held on February 8, 2021 at 7:00 p.m., at the Education Center.

**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

**Visitors:**

Not applicable

**A. MOTION TO MOVE INTO EXECUTIVE SESSION**

Mr. Lembo moved the following resolution. Mr. Kaufman 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 7:03 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, 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, Zoe Kovac, Student Representative

**Visitors:**

None

**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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS****A. STUDENT REPRESENTATIVE REPORT**Academics

- The RHS guidance department held mandatory scheduling meetings with the entire junior class to discuss course placements for next year.
- Several students in the RHS STEM Club recently participated in a virtual competition hosted by IgniteSTEM, a branch of Princeton University's Entrepreneurship Club. They heard from a professor at Princeton and took part in brainstorming and prototyping sessions. The day concluded by playing virtual games like the very popular, Among Us.
- In an effort to make the college application process a bit less nerve-racking, a few students from the current Junior class started a College Club where they will invite RHS alumni from various colleges to speak about their experiences applying to college, describe living on their respective campuses, and answer our most pertinent questions.

Arts

- Students from the RHS Music Production class were able to submit one of the projects they worked on throughout the semester to be included in the RHS Music Production SoundCloud playlist.
- The RHS Dance Company put on a virtual Winter Performance via Zoom which received lots of excellent reviews.
- The RHS Bands are doing their annual Citrus and Fresh Fruit sale which will help to support the association.
- The RHS Newplayers are looking for students to participate in the Playwriting one-act readings which were written by some of our fellow students. Alongside that, they are also working on their production of Cabaret.

Athletics

- Since spectators are not currently allowed at high school sporting events, the



typical cheering and enthusiasm from the crowd are missed by the RHS Winter players. To combat this, many students are encouraging the RHS teachers, staff, and student body to write notes to the Winter teams cheering them onto their next victory.

#### Activities

- The RHS Psychology Club will be working with some of our special education peers to play games and work on various social skills. They are also shining a light on Mental Health Awareness by submitting articles that cover Psychology and Wellness to the school publication, The High Times.
- Last week was the official week dedicated to Black Lives Matter so the RHS Democrats Club partnered with the RHS Intersectional Feminist Club, the RHS Girl Up Chapter, and the Students for Social Justice Club to sign petitions that support black-owned businesses as well as contact local representatives to encourage them to continue to fight for what is right. They later attended a presentation hosted by Montclair State University that discussed the importance of Black Lives Matter inside the classroom.

## **V. COMMENTS FROM THE PUBLIC**

The following callers addressed the Board:

Jessica Torre 366 East Glen Ave., Statement of support for ITDC, family had two children attending the ITDC, the staff is warm and welcoming and the children are happy in the classrooms. It is a place of joy where childhood is respected and loved. Both of her children have thrived and learned colors, letters, shapes. Most importantly they have learned to be kind humans. ITDC is a second home to her children, as a working mom it is very hard and knowing the children are thriving in our absence is priceless. One child will be in K in Travel in September and the other will be in the 3's class and they look forward to seeing him graduate from the pre-k 4 class. It is our hope that the BOE support this program and the parents, teachers and students.

Kerri Miller 141 John Street, thanked Dr. Gorman for his leadership and work with the BOE to keep the schools open, her youngest child is in the ITDC and serves as president of the ITDC Parent Teacher board. The ITDC is on the agenda and she is calling to commend the teachers and staff who support the districts' youngest learners. During this uncertain time they have been a calm constant in their lives. Parents have shared heartfelt messages on how the teachers and staff have shaped their lives. The children have thrived and are prepared to excel once they leave. Her 2 year toddler comes home knowing colors, songs and her social/educational development is amazing. As a fixture in the community for over 30 years, there are countless community members who also love the school and appreciate the support for the program that has positively shaped the lives of the district's youngest learners. Thanks to the board.

Laura McKenna, 261 Bingham Rd., two weeks ago at the last BOE meeting, she said Ridgewood would be getting federal relief money and asked that Ridgewood use that money for programs that need it the most. She asked for programs such as tutoring, summer programming, mental health and social groups for special education kids. In May 2020 the federal government distributed money through the CARES Act. The State of NJ received 3

million dollars, Ridgewood received \$115,912, according to NJ.com. The intent was to be used in schools for COVID safety and professional development to help with remote education, internet access for needy kids and special ed kids. In December, congress approved another CARE package, according to the specifications, Ridgewood would receive .5 million dollars. Have we gotten that money yet? CARES money is supposed to be earmarked for covid related expenses. According to today's agenda the CARES money was spent to supplement salaries for existing staff. It is not intended to pay the salary of existing staff. She thinks Ridgewood residents should see the formal accounting for the money that came in from the CARES Act. What new programs have been spent to assist kids and families? If Ridgewood takes the money to meet existing special ed expenses. What happened to the 5,000 spent on the Aide, is it redirected towards other expenses in the budget. Is it used to pay the AP class that the special education students cannot access?

Laurie Weber, South Irving Street, wants to speak regarding ITDC, hopes the board takes a lesson from what happened with the before and after care program. As of the 2018-19 school year, the contract was automatically awarded to the same entity every year with a modest increase or sometimes no increase. For the 20-21 year, the district advertised for proposals and received 129% increase in revenue from the 2018-19 school year. Our school district owns and operates the ITDC business and last year operated at a loss, over the year prior to the pandemic the district lost hundreds of thousands of dollars that is money that is taken away from our school district. What if the district advertised for a proposal for an outside company to run the program. That way the district would guarantee not to lose any money and have a guaranteed income, the revenue can be used for sports, special education and classroom supplies. It is a win-win for the users of the ITDC program and the district, we can keep the program and the incoming company can be encouraged to keep the staff as was done by the before and aftercare program. This is a no brainer and hopes the board considers it.

Justin Fox, 325 Crest Road, Thanked the teachers and administrators for their hard work during this challenging year. Called to share facts for parents that they can verify themselves about what is happening in the immediate area surrounding Ridgewood, He identified towns that border the district and have young students in school 5 days per week, Monday through Friday without an A/B schedule: HoHokus, Allendale, Ramsey, Franklin Lakes, Waldwick, Saddle River, Woodcliff Lake. Other districts are following a hybrid schedule, some have clear and actionable reopening plans. Districts beyond our immediate vicinity, data by Governor Murphy there has been a 25% increase in schools transitioning to 5 days a week learning. Other schools have taken action or have actionable plans. So far Ridgewood is thinking, discussing or planning another survey. Every district has unique challenges, but can go outdoors, add plexiglass around desks, use all available space. Please get our youngest learners in school full time.

Brendan Heffernan, 992 East Glen Ave., calling in support of ITDC, is a career educator and has worked with K-College students. The value of the ITDC is beyond words, he speaks as a parent and an educator. He is proud of the work that is done educationally and the teachers have done a wonderful job. The program offers a great deal for the community, setting up the students for success. It has had a tough two years with the pandemic, as all schools have. He thinks everything should be done to preserve the program that has been around for 30 years, he thanked the board, Dr. Gorman and the teachers of the ITDC and

the district.

## VI. PRESENTATIONS

### A. Diversity, Equity, and Inclusion

Ms. Poelstra presented information on the district's Diversity, Equity, and Inclusion (DEI) initiative. She stated that the district has been moving forward with the initiative that is an integral component of the culture branch of the strategic plan. A detailed action plan was developed for how to achieve specific goals and objectives. Early in this process, additional holidays (Eid, Lunar New Year, and Diwali) were added to the calendar. The administrative team has read and discussed White Fragility as part of the summer administrative retreat and are currently reading Caste.

Third Culture People (3CP) has provided professional development to approximately 70 staff members, focusing on understanding cultural values and CQ competencies, as well as how to apply this knowledge. As part of this collaboration with 3CP, a staff DEI subcommittee will be formed to help determine priorities and actionable steps.

Several teachers in year 3 of the New Teacher Induction Program have chosen leadership projects that align with the district's DEI initiative, including a classroom library audit, analysis of the K-5 music curriculum to assess DEI integration, and enhancing practices with English Language Learners.

Individual departments have also established DEI goals. English teacher Patricia Hans has participated in summer training in this area for the past two years, and she has provided professional development for our social studies and English teachers at the November PD Day.

The Travell DEI Committee has been active, and they have shared an extensive list of resources for possible consideration during the curriculum review process. A new high school elective, the Philosophy of Race, is being offered next year.

Ridgewood High School has earned the College Board's AP Computer Science Female Diversity Award for expanding young women's access to AP Computer Science Principles.

Ms. Poelstra's presentation can be found on the district website:

[https://www.ridgewood.k12.nj.us/our\\_district/board\\_of\\_education/board\\_presentations](https://www.ridgewood.k12.nj.us/our_district/board_of_education/board_presentations)

The district has signed on for a one year contract with 3CP, we are committed and want to see where we end up at the end of the school year. The workshop was 4 sessions in 2 hours each via zoom. Next steps planning will be done collaboratively with the people who attended the sessions.

The course is a full year course that is in the course catalogue and is offered to 11 and 12th graders. Teachers are also bringing this information within the curriculum that already exists and integrated within the programs.

A survey of staff participants has been conducted and the results have been positive. The outside consultant is beneficial because they bring a level of expertise that we may not have, including facilitating conversations. Teachers and administrators were separated for the sessions, the feedback received from the staff is that they felt they could be honest and open with someone who is not our evaluator.

Parents who joined the DEI committee were volunteers who have an interest in this topic and want to contribute back. In some schools we waited awhile to get parents to volunteer.

To view this portion of the meeting scroll to 35:00 in the BOE webcast of the meeting.

## **VII. SUPERINTENDENT'S REPORT**

Dr. Gorman stated that Jamboree's first stream event, Mission imPossible, was a tremendous success, raising over \$200,000 for need-based scholarships.

Dr. Gorman thanked Aramark, our custodial and maintenance crew, who have worked extremely hard during the recent snowstorms and throughout the year to keep our buildings clean and safe.

Dr. Gorman provided an update on the pandemic response plan, beginning with a data summary. While Ridgewood has not had any COVID transmissions in school, there have been 131 transmissions in schools around the state. Our region and the state remain at the "orange" or "high" level for COVID activity. Between 25-50% of Bergen County schools are in a virtual setting.

Since opening schools in September, a number of modifications have been made to Phase 1. Adjustments were made to the middle school and high school schedules to increase instructional time. As of January 1, new protocols for sharing equipment in science, physical education, music (instrumental), and electives were established to enrich the in-person experience. Co-curricular activities and some indoor athletics were able to operate in-person as of January 11, following specific criteria and modifications. A new COVID dashboard was posted on the website on January 22, containing a summary of cases and letters from the district. The PSAT was also offered to the sophomore class.

This month, AlphaBest began to provide an all-day daycare option for parents and teachers. New playground protocols and vocal music have been established. Athletics will continue with swimming, winter track, and competition cheer. Looking ahead, the district is investigating other potential options based on parent feedback and data. Adjustments to the K-1 schedule are currently under consideration.

The criteria for making a school remote is spelled out in the New Jersey Department of Health, our nurses immediately begin contact tracing after a case is brought to our attention and work with the Village Health Department. With the contact tracing, we can make a decision to close just a class or close the whole school when necessary. If there are two unknown cases, there may be an outbreak. If the unknown cases can be determined to not have any contact or have not been in similar locations it may not be

necessary to close.

Some factors to moving to full time schedules would be when the region moves to the green zone, more people becoming vaccinated. We unfortunately are working at capacity regarding space. The six foot limitation is a major factor when changing learning models.

The presentation can be found on the district website  
[https://www.ridgewood.k12.nj.us/our\\_district/board\\_of\\_education/board\\_presentations](https://www.ridgewood.k12.nj.us/our_district/board_of_education/board_presentations)

To view this portion of the meeting scroll to 1:03:14 in the BOE webcast of the meeting.

## VIII. COMMITTEE OF THE WHOLE REPORTS

There were no reports.

## 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. Approval: Receipt of Suspension 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 investigations of HIB that have occurred since the last Board meeting.

Ms. Kwak 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: School Transition and Employment Program for Student Success (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 STEPSS program for the 2020-2021 school year. Any opportunities that require transportation will be submitted for Board approval.

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, 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:** ALEXANDER, Elianne - Speech Language Specialist (tenure track), Hawes School, **from** effective February 8, 2021, or as soon after as possible, through June 23, 2021, approved by the Board at its meeting on January 25, 2021, **to** effective February 1, 2021, or as soon after as possible, through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Alexander possesses an NJDOE Standard Certificate as a Speech Language Specialist.

Account # 11-000-216-104-00-02-019-000

\$71,215  
Cl. MA, St. 5  
prorated

VAN ZILE, Kelly - .1 FTE Theater Teacher, Ridgewood High School, effective February 9, 2021, or as soon after as possible, through June 23, 2021. Ms. VanZile possesses an NJDOE Certificate of Eligibility as a Teacher of Theater. Ms. VanZile will be registered into the

\$6,518  
Cl. BA, St. 1  
prorated

NJDOE Provisional Teacher Program.

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

### **Long-term Substitute**

**Revision:** FREY, Troy - Music Teacher, Ridgewood High School, **from** effective March 22, 2021 through May 7, 2021, approved by the Board at its meeting on January 25, 2021, **to** effective March 18, 2021 through May 7, 2021, at a daily rate of \$150 per day, until the assignment ends. Mr. Frey possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Music Teacher.

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

### **Classroom Aides**

BATTAGLIA, Karen - Resource Room Special Education Classroom Aide, Orchard School, effective February 8, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50, to be partially funded by CARES Act Grant Funds to a maximum amount of \$5,154.80.

Account # 11-213-100-106-00-03-024-001

Account # 20-477-100-106-00-03-024-001 (\$5,154.80)

FISCHER, Susan - Resource Room Special Education Classroom Aide, Ridge School, effective February 8, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50, to be partially funded by CARES Act Grant Funds to a maximum amount of \$5,154.80.

Account # 11-213-100-106-00-04-024-001

Account # 20-477-100-106-00-04-024-001 (\$5,154.80)

GIANNACCINI, Giulia - Resource Room Special Education Classroom Aide, Travell School, effective February 8, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50, to be partially funded by CARES Act Grant Funds to a maximum amount of \$5,154.80.

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

Account # 20-477-100-106-00-06-024-001 (\$5,154.80)

KRAISORN, Kerry - Resource Room Special Education Classroom Aide, Willard School, effective February 8, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week, at an hourly rate of \$17.50, to be partially funded by CARES Act Grant Funds to a maximum amount of \$5,154.80.

Account # 11-213-100-106-00-07-024-001

Account # 20-477-100-106-00-07-024-001 (\$5,154.80)

MOLLOY, Kiara - Resource Room Special Education Classroom Aide, Ridge School, effective February 9, 2021, or as soon after as possible, through June 22, 2021, 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

PAVERO, Laurie - Applied Behavior Analyst Aide (ABA), Ridge School, effective January 26, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-000-217-106-00-04-024-001

**Revision:** SAWYER, Marcia - Resource Room Special Education Classroom Aide, Willard School, **from** effective January 26, 2021, or as soon after as possible, through June 22, 2021, approved by the Board at its meeting on January 25, 2021, **to** effective January 27, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-213-100-106-00-07-024-001

**Revision: Winter 2020 Coaching Assignments.** approved by the Board at its meeting on December 21, 2020

### **Assistant Wrestling**

Remove: TBD

Replace: **Shane DeLucca**

Account # 11-402-100-101-00-10-034-001

## ii. **Change of Assignments**

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

BODIWALA, Tulsi - **from** 1.0 FTE Biology Teacher, Ridgewood High School, **to** 1.20 FTE Biology Teacher, Ridgewood High School, effective January 22, 2021 through May 31, 2021.

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

**From:** \$76,965  
(\$76,665 + \$300  
CP)

Cl. MA+30, St. 6

**To:** \$92,298  
(\$91,998 + \$300  
CP)

Cl. MA+30, St. 6

CANDRILLI, Sophia\* - **from** One-to-One Special Education Classroom Aide, George Washington Middle School, 5.75 hours per day, 5 days per week, **to** Permanent Substitute, George Washington Middle School, effective February 1, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week.

Account # 11-130-100-101-00-00-019-000

**From:** \$17.50 per  
hour

**To:** \$24.35 per hour



CARNEY, Elizabeth - **from** Lunch Aide, Hawes School, 5 hours per day, 5 days per week, **to** Resource Room Special Education Classroom Aide, Hawes School, effective February 8, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week.

Account # 11-213-100-106-00-02-024-001

Hourly rate will remain the same

CASATELLI, Stacy - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, effective January 22, 2021 through May 31, 2021.

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

**From:** \$101,461  
(\$95,435 + \$300 CP + \$5,726 ratio)  
Cl. MA+45, St. 14  
**To:** \$121,693  
(\$114,522 + \$300 CP + \$6,871 ratio)  
Cl. MA+45, St. 14

CASTELLI, Christa - **from** Resource Room Special Education Classroom Aide, Ridgewood High School, **to** Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective February 8, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week.

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

**From:** \$17.50 per hour  
**To:** \$21.23 per hour

DePINTO, Lauren - **from** Crisis Intervention Counselor and District Coordinator School Based Mental Health Services, Benjamin Franklin Middle School and Ridgewood High School, **to** District Coordinator School Based Mental Health Services, Benjamin Franklin Middle School and Ridgewood High School, effective March 1, 2021 through June 23, 2021. Account # 11-000-218-104-00-08-019-000 (50%)

Account # 11-000-218-104-00-10-019-000 (50%)

**From:** \$115,226  
(\$102,612 + \$300 CP + \$12,314 ratio)  
Cl. MA+45, St. 16  
**To:** \$7,183 ratio

KUNZLE, Sandra - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, effective January 22, 2021 through May 31, 2021.

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

**From:** \$112,807  
(\$103,932 + \$1,600 longevity + \$7,275 ratio)  
Cl. MA, St. 18  
**To:** \$135,048  
(\$124,718 + \$1,600 longevity + \$8,730 ratio)  
Cl. MA, St. 18

LUO, Miles - **from** 1.0 FTE Biology Teacher, Ridgewood High School, **to** 1.20 FTE Biology Teacher, Ridgewood High School, effective January 22, 2021 through May 31, 2021.

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

**From:** \$68,618  
Cl. MA, St. 3  
**To:** \$82,342  
Cl. MA, St. 3

SCHAEFER, Margaret - **from** 1.0 FTE Grade Advisor/English/Theater Teacher **to** 1.1 FTE Grade/Advisor/English/Theater Teacher, effective February 1, 2021 through February 8, 2021.

**From:** \$132,593  
(\$121,012 + \$300 CP + \$1,600 longevity + \$9,681

Account # 11-000-218-104-00-10-019-000 (80%)

Account # 11-140-100-101-03-10-019-000 (20%)

ratio)  
 Cl. DR, St. 19  
**To:** \$144,062  
 (\$133,113 + \$300  
 CP + \$1,600  
 longevity + \$10,649  
 ratio)  
 Cl. DR, St. 19

SYVRET, Mark - **from** 1.0 FTE Science Teacher, Ridgewood High School, **to** 1.20 FTE Science Teacher, Ridgewood High School, effective January 22, 2021 through May 31, 2021.

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

**From:** \$103,932  
 Cl. MA, St. 18  
**To:** \$124,718  
 Cl. MA, St. 18

**\*Related to staff member**

**iii. Changes in Salary Classification, effective February 1, 2021 through June 30, 2021, 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 C**.

**iv. Resignations**

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

**Classroom Aides**

BEYER, James - Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective February 8, 2021.

BOELE, Kristina - Applied Behavior Analyst Aide (ABA), Benjamin Franklin Middle School, effective February 12, 2021.

DELANEY, Samantha - Resource Room Special Education Classroom Aide, Somerville School, effective February 8, 2021.

TARANTINO, Brittany - Resource Room Special Education Classroom Aide, Ridge School, effective February 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.

**Teachers**

MARESCIALLO, Maria - Education Specialist, Somerville School, effective April 1, 2021, with nineteen years of Ridgewood service.

POULIS, Helen - Education Specialist, Orchard School, effective July 1, 2021, with thirty-seven years of Ridgewood service.

RYTER, Michael - Sixth Grade Social Studies Teacher, George Washington Middle School, effective July 1, 2021, with twenty-five years of Ridgewood service.

SOUCY, Sheryl - Physical Education/Health Teacher, Ridgewood High School, effective July 1, 2021, with thirty-three years of Ridgewood service.

**vi. Leave of Absence**

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

**Revision:** RAIANI, Amy - Biology Teacher, Ridgewood High School, **from** effective February 1, 2021 through May 28, 2021, with a reinstatement date of June 1, 2021, approved by the Board on October 19, 2020, **to** effective January 1, 2021 through May 28, 2021 with a reinstatement date of June 1, 2021, utilizing the FMLA and/or NJFLA leave entitlement.

**vii. Unpaid Personal Leave of Absence**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the unpaid personal leave of absence listed below.

DePINTO, Lauren - Crisis Intervention Counselor, Benjamin Franklin Middle School and Ridgewood High School, effective March 1, 2021 through June 23, 2021.

**viii. Supplemental Pay Beyond Contract**

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

**Hawes School**

**Nurse - Contact Tracing - January 4, 2021 through March 26, 2021**

- **Linda Goldberg**, 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 School**

**Nurse - Contact Tracing - January 4, 2021 through March 26, 2021**

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

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

**Clubs and Activities for the 2020-2021 School Year**

**Talent Show - Virtual**

- **Christina Chicas**, not to exceed 16 hours, at an hourly rate of \$40.17 (\$642.72).
- **Molly Higgins**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-03-003-001

**Ridge School**

**Nurse - Contact Tracing - January 4, 2021 through March 26, 2021**

- **Colleen Manke**, 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 2020-2021 School Year**

**Thinking Cap Quiz Bowl**

- **Lindsay Mitchell**, not to exceed 15 hours, at an hourly rate of \$40.17 (\$602.55).

Account # 11-401-100-101-00-04-004-001

**Travell School**

**Nurse - Contact Tracing - January 4, 2021 through March 26, 2021**

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

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

**Somerville School**

**Nurse - Contact Tracing - January 4, 2021 through March 26, 2021**

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

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

**Additional: Clubs and Activities for the 2020-2021 School Year**

**Art Club Virtual**

- **Samantha Stankiewicz**, total stipend of \$450.

Account # 11-401-100-101-00-05-005-001

**Willard School**

**Nurse - Contact Tracing - January 4, 2021 through March 26, 2021**

- **Bonnie Lowicki**, 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 4, 2021 through March 26, 2021**

- **Kerriann Reilly**, 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 4, 2021 through March 26, 2021**

- **Julie Stadulis**, 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**

**Nurse - Contact Tracing - January 4, 2021 through March 26, 2021**

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

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

**Technology Support for Seal of Biliteracy Test - January 16, 2021**

- **Neil Valere**, not to exceed 3 hours, at an hourly rate of \$40.17 (\$120.51).

Account # 11-000-222-104-00-10-010-001

**Revision: Co-curricular Activity Advisors and Stipends for the 2020-2021**, approved by the Board at its meeting on November 2, 2020

**Winter Color Guard**

Remove: John Luckenbill

Replace: Sophia Alvarenga

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

**Winter Twirlers**

Remove: TBD

Replace: Sarah Kramer

Remove: TBD

Replace: Megan Theobald

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

**Special Programs**

**ABA Aide Training - January 26 - 29, 2021, not to exceed 7 hours, at the hourly rate listed**

- Laurie Pavero, at an hourly rate of \$20.17 (\$141.19).

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

**ABA Training Completed and Certified - hourly rates from \$20.17 to \$21.23, effective February 1, 2021**

- Judy Fierro
- Yaniv Fridman
- Mary Gagliardotto
- Emily Shovlin
- Heidi Vehmas

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

**ix. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teachers: Virginia Cheung, and Ritu Chowbey**

Account # TBD

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, Mr. Kaufman, Ms. Kwak, Mr. Lembo  
 NAYS: none

Dr. Gorman thanked the four retirees for their service and wished them the best in their retirement.

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 **2020-2021** school year, to be used as indicated.

Donor	Amount	Use	Account Number
Schwab Charitable on behalf of the Stephen & Georgina Jones Charitable Funds	\$2,500	To be used for the enhancement of the Carole G. Jones Science Education Center At Ridgewood High School	20-007-100-610-00-10-010-002

### ii. Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000

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 \$40,000 for goods and services.

The Board has received background information.

### iii. Approval: Agreement with the Ridgewood YMCA and the Ridgewood High School Swim Team

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an agreement with the Ridgewood YMCA and the Ridgewood High School Swim Team for use of the YMCA's facilities in order to run swim team practice from February 1, 2021 through March 26, 2021, in the amount of \$3,600.

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 equipment listed below through [www.govdeals.org](http://www.govdeals.org). This item is no longer needed.

**Willard School**

- 1 CANON iPF680 eColor Printer

**v. Approval: Joint Transportation Agreement with the South Bergen Jointure Commission 2020-2021 Addendum**

WHEREAS , the South Bergen Jointure Commission SBJC and the Board of Education ("The Ridgewood Board") are parties to a 2020—2021 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, pursuant to N.J. S.A. 18A: 7 F —9, the SBJC is obligated to continue payments to its transportation service providers during the 2020—2021 school year; 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 to ensure full compliance with N.J. S.A. 18A:7F-9.

**vi. Approval: Joint Transportation Agreement with the Mahwah Board of Education/Region 1 2021/2022**

BE IT RESOLVED that the Ridgewood Board of Education does hereby approve an agreement with the Region 1/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 2021/2022 school year. The services to be provided include, but are not limited to, the coordinated transportation of public, nonpublic 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 Region 1/Mahwah Board of



Education and attached to this resolution.

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; except item v.

NAYS: none

Mr. Lembo read the donation into record and thanked the responsible party.

Dr. Goman presented XI. Resolutions and Motions not included in Consent Agenda for consideration.

## **X. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA**

### **A. Approval: Submission of a Project Application for the STEPSS Program Relocation**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the submission of a project application for the STEPSS Program Project by RFK Architects, to the State of New Jersey, Department of Education. This project is an "Other Capital" project and the Board of Education is seeking state funding.

Ms. Brogan moved approval of A. Submission of a Project Application for the STEPSS Program Relocation.

Mr. Kaufman 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

### **B. Approval: Amendment of the Long Range Facility Plan**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the authorization of the amendment of the current Long Range Facility Plan to include the Ridgewood Public Schools STEPSS Program Project.

The Board has received background information.

Ms. Brogan moved approval of B. Amendment of the Long Range Facility Plan

Mr. Kaufman 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

### **C. Approval: Amendment to Memorandum of understanding Between the Ridgewood**

**Board of Education and AlphaBest Education, Inc.**

WHEREAS, Contractor and the Board previously entered into an agreement, executed on June 5, 2020, for the provision of “Before and After School Child Care Services” (the “Existing Agreement”) in the Ridgewood’s facilities for students;

WHEREAS, Contractor and the Board previously entered into a MOU to outline the Contractor’s modified child care services (the “Modified Program”) for Ridgewood’s students and students of Ridgewood’s staff during the COVID-19 pandemic;

WHEREAS, Contractor and the Board seek to into a second MOU for Contractor’s full day child care services (hereinafter referred to as “Full Day Program”) for Ridgewood’s students during the COVID-19 pandemic; and

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

1. Purpose of this MOU #2
  - a. This MOU #2 stipulates the updated temporary program and fee schedule between Contractor and the Board for the Full Day Program to be provided by Contractor for Ridgewood’s students on Mondays to Fridays from 7:00 a.m. to 6:00 p.m. at the following locations:
    - i. Somerville Elementary School; and
    - ii. Benjamin Franklin Middle School.
  - b. Contractor will operate the Full Day Program, as described in Section 1(a), as long as a minimum enrollment of five (5) students are enrolled in the Full Day Program at each location. Contractor will make the determination for the Full Day Program operation at each location on a weekly basis during the term of this MOU #2.
2. Term

The term of this MOU #2 will commence on February 1, 2021, and conclude on a later date to be mutually agreed upon in writing between Contractor and the Board, unless terminated earlier in accordance with the provisions of the Existing Agreement. It is the intent of the parties for the agreed date of termination of the MOU to be tied to the return to normal school operations following the end of the COVID-19 pandemic.
3. Schedule of Child Care Services
  - a. Contractor and the Board acknowledge and agree that the child care services will be provided in accordance with the school calendar; however, the Parties understand that the days of operation as well as the commencement of direct services for students will be dependent upon Ridgewood’s permitted days of

operation. As such, the dates of service may be subject to change.

b. Upon termination of the MOU #2, Contractor will provide child care services in accordance with Ridgewood’s regular school year calendar.

4. Fee Schedule

a. During the term of this MOU #2, the tuition fees for the Full Day Program provided by Contractor shall be specified as follows:

Registration/PPE Fee (Per child)	\$25
Late Payment Fee	\$15.00
Late pick-up fee for 1 – 15 minutes	\$15.00
Late pick-up fee for 16 – 30 minutes	\$30.00
Late pick-up fee for 31 or more minutes	\$1.00 each additional minute per family
Return Check	\$25.00
NSF Fees	Maximum allowable by law

2020 – 2021 MOU Fee Schedule – Full Day				
Enrollment Type	1:30 p.m. End Time	3:30 p.m. End Time	6:00 p.m. End Time	Frequency
1 day per week	\$45.00	\$50.00	\$55.00	Per day

5. Entire Agreement

a. Except for the items modified in the MOU and MOU #2, all terms and conditions of the Existing Agreement shall remain unchanged and in full force and effect. This MOU #2, together with the Existing Agreement and MOU, represent the entire agreement of the Parties and may not be modified in any manner except by a written instrument signed by both parties.

Mr. Lembo moved approval of C. Amendment to Memorandum of understanding Between the Ridgewood Board of Education and AlphaBest Education, 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

**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.

**REGULAR PUBLIC MEETING****February 8, 2021**

Jan 19	Columbia Bank On-Line	100670	2,949.42	S. Brogan
Jan 21	Columbia Bank On-Line	100671-100737	240,635.32	S. Brogan
Jan 25	Columbia Bank On-Line	100738-100751	117,024.22	S. Brogan
Feb 3	Columbia Bank On-Line	100752-100837	935,880.05	S. Brogan
Feb 3	Columbia Bank On-Line	100838	4,248.00	S. Brogan
Jan 26	Unemployment	821117	30,804.10	S. Brogan
Jan 12	Electronic Transfer	C33570	9.92	S. Brogan
Jan 12	Electronic Transfer	R33571	3,650.95	S. Brogan
Jan 26	Electronic Transfer	C33796-C33797	26.63	S. Brogan
Jan 26	Electronic Transfer	R33800	52.39	S. Brogan
Jan 26	Electronic Transfer	R33801-R33802	238.56	S. Brogan
Jan 26	Electronic Transfer	F33798	18,697.94	S. Brogan
Feb 3	Electronic Transfer	L33803	9,540.00	S. Brogan
Feb 3	Food Service	620230-620231	17,769.84	S. Brogan
Jan 25	Columbia Bank Void Check	099991	(18.00)	S. Brogan
Jan 25	Columbia Bank Void Check	100114	(4,760.00)	S. Brogan
Jan 25	Columbia Bank Void Check	100654	(2,434.00)	S. Brogan
<b>TOTAL</b>			<b>1,374,315.34</b>	

Ms. Brogan moved approval of bills reviewed by her.  
Mr. Kaufman seconded the motion.

Approval of Bills 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 made the following announcements:

She congratulated Jamboree and everyone involved in this wonderful production.

She stated that Super Science Saturday will be a 2 1/2 hour live stream event on March 6.

The lineup includes a behind-the-scenes visit to the Omaha Aquarium, a presentation by the Ridgewood High School InvenTeam, a NASA program on the ice melts and climate change, a Bergen County Zoo presentation, and a recorded rocket launch. The district website will also be streaming this event.

#### Legislative Report February 2021

**School Construction Funding:** The Education Law Center, legal advocates for equal educational opportunities, went back to the New Jersey Supreme Court, accusing the state of ignoring its responsibility to allocate funding for repairs to and/or replacement of aging school buildings in the state's poorest districts. In seeking redress, the Education Law Center cites the School Development Authority's list from 2019 that identified "urgently needed" construction projects in the neediest districts. They are asking the court to order the state to craft a spending plan for school construction by June 30th in the 2022 state budget. The last time that the state earmarked money for school construction was 2008 in the amount of \$2.9 billion. Some of this money was given to regular operating districts in the form of construction grants. Ridgewood received grant funding for its 2009 referendum projects.

**School Funding:** Districts that have seen their school funding aid cut, as a result of 2018 Senate bill S-2 that put into place a 7-year phased reduction in adjustment aid impacting 320,000 students in about 172 school districts, are speaking out against further cuts. The districts impacted argue that the state should halt the aid reductions especially in light of the pandemic and the unexpected costs that districts have incurred.

#### NJ 2022 Budget Challenges:

- Loss of revenue due to the pandemic of about 5%.
- Increase costs/liability for the New Jersey public employee pension system. This year the state put \$4.7 billion into the pension system, and in 2022, the state will need to increase this amount.
- Issued \$4 billion in emergency borrowing, a one-shot source of revenue that is not reoccurring year to year; in November 2020, helping to pay state education aid for New Jersey's school districts.
- A promise of tax relief where the state will issue checks in next year's budget worth \$500 to New Jersey families with children with incomes up to \$150,000 and to single parents with incomes up to \$75,000. The cost of this tax relief is estimated between \$350 and \$400 million.

Governor Murphy should be delivering his budget address at the end of February.

Ms. Kwak announced that the Negotiations Committee met recently over Zoom and had a productive discussion.

Mr. Lembo announced that the new Board members have been participating in the second year training sessions.

### **XIII. BOARD COMMITTEE REPORTS**

**A. DISCUSSION ITEMS****i. New Policies/Regulations and Revisions to Policies/Regulations as listed below:**

- Policy 1620 Administrative Employment Contracts (**Attachment D**) *revised*
- Policy 2431 Athletic Competition(**Attachment E**) *revised*
- Regulation 2431.1 Emergency Procedures for Sports and Other Athletic Activity (**Attachment F**) *revised*
- Policy 2464 Gifted and Talented Students (**Attachment G**) *revised*
- Policy and Regulation 5330.05 Seizure Action Plan (**Attachment H**) *new*
- Policy 6440 Cooperative Purchasing (**Attachment I**) *revised*
- Policy and Regulation 6470.01 Electronic Funds Transfer and Claimant Certification (**Attachment J**) *new*
- Policy and Regulation 7440 School District Security (**Attachment K**) *revised*
- Policy 7450 Property Inventory (**Attachment L**) *revised*
- Policy and Regulation 7510 Use of School Facilities (**Attachment M**) *revised*
- Policy 8420 Emergency and Crisis Situations (**Attachment N**) *revised*
- Bylaw 0164 Conduct of Board Meetings (**Attachment O**) *revised*

The Board did not discuss items or questions regarding the updated policies/regulations; all items will move to first reading for the next meeting.

**ii. Infant Toddler Development Center**

Dr. Fenwick, Director of Special Programs presented a brief presentation on how to expand some of the programs that are currently housed in the Glen School; RED, REACH and RISE. We were already budgeted and planned to take over an additional classroom next year. She was posed with the question on how to expand to maximize the space and programming. We could add an additional REACH class or additional REACH 3 year old class - REACH is the integrated class that includes students with IEP's or tuition based general education students. Tuition based general education students can be received from other districts. In the special education realm, when it's a quality program the districts that have limited ability to provide services will seek out our program and it currently happens in our RISE program starting in Pre-school through STEPSS. While we might actualize a cost savings and see a revenue, these programs are not revenue building and usually give back to themselves because they are expensive to run.

Currently all special education students have the option to be in school everyday. The Board discussed the possible options for the future of the Infant Toddler Development Center; including going out for an RFP, streamlining the current ITDC program and expanding the REACH program.

To view this portion of the meeting scroll to 2:10:35.

Ms. Kwak asked about the REACH program. Dr. Fenwick responded that if there is

space and we had the opportunity to grow at the Glen School, we could advertise and encourage tuition general education students outside of Ridgewood to come.

Mr. Lembo asked if REACH was open every day. Dr. Fenwick stated that REACH is open 5 days, 1/2 days now and all special education students have the option to go to school every day. We are working to increase the time at the Glen School.

Mr. Kaufman asked about the ITDC losses over the last few years. Ms. Brogan responded that projected losses for this year is about \$275,000. Ms. Kwak noted the program started with \$38k to \$39k funding after the transfers so the full projected loss is about \$314,000 for this year. Mr. Kaufman noted that to put this into perspective, there are about 8300 households in Ridgewood. Before COVID, let's say if we lost on a yearly basis \$200,000, that is about \$24 a household. Ms. Kwak noted that half of ITDC are non-residents so we are using taxpayer dollars for non-residents and outside of our mandate. Ms. Kwak noted that Infant/toddler daycare is a small program that is funded by the district using taxpayer dollars. Ms. Kwak noted that Ridgewood residents do not get priority, and they do not get a discount. The only category, participants, who qualify for a discount are staff. Mr. Kaufman asked if the district has the option of restricting the program to just residents. Ms. Kwak noted that the program is not viable now.

Mr. Kaufman noted that there are 8300 households, and how many taxpayers pay for our kids to go to public school who don't have kids in the school system; Mr. Kaufman feels there is support for this program. Mr. Kaufman noted that he is flip-flopping here because last year, he said that if the program runs at a loss, then we need to walk away, but there is overwhelming support for a 30 year program also shown by the public comments which will be read later. Ms. Kaufman noted that, If we could tailor it to Ridgewood residents, streamline it, make it smaller, would I mind paying \$24? I don't think so, said Mr. Kaufman. Mr. Kaufman repeated that there are 8300 households, and so the cost per household is \$24 if it's a \$200,000 loss.

Mr. Kaufman noted that sometimes we have to look beyond the money...If we revamp this just for Ridgewood residents, still leave room for REACH/RISE/RED to grow...Again, if we are looking at \$10 per household, is that a big loss.

Ms. Kwak noted that our mandate as a Board of Education trustee is not to provide childcare for non-residents, not even childcare for residents. We are in education. Our mandate is to utilize tax payer dollars to advance public school education for resident children.

Mr. Lembo asked if there is instruction at Infant/Toddler. There are teachers at ITDC; Mr. Kaufman said the public comments indicated there was an educational process happening there.

Mr. Dani said there are 2 different types of programs at Glen School: RED/RISE/REACH run under special education division and ITDC. ITDC is a better program than normal daycare according to the feedback. Based on Mr. Dani's understanding, we have an efficiency problem with running ITDC. Mr. Dani noted, maybe, what if we go out and find out perhaps there is an outside company that can run the program, the same program, more efficiently. At the same time, as Mr. Kaufman said, if we have an option to run it more efficiently, we can come up with that option. Mr. Dani noted that we have been running money before COVID, and we are going to give up 1 room to the REACH program [which means] we will have less

kids in the ITDC program...if we go out and find an external company, a partner, to run ITDC program and keep special education as is. Mr. Dani noted that the district did a RFP for the better-and-aftercare program, so that a scenario exists of an external company running a program in our space. Mr. Kaufman asked would there be a discount for Ridgewood residents or teachers. Mr. Dani responded that there is a teacher discount already at before-and-aftercare Alphabest program.

Mr. Lembo wondered if a teacher discount was not there, whether there would be enough interest and if the program would be financially viable. Mr. Kaufman wondered if higher tuition would also discourage attendance. Mr. Dani responded that we would only find out if we go out for a RFP. We could modify the RFP that was used for before-and-aftercare to find an outside vendor to see what our options are.

Mr. Kaufman wondered if maybe it would be worth it to bring in an administrator who could run the program more efficiently in-house. Mr. Dani responded that ITDC could come up with a plan to run the program more efficiently at the same time as we go out for a RFP. [2:32:16] Mr Dani noted that there were accounting issues, this is not a new thing that we figured out at ITDC and we will be losing another room [to REACH] so not sure what the program could like longer-term, and how much money are we taking away from general ed budget. The money [to cover ITDC losses] have to come from somewhere.

Ms. Kwak noted that in 2017-18, there was no COVID, and \$179,000 had to be funded to ITDC. Mr. Kaufman noted that perhaps RFP is the only solution but he wanted to explore all possibilities before we move on from a program that has been in the district for over 30+ years. Ms. Kwak noted that ITDC is a beloved program, nobody is disputing that. Ms. Kwak noted that the issue is that it is siphoning tax payer dollars away from our constituents. This is \$314,000 that we could use for gifted and talented, diversity and equity and inclusion, special needs community...this is a finite amount of money. COVID restrictions are not going to ease up immediately and at the end of the day, it's also valuable management time. Ms. Kwak noted that every amount of time turning around this beloved program is taking away from figuring out how do we reopen schools, what are we doing to open up the elementary school maybe ahead of the high school...it is about preparing for phase 2 and phase 3 for general ed and for the special needs community. Ms. Kwak noted that she thinks we are getting away from our core mandate which is to service Ridgewood residents and their children during this difficult time.

Mr. Dani noted that the program will also lose 1 room next year. Mr. Dani noted that the district could set up the parameters in the RFP so it could put priority on [serving] Ridgewood students. Ms. Brogan noted that this is a business opportunity so you don't want to put too many restrictions because they need to make the rent and pay the staff. Mr. Dani spoke that there was a tenant in the past who was paying rent and running a successful program, we cannot speculate that no one can run the program unless we go for a RFP.

Ms. Brogan suspects that there is great anxiety amongst the ITDC families and the staff and for that she apologizes. Ms. Brogan noted that for 2 years due to COVID, we have seen a significant loss in revenue at no one's fault. This is the reality. Ms. Brogan noted that we did have a readjustment in our assets and there was a deficit of \$179,000 and next year we thought there would be a deficit but there wasn't so the program did turn around. But Ms. Brogan wondered if we could provide more opportunities for the 3s and 4s and transitional kindergarten students by expanding



the program at infant toddler at the Glen School. Because there continues to be a consistent need for special education services and integrated with general education...so perhaps this could be an opportunity to rethink the Glen School a little bit. Ms. Brogan notes that we are building a continuum with 3 and 21 with STEPSS... an opportunity exists to continue to educate from 3 to 21 with STEPSS. Ms. Brogan noted, that "When we take away infant toddler...if infant/toddler should close, can we continue to keep our 3 year olds at the Glen School, and with a combination of before and aftercare and the Glen school, would that be of help to the parents with the 3 year olds and what would close would be our infant to 2 [year olds]." Ms. Brogan noted that anxiety levels are high with the parents, and the conversation should not go so long that should it close or shut down part of the infant toddler opportunities there, that parents and staff don't have enough time to look at their options. Ms. Brogan is not keen on going out for a RFP.

Mr. Dani noted that REACH expansion means full capacity of 16 students per classroom. We have a lot of room to grow in the physical space; we have enough rooms and space to grow the special ed programs. There is no harm in doing a RFP, that way we are not disturbing any programs and making it more efficient. Each room right now is 11 students. Dr. Fenwick noted that there is room to grow.

Ms. Kwak noted that REACH/RISE can organically grow, and Dr. Fenwick and the administration could focus on getting kids back to school and addressing any learning loss. It's hard to have a business model when the numbers of students requiring special needs can change year to year. So if the REACH/RISE can organically grow, what do we do with the other space with ITDC. It's not just a budget issue, it's management attention and administrative time to turn it around. Ms. Kwak noted that she is mindful of the administrative time and the money, \$275,000 loss projected this year that could have been used to support the needs of Ridgewood residents, so that's why RFP is a viable option. Let's see what comes back from the RFP so that we can focus on phase 3 of school reopening, on elementary schools, on how do we address any learning loss when they come back.

Mr. Lembo asked about projections. Ms. Brogan said we are 55 students this year from 76 at its maximum. Dr. Gorman noted that enrollment was typically around 75 or so, and there was a modest profit until we hit difficulties. Mr. Dani noted that the profit was due to allocating some ITDC expenses to other schools. Mr. Lembo noted that rates would have to maybe increase. Mr. Lembo liked the idea of teaching and educating young kids in the blended gen ed and special ed model.

Ms. Brogan asked, Is it the will of the Board to go for a RFP? Mr. Dani responded that we could go for RFP with these 5 or 6 classrooms, because 1 classroom is split into 2, and find out if there is a company that can run the program more efficiently and provide an option for current parents to enroll there. While RFP is going on, the district will not be touching the program, and maybe the current program will come up with ways to run it more efficiently.

Mr. Dani made a motion to go out for an RFP for the infant/toddler program with the current setup, and identify if we can find a partner.

Mr. Dani noted that we can also take a vote on Ms. Brogan's proposal to close ITDC and expand the REACH program.

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

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo

NAYS: Ms. Brogan, Mr. Kaufman

**XIV ACCEPTANCE OF MINUTES**

- December 7 Executive Session
- January 11 Regular Public Meeting
- January 25 Regular Public Meeting
- January 25 Executive Session

Ms. Kwak requested to table the January 11 and January 25 Regular Public Meeting minutes for further review.

Dr. Gorman and Mr. Bisig will research if the meeting webcasts are stored on our district website. The meeting minutes are a quick synopsis and action items taken at the board meeting.

Mr. Lembo moved Acceptance of Minutes, except the January 11 and January 25 Regular Public Meeting.

Ms. Kwak seconded the motion, which was unanimously approved.

**XV. OTHER BUSINESS**

There was no other business.

**XVI. COMMENTS FROM THE PUBLIC**

The following callers addressed the board:

Kerri Miller 141 John Street, she stated that Mr. Dani mentioned the ITDC was not an agenda item, she pointed out that the agenda noted a closed executive session regarding the ITDC program. She is certain that the ITDC is willing to work with Dr. Fenwick to ensure the program does not bring a loss to the district. It is clear that not all members of the BOE are operating on a full set of facts to make a decision. You are all privy to numbers that we in the community do not have, and implores that the board looks at the full picture before rushing to judgement. Ms. Kwak commented earlier that the focus should be on Ridgewood students, she agrees as a taxpayer especially during this difficult time with covid, but points out that this year only 9 of the 55 students are out of district students. The vast majority are Ridgewood kids or the parents who teach in the Ridgewood district. Regarding REACH and replacing the 4s with REACH, it is easy to think this is apple to apples comparison, but the program is only from 8:45 to 1:45 the students will have to go to a broader aftercare setting which is very different from the program at ITDC. Per curriculum, there is some misinformation that it is only a daycare and not educational. She would like that restated, the program is educational and curriculum based that is the main reason that parents bring their children there instead of other programs. Implored the board to look at the program holistically and a full budget to be reconstructed before it goes out to bid. If it goes to RFP there will be bids that say they will save the district money and that will be a huge turnover

with district attendance and staff.

Brendan Heffernan, 992 East Glen Ave, echoed what Kerri Miller was saying, he is proud to be in education for a long time. He has seen things go out to bid in his career and has never seen a higher quality program for lower costs. We should tread carefully, itdc has served the community for 30 years well and prepared Ridgewood students for a lifetime of learning. It is an educational service that should be taken seriously, it's history should be embraced and respected. Thanked Ms. Brogan who recognized the amount of anxiety this is causing parents and faculty. We have to be careful of cynicism. The conversations that are being held in this public body is dooming this program. If there is a parent who would like to send their child to the itdc and hears that the board is talking about it in an incorrect way, he encourages the board on how to discuss. We should embrace the past and look to the future. ITDC serves the community with incredible staff and teachers for young children.

Ann Loving 342 South Irving St., she is happy that the vote went in favor of the RFP. it is her belief that taxpayers should not be subsidizing daycare even if it has an educational component. We should not be subsidizing Ridgewood residents or nonresidents. As a taxpayer, she is happy to pay her tax money to the schools. She campaigned for full day kindergarten, but no dollars should be spent from the budget to subsidize a daycare program.

Laurie Weber, South Irving Street, she commented about the first two callers and is not indifferent to how they are feeling. She has done a deep dive on this program about a dozen years ago and a couple of years ago when she started to have this conversation with the board about health and safety issues, she is talking about the sustainability of the program. Going back to the before care/aftercare program, we had a proposal to run the program with the same staff, same hours and same program guaranteeing that the tuition would not go up, and instead of paying \$65,000 they were paying \$95,000. This year Alphabest is paying \$150,000. When you turn the program to someone else to run it, it ensures that the possibility of a program that is losing money for a decade will be able to stay here and serve the community. A business that runs this as a business knows how to do this. As Ms. Kwak and Mr. Dani pointed out this is the road to saving this program. Noone is looking to take away the program by putting out an RFP. there should be no fear in finding out what our options are because this could be the option to save this program. In terms of how the program could grow, it remains to be seen and she would choose to see the special needs program to serve the community.

The following written comments were submitted:

Jessica Ciliento, 290 Eastbrook Rd., When will the elementary schools be moving into Phase 2, which was originally planned to take place in October?

Jessica Torre, 366 East Glen Ave., This comment is in support of the Infant Toddler Development Center and I am submitting on behalf of my husband and me.

Our children have been in a daycare setting since they were both three months old. Our oldest transitioned to ITDC when he was three and our youngest started as an infant. When

we moved to Ridgewood a few years ago, we visited multiple daycare centers in the area and we knew immediately that ITDC was the home for our children.

The entire staff was warm and welcoming. The building was clean, bright, and cheerful. But most importantly the children were happy. When we visited the classrooms, they wanted to share all of the fun things they were doing and learning. We could tell immediately that ITDC was a place of joy, where childhood is respected and children truly loved. As working parents, it means the world when you find the right fit for your children. ITDC was that fit.

Both of our children have thrived at ITDC. Not only are they learning their letters, colors, and shapes, but more importantly they are learning how to be kind humans. They are learning how to be independent, to celebrate each other's uniqueness, to be a good friend, to share, to apologize when they do wrong, and to take deep breaths when frustrated or mad. ITDC has been a second home for our children. As many can relate, it is hard being a working parent at times. Knowing that our children are continuing to grow in our absence, thanks to the kindness, patience, and love of others, is priceless. We have so much to thank the wonderful teachers and directors of ITDC for, especially this year. Our oldest son graduated from the program last year. He is currently in the Glen School's Transitional Kindergarten program and next year will be a kindergartner at Travell. When I asked him what his favorite thing about ITDC was he said, "My teachers and my friends." My youngest has two more years at ITDC and we look forward to seeing him graduate Pre-K 4 as his older brother did this past June.

ITDC is a truly special place. It is our hope that the Board of Education continues to support this wonderful program and the parents, teachers, and children that rely on it every day. Thank you for your time.

Brian D'Entremont, 411 Northern Pkwy., Hi, I'm writing in support of ITDC. Both of our children, Hugh and Neve d'Entremont, attend(ed) ITDC. We can't say enough good things about the program and the positive impact it's had on our kids. When we first moved to Ridgewood, Hugh attended a different daycare. Every morning at drop off he was in hysterics, and always quiet and sad at pick up. Within two days of moving him to ITDC he was running in the door, incredibly happy to be there.

The teachers and staff have helped greatly in the social and educational development of both of our children. The ITDC program is a valuable asset to the town and community and we're excited to have the newest member of our family (due March 2021) also attend and benefit from this great program. Big thanks to ITDC for everything it's done for our kids and others in the community.

Margarite Carmody, 66 Knickerbocker Rd., Hello. First, I want to express my appreciation for the significant amount of time all of the BOE members volunteer to help oversee our school district. I would also like to recognize the contributions of our student rep, Zoe Kovac. I truly look forward to hearing her thoughtful, comprehensive updates about the student experience and perspective, and appreciate the professional manner in which she always carries herself. Your future is bright Zoe! Second, I would like to say how happy I am that the topic of later school start times is being discussed again and I would like to voice my support for later school start times. The pandemic has brought us back to basics in many ways and the importance of sleep is one of those basics. A meaningfully higher percentage of RHS students have opted to go to school virtually during the pandemic

compared to middle and elementary school levels. The desire to get more sleep has been cited as one of the factors for the high percentage of RHS students choosing to attend school virtually. Think about the power of that message the students are sending about the importance of sleep. We have the opportunity to show our children we are listening and are willing to take action to support them - and have later school start times in place for the 2021-22 school year. I know the district has a lot of important topics on its plate during this pandemic - if there is anything that the districts needs help with in terms of sorting through the logistics to make later school times happen, I would be happy to volunteer my time to help and know others in the community would as well. Thank you again for your time

Christine Ann Denny, 44 Wearimus Rd., Our daughter attends ITDC and we could not be more in love with a program. The teachers and administrators go above and beyond. We are so grateful for this program. Our daughter loves the class and her teachers. We truly believe this school is preparing her for the next steps in her life and think it is a huge asset to the community.

Kerry Miller, 141 John St., This comment is in support of the ITDC and as part of the ITDC PTO's "Valentines for ITDC" program: Our toddler has been in the ITDC program since she was four months old. It's been such a joy to see her mature with the care of her teachers who take care of her as their own. We smile each morning as our daughter jumps out of our arms and marches right inside to her classroom. And we're amazed each evening when we pick her up - whether she's saying a new word or has an art project in her bag, she is smiling and happy. We are impressed with the curriculum she is exposed to and the love and support and love that surrounds her each day. ITDC has educated our district's children for many years, and so we're grateful that we have the opportunity to educate our daughter in this esteemed program. We love our school, and we thank the district for its ongoing support of the program that's educated our youngest learners for 30 + years

Annie Pak Brenner, 211 Pershing Ave., We love ITDC! The teachers and staff transformed our shy daughter from one who cried at drop off, to one who is friendly, eager, and excited to go to school each day. We really wanted to find a program that focuses on early education and could not have found a better fit with ITDC. Our daughter is thriving with the structure, education, and school environment. She comes home talking about what she's learned, what she's done during the day, and all the teachers and staff she loves. We cannot imagine our lives without ITDC.

Bethany Rose, 903 Hillcrest Rd., I am reaching out to show my support of Ridgewood's Infant Toddler Development Center and its talented, passionate, and caring administrators and educators. We are Ridgewood residents in our sixth year of participation in the program, first with our daughter Maya who began at 4 months until she went to Kindergarten at Willard, and now with our son Beckett who started in September at the age of nine months.

The ITDC program is an essential service for our family as my husband and I both work full-time. When we decided to move to Ridgewood, ITDC was a big part of that decision. I was impressed that Ridgewood Schools had this exceptional educational program for children in the critical development years before Kindergarten.

I understand and respect that the board must look at the finances of all programs to make sure they make sense. But please do not judge the finances and make long-term decisions

about ITDC's feasibility in the midst of this pandemic. The program is one of the crown jewels of Ridgewood Schools. Please put this conversation on hold until a more "normal" time with enrollments back at their prior levels.

Beth Hart, 329 Northern Pkwy., I'm hopeful that ITDC can be recognized for the gem that it is so that conversation can turn to how to maximize its potential instead of how to curtail it.

Kristi Reilly, 21 Austin Pl, Glen Rock, I have two children, ages 5 and 2, enrolled in ITDC and am so grateful to the school for keeping the children safe, happy, and engaged during these difficult times. They adore their teachers and are so happy to go to school each day. ITDC is the third pre-K program we've been enrolled in (we tried two others between 2016-2019 while waiting on ITDC's waitlist for a spot to open up). We are so glad we made the switch. Lisa Kontos and her staff have done a wonderful job keeping the children safe and allowing the children to enjoy normal school routines. When so much else about our children's environment has changed due to the pandemic, we are so grateful for the constancy provided by ITDC.

Katie Bielicky, 687 Wyndemere Ave., Hello! My name is Katie Bielicky and I am a proud ITDC parent, as well as a Ridgewood Public Schools employee. The ITDC has always been a special place but this year has highlighted how amazing the staff there is. Lisa, Lynda, Nurse Monica, AI and every single teacher (of which my children have been lucky to have almost all) are caring, professional, and essential. Every morning I drop off my 2 and 5-year-old and head to Somerville to teach two cohorts of 3rd graders. I drive away confident that my own children are being kept safe, learning new things, and safely interacting with their peers while I provide the same for my own students. I could not serve the community of Ridgewood without this amazing resource and I just wanted to make it clear how wonderful a place ITDC is. Thank you.

Deborah Liguori, 319 Meadowbrook Ave., I have not heard that Phase II or beyond is being considered for this school year. A lot has changed in the past several months. We have learned that COVID transmission doesn't tend to occur on surfaces and that close contact for a period of up to 15 minutes is more likely to allow transmission than a brief point of contact. Very highly effective vaccines are being distributed in New Jersey. Recently it has been reported that in the US, people in the 20 to 49 age bracket "accounted for about 72 percent of the cases after schools reopened in October. Less than 5 percent came from children, and less than 10 percent from teens."

I understand that there are private and religious-affiliated schools in New Jersey that have been successfully operating in-person full time and/or five days per week. We have been in Phase I for some time now with no specific plan for moving to the next phase. What are the District's specific metrics and plans to increase in-person instruction to 5 days per week and/or full days? Data shows that healthy children are at higher risk socially and intellectually (not to mention the increased risk of suicide) while being prohibited to attend school than they are at risk from dying of COVID-19. Why is the District not adapting to the more recent data?

I know for a fact that there are alternative child care facilities (such as the YMCA), sporting groups, and camps that have been operating successfully since the summer. These facilities allow children to play together, eat snacks and have lunch, both indoors and outdoors. Why must our children continue to sit still for hours with no opportunity to

participate in recess, lunch, PE, Music, Library, or Art class in person with other students? The failure to increase in-person learning time and playtime in our schools is detrimental to our children, not to mention working parents who are not equipped to be effective teachers. Parents who are concerned for the well-being of their children have the option for online learning, as they should. I am a parent who at this point in time has a greater concern for the emotional, social, and intellectual well-being of my children. The options for parents like me have been severely limited for nearly 11 months. I am requesting that the Board set and make public specific metrics for returning to a pre-pandemic school model. Perhaps, you will be announcing just that at tonight's meeting. I look forward to hearing your comments.

Meredith Counts-Heffernan, 992 East Glen Ave., We'd like to express our profound gratitude to the ITDC for their dedication to our children during this difficult time. As parents, there's nothing we could hope for more than to see our toddler thriving—educationally and emotionally—the way she does under the care of this wonderful program. We cannot thank the ITDC enough for their positivity and perseverance in the face of the year's unprecedented challenges.

Jennifer Van Cleve, 447 Linwood Ave., As we are on the last of our 8 years at ITDC with our two children, I am overwhelmingly grateful for the home away from home and the true sense of family it has offered for us and our children. Lisa and most of her staff, have known both of our children since they were 4 months old. The love, support, education, and structure it has provided for us over the years has been priceless. The teachers, assistants, and janitorial staff love those children like their own and it shows. For working parents, nothing offers more comfort or confidence when leaving your child for the day. The same woman who rocked our daughter when she was teething and fussy, snuggled our little boy 3 years later when he couldn't sleep. I can't imagine having had anyone else help us raise our children in their young years. We know most of the staff by their first name and them us. It is such a special, special little community to be a part of and we have gotten more out of it than we ever thought was possible and I thank them for being a big part of the reason we now have two bright, social, thriving, and loving children. I can't imagine the past eight years without them, and I will be beyond sad to leave their safe and capable arms when moving our son on to elementary school in the fall.

Tim Wuerfel, 552 Upper Blvd., My wife and I chose the village of Ridgewood as our new hometown this past fall for many reasons, but most importantly the education of our two daughters. As a teacher and a parent, I understand the importance of early education and the positive effects it has on our children's futures. In our search for early education for our youngest daughter, we were very excited to be able to enroll her in the esteemed ITDC program. We have been impressed by many aspects of ITDC including the curriculum, the administration, and especially the dedicated staff members who have been amazing with our daughter. In a few short months, we have seen her independence and self-esteem grow exponentially at ITDC. We know that this experience will play a major role in her cognitive and social development which will set the stage for future academic growth. Raising young children through a pandemic has been challenging in many aspects and we are grateful for all that ITDC has provided us. Please remember that early education is an investment in our children's future, not a cost.

Lynn Benson, 117 John St., When noticing the agenda of the presentation and update on Diversity, Equity, and Inclusion, I felt compelled to submit some thoughts. First off - thank you to the BOE for supporting this very important initiative. It was also great to read Dr. Gorman's opinion piece which I came across in The Ridgewood News. He captured key points, such as, "America is at a crossroads in history." And, "We all must realize 'the fierce urgency of now' in regards to the goals we want to accomplish." As an advocate of SEL, health and overall wellness, and the importance for us to re-evaluate life through a new lens to support students, families, and the staff of our school district, it is imperative to re-visit certain policies and initiatives. For example, I am grateful our district is engaging in the important discussion of later school start times which would fundamentally support the critical basic health requirements our teens need to function. DEI is another key area that impacts our students, families, and staff in numerous ways. This is not just about re-assessing curriculum; it's also about how to navigate these tough conversations that are taking place, and so much more. It's fantastic that our district hired a consulting expert this school year to engage up to 70 staff members with anti-bias training, and truly appreciate the progress made so far. However, there continue to be many complicated DEI related aspects that need attention with greater speed. Our district leaders are buried with attending to complicated day-to-day matters that impact the time and resources to move the needle on a greater scale that's warranted in these times. Also, as passionate and dedicated our district leaders are, they are still in "learning mode" with regards to DEI, just like most of us.

Due to the intricacy of DEI, our district needs a dedicated DEI Coordinator or Officer who has the expertise to address curricula updates, school climate issues, concerns students and parents convey, etc. Teachers and admins are working hard to make a much-needed change, and there's an emphasis for it to be accomplished with fidelity and consistency. There is also the reality for many who are passionate to move this forward often become paralyzed out of fear of messing up. A DEI Officer would provide the much-needed support for our school district and community to address all these concerns.

In terms of parent involvement, the intent of the HSA DEI committees was intended to be embedded within our schools. The structure and role of these committees need more attention so the time spent and the outcome is more meaningful.

It's also important to embrace, listen, and support the students and families of color who share their experiences. This would allow us to benefit from their voices to help us shape the changes that are needed. DEI complexities are vast. Please consider hiring a dedicated, specialized person to realize "the fierce urgency of now" to show our school district's commitment to DEI and to provide our families, teachers, and district leaders the support they deserve.

Jennifer Harms Amorosa, 71 Glenwood Rd., First, I want to thank our wonderful teachers at Willard who are going above and beyond each day with our students. That said, I URGE the board of education to be transparent regarding the state of COVID in our schools....not just reporting the number of students who are diagnosed, but instead reporting the number that truly matters and should guide decision making... the number of actual cases that are known to be transmitted within the school if any. The current scientific data does not support that our schools are the places of transmission. In the process of arbitrarily keeping our schools in the current hybrid model, while restaurants, bars, and gyms remain open and sports practices continue to happen, our students and families are suffering. I urge the board of education to re-open our schools on a full-time basis. The private schools in our



area have shown that it can be done. Thank you.

Ann M Spalding, 136 Richards Rd., Could you please address the plans for getting our children back to school at a minimum every other day full day in the next couple of months? As we all know, the data strongly suggests that school transmission is very low in relation to community transmission. Rates are dropping and should continue to do so. Vaccines are rolling out, and hopefully, educators will be next on the list. The lead ID physician in the US has stated the importance of in-person learning, and that schools should be the last of any establishment to close. Our governor has frequently discussed the same sentiment. Extending the school day will not be something that the district can pivot to overnight, and therefore, concrete plans should be in the works NOW!

Stephanie Tesser, 380 Bedford Rd., We would like to request a detailed discussion of the status of phase 2 and 3 plans in future BOE meetings. The CDC is sending out updated guidelines for schools. When will the existing plan be revised? Is thought being put into creative solutions to open school full day every day, such as COVID testing, physical barriers, and eating/classrooms outdoors? If we don't plan and act now, we are fearful the RPS schedule in the next ten months could look similar to the last 10 months.

Sarah Macone, 432 Overbrook Rd., I am writing in support of the Ridgewood Infant Toddler Development Center. My son has been enrolled at the school since he was an infant, and he will graduate this spring and head to a Ridgewood elementary school this fall. I can't thank ITDC enough for their loving, kind support of my child over these past few years. As a Ridgewood resident, it has been so meaningful that my child can attend this school with his local peers, many of whom will be his future classmates. The school takes such wonderful care of our kids, as if they are their own children, and they prepare students for their future education. This school is a staple of our community and it should remain one.

Justin Fox, 325 Crest Rd., As stated earlier, HoHoKus, Allendale, Ramsey, Glen Rock, Wyckoff, Franklin Lakes, Waldwick, Saddle River, Hillsdale, and Woodcliff Lake ALL have their elementary students in five days per week. When the morning session goes home for lunch, they have a session online and vice versa. I urge you to reach out to these immediately surrounding districts to learn more. Please buy the plexiglass if you have to - our kids are worth the money. I'm not sure why this wasn't done months ago.

Margarite Carmody, 566 Knickerbocker Rd., Regarding ITDC, had the district quantified the aggregate value of the discount provided to staff who use the center? How does this aggregate discount value compare to the pre-covid aggregate loss for running the center? If the aggregate staff discount is the driver of the loss, I don't think it is fair to consider the ITDC as operating at a loss (perhaps we could instead book the aggregate staff discount under staff benefit costs rather than build it into ITDC loss).

**XIX. ADJOURNMENT**

At 11:12 pm by a motion made by Mr. Lembo, seconded by Ms. Brogan the meeting adjourned.

Respectfully submitted,

Scott Bisig  
Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary

## 2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Jane Gerald	Social Emotional Learning: Getting started with technology-based lessons Virtual BCSS Educational Enterprises, NJ February 19, 2021	Professional Development	\$50.00	0
Brandi Gorman	Visualization and Verbalizing Virtual Lindamood-Bell March 16-19, 2021	Professional Development	\$0.00	0
Jennifer Osenbruck	Visualization and Verbalizing Virtual Lindamood-Bell March 16-19, 2021	Professional Development	\$0.00	0
Amy Gerard	Visualization and Verbalizing Virtual Lindamood-Bell March 16-19, 2021	Professional Development	\$750.00	0
Kelly Lyons	Visualization and Verbalizing Virtual Lindamood-Bell March 16-19, 2021	Professional Development	\$0.00	0
Craig Mahler	2021 NJHPERD Annual Convention Virtual New Jersey Association for Health, Physical Education, Recreation and Dance, NJ March 22, 2021	Professional Development	\$99.00	1
Danielle Wood	NJTESOL/NJBE Spring Conference Virtual NJ Teachers of English to Speakers of Other Languages/New Jersey Bilingual Educators, NJ	Professional Development	\$299.00	0

The total cost for these conferences is \$1198.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$27,222.40 leaving a balance of \$172,777.60.

The total cost of substitutes for these conferences is \$100.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1400.00.

**FIELD TRIPS FOR APPROVAL**

February 8, 2021

**ATTACHMENT B**

<b>ONE DAY TRIPS</b>									
<b>Date</b>	<b>School</b>	<b>Location</b>	<b>Students</b>	<b>Chaperones</b>	<b>for each</b>	<b>per day for Nurse</b>	<b>District</b>	<b>Event</b>	<b>Requirements</b>
3/3 - 3/4/21	RHS	DECA NJ Conference	96	N/A	0	\$0	\$0	No	Yes
* Date Change		Business Department, Virtual	students	Virtual					

Last Name	First Name	School	FTE	From Class	From Step REA	20-21 Base Salary	CP	Ratio	Longevity	Total Salary	To Class	To Step REA	New 20-21 Base Salary	New CP	New Ratio	New Longevity	New Total Salary
Champy	Brianna	GWMS	1.00	BA+30	4	66,066				66,066	MA	4	69,616	300			69,916
DeRisi	Michael	Somerville	1.00	MA+30	7	78,605	300			78,905	MA+45	7	82,159	300			82,459
Giannetti	Courtney	GWMS	1.00	MA+30	18	110,262	300			110,562	MA+45	18	113,582	300			113,882
Hutchison	Tara	Willard	1.00	MA+30	15	95,185	300			95,485	MA+45	15	98,665	300			98,965
Lowicki	Bonnie	Willard	1.00	BA+30	13	82,490				82,490	MA	13	85,240				85,240
Mahoney	Marisa	BFMS	1.00	MA+30	11	83,290	300	5.830		89,420	MA+45	11	86,840	300	6.079		93,219
Novak	Nicole	RHS	1.00	MA+30	14	92,905	300			93,205	MA+45	14	95,435	300			95,735
Price	Megan	Orchard	1.00	MA	18	103,932			1,500	105,432	MA+45	18	113,582	300		1,500	115,382
Roberts	Deirdre	BFMS/GWMS	1.00	MA+30	17	104,172	300			104,472	MA+45	17	106,292	300			106,592
Scevola	Adam	RHS	1.00	MA+30	9	80,840	300			81,140	MA+45	9	84,390	300			84,690
Stadulis	Julie	GWMS	1.00	BA	15	84,465				84,465	BA+30	15	88,695				88,695
Turchioe	Kristen	BFMS	1.00	MA+30	9	80,840	300			81,140	MA+45	9	84,390	300			84,690
Zielinski	Lauren	BFMS	1.00	MA	7	75,055	300			75,355	MA+30	7	78,605	300			78,905

1620 ADMINISTRATIVE EMPLOYMENT CONTRACTS

The Executive County Superintendent shall review and approve for all Superintendents **of Schools, Superintendents of Schools reappointed pursuant to N.J.S.A. 18A:17-20.1**, Superintendents **of Schools**, Assistant Superintendents **of Schools**, and School Business Administrators, **including any interim, acting, or person otherwise serving in these positions**, in school districts, county vocational school districts, county special services school districts and other districts, except charters, within the County under the supervision of the Executive County Superintendent:

1. New employment contracts, including contracts that replace expired contracts for existing tenured and non-tenured employees;
2. Renegotiations, extensions, amendments, or other alterations of the terms of existing employment contracts that have been previously approved by the Executive County Superintendent; and
3. Provisions for contract extensions where such terms were not included in the original employment contract or are different from the provisions contained in the original approved employment contract.

In counties where there is no Executive County Superintendent, **an Executive County Superintendent from another county shall be designated by the Commissioner to** ~~or Acting Executive County Superintendent, the Assistant Commissioner for Field Services shall~~ review and approve all above contracts **listed above**.

The contract review and approval shall take place prior to any required public notice and hearing pursuant to N.J.S.A. 18A:11-11 and prior to the Board **of Education** approval and execution of ~~these~~ **the** contracts to ensure compliance with all applicable laws, including but not limited to N.J.S.A. 18A:30-3.5, 18A:30-9, 18A:17-15.1 and 18A:11-12.

~~The public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 is applicable to a Board that renegotiates, extends, amends, or otherwise alters the terms of an existing contract with the Superintendent of Schools, Deputy Superintendent, Assistant Superintendents, or School Business Administrator.~~

**[Select One Option**

~~\_\_\_\_\_ The public notice and public hearing requirements of N.J.S.A. 18A:11-11 do not apply to new contracts that replace expired contracts for existing employees in one of these positions, whether tenured or not tenured.~~

~~\_\_\_\_\_ Although the public notice and public hearing requirements of N.J.S.A. 18A:11-11 do not apply to new contracts and contracts that replace expired contracts for existing employees in one of these positions, whether tenured or not tenured, the Board may issue a public~~

~~notice and/or hold a public hearing on new contracts, including new contracts that replace expired contracts for existing tenured and non-tenured employees.]~~

**In accordance with the provisions of N.J.S.A. 18A:11-11 and N.J.A.C. 6A:23A-3.1(c)1, the public notice and public hearing required shall be applicable to a Board of Education that renegotiates, extends, amends, or otherwise alters the terms of an existing contract with a Superintendent of Schools, Superintendent of Schools, Assistant Superintendent of Schools, or School Business Administrator. In accordance with N.J.S.A. 18A:11-11, notice must be provided to the public at least thirty days prior to the scheduled action by the Board. The Board shall also hold a public hearing and shall not take any action on the matter until the hearing has been held. The Board shall provide the public with at least ten days' notice of the public hearing.**

**In accordance with N.J.A.C. 6A:23A-3.1(c)1, the public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 shall not apply to new contracts, including contracts that replace expired contracts for existing employees in one of these positions, whether tenured or not tenured. Nothing shall preclude a Board from issuing a public notice and/or holding a public hearing on new contracts, including new contracts that replace expired contracts for existing tenured and non-tenured employees.**

**The public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 is also required in the event an existing contract for a Superintendent of Schools, Superintendent of Schools, Assistant Superintendent of Schools, or School Business Administrator is rescinded or terminated by the Board of Education before it is due to expire and the parties agree to new employment terms.**

In connection with the Executive County Superintendent's review of the contract, the Board shall provide the Executive County Superintendent with a detailed statement setting forth the total cost of the contract for each applicable year, including salary, longevity (if applicable), benefits, and all other emoluments.

**The review and approval of the employment contracts of Superintendents of Schools, Superintendents of Schools, Assistant Superintendents of Schools, and School Business Administrators conducted by the Executive County Superintendent shall be consistent with the following additional standards outlined in N.J.S.A. 18A:7-8.1 and N.J.A.C. 6A:23A-3.1:**

1. Contracts for each class of administrative position shall be comparable with the salary, benefits and other emoluments contained in the contracts of similarly credentialed and experienced administrators in other school districts in the region with similar enrollment, academic achievement levels and challenges, and grade span.

**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

ADMINISTRATION

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Administrative Employment Contracts

2. No contract shall include provisions that are inconsistent with the travel requirements pursuant to N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7 including, but not limited to, the provisions for mileage reimbursement and reimbursement for meals and lodging in New Jersey. Any contractual provision that is inconsistent with law is superseded by the law.
3. No contract shall include provisions for the reimbursement or payment of employee contributions that are either required by law or by a contract in effect in the **school** district with other teaching staff members, such as payment of the employee's State or Federal taxes, or of the employee's contributions to FICA, Medicare, State pensions and annuities (TPAF), life insurance, disability insurance (if offered), and health benefit costs.
4. No contract shall contain a payment as a condition of separation from service that is deemed by the Executive County Superintendent to be prohibited or excessive in nature. The payment cannot exceed the lesser of the calculation of three months pay for every year remaining on the contract with pro-ration for partial years, not to exceed twelve months, or the remaining salary amount due under the contract.
5. No contract shall include benefits that supplement or duplicate benefits that are otherwise available to the employee by operation of law, an existing group plan, or other means; e.g., an annuity or life insurance plan that supplements or duplicates a plan already made available to the employee. Notwithstanding the provisions of this section, a contract may contain an annuity where those benefits are already contained in the existing contract between the employee and the district.
6. Contractual provisions regarding accumulation of sick leave and supplemental compensation for accumulated sick leave shall be consistent with N.J.S.A. 18A:30-3.5. Supplemental payment for accumulated sick leave shall be payable only at the time of retirement and shall not be paid to the individual's estate or beneficiaries in the event of the individual's death prior to retirement. Pursuant to N.J.S.A. 18A:30-3.2, a new Board of Education contract may include credit of unused sick leave in accordance with the new Board of Education's policy on sick leave credit for all employees.
7. Contractual provisions regarding accumulation of unused vacation leave and supplemental compensation for accumulated unused vacation leave shall be consistent with N.J.S.A. 18A:30-9. Contractual provisions for payments of accumulated vacation leave prior to separation can be included but only for leave accumulated prior to June 8, 2007 and remaining unused at the time of payment. Supplemental payments for unused vacation leave accrued consistent with the provisions of N.J.S.A. 18A:30-9 after June 8, 2007 as well as unused vacation leave accumulated prior to June 8, 2007 that has not been paid, shall be payable at



- the time of separation and may be paid to the individual's estate or beneficiaries in the event of the individual's death prior to separation.
8. Contractual provisions that include a calculation of per diem for twelve month employees shall be based on a two hundred sixty day work year.
  9. ~~No provision for a bonus shall be made except where payment is contingent upon achievement of measurable specific performance objectives expressly contained in a contract approved pursuant to N.J.A.C. 6A:23A-3.1, where compensation is deemed reasonable relative to the established performance objectives, and achievement of the performance objectives has been documented to the satisfaction of the Board of Education.~~ **No provision for a merit bonus shall be made except where payment is contingent upon achievement of quantitative merit criterion and/or qualitative merit criterion:**
    - a. **A contract may include no more than three quantitative merit criteria and two qualitative merit criteria per contract year.**
    - b. **The Executive County Superintendent shall approve or disapprove the selection of quantitative merit and qualitative merit criteria and the data that forms the basis of measuring the achievement of quantitative merit and qualitative merit criteria.**
    - c. **A contract may provide for merit bonuses in an amount not exceeding 3.33 percent of annual salary for each quantitative merit criterion achieved and 2.5 percent of annual salary for each qualitative merit criterion achieved. Any such merit bonus shall be considered "extra compensation" for purpose of N.J.A.C. 17:3-4.1 and shall not be cumulative.**
    - d. **The Board of Education shall submit to the Executive County Superintendent a resolution certifying that a quantitative merit criterion or a qualitative merit criterion has been satisfied and shall await confirmation of the satisfaction of that criterion from the Executive County Superintendent prior to payment of any merit bonus.**
  10. ~~No provision for payment at the time of separation or retirement shall be made for work not performed except as otherwise authorized above.~~ **No provision for a bonus shall be made except where payment is contingent upon achievement of measurable specific performance objectives expressly contained in a contract approved pursuant to N.J.A.C. 6A:23A-3.1, where compensation is deemed reasonable relative to the established performance objectives and achievement**

**of the performance objectives has been documented to the satisfaction of the Board of Education.**

- 11. No provision for payment at the time of separation or retirement shall be made for work not performed except as otherwise authorized in N.J.A.C. 6A:23A-3.1 and N.J.S.A. 18A:7-8.1.**
- 1211.** No contract shall include a provision for a monthly allowance except for a reasonable car allowance. A reasonable car allowance **shall not** ~~cannot~~ exceed the monthly cost of the average monthly miles traveled for business purposes multiplied by the allowable mileage reimbursement pursuant to applicable law and regulation and **New Jersey Office of Management and Budget (NJOMB) circulars**. If such allowance is included, the employee **shall not** ~~cannot~~ be reimbursed for business travel mileage nor assigned permanently a car for official district business. Any provision of a car for official district business must conform with N.J.A.C. 6A:23A-6.12 and be supported by detailed justification. No contract **shall** ~~can~~ include a provision of a dedicated driver or chauffeur.
- 1312.** All Superintendent contracts shall include the required provision pursuant to N.J.S.A. 18A:17-15.1 which states that in the event the Superintendent's certificate is revoked, the contract is null and void.
- 1413.** No contract shall include a provision for additional compensation upon the acquisition of a graduate degree unless the graduate degree is conferred by a **regionally duly** accredited **college or university** ~~institution of higher education~~ as defined in **applicable regulations** ~~N.J.A.C. 6A:9-2.1~~. No contract shall include a provision for assistance, ~~or~~ tuition reimbursement, or ~~for~~ additional compensation for graduate school coursework, unless **the such** ~~such~~ coursework culminates in the acquisition of a graduate degree conferred by a **regionally duly** accredited **college or university** ~~institution of higher education~~ as defined in **applicable regulations** ~~N.J.A.C. 6A:9-2.1~~.

**The review and approval of an employment contract for the Superintendent of Schools shall not include maximum salary amounts pursuant to N.J.S.A. 18A:7-8.j.**

Any actions by the Executive County Superintendent undertaken pursuant to **N.J.S.A. 18A:7-8.1**, N.J.A.C. 6A:23A-3.1, and this Policy may be appealed to the Commissioner of Education pursuant to the procedures set forth at N.J.A.C. 6A:3, **Controversies and Disputes**.

**N.J.S.A. 18A:7-8; 18A:7-8.1; 18A:11-11**  
N.J.A.C. 6A:23A-3.1; 6A:23A-7 et seq.

Adopted: 7 December 2009  
Revised: 17 May 2010  
Revised:

### 2431 ATHLETIC COMPETITION

It is the intent of the Ridgewood Board of Education to provide in the high school a comprehensive, well-planned, and well-balanced program of interscholastic athletics, including cheerleading, for girls and boys who can benefit from participation. The program shall be managed and teams coached in a manner to achieve the following objectives:

1. Promote individual and team desire for excellence while emphasizing that interscholastic sports be kept in perspective and that the first priority for all students is intellectual and emotional growth;
2. Encourage enjoyment of competition, a desire to win, and a healthy, constructive attitude toward winning and losing;
3. Develop the self-confidence and self-respect of each team member;
4. Develop the specialized talents, skills, and physical fitness of each participant;
5. Develop attitudes and skills which foster teamwork, cooperation, loyalty, and spirit; and
6. Develop the highest type of sportsmanship, sense of fair play, and respect for fellow athletes (teammates and opponents), coaches, and officials.

The Board directs the Superintendent to establish administrative procedures to carry out the intent of the above statement and to implement the provisions of this policy.

#### State Regulations

The conduct of interscholastic athletics shall conform to State law, New Jersey administrative code and the rules and regulations of the New Jersey State Interscholastic Athletic Association (NJSIAA) which are approved annually by the Board.

#### Responsibility

The Athletic Director is responsible for the overall supervision of the nine through twelve interscholastic athletics program, including cheerleading. Responsibility for the supervision of the athletic program in each school is that of the Principal. In the high school, the Athletic Director will assist and advise the Principal and will have responsibility for the immediate supervision and administration of the athletic program. The Athletic Director will work closely with the high school Principal.

#### Continuity and Development

The Athletic Director will ensure that coaches at all levels work together to promote a developmental approach and continuity from level to level. The primary consideration in determining such things

as schedule of games, length of practices, and coaching methodology at each level shall be the physical, mental, and emotional maturity and well-being of the students.

#### Student Participation and Eligibility

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of interscholastic athletics for students in grades nine through twelve. The Board shall maintain the program of interscholastic athletics, including cheerleading, and students who wish to participate shall pay an activity fee which shall be determined annually by the Board at its Reorganization Meeting. Students eligible for free or reduced price lunches are exempt from the activity fee. Families experiencing financial hardship should request consideration by informing the coach, the advisor, or the Building Principal. Students may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and students may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

Maximum participation of girls and boys in accordance with interest, maturity, and ability to benefit is to be encouraged. A suggested range for participation in each sport is contained in the administrative procedures for this policy. The number of athletes per team is determined by the nature of the sport. Facility use, coaching personnel, budgetary constraints, and transporting students safely are contributing factors to these numbers.

Participation and eligibility will conform to the bylaws of NJSIAA. A student must be in good standing academically and as a school citizen to participate on any interscholastic team.

All students in good disciplinary and academic standing, and who have paid the activity fee (except those students who are exempt), shall have equal access to all co-curricular activities.

A student who is suspended from school is not permitted to participate in any co-curricular activity during the term of suspension. The Principal, Assistant Principal, or activity supervisor may suspend a student from participation in a co-curricular activity as a consequence of unacceptable behavior or recurring disciplinary problems.

Eligibility for participation in interscholastic athletics shall require all high school students to meet, at a minimum, all the eligibility requirements of the Constitution, Bylaws, and Rules and Regulations of the New Jersey State Interscholastic Athletic Association (NJSIAA). Because of the diversity in the nature, intensity of student involvement, and time demands of non-athletic activities, however, it is not possible to establish uniform academic requirements. Further, the Board is aware that participation in activities often serves as an incentive and motivator for at-risk students. It is the intent of the Board that each case involving a student who is failing one or more courses or whose academic work has slipped be considered individually. A school administrator and the guidance counselor, after consultation with the student and parent shall decide whether or not it is in the student's best interest to curtail co-curricular participation. Where allowable and appropriate, the district will afford flexibility in the standards for participation in co-curricular activities.

Home schooled children are not eligible to participate in the high school interscholastic athletic program of this district.

A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in the school district sponsored programs of athletic competition. The Athletic Director will determine if participation should continue.

A student who is absent for a school day may not participate in the school district sponsored programs of athletic competition the afternoon or evening of that school day.

A student who is serving an in-school or out-of-school suspension may not participate in the school district sponsored programs of athletic competition while serving the suspension.

A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.

Notice of the school district's eligibility requirements shall be available to

students. Opportunity and Equity

The athletic program, including but not limited to intramural, extramural, and interscholastic sports, shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, disability, sexual orientation, social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

Required Examinations –Interscholastic or Intramural Team or Squad

Students enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation on a school-sponsored interscholastic or intramural team or squad and any cheerleading program or activity.

The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season with examinations being conducted at the "medical home" of the student. The "medical home" is defined as a health care provider and that provider's practice site chosen by the student's parent for the provision of health care, pursuant to N.J.A.C. 6A:16-1.3. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.S.A. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.

The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e.,

and the student's parent(s) shall each year and prior to participation by the student in an athletic activity comply with the requirements of N.J.S.A. 18A:40-41.d.

The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.

Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq. The health findings of this medical examination shall be maintained as part of the student's health record.

The health history update shall include but not be limited to the following information:

1. Hospitalizations/operations;
2. Illnesses;
3. Injuries;
4. Care administered by a physician; and
5. Medications.

The medical examination conducted to determine the fitness of a student to participate in athletic competition and the health history update must include, as a minimum, the respective medical history information and physical assessments set forth in rules of the State Board of Education and incorporated in their entirety in regulations implementing this policy, and the following:

1. A medical history questionnaire, completed by the parent of the student, pupil, to determine if the student:
  - a. Has been medically advised not to participate in any sport, and the reason for such advice;
  - b. Is under a physician's care and the reasons for such care;
  - c. Has experienced loss of consciousness after an injury;
  - d. Has experienced a fracture or dislocation;
  - e. Has undergone any surgery;
  - f. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;

- g. Has allergies including hives, asthma, and reaction to bee stings;
  - h. Has experienced frequent chest pains or palpitations;
  - i. Has a recent history of fatigue and undue tiredness;
  - j. Has a history of fainting with exercise; and
  - k. Has a history of family members dying suddenly.
2. A physical examination which shall include, as a minimum, no less than:
- a. Measurement of weight, height, and blood pressure;
  - b. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
  - c. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
  - d. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum, and gross hearing loss;
  - e. Examination of the nose to assess the presence of deformity which may affect endurance;
  - f. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
  - g. Examination of chest contour;
  - h. Auscultation and percussion of the lungs;
  - i. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
  - j. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
  - k. Assessment of the back to determine range of motion and abnormal curvature of the spine;
  - l. Examination of extremities to determine abnormal mobility or

- m. immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
- n. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
- o. Assessment of physiological maturation; and
- p. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

#### Eligibility Standards

A student who wishes to participate in a program of athletic competition, including cheerleading, must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition, including cheerleading, must include an acknowledgment of the physical hazards that may be encountered in the sport **in accordance with N.J.A.C. 6A:32-9.1 (d) and (e)**.

#### Injuries

Written procedures shall be established to ensure:

1. Adequate emergency care for any student injured in a practice or a game;
2. Proper follow-up care and treatment;
3. Communication with parent;
4. Execution of school accident reports and insurance forms; and
5. Appropriate medical release or approval before a student resumes participation.

#### Safety

Safety of athletic equipment and facilities, transportation, and playing conditions shall be given top priority by the Athletic Director, coaches, and Principals. Planning for the safety of participants and spectators at home and away games is also the responsibility of the Athletic Director, coaches, and Principals.

#### Scheduling of Games



Before the beginning of each sports season, the Athletic Director shall submit to the Superintendent a schedule of games for the high school teams to be presented to the Board of Education for approval.

Postseason contests and tournament participation must be approved by the Principal and be sanctioned by the NJSIAA. Changes during the season must be approved by the Principal.

#### Conduct at Games

The athletic Director, coaches, and Principals shall make every effort to:

1. Encourage attendance of students, parent, and the public;
2. Promote spectator enjoyment and spirit; and
3. Require sportsmanlike conduct of all players and spectators at all games.

Such efforts may include preseason and/or pre-game communication with students and the public as well as adequate supervision at games.

#### Appointment and Evaluation of Coaches

All coaches shall be appointed on an annual basis. The high school Principal shall recommend to the Superintendent the appointments of all high school coaching positions after consultation with the Athletic Director. Head coaches shall participate in the selection of assistant coaches.

The Superintendent shall establish a job description and criteria and procedures for the evaluation of coaches. The job description and evaluative criteria should emphasize coaching competence and a caring attitude and concern for every member of the team.

#### Volunteer Coaches

Volunteer coaches who are actively involved in coaching or instruction shall hold permanent New Jersey teaching certification or work under the direct supervision of the coaching staff. They must be approved by the Athletic Director, the Principal, and the Board of Education prior to assuming any coaching responsibilities. Volunteer coaches shall receive no remuneration for services. This restriction includes budgeted funds, gifts, and monies from fundraising activities. Volunteer coaches shall serve under the supervision of the professional coaching staff. Any other person assisting a team in any capacity other than coaching must be approved by the Athletic Director.

#### Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student athletes who are injured or disabled in the course of any athletic program or activity.

The Superintendent **or designee** shall prepare and present to the Board for its approval procedures for ~~the emergency treatment of~~ **responding to non-serious or non-life-threatening injury sustained by a student while participating in sports or other athletic activity.** ~~injuries and disabilities that occur in the course of any athletic program or activity.~~ ~~Emergency~~ These procedures shall be reviewed **annually, updated as necessary,** by the Board not less than once in each school year and shall be disseminated to appropriate staff members.

#### Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts the Constitution, Bylaws, Rules, and Regulations of the New Jersey State Interscholastic Athletic Association as Board policy and shall review such rules on a regular basis to ascertain they continue to be in conformity with the objectives of this Board.

#### Parental Support and Involvement

Parent(s) and the general public are encouraged to attend all interscholastic athletic contests. In addition, parent(s) and the public are encouraged to attend and participate in activities which support athletic teams.

Coaches are expected to inform parent(s) about practice session times, game schedules, training rules, requirements and expectations of team members, and other pertinent information. Parent(s) are asked to give their support to the rules, requirements, and expectations so that their sons and daughters can derive maximum benefit from participation on athletic teams.

Parent(s) should contact the coach if a question or concern arises during the season. If a parent feels that a concern has not been satisfactorily addressed through informal communication with the coach, the parent should talk with the Athletic Director. If the concern is still not resolved, it can be taken to the high school Principal. Additional steps in the appeal process are outlined in Board policy.

#### Special Education Students

To participate in interscholastic competition, special education students must meet the same requirements listed above in conformity with IEPs.

#### Good Sportsmanship

The Board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

It is especially important that the Athletic Director and coaches accept the responsibility for

encouraging young athletes to handle themselves in a sportsmanlike way and be models of self-control and dignity for players and spectators. Coaches shall include discussions on courtesy and sportsmanlike behavior as part of pre-game activities. Student fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

Parent(s) and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, etc., shall not be tolerated in students, staff, or any persons in attendance at district athletic competitions. Discipline may include, but not be limited to, eviction from the competition and prevention from attending further competitions.

The Superintendent or his/her designee shall prepare regulations on good sportsmanship and ensure their dissemination to students, parent(s), and the community.

#### Insurance

The Board will cover each participant in interscholastic football with insurance coverage as recommended by the current insurance carrier. All other interscholastic activities shall be covered at the recommendation of the insurance advisor and Superintendent.

Parent(s) or legal guardian(s) shall be strongly encouraged to participate in the supplemental student accident insurance program offered by the Board.

The Superintendent shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics that includes a complete schedule of athletic events and inform the Board of changes in that schedule.

N.J.S.A. 2C:21-11

N.J.S.A. 18A:11-3 et seq.

N.J.A.C. 6A:7-1.7; 6A:16-1.4; 6A:16-2 et seq.

Adopted: 7 December 2009

Revised: 21 May 2012

Revised: 18 March 2013

Revised: 18 July 2016

Revised: 27 August 2018

Revised:

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Emergency Procedures for **Sports and Other**  
Athletic ~~Practices and Competitions~~ **Activity**  
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## R 2431.1 EMERGENCY PROCEDURES FOR SPORTS AND OTHER ATHLETIC PRACTICES AND COMPETITIONS ACTIVITY

### A. Definitions

1. **“Athletic Activity” means interscholastic athletics; an athletic contest or competition, other than interscholastic athletics, that is sponsored by or associated with a school district or nonpublic school, including cheerleading and club-sponsored sports activities; and any practice or interschool practice or scrimmage for those activities** ~~“Programs of athletic competition” means all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual students or teams of students when such events occur within or between schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, 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.~~
2. **“Health personnel” means the school nurse, the school medical inspector, the designated team doctor, a licensed physician, the licensed athletic trainer,** and members of the first aid squad or ambulance team.
3. **“Parent” means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s) or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency who 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.**
4. ~~“Student” means a student enrolled in this district and a student enrolled in any district who is present in this district for the purpose of participating in a program of athletic competition sponsored by the Board of Education.~~

### B. Precautions

1. All coaches, including assistant coaches, **and all staff who supervise sports and other athletic activity** will be trained in first aid to include sports-related concussions and head injuries, the identification of injured and disabled student athletes, and any other first aid procedures required by statute, administrative code, or by the Superintendent.

2. Athletic coaches **or supervising staff members** are responsible at all times for the supervision of students to whom they have been assigned. Students shall not be left unattended at any time.
3. Students who participate in athletic competition shall be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and clothing.
4. Student athletes shall be required to report promptly to the athletic coach **or supervising staff member** any injury ~~or disability~~ occurring to the student himself/herself or to another student.
5. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition.
6. First aid and emergency medical procedures will utilize universal precautions in handling blood and body fluids as indicated in Policy and Regulation No. 7420 and Regulation No. 7420.1.
7. Health personnel, including but not limited to, the **licensed** athletic trainer, school/team physician, and ambulance/first aid squad may be present at athletic activities and events as determined by the Superintendent.

C. Emergency **Action Plan** and Procedures

1. **The Board of a school district with any of the grades six through twelve shall establish and implement an emergency action plan for responding to a serious or potentially life-threatening sports-related injury in accordance with N.J.S.A. 18A:40-41.11. The plan shall document the proper procedures to be followed when a student sustains a serious injury while participating in sports or other athletic activity. The plan shall be specific to the activity site, and shall be developed in consultation with local emergency medical services personnel in accordance with N.J.S.A. 18A:40-41.11.**
2. The following **emergency action plan** ~~procedures~~ shall be **established and** implemented whenever a student ~~athlete~~ is **seriously injured when participating in sports or other athletic activity** ~~or disabled in the course of an athletic practice or competition sponsored by this district.~~ **The emergency action plan shall include the following:**

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- a. **A list of the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardio-pulmonary resuscitation;**
  - b. **Identification of the employees, team coaches, or licensed athletic trainers in each school who will be responsible for carrying out the emergency action plan and a description of their respective responsibilities;**
  - c. **Identification of the activity location or venue;**
  - d. **Identification of the equipment and supplies that may be needed to respond to the emergency, including the location of each item; and**
  - e. **A description of the proper procedures to be followed after a student sustains a serious or life threatening sports-related injury including, but not limited to, responding to the injured student, summoning emergency medical care, assisting emergency responders in getting to the injured student, and documenting the actions taken during the emergency.**
3. **The emergency action plan shall be reviewed annually and updated as necessary. The plan shall be rehearsed annually in each school by the individuals who will be responsible for executing the plan in an emergency pursuant to N.J.S.A. 18A:40-41.11.**
4. **The proper procedures to be followed after a student sustains a serious or life-threatening sports-related injury while participating in sports or other athletic activity shall include, but not be limited to, the following components:**
- a1. **The athletic coach or supervising staff member shall immediately notify the health personnel present at the activity and the health personnel shall assume responsibility for the emergency treatment of the student.**
  - b2. **If no health personnel are present, or if none can be immediately summoned to the student's aid, the athletic coach or supervising staff member shall administer such first aid as may be necessary.**
  - c3. **If the student's injury or disability requires more than routine first aid, the athletic coach or supervising staff member shall:**
    - (1)a. **Summon emergency personnel by calling 911; or**

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- (2)~~b~~. Arrange for the student's transportation to the nearest hospital or the office of the school **physician** ~~medical inspector~~.
- d4. The athletic coach or **supervising staff member** ~~his/her designee~~ shall promptly notify the Building Principal, the Superintendent, and the student's parent(s) ~~or legal guardian(s)~~ of the student's injury ~~or disability~~ and the condition and location of the student.
- e5. An injured ~~or disabled~~ student who has been transported away from school premises must be accompanied by the athletic coach **or supervising staff member**, a member of the athletic department, a health professional, or other responsible adult known to the athletic coach **or supervising staff member**.
56. These emergency procedures ~~shall~~ **may** be followed when the injured ~~or disabled~~ student is a member of a visiting team or district. In the event the visiting team has health personnel or staff members present, every effort shall be made to cooperate with the health personnel and/or staff of the district in which the student is enrolled.]

**D. Non-Serious or Non-Life-Threatening Injuries During an Athletic Program or Activity**

**The Superintendent or designee shall prepare procedures for responding to a non-serious or non-life-threatening injury sustained by a student while participating in sports or other athletic activity. These procedures shall be reviewed annually and updated as necessary and shall be disseminated to appropriate staff members.**

**ED. Reports**

1. The athletic coach **or supervising staff member** shall complete and file a report of every injury ~~or disability~~ that occurs to a student in the course of his/her participation in **sports or other athletic activity** ~~the athletic program of this district~~, regardless of the severity of the injury ~~or disability~~. The report shall include:
  - a. The date of the incident;
  - b. The name, age, **and** grade level, ~~and gender~~ of each injured ~~or disabled~~ student;

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- c. The district in which the student is enrolled;
  - d. The name and district of each student involved in the incident;
  - e. A narrative account of the incident;
  - f. A detailed description of the injury ~~or disability~~;
  - g. The treatment given on school premises and the names of the health personnel, if any, who treated the student;
  - h. The place, if any, to which the student was taken and the persons who accompanied the student; and
  - i. ~~A memorandum of~~ **How the notice was provided** given to the student's parent(s) ~~or legal guardian(s)~~.
2. Copies of the report shall be filed with the school nurse and the Building Principal within twenty-four hours or by the end of the next school day after the incident.
  3. The Building Principal shall report the incident to the Superintendent, who may report the incident to the Board.
  4. A copy of each report of an incident of student injury ~~or disability~~ that occurs in the course of **the sport or other** athletic activities shall be maintained by the ~~athletic director~~ **Principal or designee**, who shall analyze reports for patterns that indicate a need for revision of the district's safety and/or athletics program. The ~~athletic director~~ **Principal or designee** shall report the findings of his/her analysis to the Superintendent **on an annual basis at the close of each sport season**.
  5. The parent(s) ~~or legal guardian(s)~~ of each injured ~~or disabled~~ student will be given assistance in the completion and filing of insurance claim forms.

## FE. Readmission to Athletic Activities

A student **who sustains a serious or potentially life-threatening injury while participating in a injured or disabled in the course of sport or an other** athletic activity will be permitted to **resume** participate ~~on athletic competition only on the~~ **upon submission of** written ~~permission~~ **medical clearance** ~~of from the student's medical home, which shall be subject to review by school district health personnel~~ the school medical inspector or designated team doctor, who ~~must first examine the student to determine his/her fitness to participate in athletics~~. Written notice of that determination,



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**approved** ~~signed~~ by the school **health personnel** ~~medical inspector or designated team doctor~~ as appropriate, shall be given to the student's parent(s) ~~or legal guardian(s)~~.

The prevention and treatment of suspected sports-related concussions and head injuries shall be in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. and Policy and Regulation 2431.4.

Adopted: 7 December 2009

Revised: 18 March 2013

Revised:

2464 GIFTED AND TALENTED STUDENTS

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this Policy, “gifted and talented students” means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

**For the purpose of this Policy, “instructional adaptation” means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.**

**The Superintendent of Schools or designee shall ensure that the appropriate instructional adaptations are designed for students who are gifted and talented.**

~~The Superintendent will develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments.~~

**The Superintendent or designee will develop procedures for an ongoing Kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. The district shall ensure equal access to a continuum of gifted and talented education services. The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans. Multiple measures may include, but are not limited to: achievement test scores; grades; student performance or**

~~products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district. The identification procedures will be reviewed annually.~~

**The Superintendent or designee will develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist.**

The Superintendent **or designee** will take into consideration the ~~Pre-Kindergarten through Grade Twelve Gifted Programming Standards of the National Association for Gifted Children, Position Statements, and White Papers of the National Association for Gifted Children in identifying and serving gifted and talented students in developing programs for gifted and talented students.~~ The educational program offered to gifted and talented students will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to gifted and talented students may include, but are not limited to: pull-out programs; classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; distance learning; advanced classes; or individual programs infused into the student's regular instructional program, provided that a written description of the infusion has been prepared and filed in the student's record.

**The district will provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student.**

**The district will actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.**

**The district shall file with the New Jersey Department of Education Coordinator for Gifted and Talented Services a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum (QSAC) review pursuant to N.J.S.A. 18A:7A-11. The report shall include, but not be limited to, the gifted and talented continuum of services, policies, and procedures implemented in the school district; the total number of students receiving gifted and talented services in each grade level Kindergarten through grade twelve disaggregated by race, gender, special education designation, and English language learner designation; the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.**

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

**Should a parent/guardian have concerns regarding the district's ability to meet a student's needs, all efforts will be made to resolve the matter through district administration.**

**An individual who believes the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. This policy for filing a complaint shall be linked to the homepage of the Board's Internet website. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter. The individual may then file a petition of appeal of the Board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.**

**The district shall make detailed information available on its website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.**

N.J.S.A. 18A:61A-2; 18A:35-4.16; **18A:35-34 through 39**

N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5

P.L. 108-382, Sec. 10201 et seq.

Adopted: 7 December 2009

Revised: 22 May 2017

Revised:

**5330.05 SEIZURE ACTION PLAN**

The Board of Education requires the development of a seizure action plan, an individualized health care plan, and an individualized emergency health care plan for students with epilepsy or a seizure disorder to care for and treat these students while at school pursuant to N.J.S.A. 18A:40-12.34 et seq.

In accordance with N.J.S.A. 18A:40-12.35, the parent of the student with epilepsy or a seizure disorder seeking epilepsy or seizure disorder care while at school shall submit the student's seizure action plan annually to the school nurse.

The school nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student, provided the parents annually provide to the Board written authorization for the provision of epilepsy or seizure disorder care. The school nurse shall update these plans on an annual basis and as necessary in the event there is a change in the health status of the student. These plans shall include the information outlined in N.J.S.A. 18A:40-12.35.

In accordance with N.J.S.A. 18A:40-12.35, all staff members including staff working with school-sponsored programs outside the regular school day shall be trained in the care of students with epilepsy and seizure disorders. All school bus drivers, contracted and district-employed, shall be provided notice and information if they are transporting a student with epilepsy or a seizure disorder pursuant to N.J.S.A. 18A:40-12.36. The school nurse shall obtain a release from the parent of the student to authorize the sharing of medical information in accordance with N.J.S.A. 18A:40-12.37.

No school employee, including a school nurse, school bus driver, school bus aid, or any other officer or agent of the Board, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.34 through N.J.S.A. 18A:40-12.38, nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person trained in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.34 through N.J.S.A. 18A:40-12.38. Good faith shall not include willful misconduct, gross negligence, or recklessness.

N.J.S.A. 18A:40-12.34 et seq.

Adopted:

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## R 5330.05 SEIZURE ACTION PLAN

### **A. Definitions (N.J.S.A. 18A:40-12.34)**

1. **“Individualized emergency health care plan” means a document developed by the school nurse, in consultation with the parent of a student with epilepsy or a seizure disorder and other appropriate medical professionals, which is consistent with the recommendations of the student’s health care providers and which provides specific actions for non-medical school staff to do in a particular emergency situation and is signed by the parent or guardian and the school nurse.**
2. **“Individualized health care plan” means a document developed by the school nurse, in consultation with the parent of a student with epilepsy or a seizure disorder and other appropriate medical professionals who may be providing epilepsy or seizure disorder care to the student, which is consistent with the recommendations of the student’s health care providers and which sets out the health services needed by the student at school and is signed by the parent or guardian and the school nurse.**
3. **“School” means an elementary or secondary public school located within this State.**
4. **“School employee” means a person employed by a school district.**
5. **“Seizure action plan” means a comprehensive document provided by the student’s physician, advanced practice nurse, or physician’s assistant which includes, but is not limited to, information regarding presentation of seizures, seizure triggers, daily seizure medications, seizure first aid, and additional treatments.**

### **B. Annual Submission of Student’s Seizure Action Plan (N.J.S.A. 18A:40-12.35)**

1. **The parent of a student with epilepsy or a seizure disorder who seeks epilepsy or seizure disorder care for the student while at school shall annually submit to the school nurse the student’s seizure action plan.**
2. **The school nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student, provided that the parents of the student annually provide to the Board of Education written authorization for the provision of epilepsy or seizure disorder care.**
3. **The individualized health care plan and individualized emergency health care plan, developed in accordance with N.J.S.A. 18A:40-12.35, shall be annually updated by the school nurse and as necessary in the event there is a change in the health status of the student.**

4. Each individualized health care plan shall include, and each individualized emergency health care plan may include, the following information:
  - a. Written orders from the student's physician or advanced practice nurse outlining the epilepsy or seizure disorder care;
  - b. The symptoms of the epilepsy or seizure disorder for that particular student and recommended care;
  - c. Full participation in exercise and sports, and any contraindications to exercise, or accommodations that must be made for that particular student;
  - d. Accommodations for school trips, after-school activities, class parties, and other school-related activities;
  - e. Education of all school personnel about epilepsy and seizure disorders, how to recognize and provide care for epilepsy and seizure disorders, and when to call for assistance;
  - f. Medical and treatment issues that may affect the educational process of the student with epilepsy or the seizure disorder;
  - g. The student's ability to manage, and the student's level of understanding of, the student's epilepsy or seizure disorder; and
  - h. How to maintain communication with the student, the student's parent and health care team, the school nurse, and the educational staff.
5. The Superintendent or designee shall coordinate the provision of epilepsy and seizure disorder care at school and ensure that all staff are trained in the care of students with epilepsy and seizure disorders, including staff working with school-sponsored programs outside of the regular school day.
6. The training required pursuant to B.5. above shall include a Department of Health approved on-line or in-person course of instruction provided by a nonprofit national organization that supports the welfare of individuals with epilepsy and seizure disorders.

**C. Information Provided to Bus Driver (N.J.S.A. 18A:40-12.36)**

1. In the event a school bus driver transports a student with epilepsy or a seizure disorder, the School Business Administrator/Board Secretary or designee shall provide the driver with:

- a. **A notice of the student’s condition;**
  - b. **Information on how to provide care for epilepsy or the seizure disorder;**
  - c. **Emergency contact information;**
  - d. **Epilepsy and seizure disorder first aid training; and**
  - e. **Parent contact information.**
- D. Release to Share Medical Information (N.J.S.A. 18A:40-12.37)**
- 1. **The school nurse shall obtain a release from the parent of a student with epilepsy or a seizure disorder to authorize the sharing of medical information between the student’s physician or advanced practice nurse and other health care providers.**
    - a. **The release shall also authorize the school nurse to share medical information with other staff members of the school district as necessary.**



**6440 COOPERATIVE PURCHASING**

The Board of Education recognizes that centralized, cooperative purchasing ~~tends to~~ **may** maximize the value received for each dollar spent. The **Board of Education Administration** is encouraged to seek savings that may accrue to ~~this~~ **the school** district by means of joint agreements for the purchase of goods or services with the governing body of **any** the municipality or the county ~~within whose boundaries the school district is wholly or partly located, or by means of contracts entered into by the New Jersey State Treasury Department, Division of Purchase and Property.~~

**For the purpose of this Policy, A “cooperative pricing system” means** is a purchasing system in which the lead agency advertises for bids, awards a master contract to the vendor providing for its own ~~needs~~ **quantities** and ~~for the estimated quantities submitted by the individual registered members~~ **prices to be extended to registered members, and notifies them of the bid prices awarded. The registered members then contract directly with the vendor for their own needs, subject to the specifications in the master contract.**

**For the purpose of this Policy, “cooperative purchasing system” means** a cooperative pricing system, joint purchasing system, commodity resale system, county cooperative contract purchasing system, or regional cooperative pricing system which has been approved and registered subject to N.J.A.C. 5:34-7.1 et seq.

**For the purpose of this Policy, “electronic data processing” means** the storage, retrieval, combination, or collation of items of information by means of electronic equipment involving the translation of words, numbers, and other symbolic elements into electrical impulses or currents.

**For the purpose of this Policy, A “joint purchasing system” means** is a cooperative purchasing system in which the lead agency serves as the purchasing agent for the membership of the system with all of the duties and responsibilities attendant. The lead agency advertises for bids and awards a single contract to a vendor providing for the payment to the contractor for its own needs and for the needs of the participating registered members of the system. ~~The only contractual relationship is between the lead agency and the vendor. has complete purchasing responsibility for the registered members, and the only contractual relationship is between the lead agency and the vendor.~~

**For the purpose of this Policy, “lead agency” means** the contracting unit which is responsible for the management of the cooperative purchasing system.

**For the purpose of this Policy, “registered members” means** Boards of Education who have been approved by the Director of the New Jersey Department of Community Affairs for participation in the cooperative purchasing system.

~~A “cooperative purchasing system” is either a joint purchasing or cooperative pricing system.~~

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When the lead agency is a Board of Education or Educational Service Commission and the entire membership of the cooperative purchasing system established and properly registered with the New Jersey Division of Local Government Services **in the Department of Community Affairs** are Boards of Education, the **provision and performance of goods or services** ~~purchase of work, materials or supplies~~ shall be conducted pursuant to the Public Schools Contract Law. (N.J.S.A. 18A:18A-11 et seq.)

The School Business Administrator/Board Secretary is hereby authorized to negotiate such joint agreements for goods and services which the Board may determine to be required and which the Board may otherwise lawfully purchase for itself with such approved contracting units as may be appropriate in accordance with State law, the policies of this Board, and the dictates of sound purchasing procedures.

**In accordance with the provisions of N.J.S.A. 18A:18A-12, a** ~~No~~ cooperative or joint purchase agreement(s) shall be entered into by resolution adopted ~~may be entered without Board approval by each participating Board of Education, municipality, or county, and shall set forth of an agreement that specifies the categories of goods or services to be provided or performed work, materials and supplies to be purchased;~~ the manner of advertising for bids and the awarding of contracts; the method ~~by which of payment will be made by each participating Board of Education, municipality or county, and~~ such other **matters** ~~terms~~ deemed necessary to carry out the purposes of the agreement. Agreements for cooperative and joint purchasing will be subject to all bidding requirements imposed by law. Purchases made through the State Treasury Department may be made without bid.

Each participant's share of expenditures for purchases under any such agreement shall be appropriated and paid in the manner set forth in the agreement and in the **same** manner as for other expenses of the participant.

**In accordance with the provisions of N.J.S.A. 18A:18A-14.2,** ~~t~~The Board may by contract or lease provide electronic data processing services for the Board of Education of another school district; and may undertake with such other Board, the joint operation of electronic data processing of their official records and other information relative to their official activities, services and responsibilities. The records and other information originating with any Board participating in such contract or lease may be combined, compiled, and conjoined with the records and other information of any and all participating local units for the purposes of such electronic data processing; and any provisions of law requiring such records to be kept confidential or to be retained by any Board or any officer or agency thereof shall be deemed to be isolated thereby.

A contract or lease to provide electronic data processing services shall set forth the charge for all services provided, or in the case of a joint undertaking the proportion of the cost each party thereto shall assume and specify all the details of the management of the joint undertaking, and any other matters that may be deemed necessary for insertion therein, and may be amended from time to time by the contracting parties **in accordance with N.J.S.A. 18A:18A-14.3.**

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**For the purpose of carrying into execution a contract or lease for a joint enterprise under N.J.S.A. 18A:18A-14.4, a**Any party to **such** a contract ~~for joint operation of electronic data processing services~~ may act as agent for any or all parties in acquiring, by lease, purchase or otherwise, any property, facilities or services, in appointing such officers and employees as may be necessary and directing its activities, to the same extent as a Board of Education is authorized to do separately.

In the event that any controversy or dispute shall arise among the parties (except a municipality or a county) to any such **contract agreement**, the same shall be referred to the **Executive** County Superintendent of the county in which the districts are situated for determination and the determination shall be binding, subject to appeal to the Commissioner of Education ~~and the State Board~~ pursuant to law. In the event the districts are in more than one county, the controversy or dispute shall be referred to the **Executive** County Superintendents of the counties for joint determination, and if they shall be unable to agree upon a joint determination within thirty days, the controversy or dispute shall be referred to the Commissioner of Education for determination.

~~In a cooperative purchasing system established and properly registered with the New Jersey Division of Local Government Services where the lead agency is a Board of Education or Educational Service Commission and the membership of the system is Boards of Education and local contracting units as defined in N.J.S.A. 40A:11-2(1), the purchase of any work, materials or supplies shall be conducted pursuant to the Local Public Contracts Law (N.J.S.A. 40A:11-1 et seq.) and N.J.A.C. 5:34-7.~~

N.J.S.A. 18A:18A-10 **11** through 14

N.J.S.A. 40A:11-1 et seq.

N.J.A.C. 5:34-7

N.J.A.C. 6A:~~23-7.~~**423A-21.5**

Adopted: 7 December 2009

Revised:

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## **6470.01 ELECTRONIC FUNDS TRANSFER AND** **CLAIMANT CERTIFICATION**

The Board of Education permits the School Business Administrator/Board Secretary to use standard electronic funds transfer (EFT) technologies for EFTs for payment of claims pursuant to N.J.A.C. 5:30-9A.1 et seq. and 5:31-4.1, implementing N.J.S.A. 40A:5-16.5.

“Electronic funds transfer” for the purpose of Policy and Regulation 6470.01 means any approved method of transferring moneys permitted by N.J.A.C. 5:30-9A.1 et seq. that does not involve the physical presentation of a paper check, draft, or similar paper instrument including, but not limited to, wire transfers, e-checks, automated clearing house (ACH) transfers, and transactions initiated by phone or fax.

In accordance with N.J.S.A. 40A:5-16.5.b.(1), the Board of Education authorizes the use of only the forms of standard EFT technologies that are approved to be used by a Board of Education for EFTs for payment of claims. A Board of Education may not utilize procurement cards, charge cards, charge accounts, or any payment services such as PayPal or Venmo.

In accordance with N.J.S.A. 40A:5-16.5.b.(2), the Board designates the School Business Administrator/Board Secretary as being responsible for the oversight and administration of the provisions of N.J.S.A. 40A:5-16.5, N.J.A.C. 5:30-9A.1 et seq.; N.J.A.C. 5:31-4.1, and Policy and Regulation 6470.01.

The Board of Education will only initiate and approve electronic funds in accordance with N.J.A.C. 5:30-9A.1 et seq. Standard EFT technologies shall incorporate, at a minimum, the features and safeguards outlined in N.J.A.C. 5:30-9A.4(a). The Board will only utilize standard EFT technologies upon instituting, at a minimum, the fiscal and operational controls outlined in N.J.A.C. 5:30-9A.4(b).

The School Business Administrator/Board Secretary shall initiate a claim for payment by presenting a claim that has been approved by the Board, to be paid using an EFT technology. The School Business Administrator/Board Secretary shall submit the claim for payment with all supporting documentation to the Superintendent of Schools or a designee who is not under the direct supervision of the School Business Administrator/Board Secretary, who shall review the claim for payment and authorize, in writing, the EFT claim using an EFT method.

The Board of Education shall annually approve the School Business Administrator/Board Secretary as the person authorized to initiate a claim for payment and the Superintendent of Schools or a designee not under the direct supervision of the School Business Administrator/Board

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**Secretary as the person responsible to review a claim for payment presented by the School Business Administrator/Board Secretary and authorize payment using an approved EFT method.**

**On no less than a weekly basis, activity reports on all transactions utilizing standard EFT technologies shall be reviewed by an individual designated and approved by the Board that is not under the direct supervision of the School Business Administrator/Board Secretary and is not empowered to initiate or authorize EFTs.**

**Claimant certification for a Board of Education shall be in accordance with the provisions of N.J.S.A. 18A:19-3 and rules promulgated by the New Jersey Department of Education.**

**Providers of ACH and wire transfer services must be financial institutions chartered by a State or Federal agency, with the further requirement that these financial institutions providing ACH and wire transfer services be covered under the Governmental Unit Deposit Protection Act (GUDPA), N.J.S.A. 17:9-41 et seq.**

**EFTs through ACH must utilize Electronic Data Interchange (EDI) technology, which provide transaction related details including invoice numbers, pay dates, and other identifying information as appropriate for each transaction. The Board must approve an ACH Origination Agreement with the financial institution(s).**

**N.J.S.A. 18A:19-3**

**N.J.S.A. 40A:5-16.5**

**N.J.A.C. 5:30-9A.1 et seq.**

Adopted:

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## **R 6470.01 ELECTRONIC FUNDS TRANSFER AND CLAIMANT CERTIFICATION**

### **A. Definitions – N.J.S.A. 40A:5-2 and N.J.A.C. 5:30-9A.2**

**For the purpose of Policy and Regulation 6470.01:**

**"Automated clearing house (ACH) transfer" means an electronic funds transfer initiated by the Board of Education authorizing a banking institution to push funds from the Board of Education bank account(s) into a vendor or claimant's bank account, executed through the ACH electronic clearing and settlement system used for financial transactions.**

**"Board of Education" means a Board of Education as defined by the "Public School Contracts Law," N.J.S.A. 18A:18A-1 et seq.**

**"Charge account" or "charge card" means an account, linked to a credit card issued by a specific vendor to which goods and services may be charged on credit, that must be paid when a statement is issued.**

**"Check" means the instrument by which moneys of the Board of Education are disbursed.**

**"Chief Executive Officer" means the Superintendent of Schools.**

**"Chief Financial Officer" means the School Business Administrator/Board Secretary.**

**"Claimant certification" or "vendor certification" means verification of claims pursuant to N.J.S.A. 18A:19-3.**

**"Disbursement" means any payment of moneys, including any transfer of funds, by any means.**

**"Electronic Data Interchange (EDI)" means technology that provides transaction related details, including invoice number(s), pay dates, and other identifying information as appropriate for each transaction.**

**"Electronic Funds Transfer (EFT)" means any approved method of transferring moneys permitted by N.J.A.C. 5:30-9A.1 et seq. that does not involve the physical presentation of a paper check, draft, or similar paper instrument including, but not limited to, wire transfers, e-checks, automated clearing house (ACH) transfers, and transactions initiated by phone or fax.**

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**"Electronic Funds Transfer and Indemnification Agreement"** means a signed legally binding indemnification agreement renewed on an annual basis between a Board of Education and a banking institution authorized to conduct business in New Jersey, which authorizes that institution to access bank accounts for the purpose of conducting EFTs through the ACH operating system.

**"Governing body"** means the Board of Education.

**"Internal controls"** means fiscal and operational controls that ensure safe and proper use of a standard EFT system and mitigate the potential for fraud and abuse. For purpose of N.J.A.C. 5:30-9A.1 et seq., internal controls shall include technological safeguards and cyber security practices, as well as processes affected by the governing body, management, and other personnel establishing fiscal and operational controls that reduce exposure to risk of misappropriation.

**"Local Unit"** means any county, municipality, special district, or any public body corporate and politic created or established under any law of this State by or on behalf of any one or more counties or municipalities, or any board, commission, department, or agency of any of the foregoing having custody of funds, but shall not include a school district.

**"National Automated Clearing House Association (NACHA) file"** means a file, formatted to NACHA specifications, which contains instructions for transferring funds between accounts.

**"Payment documentation"** means such documentation, including evidence of approvals and certifications, as is required by N.J.S.A. 40A:5-16.b, 40A:5-17, and 18A:19.1 et seq., and N.J.A.C. 5:30-9A.1 et seq. prior to the legal paying out of moneys.

**"Procurement card"** or **"P-card"** means an account or physical card that represents an account governed by characteristics specific to a procurement card. These characteristics include limits of time, amount, access, and purchase category controlled by the local unit, local authority, or county college in accordance with an agreement with an issuer. While such cards may have the appearance of a credit card, such as Visa, MasterCard, American Express, or Discover, such general-purpose cards do not feature the controls that procurement cards have and as such are not permitted under N.J.A.C. 5:30-9A.1 et seq. A **"Procurement card"** or **"P-card"** may not be used by a Board of Education.

**"Reconciliation of activity"** means the process used to determine that all transactions utilizing standard EFT technologies are accurate, authorized, and allocable to encumbered appropriations.

**"Standard electronic funds transfer technologies"** means technologies that facilitate the transfer of funds, other than a transaction originated by check, draft, or similar paper instrument, initiated by means such as, but not limited to, an electronic terminal, telephone, computer, or magnetic tape for the purpose of ordering, instructing, or authorizing a

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financial institution to debit or credit an account, and incorporate, at a minimum, internal controls set forth in rules promulgated by the Local Finance Board. No general purpose credit or debit card shall be considered a standard EFT technology.

"Supervisory review" means the process performed by an individual in a supervisory capacity to confirm the propriety and accuracy of standard EFT technologies use initiated by subordinates.

"Transaction" means any activity that may result in demand for payment.

"Warrant" means the draft or check of any Board of Education used in warranting disbursement of moneys and shall, in every instance, be evidenced by the issuance of a check of the Board of Education. In no instance shall it be necessary for the Board of Education to refer to, or issue, a check separate and distinct from the warrant.

## B. Authorization to Use Standard Electronic Funds Transfer Technologies for Electronic Funds Transfers – N.J.A.C. 5:30-9A.3

1. The Board of Education adopts Policy and Regulation 6470.01 to permit the School Business Administrator/Board Secretary to use only the forms of standard EFT technologies that are approved for New Jersey Boards of Education for EFTs for payment of claims pursuant to N.J.A.C. 5:30-9A.1 et seq. and 5:31-4.1, implementing N.J.S.A. 40A:5-16.5.
  - a. A Board of Education may not utilize procurement cards, charge cards, charge accounts, or any payment services such as PayPal or Venmo.
2. N.J.A.C. 5:30-9A.1 et seq. does not authorize a Board of Education to exceed the maximum bid thresholds or other limits set forth in the Public School Contracts Law, N.J.S.A. 18A:18A-1 et seq.
3. Providers of ACH and wire transfer services are to be financial institutions chartered by Federal or State authority. ACH and wire transfer services must be provided by a financial institution covered by the Governmental Unit Deposit Protection Act (GUDPA), N.J.S.A. 17:9-41 et seq.

## C. Standard Electronic Funds Transfer Technologies; Internal Controls and Conditions for Use – N.J.A.C. 5:30-9A.4

1. The Board of Education will only initiate and approve electronic funds in accordance with N.J.A.C. 5:30-9A.1 et seq. Standard EFT technologies shall incorporate, at minimum, the following features and safeguards:



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- a. **The ability to designate specific individuals able to initiate disbursements, barring those not authorized to initiate disbursements from doing so.**
- (1) **The Board of Education designates and approves the School Business Administrator/Board Secretary to be responsible to initiate a claim for payment using an EFT method that has been duly approved in accordance with N.J.S.A. 18A:19-1 et seq. and Policy and Regulation 6470.01.**
  - (2) **Each claim for payment approved or ratified by the Board shall indicate any payment made using an EFT technology, the type of EFT technology that will or has been utilized in paying the claim, along with a reference that permits tracking.**
- b. **The ability to designate individuals who may authorize disbursement and segregate initiation and authorization functions. Password or other security controls shall be in place to restrict access based on an individual's authorized role.**
- (1) **The School Business Administrator/Board Secretary shall initiate a claim for payment by presenting a claim that has been approved by the Board, to be paid using an EFT technology. The School Business Administrator/Board Secretary shall submit the claim for payment with all supporting documentation to the Superintendent of Schools or a designee who is not under the direct supervision of the School Business Administrator/Board Secretary.**
  - (2) **The Superintendent of Schools or a designee who is not under the direct supervision of the School Business Administrator/Board Secretary shall review the claim for payment and authorize, in writing, the EFT claim that was initiated by the School Business Administrator/Board Secretary before the School Business Administrator/Board Secretary pays the claim using an EFT method.**
    - (a) **The School Business Administrator/Board Secretary will not pay a claim using an EFT method without written authorization from the Superintendent of Schools or the designee.**
  - (3) **The Board of Education shall annually approve the School Business Administrator/Board Secretary as the person responsible to initiate a claim for payment and the Superintendent of Schools or the designee not under the direct supervision of the School Business Administrator/Board Secretary as the person responsible to review a**

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**claim for payment presented by the School Business Administrator/Board Secretary and authorize the School Business Administrator/Board Secretary to make the payment using an EFT method.**

- (4) The Superintendent of Schools or the designee shall ensure passwords and security codes are in place to restrict access based on an individual's role.**
- c. The ability to confirm receipt of payment by vendor.**
- (1) The School Business Administrator/Board Secretary shall receive confirmation from the vendor an EFT payment has been received by the vendor. Documentation supporting receipt of an EFT payment received by a vendor shall be included with the claim's supporting documentation**
    - d. The ability to bar automatic debits from Board of Education accounts.**
    - (1) The School Business Administrator/Board Secretary shall require all banking institutions approved by the Board of Education prohibit any automatic debits from any Board of Education bank account as each individual disbursement to a vendor must be preceded by instructions submitted to the bank.**
- e. The ability for appropriate officials to view transaction history, generate activity reports, and conduct supervisory reviews of all transactions.**
- (1) On no less than a weekly basis, the School Business Administrator/Board Secretary shall prepare an Activity Report on all EFT-based transactions.**
  - (2) All Activity Reports prepared by the School Business Administrator/Board Secretary shall be submitted and reviewed by an employee or non-employee (i.e. school auditor, accountant, Board President, etc.) approved annually by the Board of Education who is not under the direction of the School Business Administrator/Board Secretary and who is not empowered to authorize EFT transactions.**
  - (3) The Activity Report shall include, but not be limited to:**
    - (a) The name of the payee;**
    - (b) The Board approval date approving the payment of the claim;**

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- (c) **The fund and account the payment is being paid from;**
  - (d) **The technology utilized in each EFT transaction; and**
  - (e) **The date of payment.**
- (4) **A copy of all Activity Reports shall be provided to the Board of Education at the first regular monthly Board meeting following any EFT transactions.**
  - (5) **All EFT Activity Reports and evidence of the review by the employee or non-employee (i.e. school auditor, accountant, etc.) designated and approved annually by the Board of Education who is not under the direction of the School Business Administrator/Board Secretary and who is not empowered to authorize EFT-based transactions are to be maintained and available for audit by the Board of Education’s independent auditor.**
  - (6) **The School Business Administrator/Board Secretary or designee shall perform a monthly reconciliation of the reviewed/approved weekly EFT Activity Reports of the EFT transactions appearing on bank statements and in the accounting records (i.e. general ledger, bank reconciliations, list of bills approved by Board, etc.).**
    - (a) **Evidence to support the performance of this monthly review must be maintained by the School Business Administrator/Board Secretary and available for audit by the Board of Education’s independent auditor.**
- f. **The ability to back-up transaction data and store such data offline.**
    - (1) **The School Business Administrator/Board Secretary shall ensure all EFT transaction data is backed-up and stored offline.**
  - g. **Measures to mitigate risk of duplicate payment.**
    - (1) **The School Business Administrator/Board Secretary shall ensure an EFT payment is not duplicated by any other means.**

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**(2) More than one EFT payment to the same vendor ratified or approved for payment by the Board of Education will be reviewed by the School Business Administrator/Board Secretary prior to payment to ensure there is no duplicate or multiple payments for the same goods or services.**

- h. The creation and maintenance of an audit trail, such that transaction history, including demands for payment and payment initiation, authorization, and confirmation, can be independently tracked and detailed through the use of an EDI or functional equivalent.**
- (1) The Board of Education's EDI or functional equivalent will have the ability to create and maintain the required audit trail.**
- i. The following cyber security best practice framework shall be followed:**
- (1) Any system supporting a standard EFT shall:**
- (a) Be hosted on dedicated servers or in a FedRAMP Moderate Impact Level Authorized Cloud. When using cloud services, the vendor shall check provider credentials and contracts;**
  - (b) Encrypt stored and transmitted financial information and personal identification information;**
  - (c) Maintain only critical personal identification information. Social Security numbers shall not be utilized as identification numbers for system purposes;**
  - (d) Employ a resilient password policy;**
  - (e) Undergo regular and stress testing;**
  - (f) Have regular security updates on all software and devices carried out;**
  - (g) Have back-up plans, information disposal, and disaster recovery procedures created and tested;**
  - (h) Undergo regular security risk assessments for detecting compromises, along with regular monitoring for vulnerabilities, with necessary patches and updates being implemented; and**

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Electronic Funds Transfer and  
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- (i) **Develop a Cybersecurity Incident Response Plan.**
- (2) **The managing organization shall:**
  - (a) **Check provider credentials and contracts when using cloud services;**
  - (b) **Educate staff in good security measures and perform employee background checks; and**
  - (c) **Create a computer security incident response team, generally called a CSIRT.**
- j. **Financial institution providers of standard EFT technologies shall provide annual evidence of satisfactory internal control to the School Business Administrator/Board Secretary;**
- k. **ACH payments shall follow rules set forth by the National Automated Clearing House Association (NACHA) or an equivalent successor banking industry standard. In addition, the following safeguards shall be instituted:**
  - (1) **All EFTs through the ACH must utilize EDI technology and be subject to an Electronic Funds Transfer and Indemnification Agreement;**
  - (2) **A user that can generate an ACH file shall neither have upload rights nor access that permits editing of a vendor routing number or vendor account number;**
  - (3) **Each edit to vendor ACH information shall be approved by a separate individual and be logged showing the user editing the data, date stamp, IP address, and the approval of the edit;**
  - (4) **Any ACH file that is in plain text format shall not be stored on a local computer past the time transmitted to a bank; and**
  - (5) **If supported by the Board of Education's financial institution(s), said entities shall avail themselves of the ability to recall ACH payments via NACHA file.**
- 2. **The Board of Education will only utilize standard EFT technologies upon instituting, at a minimum, the following fiscal and operational controls:**
  - a. **Policy and Regulation 6470.01 shall be adopted authorizing and governing the use of standard EFT technologies consistent with N.J.A.C. 5:30-9A.1 et seq.;**

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# **RIDGEWOOD BOARD OF EDUCATION**

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- b. **The School Business Administrator/Board Secretary shall ensure that the minimum internal controls set forth in N.J.A.C. 5:30-9A.1 et seq., along with those internal controls set forth in Policy and Regulation 6470.01 are in place and being adhered to;**
- c. **Initiation and authorization roles shall be segregated, and password-restricted.**
  - (1) **The School Business Administrator/Board Secretary shall be responsible for initiating all EFTs.**
  - (2) **When the School Business Administrator/Board Secretary initiates an EFT, the Superintendent or a designee not under the direct supervision of the School Business Administrator/Board Secretary shall be responsible for authorization of the EFT.**
    - (a) **The School Business Administrator/Board Secretary will not pay a claim using an EFT method without written authorization from the Superintendent of Schools or the designee.**
  - (3) **The Board of Education may designate and approve a backup officer/staff member in the event the School Business Administrator/Board Secretary or Superintendent or a designee not under the direct supervision of the School Business Administrator/Board Secretary who is approved to authorize the EFT payment is unavailable.**
  - (4) **All payment of claims, ordinances, or resolutions enacted pursuant to N.J.S.A. 40A:5-17.b shall, at a minimum, comply with the provisions of N.J.A.C. 5:30-9A.4.**
  - (5) **N.J.A.C. 5:30-9A.4 shall not be interpreted to prevent a Board of Education from requiring, authorizing, and approving more than one officer to authorize an EFT.**
- d. **No Board of Education shall disburse funds unless the goods and services are certified as having been provided pursuant to N.J.S.A. 18A:19-1 et seq. and N.J.A.C. 5:30-9A.1 et seq.**
- e. **On no less than a weekly basis, Activity Reports on all transactions utilizing standard EFT technologies shall be reviewed by an individual designated and approved by the Board that is not under the direct supervision of the School**

# **REGULATION**

# **RIDGEWOOD BOARD OF EDUCATION**

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Electronic Funds Transfer and  
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**Business Administrator/Board Secretary and is not empowered to initiate or authorize EFTs.**

- (1) Reconciliations shall be performed on a monthly basis.**
- (2) All Activity Reports generated by the School Business Administrator/Board Secretary shall be monitored by another individual designated and approved by the Board who is not under the supervision of the School Business Administrator/Board Secretary.**

**f. A user that uploads an ACH file shall check the amounts and recipients against a register displaying ACH payments.**

**D. Claimant Certification; When Payment Can Be Made Without Claimant Certification - N.J.A.C. 5:30-9A.6**

- 1. Claimant certification for a Board of Education shall be in accordance with the provisions of N.J.S.A. 18A:19-3 and rules promulgated by the New Jersey Department of Education.**

**E. Automated Clearing House (ACH) Transactions**

- 1. Providers of ACH and wire-transfer services must be financial institutions chartered by a State or Federal agency, with the further requirement that financial institutions providing ACH and wire transfer services be covered under the GUDPA, N.J.S.A. 17:9-41 et seq.**
- 2. ACH payments shall follow rules set forth by the National Automated Clearing House Association (NACHA) or equivalent successor banking industry standard.**
- 3. EFTs through ACH must utilize EDI technology which provides transaction related details including invoice numbers, pay dates, and other identifying information as appropriate for each transaction.**
- 4. The Board of Education must approve an ACH Origination Agreement with the financial institution(s).**
- 5. Users authorized to generate an ACH file shall neither have upload rights nor access permitting editing of a vendor routing number or vendor account number.**
- 6. Each edit to vendor ACH information must be approved by a separate individual and be logged showing the user editing the data, date stamp, IP address, and the approval of the edit.**

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7. **Any user uploading an ACH file shall check the amounts and recipients against a register displaying ACH payments.**
  
8. **If supported by the financial institution, the Board of Education shall avail itself of the ability to recall ACH payments via NACHA file.**

**Adopted:**



PROPERTY

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School District Security

**M****7440 SCHOOL DISTRICT SECURITY**

The Board of Education believes the buildings and facilities of the school district represent a substantial community investment. The Board directs the development and implementation of a plan for school district security to protect the school community's investment in the school buildings and facilities. The Board will comply with the security measures required in N.J.S.A. 18A:7G-5.2 for new school construction and for existing school buildings.

The school district security program will include: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment.

The Board shall provide to local law enforcement authorities a copy of the current blueprints and maps for all schools and school grounds within the school district or nonpublic school. In the case of a school building located in a municipality in which there is no municipal police department, a copy of the blueprints and maps shall be provided to an entity designated by the Superintendent of the New Jersey State Police. The Board shall provide revised copies to the applicable law enforcement authorities or designated entities any time that there is a change to the blueprints or maps.

The Board directs close cooperation of district officials with law enforcement, fire officials, and other emergency agencies.

Each public elementary and secondary school building shall be equipped with at least one panic alarm for use in a school security emergency pursuant to N.J.S.A. 18A:41-10 through 13.

The Superintendent of Schools shall designate a school administrator, or a school employee with expertise in school safety and security, as a School Safety Specialist for the district in accordance with the provisions of N.J.S.A. 18A:17-43.3. The School Safety Specialist shall be required to acquire a New Jersey Department of Education School Safety Specialist certification in

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School District Security

accordance with the provisions of N.J.S.A. 18A:17-43.2. The School Safety Specialist shall also serve as the school district's liaison with local law enforcement and national, State, and community agencies and organizations in matters of school safety and security.

Access to school buildings and grounds outside the hours school is in session shall be limited to personnel whose employment requires their presence in the facility. An adequate key control system will be established to limit building access to authorized personnel and guard against the potential of intrusion by unauthorized persons who have obtained access improperly.

In accordance with N.J.S.A. 18A:7G-5.2.b.(15), propping open doors to buildings on school grounds is strictly prohibited and students and staff shall not open a door for any individual. All persons seeking entry into the main building shall be directed to the main entrance.

Building records and funds shall be kept in a safe place and secured as appropriate and necessary.

Protective devices designed to be used as safeguards against illegal entry and vandalism may be installed when appropriate. The Board may approve the employment of school resource officers, school security officers, and/or law enforcement officers in situations in which special risks are involved.

**The school district shall annually conduct a school safety audit for each school building in accordance with the provisions of N.J.S.A. 18A:41-14.**

N.J.S.A. 18A:7G-5.2; 18A:17-43.1; 18A:17-43.2; 18A:17-43.3;  
18A:41-7.1; 18A:41-10; 18A:41-11; 18A:41-12; 18A:41-13; **18A:41-14**  
N.J.A.C. 6A:16-1.3; 6A:26-1.2

Adopted: 7 December 2009  
Revised: 5 March 2018  
Revised: 1 April 2019  
Revised: 4 November 2019  
Revised:

R 7440 SCHOOL DISTRICT SECURITY

## A. Definitions

“Access” means authorized access to a school building or school grounds through the use of a Board-approved key control system.

“Key control system” means the use of a key, card, code, or any other means to disengage a locking mechanism to provide entry to a school building or school grounds.

“Panic alarm” means a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from law enforcement.

“School buildings” and “school grounds” means and includes land, portions of land, structures, buildings, and vehicles, when used for the provision of academic or extracurricular programs sponsored by the school district or community provider and structures that support these buildings, such as school district wastewater treatment facilities, generating facilities, and other central service facilities including, but not limited to, kitchens and maintenance shops. “School buildings” and “school grounds” also includes athletic stadiums; swimming pools; any associated structures or related equipment tied to such facilities including, but not limited to, grandstands; night field lights; greenhouses; garages; facilities used for non-instructional or non-educational purposes; and any structure, building, or facility used solely for school administration. “School buildings” and “school grounds” also includes other facilities such as playgrounds; and other recreational places owned by local municipalities, private entities, or other individuals during those times when the school district has exclusive use of a portion of such land in accordance with N.J.A.C. 6A:16-1.3 and 6A:26-1.2.

## B. Access to School Buildings and School Grounds

1. Access to school buildings and grounds during the school day will be permitted to all students enrolled in the school, all authorized school staff members, and visitors pursuant to Policy and Regulation 9150.
2. Access to school buildings and grounds before and after the school day will be permitted to:
  - a. Members of the Board of Education;
  - b. Administrative and supervisory staff members, teaching staff members, and support staff members assigned to a school building or grounds in the performance of their duties;

- c. Other school staff members in the performance of their professional responsibilities;
  - d. Students involved in interscholastic athletics, co-curricular or extra-curricular activities, and authorized spectators;
  - e. Members of organizations granted the use of school premises pursuant to Policy and Regulation 7510;
  - f. Police officers, fire fighters, health inspectors, and other agents of Federal, State, and local government in the performance of their official duties;
  - g. Members of the public present to attend a public Board of Education or public school-related function; and
  - h. Others authorized by the Superintendent or designee and/or by Board Policy.
3. All visitors to a school building during a school day will be required to register their presence in the school and comply with the provisions of Policy and Regulation 9150. The school's registration and sign-in procedures may include the use of a school visitor management system requiring the visitor to present acceptable identification to access the school building.
4. Signs will be conspicuously posted to inform visitors of the requirement to register their presence into the building.

**C. Key Control System for Access to School Buildings and Facilities**

- 1. School staff members will be provided access to a school building using the school's key control system as follows:
  - a. Teaching staff members and support staff members will be provided access using the school's key control system to the school building and to other facilities on school grounds to which they require access for the performance of their professional duties.
    - (1) The Building Principal will determine the school staff members who shall be provided access to facilities within the school building and on school grounds.
    - (2) The Superintendent or designee will determine the district administrators, supervisors, and other staff members who shall be

provided access to facilities within the school building and on school grounds.

2. School staff members provided access to a school building or other facilities on school grounds shall be responsible for ensuring their key control system authorization is not shared with another individual without prior approval of the Principal or designee for school staff members, or the Superintendent or designee for district staff members. Staff members are prohibited from permitting their key control system authorization to be used by another person

unless prior approval is obtained from the Principal or designee at the building level and Superintendent or designee at the district level or in the event of an emergency.

3. A staff member's loss of a key, card, or any other device authorizing the staff member access to a school building or a facility on school grounds must be immediately reported to the Principal or Superintendent or designee. The staff member who loses a key, card, or any such access device may be responsible for the replacement cost.

**D. School Building Panic Alarm or Emergency Mechanisms (N.J.S.A. 18A:41-10 through 13)**

1. Each public elementary and secondary school building shall be equipped with at least one panic alarm for use in a school security emergency including, but not limited to, a non-fire evacuation, lockdown, or active shooter situation.
2. The alarm shall be directly linked to local law enforcement authorities or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the Superintendent of the New Jersey State Police.
3. The alarm shall be capable of immediately transmitting a signal or message to such authorities outlined in D.2. above upon activation.
4. The alarm shall not be audible within the school building.
5. Each panic alarm required under N.J.S.A. 18A:41-11 and Policy and Regulation 7440 shall:
  - a. Adhere to nationally recognized industry standards, including the standards of the National Fire Protection Association and Underwriters Laboratories; and
  - b. Be installed solely by a person licensed to engage in the alarm business in accordance with the provisions of N.J.S.A. 45:5A-27.

6. The school district may equip its elementary and secondary school buildings with an emergency mechanism that is an alternative to a panic alarm if the mechanism is approved by the New Jersey Department of Education.

E. Staff Member Responsibilities

1. Staff members should not bring to school valuable personal items that cannot be in the staff member's personal possession at all times. The Board of Education is not responsible for a staff member's personal possession in the event the item is lost, stolen, misplaced, damaged, or destroyed.
2. In the event a staff member observes a student has a valuable item in school, the staff member will report it to the Principal or designee. A valuable item may include, but is not limited to, an unusually large amount of money, expensive jewelry or electronic equipment, or any item that is determined by the Principal or designee to be valuable to a student based on the student's age.
  - a. The Principal or designee may contact the student's parent and request the parent come to school to retrieve the valuable item;
  - b. The Principal or designee may secure the valuable item and return it to the student at the end of the school day and inform the student and the parent not to bring the valuable item to school in the future; or
  - c. The Principal or designee will permit the student to maintain the valuable item and inform the student and the parent not to bring the valuable item to school in the future.
  - d. The Board of Education is not responsible for a student's personal possession in the event the item is lost, stolen, misplaced, damaged, or destroyed when in the possession of the student.
3. Teaching staff members shall close classroom windows and shut and lock classroom doors when leaving at the end of the school day; shut and lock classroom doors during the school day when the room is not going to be in use after their assignment, and report immediately to the Principal or designee any evidence of tampering or theft.
4. Custodians shall, at the end of the work day, conduct a security check of the building to make certain that all windows are closed and all office, classroom, and building doors are shut and locked, except as such doors may be required to be open for persons with access.

5. Office personnel shall take all reasonable precautions to ensure the security of all school and district records and documents against unauthorized access, deterioration, and destruction.

**F. School Safety Specialist**

1. The Superintendent of Schools shall designate a school administrator, or a school employee with expertise in school safety and security, as a School Safety Specialist for the district in accordance with the provisions of N.J.S.A. 18A:17-43.3.
2. The School Safety Specialist shall:
  - a. Be responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the school district;
  - b. Ensure that these policies and procedures are in compliance with State law and regulations; and
  - c. Provide the necessary training and resources to school district staff in matters relating to school safety and security.
3. The School Safety Specialist shall also serve as the school district's liaison with law enforcement and national, State, and community agencies and organizations in matters of school safety and security.
4. The School Safety Specialist shall be required to acquire a New Jersey Department of Education School Safety Specialist Certification in accordance with the provisions of N.J.S.A. 18A:17-43.2.

**G. Summoning Law Enforcement Authorities**

1. Law enforcement authorities will be summoned promptly whenever evidence is discovered that indicates: a crime has been committed on school premises or in the course of staff or student transportation to or from school; a break and entry may have occurred on school grounds; a deadly weapon is on school premises; a breach of the peace has occurred on school premises; for any reason required in the Memorandum of Understanding between the Board of Education and Law Enforcement and in accordance with Policy and Regulation 9320; or for any other reason there is concern about the health, safety, and welfare of persons on school grounds or school property.
2. Anytime law enforcement agents are summoned in accordance with G.1. above, the Superintendent will be notified as soon as possible.

**H. Annual School Safety Audit for Each School Building**

- 1. The district shall annually conduct a school safety audit for each school building using the checklist developed by the New Jersey Office of Homeland Security and Preparedness in collaboration with the Department of Education pursuant to section H.2. below.**
  - a. The district shall submit the completed audit to the New Jersey Office of Homeland Security and Preparedness and the Department of Education in accordance with the provisions of N.J.S.A. 18A:41-14.a.**
  - b. The audits shall be kept confidential and shall not be deemed a public record under N.J.S.A. 47:1A-1 et seq. or the common law concerning access to public records, but may be utilized for the purpose of allocating any State grants or loans made available for the purpose of school facility safety and security upgrades.**
- 2. The New Jersey Office of Homeland Security and Preparedness in collaboration with the Department of Education shall develop a comprehensive checklist of items to be reviewed and evaluated in the school safety audit(s) conducted by the school district pursuant to Section H.1. above.**
  - a. The checklist shall include items to assess the security features and security vulnerabilities of the school district's school buildings and grounds. The checklist shall also include items to assess the emergency notification systems used to facilitate notification to parents and other members of the community in the case of school emergencies.**
  - b. The checklist shall be reviewed annually by the New Jersey Office of Homeland Security and Preparedness and the Department of Education and updated as appropriate.**
- 3. The New Jersey Office of Homeland Security and Preparedness in collaboration with the Department of Education shall provide technical assistance to school districts to facilitate the completion of the checklists in a uniform manner.**

Issued: 5 March 2018

Revised: 1 April 2019

Revised: 4 November 2019

Revised:



7450 PROPERTY INVENTORY

~~As steward of this district's school property,~~ The Board of Education recognizes that efficient management and the replacement of lost, damaged, or stolen property depends upon an accurate inventory and properly maintained ~~property~~ records.

~~The Board shall conduct~~ **The district shall maintain** a complete inventory by physical count of all district-owned equipment and supplies through a perpetual inventory.

~~For purposes of this policy, "equipment" means a unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles that retains its shape and appearance with use, is nonconsumable, costs at least \$500 as a single unit, and does not lose its identity when incorporated into a more complex unit.~~

**For the purpose of this Policy, "equipment" shall mean any instrument, machine, apparatus, or set of articles which meets all of the following criteria and the cost is above \$2,000:**

- 1. It retains its original shape, appearance, and character with use;**
- 2. It does not lose its identity through fabrication or incorporation into a different more complex unit or substance;**
- 3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit; and**
- 4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year.**

**Unless otherwise bound by Federal, State, or local law, the school district will use the criteria above for their equipment classification decisions.**

The **School Business Administrator/Board Secretary or designee** shall ensure that inventories are systematically and accurately recorded and that property records of equipment are adjusted annually. Major items of equipment shall be subject to annual spot check inventory. ~~to determine loss, mislocation, or depreciation; A~~ any major loss shall be reported to the Board.

Property records of consumable supplies shall be maintained on a continuous inventory basis. **An item should be classified as a "supply" if it does not meet all the stated equipment criteria outlined above and the cost is not more than the capitalization threshold of \$2,000.**

7510 USE OF SCHOOL FACILITIES

The district facilities belong to the community, which paid for them for the primary purpose of offering a full educational program for its children. Prudent use and management of school facilities outside of the regular operating schedules - providing that such use does not interfere with the orderly conduct of a thorough and efficient system of education - allows the community to benefit more broadly from the use of its own property. For the purpose of this policy, "school facilities" also includes school grounds.

The Ridgewood Board of Education will permit the use of school facilities when such permission has been requested in writing and has been approved by the Business Administrator for:

1. Uses and groups directly related to the school and the operations of the school;
2. Uses and organizations indirectly related to the school;
3. Departments or agencies of the municipal government;
4. Other governmental agencies; and
5. Community organizations formed for charitable, civic, or educational purposes.

The use of school facilities shall not be granted for partisan political purposes or any purpose which is prohibited by law. Use for partisan political purposes means use which is exclusive, by invitation or actual participation, in a meeting or other gathering primarily to members of a political party, or primarily to members or adherents of a group which advocates an ideology to address social or political concerns. Nothing contained in this definition shall be interpreted to restrict the use of a facility by a public official in the execution of the duties and responsibilities of that person's office, or any activities incident to such execution. Also, nothing contained in this definition shall be interpreted to restrict the use of a facility for any curriculum purpose deemed appropriate for instruction of the Ridgewood schools pupils.

In the event the Superintendent deems it advisable, any application may be submitted to the Board for action.

The Superintendent, School Business Administrator/Board Secretary, or the Board may refuse to grant the use of a school building whenever, in their judgment, there is good reason why permission should be refused. They shall not be required to give a reason for such refusal.

No one may bring alcoholic beverages onto any school property. All facility use shall comply with State and local fire, health, safety, and police regulations.

The buildings shall not be available for community use during holidays, vacation periods, or during the time school is not in session over the summer when the programs interfere with cleaning and maintenance schedules unless approved by the School Business Administrator/Board Secretary.

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing and may be granted by the procedure by which permission to use facilities is granted. The user of school equipment must accept liability for any damage to or loss of such equipment that occurs while it is in use. Where rules so specify, no item of equipment may be used except by a qualified operator. No district equipment shall be removed from the premises for use by non-district personnel.

The Board shall require that all users of school facilities comply with policies of this Board and rules and regulations of this district. Each user shall present evidence of the purchase of organizational liability insurance to the limit prescribed by such rules. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use, regardless of any assignment of negligence.

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity, person, group, or organization nor the purposes they represent.

**The Board shall provide to all persons who supervise youth programs that are not sponsored by the school district, but operate a program in a district building before or after school hours, on the weekend, or during a period when school is not in session, information on the district's school practices and procedures in the event of a school safety or security incident at a school including non-confidential information on evacuation procedures, emergency response protocols, and emergency contact information in accordance with the provisions of N.J.S.A. 18A:41-7.**

Recreation sports organizations that use the facilities must provide a Statement of Compliance with the Ridgewood Board of Education's policy(ies) for management of concussions and other head injuries, including Policy No. 2431.4, and shall represent all of its coaches (head and assistant coaches) have received a copy of such policy(ies) and have successfully completed a course in concussion awareness, such as the Centers for Disease Control and Prevention's "Heads-Up: Concussion in Youth Sports" or the National Federation of State High School Association's "Concussion in Sports: What You Need to Know." The organizations shall provide copies of the coaches' certificates of completion of the appropriate concussion awareness course(s) upon request.

N.J.S.A. 18A:20-20; 18A:20-34; **18A:41-7**

Adopted: 7 December 2009

Revised: 21 May 2012

Revised:

**RIDGEWOOD**

**POLICY**

**BOARD OF EDUCATION**

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# RIDGEWOOD

# POLICY

# BOARD OF EDUCATION

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PROPERTY

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Property Inventory

The **School Business Administrator/Board Secretary or designee** shall maintain a system of property records that show, as appropriate to the item recorded, description and identification, manufacturer, year of purchase, initial cost, location, condition and depreciation, and current evaluation in conformity with insurance requirements.

N.J.S.A. 18A:4-14

~~N.J.A.C. 6:20-4.3~~ **New Jersey Department of Education – “The Uniform Minimum Chart of Accounts for New Jersey Public Schools and Approved Private Schools for Students with Disabilities” 2020-2021 Edition**

Adopted: 7 December 2009

Revised:

**7510 USE OF SCHOOL FACILITIES**

The district facilities belong to the community, which paid for them for the primary purpose of offering a full educational program for its children. Prudent use and management of school facilities outside of the regular operating schedules - providing that such use does not interfere with the orderly conduct of a thorough and efficient system of education - allows the community to benefit more broadly from the use of its own property. For the purpose of this policy, "school facilities" also includes school grounds.

The Ridgewood Board of Education will permit the use of school facilities when such permission has been requested in writing and has been approved by the Business Administrator for:

1. Uses and groups directly related to the school and the operations of the school;
2. Uses and organizations indirectly related to the school;
3. Departments or agencies of the municipal government;
4. Other governmental agencies; and
5. Community organizations formed for charitable, civic, or educational purposes.

The use of school facilities shall not be granted for partisan political purposes or any purpose which is prohibited by law. Use for partisan political purposes means use which is exclusive, by invitation or actual participation, in a meeting or other gathering primarily to members of a political party, or primarily to members or adherents of a group which advocates an ideology to address social or political concerns. Nothing contained in this definition shall be interpreted to restrict the use of a facility by a public official in the execution of the duties and responsibilities of that person's office, or any activities incident to such execution. Also, nothing contained in this definition shall be interpreted to restrict the use of a facility for any curriculum purpose deemed appropriate for instruction of the Ridgewood schools pupils.

In the event the Superintendent deems it advisable, any application may be submitted to the Board for action.

The Superintendent, School Business Administrator/Board Secretary, or the Board may refuse to grant the use of a school building whenever, in their judgment, there is good reason why permission should be refused. They shall not be required to give a reason for such refusal.

No one may bring alcoholic beverages onto any school property. All facility use shall comply with State and local fire, health, safety, and police regulations.

The buildings shall not be available for community use during holidays, vacation periods, or during the time school is not in session over the summer when the programs interfere with cleaning and maintenance schedules unless approved by the School Business Administrator/Board Secretary.

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing and may be granted by the procedure by which permission to use facilities is granted. The user of school equipment must accept liability for any damage to or loss of such equipment that occurs while it is in use. Where rules so specify, no item of equipment may be used except by a qualified operator. No district equipment shall be removed from the premises for use by non-district personnel.

The Board shall require that all users of school facilities comply with policies of this Board and rules and regulations of this district. Each user shall present evidence of the purchase of organizational liability insurance to the limit prescribed by such rules. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use, regardless of any assignment of negligence.

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity, person, group, or organization nor the purposes they represent.

**The Board shall provide to all persons who supervise youth programs that are not sponsored by the school district, but operate a program in a district building before or after school hours, on the weekend, or during a period when school is not in session, information on the district's school practices and procedures in the event of a school safety or security incident at a school including non-confidential information on evacuation procedures, emergency response protocols, and emergency contact information in accordance with the provisions of N.J.S.A. 18A:41-7.**

Recreation sports organizations that use the facilities must provide a Statement of Compliance with the Ridgewood Board of Education's policy(ies) for management of concussions and other head injuries, including Policy No. 2431.4, and shall represent all of its coaches (head and assistant coaches) have received a copy of such policy(ies) and have successfully completed a course in concussion awareness, such as the Centers for Disease Control and Prevention's "Heads-Up: Concussion in Youth Sports" or the National Federation of State High School Association's "Concussion in Sports: What You Need to Know." The organizations shall provide copies of the coaches' certificates of completion of the appropriate concussion awareness course(s) upon request.

N.J.S.A. 18A:20-20; 18A:20-34; **18A:41-7**

Adopted: 7 December 2009

Revised: 21 May 2012

Revised:

# RIDGEWOOD BOARD OF EDUCATION

## REGULATION

PROPERTY  
R 7510/page 1 of 7  
Use of School  
Facilities

### R 7510 USE OF SCHOOL FACILITIES

The Board of Education believes that the buildings and facilities of the public schools should be available to the citizens of the community to the greatest possible extent consistent with the most effective use of school facilities for school purposes and the educational program, State statutes, and the responsibility of the Board for the maintenance of the buildings and facilities.

Regulations for the use of school facilities by outside persons and groups shall be established by the Superintendent of Schools and approved by the Board of Education. These regulations shall be printed on the district's "Application for Use of School Facilities," and shall apply to all users issued permits for use of school facilities.

In accordance with New Jersey State Statute, no use of the schools shall be granted which will in any way interfere with the most effective use of school facilities for school purposes. Activities that are part of the educational program take precedence over activities sponsored by non-school organizations.

The Board recognizes that the demand for use of some facilities exceeds availability. The Board also recognizes that overuse -- use beyond the capacity of limited maintenance resources to restore -- can lead to permanent damage to facilities. Therefore, the Superintendent of Schools shall establish and the Board shall approve classifications of users to serve as priority guidelines in granting permits for use of facilities as well as appropriate restrictions on use.

Classifications of

Users Class A

(Priority User)

- Groups and organizations directly affiliated with the Ridgewood Public Schools, Ridgewood students and staff, as approved by the School Business Administrator/Board Secretary.

Class B

- Nonprofit organizations whose primary purpose is to serve youth on a community-wide basis.
- Village government and other officially approved recreation activities sponsored by groups of the Village government.
- Not-for-profit groups that sponsor fund raising events wherein the entire proceeds, less expenses, go to assist Ridgewood Public School students.

Not-for-Profit Status - Groups qualifying as Class B users seeking to avoid rental fees (other than government or organizations recognized by the Ridgewood Fields Policy) are required to provide evidence of compliance with not-for-profit federal tax regulations. Copies of current Internal Revenue



Service filings (Form 990) serves as documentation of this status. Groups that have recently sought federal not-for-profit status and have not yet filed an initial Form 990, may provide other evidence of registration to the Business Administrator. Groups that are unable to provide not-for-profit documentation may still rent the facilities as Class C organizations at the District's published rates if they comply with all other regulations.

All Groups using District facilities (regardless whether they are Class B or Class C organizations) must submit documentation of their not-for-profit status if they indicate in their advertising that donations received are tax-deductible charitable gifts.

**TRANSITIONAL PROVISIONS:** The evidence of not-for-profit status is effective for all events after January 1, 2020.

#### Class C

- Community, civic, social, educational, cultural, recreation, professional groups, and any other groups not specifically referenced herein.

#### Charges

##### Class A

No charge

##### Class B

Groups will assume the cost of any custodians, assigned faculty advisor, lighting crew, and any other fees incurred by the school district as a result of their use of the auditorium.

##### Class C

Rental fee and groups will also assume the cost of custodians, assigned faculty advisor, lighting crew, and any other fees incurred by the school district as a result of their use of facilities.

- **Facilities not Available to Outside Groups:**  
The Frederick J. Stokely Little Theatre, the Murray Colosimo Campus Center, the television studio, the music rooms, the computer labs, and any other space the administration deems necessary at Ridgewood High School are for student use only and are not available to any other groups. Super Science Saturday, will be grandfathered. Charges: Charges are based on classification of user as defined above.
- **Custodial Overtime:**  
N.J.A.C. 34:7-1 requires that a custodian who has a Black Seal License be on duty whenever a building is in use. If a facility is to be used outside of normally scheduled working hours, a custodian will be assigned on an overtime basis and the cost will be billed to the using group.

# **REGULATION**

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Use of School Facilities

Groups using facilities outside of normally scheduled working hours will be billed for the custodian's overtime plus 10% to cover heat, light, administrative costs, and other expenses resulting from such use.

- **Payment of Fees:**

Rental fees will be billed after the use of facilities and are payable within thirty days. Payment in advance may be required at the discretion of the Assistant Business Administrator.

- **Liability Insurance:**

Certificate of Insurance must be produced prior to the issuance of the permit. The certificate of insurance must name the Ridgewood Board of Education as the named insured.

The Superintendent of Schools shall review and update the schedule of fees which will be approved by the Board each year at the Reorganization Meeting.

Outside sports organizations that use the facilities must provide a Statement of Compliance with the Ridgewood Board of Education's policy(ies) for management of concussions and other head injuries, including Policy No. 2431.4, and shall represent all of its coaches (head and assistant coaches) have received a copy of such policy(ies) and have successfully completed a course in concussion awareness, such as the Centers for Disease Control and Prevention's "Heads-Up: Concussion in Youth Sports" or the National Federation of State High School Association's "Concussion in Sports: What You Need to Know." The organizations shall provide copies of the coaches' certificates of completion of the appropriate concussion awareness course(s) upon request.

#### A. Application Procedures

1. Application must be made in writing and on the form supplied by the school district. The form is available in the office of the Business Administrator.
2. Application for use of school facilities must be submitted to the Business Administrator not less than 30 working days before the date of requested use. A use that requires the approval of the Board must be submitted not less than 60 working days prior to a regular Board meeting.
3. The application must be signed by an adult representative of the requesting organization, who will be considered by the Board to be an agent of the organization.
4. The application must include all the facilities that the applicant wishes to use and all the dates and times of the requested use. Approval of any application is limited to the facilities, dates,

# **REGULATION**

# **RIDGEWOOD**

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and times expressly requested on the application. Approval does not include the privilege of additional rehearsal time or the use of rooms or buildings not expressly requested.

5. The application must include all the equipment and supplies that the applicant wishes to include in the use, pursuant to Policy No. 7520, Loan of School Equipment.

## B. Approval

1. The Business Administrator of his/her designee will review each application and check the school calendar to determine whether the facility requested is available at the date and time requested, that is, the facility has not been scheduled
  - a. For use in the instructional or co-curricular program,
  - b. For maintenance, repair, or capital improvement, or
  - c. For use by another organization.
2. If the facility is not available for use, the Business Administrator or his/her designee will so inform the representative of the organization and may suggest alternative dates, times, or facilities.
3. If the facility is available for use and the applicant meets standards set by Policy No. 7510 and these regulations, the Business Administrator will note his/her approval on the application form and will record the classification of the applicant organization and will grant final approval or refer to the Board requests that may be approved only by the Board.
4. Standards for approval include the following limitations on use:
  - a. School facilities are available for use on weekdays, including school vacations. School facilities may be available for use on Saturdays, Sundays, and other public holidays depending on appropriate and adequate custodial coverage.
  - b. School facilities are available for use only during the hours approved on the application. If applicable, the user pays an overtime fee regardless of the user's classification. School facilities are not available for use during the school day or for any use that may interfere with the school district's educational or co-curricular programs.
  - c. The use of school facilities will generally not be granted for observances or celebrations that are essentially private in nature or for meetings of small groups that can conveniently convene in private homes.

- d. In accordance with Policy No. 7510, the use of school facilities will not be granted for the advantage of any commercial or profit-making organization or partisan political activity, or any purpose that is prohibited by law.
  5. The Business Administrator, in consultation with the Field Committee, will determine the classification (I, II, or III) of the applicant organization and the fees and costs, if any, to be charged for the use of the facility. This information will be provided on the application form.
  6. In the event of a conflict between requesting organizations within the same class, the request received earlier by the district will be honored first.
  7. A copy of each approved or disapproved application will be distributed to the representative who signed the application form.
  8. The application form will include the rules governing the use of school facilities, and the representative's signature on the application will signify notice of those rules and the organization's agreement to be bound by those rules.
  9. The Board reserves the right to deny an application and to withdraw permission to use school facilities after approval has been granted and after the use has commenced. Permission may specifically be withdrawn from any organization whose representative has willfully made misrepresentation on the application or whose members violate the rules established for the use of school facilities. Such withdrawal of permission may constitute grounds for denying a future application made by the organization.
  10. Permission to use school facilities is not transferable.
  11. The organization representative must inform the Business Administrator or his/her designee of any canceled use request as soon as he/she is aware of the cancellation.
  12. Permission to use a school facility is automatically withdrawn on a day when the facility is closed for inclement weather, work stoppage, or other emergency.
- C. Rules for the Use of School Facilities
1. Users of school facilities will be bound by the law.
    - a. Users must comply strictly with all applicable statutes; municipal ordinances; and rules of the Board of Health, Fire Department, and Police Department regarding public assemblies.
    - b. The use must not exceed the established capacity of the facility used.

- c. The use must not involve gambling or games of chance.
  - d. The use, possession, and/or distribution of alcohol and/or controlled dangerous substances is absolutely prohibited, in accordance with law and Policy Nos. 5530 and 7435.
  - e. Smoking is prohibited in accordance with Policy No. 7434.
  - f. School facilities cannot be used for any purpose prohibited by law or likely to result in rioting, disturbance of the peace, damage to property or for the purpose of defaming others.
2. Users of school facilities will respect Board property.
- a. The user will not damage, destroy, or deface school property. The facility shall be used with care and left in an orderly and neat condition.
  - b. The user must request in the application and receive permission to bring and use equipment, decorations, or materials to the school facility. No equipment, decorations, or materials may be nailed to floors, walls, windows, woodwork, curtains or fixtures or affixed to the same in any manner that defaces or damages school property or grounds.
  - c. Any equipment, scenery, decorations, or other material brought to the school facility and any debris caused by the use or remaining after the use must be promptly removed by the user unless permission is granted by the Business Administrator to store the materials at the facility. Any such materials left on school premises beyond the time period approved in the application may be removed by the Board at the user's expense. The Board assumes no liability for damage to or loss of materials brought to school facilities.
  - d. The user must request in the application and receive permission to use, move, or tune a district piano. A piano may be moved only by school district staff or by a competent and experienced commercial mover approved by the Board and at the expense of the user. Any piano that has been moved must be returned to its original placement with the same care and at the expense of the user.
  - e. Users of the gymnasium must ensure that all participants wear rubber-soled footwear to prevent damage to floors.
  - f. No school facility may be used for a purpose in conflict with the purpose for which the facility was designated.

- g. Lighting equipment, ventilation systems, and thermostatic controls may be operated only by an employee of the district.
  - h. The user must request in the application and receive permission to serve and consume food and/or beverages on school premises. The service and consumption of food and/or beverages is strictly limited to the area for which permission is granted. Use of the cafeteria kitchen and cafeteria utensils requires the presence of a school district designee. The employee will be compensated by the school district and the user will be charged by the school district.
  - i. No signs, posters, advertisements, or other displays may be placed in a school building without prior approval.
  - j. No school keys shall be issued to a user.
  - k. No animal shall be allowed on school premises without prior approval.
  - l. An authorized school district staff member shall examine the school facilities and/or grounds after the use and will inform the user of any loss or damage that must be corrected.
  - m. Permission to use school facilities extends only to the facility requested. Users are not entitled to enter health offices, administrative offices, storage closets, or any other room to which permission to use has not been expressly granted. Users are not permitted to use district telephones and office equipment.
  - n. No vehicles of any type shall be operated in any area that is not designed for such vehicles without prior permission.
3. Uses Must be Property Supervised
- a. A school custodian must be on duty the entire time a use occurs. The custodian is present for the purpose of insuring the security and proper functioning of the facility and of enforcing these regulations. The custodian is paid by the Board and may not accept gratuities from users. If the custodian is needed to perform extra services as an accommodation to the user, the user may be charged an additional fee and the custodian will be compensated accordingly by the district.
  - b. The user of certain school facilities (such as kitchen and auditorium stage) require the services of school employees trained in the use of the facility. The user will be charged an additional fee and the school employee will be compensated accordingly by the district.
  - c. The user must assume full responsibility for the conduct of all participants in the

# **REGULATION**

# **RIDGEWOOD BOARD OF EDUCATION**

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Use of School Facilities

use while they are in or about school buildings and grounds and must enforce these regulations. The user must provide an adequate number of persons to supervise participants in the activity. The district, depending on the activity, may require as a condition of approval, a certain number of chaperones, law enforcement officials, and/or a school district representative(s) to be present at the activity.

- d. The user must, in consultation with the principal, anticipate the need for the assistance of police officers, fire fighters, and/or parking attendants. All such services must be arranged by the user and will be at the expense of the user. When a user refuses or fails to secure police, fire, and/or parking assistance after having been advised to do so by the Principal, the Principal may recommend that permission to use the facility be withdrawn.
- e. Board members and school officials are entitled to full and free access to any part of the school premises during any use. No user may exclude a Board member or school official from a school facility for any reason.

## **D. Provision of Training on School Safety and Security**

- 1. In accordance with the provisions of N.J.S.A. 18A:41-7.c., the Board of Education shall provide to all persons who supervise youth programs that are not sponsored by the school district, but operate a program in a district building before or after school hours, on the weekend, or during a period when school is not in session, information on the district's school practices and procedures in the event of a school safety or security incident at a school including non-confidential information on evacuation procedures, emergency response protocols, and emergency contact information.**
- 2. It shall be the responsibility of the organization that sponsors the youth program to train the program's employees and volunteers on the school security and emergency procedures in effect in the school building in which the youth program is located.**
- 3. The organization that sponsors the youth program shall file a statement of assurance with the Superintendent or designee that it has complied with the training requirements prior to the district authorizing the use of the school building.**
  - a. The statement of assurance shall be developed by the Commissioner of Education and shall be filed with the school district on an annual basis.**

Statement of Compliance with the  
Ridgewood Board of Education Policy No. 2431.4  
“Management of Sports Related Concussion”

I, \_\_\_\_\_, \_\_\_\_\_, on behalf of  
Name Title

\_\_\_\_\_ hereby certify to the following:  
Organization (hereinafter referred to as “Licensee”),

1. The Ridgewood Board of Education (hereinafter referred to as the “Licensor”) and the Licensee are Parties to a Use of Public School Facilities Agreement (hereinafter referred to as the “Agreement”) entered into on \_\_\_\_\_, for the purpose of permitting the Licensee to utilize the \_\_\_\_\_ (hereinafter referred to as the “Facilities”) for the purpose of \_\_\_\_\_.
2. In accordance with N.J.S.A. 18A:40-41.5(a)(2), the Licensee has read and hereby agrees to comply with Board Policy No. 2431.4 “Management of Sports Related Concussion,” a copy of which will be provided once the Application for Use of School Facilities is submitted.

LICENSOR NAME:

LICENSEE NAME:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



**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 written plans and procedures 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 supportive services for staff, students, and their families.

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 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 crisis, 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.

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. 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 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:41-7**

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:

0164 CONDUCT OF BOARD MEETINGS

## Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

## Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

## Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

## Agenda

The Superintendent and the Administrative Cabinet, in consultation with the Board President, shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than two business days, except when an unscheduled meeting is being called, before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The meeting agenda shall be posted on the district's website and circulated via the district email system 48 hours prior to the meeting time. A reminder email with the agenda shall be sent on the day of the meeting.

The order of business shall be as follows:

Call to order and roll call

Optional: Motion to go into executive session

Optional: Call to order and roll call again after returning from the closed session

Pledge of Allegiance

Opening statement by presiding officer

Optional: Student presentations and outside/vendor consultants (Presiding Officer has the discretion to move presentations listed on the agenda to before or after initial public comments)

Initial Public Comments (4 minutes per person)

Presentations

Superintendent's report

Consent items – regular and routine issues  
 Resolutions and Motions not included in the Consent Agenda  
 Approval of bills  
 Board member announcements  
 Board committee reports  
 Discussion items  
 Acceptance of minutes  
 Other business  
 Comments from the public  
 Optional: Motion to go into executive session  
 Optional: Reconvened public meeting  
 Adjournment

#### Electronic Participation and Virtual Meetings

~~In the event of extraordinary circumstances (which shall be defined as a natural disaster, mandatory or self-imposed quarantine, a State of Emergency declared by the Governor of the State of New Jersey or similar situation), it may be necessary for the full Board to meet virtually, via teleconference or digital media platform, in order to take necessary action.~~

#### ~~A. Electronic Participation in In Person Board meetings~~

~~In the event that an individual board member is unable to attend an in-person meeting, where there is a quorum present, due to extraordinary circumstances as defined above, such member may participate telephonically or electronically, with the permission of the Board President, whose permission shall not be unreasonably withheld, provided that they are able to hear the proceedings and be heard.~~

#### ~~B. Virtual Meetings~~

~~Under extraordinary circumstances as defined above, teleconference options and digital platforms may be used to enable virtual board meetings and action even when all members of the Board are not physically present as long as prior arrangements are made to afford the public the opportunity to hear and participate in the meeting.~~

~~The Board may conduct a public meeting via teleconference or digital platform where members of the public are given appropriate notice and granted access enabling them to listen to and participate in the meeting at the appropriate time. A teleconference or virtual medium will only be used to host a public meeting of the full Board in a situation that makes it impossible or impractical for a quorum of members to meet in person due to the extraordinary circumstances as defined above.~~

# RIDGEWOOD

# BYLAW

# BOARD OF EDUCATION

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BYLAWS

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Conduct of Board Meetings

~~Telephonic participation in or the virtual hosting of closed or executive sessions of the full Board shall be limited and only used in situations where in person attendance or the holding of meetings are impossible or impractical as defined. All closed or executive sessions shall be and remain confidential.~~

~~All members who participate in executive sessions telephonically and/or virtually shall do so privately behind closed doors without any non members of the board being present. Those members will use remote access methods that do not allow non board members to hear or see the meeting. No portion of the executive session shall be recorded, photographed, or otherwise reproduced in a video or audio format by anyone. Upon adjournment, all members will leave the meeting promptly.~~

N.J.S.A. 10:4-10

N.J.S.A. 18A:16-1.1

Adopted: 7 December 2009

Revised: 18 March 2013

Revised: 2 November 2020

Revised:

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Bergen County, New Jersey  
February 22, 2021**

Minutes of the Regular Public meeting of the Board of Education held on February 22, 2021 at 7:00 p.m., at the Education Center.

**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**

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 7:03 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, 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 three 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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS****A. Elementary Student Representative Report**

Isha Vitale, 5th Grader at Orchard Elementary School reported that in school, they have been working on fun projects during math, and so far she has created her own math book and lesson video.

At Orchard, they are also having some special events including a school “dress like 100” day for the 100th day of school. They are getting ready for a virtual talent show and a 5th grade Jeopardy tournament.

Leo Sorensen, 5th Grader at Orchard Elementary School reported that for fifth grade they have three different teachers for math, reading, and writing and are learning many things. In the writing class, they are creating long and factual pieces to publish and share. In a science unit based on physical science, they have learned about the periodic table, Molecules, and atoms, which are the building blocks of the universe. They will create a 3D model out of playdough and toothpicks of the elements that build up our molecule.

**B. Student Representative Report**

Zoe Kovac presented the following updates from Ridgewood High School Academics

- In accordance with Black History Month, the RHS Learning Commons has been highlighting Black authors by promoting their books and stories. Although February is Black History Month, they strive to spotlight Black voices year-round.
- Congratulations to the RHS members of the Advanced Certamen team, a group participating in Latin Quiz Bowls. They recently competed against students from a high school located in Virginia and had lots of fun.
- Another congrats to the RHS InvenTeam who has been building a portable and sustainable water bottle that uses solar power to convert water and air into a sanitizing agent that can eliminate water-borne pathogens.

Arts

- The RHS Newplayers had a successful performance of Stuck By Love where current members of the company performed original plays written by their fellow

actors. The tickets were sold on a "Pay What You Can" basis which allowed anyone to view the production and support the company.

#### Athletics

- According to Governor Murphy, spectators will now be permitted at high school sporting events though on a limited basis, thus the athletics department has recently announced that they will allow student-athletes to be accompanied by 2 family members. These same guidelines will apply for Season 3 of Athletics which includes gymnastics, wrestling, and girls volleyball.

#### Activities

- On Wednesday, the RHS Psychology Club will be hosting a meeting with Dr. Chris King, a professor at Montclair State University, where he will discuss his work in the field of Forensic Psychology.
- Lastly, members of the RHS TV Club have been busy behind the scenes. Recently they masked up and broadcasted a jazz concert which was performed by our very own RHS musicians and that can be viewed on the RHS TV website.

## **V. COMMENTS FROM THE PUBLIC**

The following people addressed the board:

Charles Reilly, 448 N. Maple Ave., Expressed his thoughts on a Board member's statements on social media in response to a letter that Mr. Reilly submitted to the newspaper.

Christie Reilly, 21 North Place, Glen Rock, expressed concern with inaccuracies communicated and the confusion about the ITDC financials. She encouraged the board to meet with the PTO to review their research. Requested that Ms. Kwak recuse herself on matters related to ITDC due to conflict of interest.

Laura Mckenna 861 Bingham Road, Expressed her thoughts and is pleased with the expanding Ridgewood STEPPS 18-21 Program. She commented on examples of similar programs in other Bergen County districts.

Ms. Miller, 141 Johns Street, Called on behalf of the ITDC PTO and requested that the BOE and the administration pause the RFP until the BOE has properly assessed the ITDC program. She requested that three points made during the last meet about the ITDC be corrected.

Jessica Torre, 366 East Glen Ave, commented that the elementary school student presentations were inspiring. She requested that the RFP for the ITDC be paused until an accurate financial analysis is presented.

Laurie Weber, 235 South Irving Street, addressed some comments that were made about online opinions of a board member's spouse. She called in favor of the RFP for the ITDC and commented about uncorrected audits that were discussed about the program in the spring.



Susan Madison, 428 Linwood Ave., discussed her concern about the limited in person learning and the consequences for the children. She has not been surveyed about her opinion since August. Discussed testing in a remote versus a virtual environment.

The following written comments were submitted:

Lis Rose, 494 Fairfield Avenue, I am writing today to implore you to take into immediate consideration a later start time for RPS, especially for RHS. We are in a mental health crisis in this country. Adolescence is a time of dramatic brain development particularly in parts of the brain that are responsible for the high-order thinking processes. This includes reasoning, problem-solving, impulse control, and good judgment. Everything parents worry about. Studies show getting the biologically correct amount of sleep helps these processes. Without the biologically necessary sleep, kids can't concentrate or pay attention. Studies show the lack of this basic biological need mimics Attention Deficit Hyperactivity Disorder (ADHD). Lack of sleep contributes to the mental health crisis including depression and suicide. Teens don't get enough sleep and it's not because of Snapchat, social lives, or hormones. It's because of public policy. It's the deprivation of sleep during the times that they need it the most. We are facing a mental health crisis as a country. You are in the position to help our students.

The state of California has successfully implemented this later start time as well as Princeton, New Jersey. There are problems to work through, please don't use them as an excuse to not implement later start times. Studies show school should start no later than 8:30. Children should be able to wake up naturally on their own. What a gift that would be. What is best for our children is the ability to reset and recharge.

Lindsay Scarangelo, 353 Linwood Ave., Hybrid learning has proven to be a safe option for both our teachers and students over the last 6 months but the amount of time children are spending in school is not enough. Understanding the concerns about teacher availability in supporting full remote & hybrid options, has the board considering issuing a moratorium on full remote options by a committed date in order to extend in-person learning? It seems that at some point, those who are not comfortable with the school system would need to home school their children until they are. In regards to the additional costs of bringing on teachers and staff, almost anyone who has a dual-income situation is spending their money at the Y or other private programs to get their children educated. Has there been any analysis of the income these third parties are receiving against the school budget/incremental budget required to get schools back on their feet? Lastly, after 6 months of status quo, when do we start planning for incremental changes to the schedule/system? If we continue to kick this can down the road until the end of the school year, it will only exacerbate the situation for the 2021/2022 school year.

Daniel Falcon, 566 Linwood Ave., It would be an absolute shame if the BOE were to allow privatization of ITDC. We moved to Ridgewood from NYC to be able to put our child into a program that educates and assists in our toddler's development, not to have the cookie-cutter McDonald's experience we have found private centers to offer.

Our hope is that the BOE can take the facts into account, those facts being that ITDC is a curriculum-based learning center, has run at financial breakeven since its inception up until 2020, the year of COVID-19, and that the taxpayers of Ridgewood are in no way subsidizing

the non-district children.

In addition to this, it should be known that the parents of ITDC largely share our thoughts on education and love this center. A private company should be fully informed not to count on the enrollment of the current student base as they prepare their financials. Personally, we spent many hours seeking out this kind of education for our child and would likely go elsewhere if ITDC was no more.

Justine Falcon, 566 Linwood Ave., To whom it may concern: as newer Ridgewood residents, my husband and I moved to this suburb to give our daughter the life she deserves. A big part of that would be where she would attend school at this early age. I searched and looked at many facilities (many of them privately owned) and was unimpressed with what I found. Until I found the ITDC. Immediately I knew this was what I wanted for my daughter. It reminded me of where I went as a child. It felt like a school. Not a daycare, not a bunch of babysitters, but a school. I signed her up on the spot. And now I have watched her thrive at this school. They have a curriculum, assignments, special projects, and beyond. I continue to be impressed by the efforts of the staff and teachers. Every staff member knows my daughter, every staff member makes the extra effort, every staff member cares. I feel at ease leaving my daughter in their care. To hear that it was insinuated that the ITDC "does not offer education" is simply a blatant lie. My daughter has learned from this facility and that is strictly because they are a curriculum-based learning center. And this is what I and the other parents specifically want for their children. I moved to the suburbs especially for a program like this. To be clear, if I wanted just another privately owned chain, I would have stayed in the city. I have already sent in a deposit for next year. When I have another child, I want to send them to the ITDC. There truly is no other program out there like it, it's a gem in our neighborhood. Therefore I plead that you listen to us, the parents, who truly know what's best for our children, to halt issuing an RFP. I can say for certain that without the ITDC, its curriculum, and staff, that any other establishment that takes its place certainly will not have my business.

Kaitlin Joyce, 217 Highland Ave., There's no reason to make a lateral move now to a different hybrid format. We should be moving towards reopening and until then keep the current hybrid format. Families have adapted their lives, schedules, childcare, etc for the current system. Children are used to this and the at-home curriculum is solid. The proposed am/pm also takes away one of the most important reasons to be in person, recess, and socializing. It's a very rushed day. What do you propose for families with one child on the am/pm and another child who's in the standard hybrid? A second grader cannot be left home alone while a parent goes to an 11:15 K pick-up. So, the option is that we must have 2 adults at home, pay for someone to drive our child home, or our older child misses whatever lesson happens between 11-11:30 on every one of their home days.

Bethany Rose, 903 Hillcrest Road, I am writing to ask that the Board takes steps to correct the inaccurate statements about ITDC in the February 8 meeting.

First, I would like to clear up the inaccuracy that ITDC "has been losing money for many years". It is my understanding that a recent independent review of the audited financials shows that ITDC has broken even every year from inception through 2019 with zero funding from the General Fund. I ask that we please review this analysis publicly.

Second, I would like to address the inaccuracy that ITDC does not have an educational component. ITDC is a curriculum-based learning center that includes a full-day program to

accommodate working parents. As employees of Ridgewood Public Schools, the educators and staff pour their hearts and souls into the defined curriculum and development of the children who attend.

Finally and going forward, I request that the Board members take a more collaborative approach to determining the future of ITDC. As it is clearly a beloved program, and differentiator for Ridgewood Public Schools, it is in our community's best interest to fully understand its financial performance and its educational importance in our Village. As such, I would ask the Board not to rush to RFP without first sitting down with our own administration and the school's business administrator.

Dina El Nabli, 207 McKinley Place, I'm writing to urge the BOE to implement an 8:30 am start time for Ridgewood students. Lack of sleep is terrible for our kids' physical and mental health as well as educationally. With extracurricular activities and sports, our kids are starting homework later and staying awake later. An extra half hour of sleep will go a long way toward alleviating their stress and helping them be their best academically. Studies also show well-rested kids make better choices, another huge benefit of starting school later. Thank you for your thoughtful action on this issue.

Anastasia Bamberg, 142 Melrose Place, Please provide some specifics about the incidence of COVID positives in the Ridgewood population versus the incidence of RPS children who are positive. Are children/teens testing positive at about the same rate as the population in total?

Katie Acevedo, 617 Upper Boulevard, Neighboring school districts have brought their students back on a full-time basis, why have we not done so here in Ridgewood? What is the exact plan and timetable for bringing the kids back full-time? Please also address the specific roadblocks there have been to date to bring the children back to school on a full-time basis and what specifically the Board has done and is doing to address these roadblocks?

Andrew Brenner, 211 Pershing Avenue, I am extremely troubled by the way ITDC has been portrayed, both in these meetings and through posts on social media, including many by Ms. Kwak's husband (his campaign against ITDC seems less than ethical, FWIW). ITDC's financial performance has been wildly understated and distorted, and the only way to resolve that is through a thorough third-party audit. In addition, I continue to hear (and read) ITDC referred to as a daycare when it is in fact a curriculum-based center that more closely resembles a school than any daycare I have ever visited. You will NEVER find dedicated, passionate, and long-serving teachers in a chain daycare; the staff at ITDC is unparalleled. ITDC is one of the reasons our family loves Ridgewood, and to RFP it out to a private company would be a black mark on the community. I ask that you please allow for a thorough review of ITDC's financial performance, and to work through the results of that analysis with the PTO.

Jeni Amorosa, 601 Morningside Road, My name is Daniel. I am 7 years old and go to Willard Elementary. Please open the schools full time again. We learn more. Thank you.

Anne Burton Walsh, 112 South Irving Street, I am writing to express my support for later school start times in middle school and high school. The research is clear that the benefits

of later school start times for our 6th through 12th graders would outweigh any inconvenience. I am very hopeful that this scheduling change can be accomplished by fall 2021, if at all possible.

## VI. INFORMATION

### A. NATIONAL MERIT SCHOLARSHIPS

Eight Ridgewood High School students have been named National Merit Scholarship finalists.

The following eight students have been designated as finalists:

**Dev Chhabra, Alexander Cho, Alexandra Jerdee,  
Aum Mundhe, Samantha Ngai, Skyler Snow, William Stewart, Saori Takahashi**

## VII. PRESENTATIONS

### A. CARES ACT BUDGET

Mr. Bisig provided a summary report of the CARES Act/Corona Relief quarterly budget. He provided a breakdown of the funds received from the Bergen County CARES Grant, the Federal CARES Grant, and the Corona Relief Grant, as well as how these funds are being used.

The presentation can be found on the district website:

<https://www.ridgewood.k12.nj.us/common/pages/DisplayFile.aspx?itemId=24924899>

This portion of the meeting can be viewed at 57:45 in the webcast.

## VIII. SUPERINTENDENT'S REPORT

Dr. Gorman provided an update on the progress of the BOE goals and the district goals for the 2020-2021 school year. The superintendent search is ongoing. In December, the Board appointed a general counsel and an engineering and architectural firm. Negotiations with the REA on a new collective bargaining agreement are ongoing. The budget is being developed with attention to preserving financial flexibility without undermining educational progress. Strides have been made to increase public participation and communication. Significant progress has also been made toward the four district goals. The school-based mental health team, which includes Care Plus, has been working to address mental health issues due to COVID-19. Adjustments have been made to the pandemic education plan. The district has been advancing our core beliefs and practices, particularly in the area of diversity, equity, and inclusion (DEI).

Current methods to address the needs of high-achieving students are being examined, while also ensuring that all students are empowered to reach their potential by providing a rich and challenging learning environment.

Additional goals include managing ongoing daily operations of school during the pandemic, addressing capital improvements, determining next steps for the Infant Toddler Development Center, and investigating alternative schedules.

As part of the process of advancing the goals, presentations are made to the BOE, task forces are being created, and parent and community input is gathered through surveys, committees, and virtual meetings.

A meeting will be held, February 23 regarding elementary pandemic schedules. Parents and community members can view the livestream from the district website.

According to the CDC guidelines, we currently remain at the medium risk level. Dr. Gorman briefly reviewed some of the changes that have been made throughout the year to enhance the educational experience, stressing that our hybrid model has been successful.

Dr. Gorman stated we are constantly discussing with other districts regarding six feet of social distancing. When reducing the six feet we will be faced with many more school/class shut downs due to the identification of more close contacts. He will have another meeting this week with the Village Health Department and district physician. He reminded everyone that many of the teachers have not been vaccinated yet due to the limited supply of vaccines. This still presents a problem. It is difficult to compare district to district, we along with Hackensack are the bigger districts in the county, we have older buildings and large class sizes. Those are challenges some other districts do not face. We have had 50% occupancy in our classrooms. There are a lot of mixed messages and contradictions. There is a liability in not following the six feet distance.

Ms. Poelstra thanked the elementary principals and stated that together they have been working hard to figure out how we can shift and maintain the six foot distancing.

Dr. Gorman stated things are constantly shifting and he is keeping options open because things may change in March or April. We will talk about the learning lag and we have done some benchmark data

He added that the district has conducted some benchmark data at the 1st grade and 4th grade levels and we have not found that there is learning loss or learning lag on a general level. We have found that our model is working however it does not mean that some students are struggling academically or socially and emotionally. We are trying to address the kids on an individual basis. We are seeing that students are on par to where they were last year even at the High School level, but we are going to address the kids who are struggling and we are putting extra supports. Hopefully with the extra money coming from the government will put in extra supports over the summer. If parents feel that their child is struggling socially, academically or emotionally they should reach out to their child's principal.

Conversation regarding social distancing, vaccinations, survey distribution, and the potential for teacher/class reassignments with the change in learning models took place.

The presentation can be found on the district website:

<https://www.ridgewood.k12.nj.us/common/pages/DisplayFile.aspx?itemId=24926196>

This portion of the meeting can be viewed at 1:03 in the webcast.

## **IX. COMMITTEE OF THE WHOLE REPORTS**

➤ Finance

- December Financial Reports

There were no questions.

## X. 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: First Reading of Revisions to Policies/New Policies

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the first reading of revisions to Policies/New Policies as listed below:

- Policy 1620 Administrative Employment Contracts (**Attachment B**) *revised*
- Policy 2431 Athletic Competition (**Attachment C**) *revised*
- Policy 2464 Gifted and Talented Students (**Attachment D**) *revised*
- Policy 5330.05 Seizure Action Plan (**Attachment E**) *new*
- Policy 6440 Cooperative Purchasing (**Attachment F**) *revised*
- Policy 6470.01 Electronic Funds Transfer and Claimant Certification (**Attachment G**) *new*
- Policy 7440 School District Security (**Attachment H**) *revised*
- Policy 7450 Property Inventory (**Attachment I**) *revised*
- Policy 7510 Use of School Facilities (**Attachment J**) *revised*
- Policy 8420 Emergency and Crisis Situations (**Attachment K**) *revised*
- Bylaw 0164 Conduct of Board Meetings (**Attachment L**) *revised*

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

### C. CURRICULUM & INSTRUCTION

i. **Approval: Field Trips**

None at this time.

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.

**Field Placement**

BLAKESLEE, Carol - Rutgers University, Field Experience, shadowing Elizabeth Drennan, Librarian/Media Specialist, Somerville School for 150 hours, effective Spring 2021.

**Classroom Aides**

PARSONS, Jessica - One-to-One Special Education Classroom Aide, Somerville School, effective February 23, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-000-217-106-00-05-024-001

PIERRO, Melissa - Resource Room Special Education Classroom Aide, Somerville School, effective February 23, 2021, or as soon after as possible, through June 22, 2021, 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, to be partially funded by CARES Act Grant Funds to a maximum amount of \$5,154.80.

Account # 11-213-100-106-00-05-024-001

Account # 20-477-100-106-00-05-024-001

RINALDO, Danielle - Resource Room Special Education Classroom Aide, Willard School, effective February 23, 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 # 11-213-100-106-00-07-024-001

ii. **Revision/Addition: Changes in Salary Classification, effective February 1, 2021 through June 30, 2021, in accordance with the REA/Board Agreement**

**Revision:** LOWICKI, Bonnie - Nurse/Teacher, Willard School, approved by the Board at its meeting on February 8, 2021, **from**

\$82,490, Class BA+30, Step 13, **to** \$89,820 (\$89,520 + \$300 CP), MA+30, Step 13.

Account # 11-000-213-104-00-07-019-000

MASSOUD, Erin - Grade 7 English Teacher, George Washington Middle School, **from** \$69,565, Class BA+30, Step 6, **to** \$73,415 (\$73,115 + \$300 CP), Class MA, Step 6.

Account # 11-130-100-101-03-09-019-000

**iii. Change of Assignment**

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

ALEXANDER, Elianne - **from** Speech Language Specialist, Hawes School, **to** Speech Language Specialist, Travell School and Ridgewood School, effective February 1, 2021 through June 23, 2021.

Account # 11-000-216-104-00-04-019-000

Account # 11-000-216-104-00-06-019-000

Her annual salary will remain the same

**iv. Resignations**

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

**Classroom Aides**

BLAU, Mary Ann - Applied Behavior Analyst Aide (ABA), Glen School, effective February 18, 2021.

MATERIA, Donna - One-to-One Special Education Classroom Aide, Somerville School, effective February 22, 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**

O'BRIEN, Elizabeth - Special Education Teacher/Grade Advisor, Ridgewood High School, effective July 1, 2021, with thirty-five years of Ridgewood service.

**vi. Leave of Absences**

The Ridgewood Board of Education, upon the recommendation of



the Superintendent of Schools, approves the leave of absences listed below.

MARZOCCHI, Jaime – Physical Education Teacher, Benjamin Franklin Middle School, effective April 26, 2021 through June 23, 2021, with a reinstatement date of August 31 2021, using days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

MARZOCCHI, Jaime – Physical Education Teacher, Benjamin Franklin Middle School, effective January 18, 2022 through April 15, 2022, with a reinstatement date of April 18, 2022, using 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, listed below.

**Orchard School**

**Temperature Checker**

- **Valerie Kologrivov**, not to exceed 15 hours, at an hourly ratof \$17.50 (\$262.50).

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

**Benjamin Franklin Middle School**

**Student Club Activity Advisors for the 2020-2021 School Year**

**Science Club (Virtual)**

- **Kate Krsnak**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-08-008-001

**Ridgewood High School**

**Nurse - Contact Tracing - January 4, 2021 through March 26, 2021**

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

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

**Special Programs**

**ABA Training Completed and Certified - hourly rates from**

**\$20.17 to \$21.23, effective February 1, 2021**

- Sumera Baloch
- Valarie Eitner
- Joan Palazzola
- Laurie Pavero

Account # 11-212-100-106-00-24-024-001

**Curriculum, Instruction & Assessment****Administrative/Technology Support for Elementary Parent Presentation to be held virtually on Tuesday, February 23, 2021 at 7:00 pm**

- **Andrew DeRoche**, at an hourly rate of \$27.12, not to exceed 3 hours (\$81.36).
- **Jaeson Enmore**, at an hourly rate of \$51.82, not to exceed 3 hours (\$155.46).
- **Julie Yohana**, at an hourly rate of \$41.25, not to exceed 3 hours (\$123.75).

Account # 11-000-230-104-00-45-045-001

**viii. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teacher: Mark Hotz, and Breanna Kasperowicz**

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, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

Mr. Lembo thanked Elizabeth O'Brien, Special Education Teacher/Grade Advisor at Ridgewood High School for thirty-five years of Ridgewood service.

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 **2020-2021** school year, to be used as indicated.

Donor	Amount	Use	Account Number
Ridge Home and School Association	\$80.00	To be used to enhance the book gifting program in the Ridge Media Center	20-025-100-610-00-04-004-003

Acceptance of a gift in kind from Somerville/Hawes Dads' Night for a JBL Boombox, waterproof portable Bluetooth speaker, valued at \$400.00.

Acceptance of a gift in kind from Kathleen Krejsa for a violin, valued at \$500.00

ii. **Approval: Additional Tax Shelter Annuity Broker for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following addition to the Tax Shelter Annuity Brokers for the 2020-2021 school year effective March 1, 2021 as listed below:

- Investico

iii. **Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **December 2020** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

iv. **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 **December 2020**,

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.

**v. 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 **December 2020**; 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.

**vi. Approval of grant amendment submissions: ESEA, IDEA, CARES Act**

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

Grant	Amended RPS District Share	Amended Non-public School Share
CARES Emergency Relief Grant	\$122,245	\$1,611
IDEA-Basic	\$1,088,079	\$12,230
ESEA- Title IA	\$171,325	\$0
ESEA- Title IIA	\$81,553	\$1,150
ESEA- Title III	\$23,599	\$0
ESEA Title III Immigrant	\$2,390	
ESEA- Title IV	\$0	\$0

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; except item v.

NAYS: none

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

## IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

A. None at this time.

## 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
Feb 4	Columbia Bank On-Line	100839	2,970.00	Mr. Kaufman
Feb 11	Columbia Bank On-Line	100840-101009	879,275.56	Mr. Kaufman
Jan 29	Electronic Transfer	F33894	37,847.95	Mr. Kaufman
Feb 5	Electronic Transfer	R33898	348.36	Mr. Kaufman
Feb 8	Electronic Transfer	H33895	1,104,236.97	Mr. Kaufman
Feb 8	Electronic Transfer	R33896	57,869.70	Mr. Kaufman
Feb 16	Electronic Transfer	B33897	256,375.00	Mr. Kaufman
Feb 11	Food Service	620232	10,843.24	Mr. Kaufman
Feb 9	Columbia Bank Void Check	100333	(99.00)	Mr. Kaufman
Feb 10	Columbia Bank Void Check	100316	(342.00)	Mr. Kaufman
Feb 11	Columbia Bank Void Check	100084	(83.29)	Mr. Kaufman
<b>TOTAL</b>			<b>2,349,242.49</b>	Mr. Kaufman

Mr. Kaufman moved approval of bills reviewed by him.  
Ms. Brogan seconded the motion.

Approval of Bills 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 made the following announcements:

Friends of Music hosted a livestream of their annual concert last Friday. Students who won the songwriting competition were recognized, and their original piece was performed.

Super Science Saturday is scheduled for Saturday, March 6. The program will be livestreamed and visitors will be able to access pre-recorded videos of student presentations, as well as videos from adult presenters sharing their work in science.

Governor Murphy delivered his budget address today at 1 p.m.

Mr. Lembo announced that on Saturday, February 27, the Lemelson-MIT Program and Ridgewood High School will host a virtual Mid-Grant Technical Review. The Ridgewood High School InvenTeam will be presenting the progress on their invention, a Solar Aqua Tech water bottle.

## **XIII. BOARD COMMITTEE REPORTS**

There were no committee reports

## **XIV. DISCUSSION ITEMS**

The Board discussed the decision to move forward with the RFP process for the infant/toddler program in response to community feedback, as well as having ITDC give a presentation about their proposed plan for the program.

Mr. Kaufman made a motion to get a third party auditor to review the financials to see the accurate numbers and at the same time get a proposal from ITDC.

Dr. Gorman confirmed his action items per the conversation. He will reach out to Ms. Kontos for an ITDC presentation to the board, he will reach out to the lawyer to ask if the presentation can be made in a closed session. He confirmed that the audit will not be considered further at this time and the RFP will continue.

After the board discussion which included the benefits and concerns about the RFP process and the financials, Mr. Kaufman withdrew his motion.

This portion of the meeting can be viewed at 1:57 in the webcast.

Mr. Kaufman discussed and requested that a presentation about later start times as they affect mental health be made by Ms. Depinto and the two Assistant Principals of the Ridgewood High School at the next board meeting. He also requested that students should submit their thoughts during this presentation.

Mr. Kaufman asked if anyone had an objection to the presentation request for the next

meeting. The Board discussed that the agenda is an administrative function, discussed that their concern is that the presentation has already been made to the board and through several forums and that this is a whole district initiative which should not be a decision made in isolation.

Ms. Poelstra and Dr. Gorman explained that this would be a K-12 initiative and that a plan was developed a couple of weeks ago to investigate all aspects pertaining to alternative schedules.

The committee will meet and will also meet with a parent group for input.

This portion of the meeting can be viewed at 2:39:40.

**XV. ACCEPTANCE OF MINUTES**

- January 11 Regular Public Meeting
- January 25 Regular Public Meeting
- February 8 Executive Session
- February 8 Regular Public Meeting

Mr. Lembo moved Acceptance of Minutes, except for February 8 Executive and Regular Public Meeting.

Ms. Kwak seconded the motion, which was unanimously approved.

**XVI. OTHER BUSINESS**

**XVII. COMMENTS FROM THE PUBLIC**

No additional comments were submitted.

Ms. Miller, 141 Johns Street, called on behalf of ITDC and expressed concerns about the PTO and the district director having to create a proposal as an incumbent to the RFP. The PTO has made multiple requests to meet with board members regarding the program and has not received a response. Expressed concern with the criteria in RFP and the differences from the existing program which puts the ITDC in an unequal position to compete.

Laurie Weber, 235 South Irving St., clarified her previous points for board members regarding the ITDC program and keeping the current staff. She has information regarding legislation on the health and safety issues for the program and offered herself to attend a meeting to help this go forward in a positive way.

**XX. ADJOURNMENT**

At 10:16 pm by a motion made by Mr. Lembo, seconded by Ms. Kwak the meeting adjourned.

Respectfully submitted,

Scott Bisig  
Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary



## 2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Megan Galanti	29 <sup>th</sup> Joint Conference NJIDA/NJSHA Virtual The NJ International Dyslexia Association and the NJ Speech- Language-Hearing Association, NJ March 3 and March 10, 2021	Professional Development	\$90.00	0
Michelle Jones	29 <sup>th</sup> Joint Conference NJIDA/NJSHA Virtual The NJ International Dyslexia Association and the NJ Speech- Language-Hearing Association, NJ March 3 and March 10, 2021	Professional Development	\$115.00	0
Helen Poulis	29 <sup>th</sup> Joint Conference NJIDA/NJSHA Virtual The NJ International Dyslexia Association and the NJ Speech- Language-Hearing Association, NJ March 3 and March 10, 2021	Professional Development	\$115.00	0
Xue Tan	29 <sup>th</sup> Joint Conference NJIDA/NJSHA Virtual The NJ International Dyslexia Association and the NJ Speech- Language-Hearing Association, NJ March 3 and March 10, 2021	Professional Development	\$115.00	0
Michael DeRisi	2021 NJAHPERD Annual Convention New Jersey Association for Health, Physical Education, Recreation and Dance, NJ Virtual March 22, 2021	Professional Development	\$99.99	0
Scott Bisig	Analyzing and Constructing Salary Guides New Jersey School Boards Association, NJ Virtual March 25, 2021	Professional Development	\$149.00	0

The total cost for these conferences is \$683.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$27,905.40 leaving a balance of \$172,094.60.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1400.00.

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## 1620 ADMINISTRATIVE EMPLOYMENT CONTRACTS

The Executive County Superintendent shall review and approve for all Superintendents of Schools, Superintendents of Schools reappointed pursuant to N.J.S.A. 18A:17-20.1, Superintendents of Schools, Assistant Superintendents of Schools, and School Business Administrators, including any interim, acting, or person otherwise serving in these positions, in school districts, county vocational school districts, county special services school districts and other districts, except charters, within the County under the supervision of the Executive County Superintendent:

1. New employment contracts, including contracts that replace expired contracts for existing tenured and non-tenured employees;
2. Renegotiations, extensions, amendments, or other alterations of the terms of existing employment contracts that have been previously approved by the Executive County Superintendent; and
3. Provisions for contract extensions where such terms were not included in the original employment contract or are different from the provisions contained in the original approved employment contract.

In counties where there is no Executive County Superintendent, an Executive County Superintendent from another county shall be designated by the Commissioner to review and approve all contracts listed above.

The contract review and approval shall take place prior to any required public notice and hearing pursuant to N.J.S.A. 18A:11-11 and prior to the Board of Education approval and execution of the contracts to ensure compliance with all applicable laws, including but not limited to N.J.S.A. 18A:30-3.5, 18A:30-9, 18A:17-15.1 and 18A:11-12.

In accordance with the provisions of N.J.S.A. 18A:11-11 and N.J.A.C. 6A:23A-3.1(c)1, the public notice and public hearing required shall be applicable to a Board of Education that renegotiates, extends, amends, or otherwise alters the terms of an existing contract with a Superintendent of Schools, Superintendent of Schools, Assistant Superintendent of Schools, or School Business Administrator. In accordance with N.J.S.A. 18A:11-11, notice must be provided to the public at least thirty days prior to the scheduled action by the Board. The Board shall also hold a public hearing and shall not take any action on the matter until the hearing has been held. The Board shall provide the public with at least ten days' notice of the public hearing.

In accordance with N.J.A.C. 6A:23A-3.1(c)1, the public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 shall not apply to new contracts, including contracts that replace expired contracts for existing employees in one of these positions, whether tenured or not tenured. Nothing shall preclude a Board from issuing a public notice and/or holding a public hearing on new contracts, including new contracts that replace expired contracts for existing tenured and non-tenured employees.

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The public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 is also required in the event an existing contract for a Superintendent of Schools, Superintendent of Schools, Assistant Superintendent of Schools, or School Business Administrator is rescinded or terminated by the Board of Education before it is due to expire and the parties agree to new employment terms.

In connection with the Executive County Superintendent's review of the contract, the Board shall provide the Executive County Superintendent with a detailed statement setting forth the total cost of the contract for each applicable year, including salary, longevity (if applicable), benefits, and all other emoluments.

The review and approval of the employment contracts of Superintendents of Schools, Superintendents of Schools, Assistant Superintendents of Schools, and School Business Administrators conducted by the Executive County Superintendent shall be consistent with the following additional standards outlined in N.J.S.A. 18A:7-8.1 and N.J.A.C. 6A:23A-3.1:

1. Contracts for each class of administrative position shall be comparable with the salary, benefits and other emoluments contained in the contracts of similarly credentialed and experienced administrators in other school districts in the region with similar enrollment, academic achievement levels and challenges, and grade span.
2. No contract shall include provisions that are inconsistent with the travel requirements pursuant to N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7 including, but not limited to, the provisions for mileage reimbursement and reimbursement for meals and lodging in New Jersey. Any contractual provision that is inconsistent with law is superseded by the law.
3. No contract shall include provisions for the reimbursement or payment of employee contributions that are either required by law or by a contract in effect in the school district with other teaching staff members, such as payment of the employee's State or Federal taxes, or of the employee's contributions to FICA, Medicare, State pensions and annuities (TPAF), life insurance, disability insurance (if offered), and health benefit costs.
4. No contract shall contain a payment as a condition of separation from service that is deemed by the Executive County Superintendent to be prohibited or excessive in nature. The payment cannot exceed the lesser of the calculation of three months pay for every year remaining on the contract with pro-ratio for partial years, not to exceed twelve months, or the remaining salary amount due under the contract.
5. No contract shall include benefits that supplement or duplicate benefits that are otherwise available to the employee by operation of law, an existing group plan, or other means; e.g., an annuity or life insurance plan that supplements or duplicates a plan already made available to the employee. Notwithstanding the provisions of this section, a contract may contain an annuity where those benefits are already contained in the existing contract between the employee and the district.

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6. Contractual provisions regarding accumulation of sick leave and supplemental compensation for accumulated sick leave shall be consistent with N.J.S.A. 18A:30-3.5. Supplemental payment for accumulated sick leave shall be payable only at the time of retirement and shall not be paid to the individual's estate or beneficiaries in the event of the individual's death prior to retirement. Pursuant to N.J.S.A. 18A:30-3.2, a new Board of Education contract may include credit of unused sick leave in accordance with the new Board of Education's policy on sick leave credit for all employees.
7. Contractual provisions regarding accumulation of unused vacation leave and supplemental compensation for accumulated unused vacation leave shall be consistent with N.J.S.A. 18A:30-9. Contractual provisions for payments of accumulated vacation leave prior to separation can be included but only for leave accumulated prior to June 8, 2007 and remaining unused at the time of payment. Supplemental payments for unused vacation leave accrued consistent with the provisions of N.J.S.A. 18A:30-9 after June 8, 2007 as well as unused vacation leave accumulated prior to June 8, 2007 that has not been paid, shall be payable at the time of separation and may be paid to the individual's estate or beneficiaries in the event of the individual's death prior to separation.
8. Contractual provisions that include a calculation of per diem for twelve month employees shall be based on a two hundred sixty day work year.
9. No provision for a merit bonus shall be made except where payment is contingent upon achievement of quantitative merit criterion and/or qualitative merit criterion:
  - a. A contract may include no more than three quantitative merit criteria and two qualitative merit criteria per contract year.
  - b. The Executive County Superintendent shall approve or disapprove the selection of quantitative merit and qualitative merit criteria and the data that forms the basis of measuring the achievement of quantitative merit and qualitative merit criteria.
  - c. A contract may provide for merit bonuses in an amount not exceeding 3.33 percent of annual salary for each quantitative merit criterion achieved and 2.5 percent of annual salary for each qualitative merit criterion achieved. Any such merit bonus shall be considered "extra compensation" for purpose of N.J.A.C. 17:3-4.1 and shall not be cumulative.
  - d. The Board of Education shall submit to the Executive County Superintendent a resolution certifying that a quantitative merit criterion or a qualitative merit criterion has been satisfied and shall await confirmation of the satisfaction of that criterion from the Executive County Superintendent prior to payment of any merit bonus.

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10. No provision for a bonus shall be made except where payment is contingent upon achievement of measurable specific performance objectives expressly contained in a contract approved pursuant to N.J.A.C. 6A:23A-3.1, where compensation is deemed reasonable relative to the established performance objectives and achievement of the performance objectives has been documented to the satisfaction of the Board of Education.
11. No provision for payment at the time of separation or retirement shall be made for work not performed except as otherwise authorized in N.J.A.C. 6A:23A-3.1 and N.J.S.A. 18A:7-8.1.
12. No contract shall include a provision for a monthly allowance except for a reasonable car allowance. A reasonable car allowance shall not ~~exceed~~ exceed the monthly cost of the average monthly miles traveled for business purposes multiplied by the allowable mileage reimbursement pursuant to applicable law and regulation and New Jersey Office of Management and Budget (NJOMB) circulars. If such allowance is included, the employee shall not ~~be~~ be reimbursed for business travel mileage nor assigned permanently a car for official district business. Any provision of a car for official district business must conform with N.J.A.C. 6A:23A-6.12 and be supported by detailed justification. No contract shall ~~ean~~ include a provision of a dedicated driver or chauffeur.
13. All Superintendent contracts shall include the required provision pursuant to N.J.S.A. 18A:17-15.1 which states that in the event the Superintendent's certificate is revoked, the contract is null and void.
14. No contract shall include a provision for additional compensation upon the acquisition of a graduate degree unless the graduate degree is conferred by a regionally accredited college or university as defined in applicable regulations. No contract shall include a provision for assistance, ~~or~~ tuition reimbursement, or ~~for~~ additional compensation for graduate school coursework, unless the ~~such~~ coursework culminates in the acquisition of a graduate degree conferred by a regionally ~~only~~ accredited college or university as defined in applicable regulations

The review and approval of an employment contract for the Superintendent of Schools shall not include maximum salary amounts pursuant to N.J.S.A. 18A:7-8.j.

Any actions by the Executive County Superintendent undertaken pursuant to N.J.S.A. 18A:7-8.1, N.J.A.C. 6A:23A-3.1, and this Policy may be appealed to the Commissioner of Education pursuant to the procedures set forth at N.J.A.C. 6A:3, Controversies and Disputes.

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N.J.S.A. 18A:7-8; 18A:7-8.1; 18A:11-11

N.J.A.C. 6A:23A-3.1; 6A:23A-7 et seq.

Adopted: 7 December 2009

Revised: 17 May 2010

Revised:

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### 2431 ATHLETIC COMPETITION

It is the intent of the Ridgewood Board of Education to provide in the high school a comprehensive, well-planned, and well-balanced program of interscholastic athletics, including cheerleading, for girls and boys who can benefit from participation. The program shall be managed and teams coached in a manner to achieve the following objectives:

1. Promote individual and team desire for excellence while emphasizing that interscholastic sports be kept in perspective and that the first priority for all students is intellectual and emotional growth;
2. Encourage enjoyment of competition, a desire to win, and a healthy, constructive attitude toward winning and losing;
3. Develop the self-confidence and self-respect of each team member;
4. Develop the specialized talents, skills, and physical fitness of each participant;
5. Develop attitudes and skills which foster teamwork, cooperation, loyalty, and spirit; and
6. Develop the highest type of sportsmanship, sense of fair play, and respect for fellow athletes (teammates and opponents), coaches, and officials.

The Board directs the Superintendent to establish administrative procedures to carry out the intent of the above statement and to implement the provisions of this policy.

#### State Regulations

The conduct of interscholastic athletics shall conform to State law, New Jersey administrative code and the rules and regulations of the New Jersey State Interscholastic Athletic Association (NJSIAA) which are approved annually by the Board.

#### Responsibility

The Athletic Director is responsible for the overall supervision of the nine through twelve interscholastic athletics program, including cheerleading. Responsibility for the supervision of the athletic program in each school is that of the Principal. In the high school, the Athletic Director will assist and advise the Principal and will have responsibility for the immediate supervision and administration of the athletic program. The Athletic Director will work closely with the high school Principal.

#### Continuity and Development

The Athletic Director will ensure that coaches at all levels work together to promote a developmental approach and continuity from level to level. The primary consideration in determining such things

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as schedule of games, length of practices, and coaching methodology at each level shall be the physical, mental, and emotional maturity and well-being of the students.

### Student Participation and Eligibility

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of interscholastic athletics for students in grades nine through twelve. The Board shall maintain the program of interscholastic athletics, including cheerleading, and students who wish to participate shall pay an activity fee which shall be determined annually by the Board at its Reorganization Meeting. Students eligible for free or reduced price lunches are exempt from the activity fee. Families experiencing financial hardship should request consideration by informing the coach, the advisor, or the Building Principal. Students may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and students may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

Maximum participation of girls and boys in accordance with interest, maturity, and ability to benefit is to be encouraged. A suggested range for participation in each sport is contained in the administrative procedures for this policy. The number of athletes per team is determined by the nature of the sport. Facility use, coaching personnel, budgetary constraints, and transporting students safely are contributing factors to these numbers.

Participation and eligibility will conform to the bylaws of NJSIAA. A student must be in good standing academically and as a school citizen to participate on any interscholastic team.

All students in good disciplinary and academic standing, and who have paid the activity fee (except those students who are exempt), shall have equal access to all co-curricular activities.

A student who is suspended from school is not permitted to participate in any co-curricular activity during the term of suspension. The Principal, Assistant Principal, or activity supervisor may suspend a student from participation in a co-curricular activity as a consequence of unacceptable behavior or recurring disciplinary problems.

Eligibility for participation in interscholastic athletics shall require all high school students to meet, at a minimum, all the eligibility requirements of the Constitution, Bylaws, and Rules and Regulations of the New Jersey State Interscholastic Athletic Association (NJSIAA). Because of the diversity in the nature, intensity of student involvement, and time demands of non-athletic activities, however, it is not possible to establish uniform academic requirements. Further, the Board is aware that participation in activities often serves as an incentive and motivator for at-risk students. It is the intent of the Board that each case involving a student who is failing one or more courses or whose academic work has slipped be considered individually. A school administrator and the guidance counselor, after consultation with the student and parent shall decide whether or not it is in the student's best interest to curtail co-curricular participation. Where allowable and appropriate, the district will afford flexibility in the standards for participation in co-curricular activities.



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Home schooled children are not eligible to participate in the high school interscholastic athletic program of this district.

A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in the school district sponsored programs of athletic competition. The Athletic Director will determine if participation should continue.

A student who is absent for a school day may not participate in the school district sponsored programs of athletic competition the afternoon or evening of that school day.

A student who is serving an in-school or out-of-school suspension may not participate in the school district sponsored programs of athletic competition while serving the suspension.

A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.

Notice of the school district's eligibility requirements shall be available to

students. Opportunity and Equity

The athletic program, including but not limited to intramural, extramural, and interscholastic sports, shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, disability, sexual orientation, social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

Required Examinations –Interscholastic or Intramural Team or Squad

Students enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation on a school-sponsored interscholastic or intramural team or squad and any cheerleading program or activity.

The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season with examinations being conducted at the "medical home" of the student. The "medical home" is defined as a health care provider and that provider's practice site chosen by the student's parent for the provision of health care, pursuant to N.J.A.C. 6A:16-1.3. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.S.A. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.

The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e.,

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and the student's parent(s) shall each year and prior to participation by the student in an athletic activity comply with the requirements of N.J.S.A. 18A:40-41.d.

The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.

Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq. The health findings of this medical examination shall be maintained as part of the student's health record.

The health history update shall include but not be limited to the following information:

1. Hospitalizations/operations;
2. Illnesses;
3. Injuries;
4. Care administered by a physician; and
5. Medications.

The medical examination conducted to determine the fitness of a student to participate in athletic competition and the health history update must include, as a minimum, the respective medical history information and physical assessments set forth in rules of the State Board of Education and incorporated in their entirety in regulations implementing this policy, and the following:

1. A medical history questionnaire, completed by the parent of the student, pupil, to determine if the student:
  - a. Has been medically advised not to participate in any sport, and the reason for such advice;
  - b. Is under a physician's care and the reasons for such care;
  - c. Has experienced loss of consciousness after an injury;
  - d. Has experienced a fracture or dislocation;
  - e. Has undergone any surgery;
  - f. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;

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- g. Has allergies including hives, asthma, and reaction to bee stings;
  - h. Has experienced frequent chest pains or palpitations;
  - i. Has a recent history of fatigue and undue tiredness;
  - j. Has a history of fainting with exercise; and
  - k. Has a history of family members dying suddenly.
2. A physical examination which shall include, as a minimum, no less than:
- a. Measurement of weight, height, and blood pressure;
  - b. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
  - c. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
  - d. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum, and gross hearing loss;
  - e. Examination of the nose to assess the presence of deformity which may affect endurance;
  - f. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
  - g. Examination of chest contour;
  - h. Auscultation and percussion of the lungs;
  - i. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
  - j. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
  - k. Assessment of the back to determine range of motion and abnormal curvature of the spine;
  - l. Examination of extremities to determine abnormal mobility or

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- m. immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
- n. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
- o. Assessment of physiological maturation; and
- p. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

## Eligibility Standards

A student who wishes to participate in a program of athletic competition, including cheerleading, must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition, including cheerleading, must include an acknowledgment of the physical hazards that may be encountered in the sport in accordance with N.J.A.C. 6A:32-9.1 (d) and (e).

## Injuries

Written procedures shall be established to ensure:

1. Adequate emergency care for any student injured in a practice or a game;
2. Proper follow-up care and treatment;
3. Communication with parent;
4. Execution of school accident reports and insurance forms; and
5. Appropriate medical release or approval before a student resumes participation.

## Safety

Safety of athletic equipment and facilities, transportation, and playing conditions shall be given top priority by the Athletic Director, coaches, and Principals. Planning for the safety of participants and spectators at home and away games is also the responsibility of the Athletic Director, coaches, and Principals.

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## Scheduling of Games

Before the beginning of each sports season, the Athletic Director shall submit to the Superintendent a schedule of games for the high school teams to be presented to the Board of Education for approval.

Postseason contests and tournament participation must be approved by the Principal and be sanctioned by the NJSIAA. Changes during the season must be approved by the Principal.

## Conduct at Games

The athletic Director, coaches, and Principals shall make every effort to:

1. Encourage attendance of students, parent, and the public;
2. Promote spectator enjoyment and spirit; and
3. Require sportsmanlike conduct of all players and spectators at all games.

Such efforts may include preseason and/or pre-game communication with students and the public as well as adequate supervision at games.

## Appointment and Evaluation of Coaches

All coaches shall be appointed on an annual basis. The high school Principal shall recommend to the Superintendent the appointments of all high school coaching positions after consultation with the Athletic Director. Head coaches shall participate in the selection of assistant coaches.

The Superintendent shall establish a job description and criteria and procedures for the evaluation of coaches. The job description and evaluative criteria should emphasize coaching competence and a caring attitude and concern for every member of the team.

## Volunteer Coaches

Volunteer coaches who are actively involved in coaching or instruction shall hold permanent New Jersey teaching certification or work under the direct supervision of the coaching staff. They must be approved by the Athletic Director, the Principal, and the Board of Education prior to assuming any coaching responsibilities. Volunteer coaches shall receive no remuneration for services. This restriction includes budgeted funds, gifts, and monies from fundraising activities. Volunteer coaches shall serve under the supervision of the professional coaching staff. Any other person assisting a team in any capacity other than coaching must be approved by the Athletic Director.

## Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student athletes who are injured or disabled in the

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course of any athletic program or activity.

The Superintendent or designee shall prepare procedures for responding to non-serious or non-life-threatening injury sustained by a student while participating in sports or other athletic activity. These procedures shall be reviewed annually, updated as necessary, and disseminated to appropriate staff members.

## Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts the Constitution, Bylaws, Rules, and Regulations of the New Jersey State Interscholastic Athletic Association as Board policy and shall review such rules on a regular basis to ascertain they continue to be in conformity with the objectives of this Board.

## Parental Support and Involvement

Parent(s) and the general public are encouraged to attend all interscholastic athletic contests. In addition, parent(s) and the public are encouraged to attend and participate in activities which support athletic teams.

Coaches are expected to inform parent(s) about practice session times, game schedules, training rules, requirements and expectations of team members, and other pertinent information. Parent(s) are asked to give their support to the rules, requirements, and expectations so that their sons and daughters can derive maximum benefit from participation on athletic teams.

Parent(s) should contact the coach if a question or concern arises during the season. If a parent feels that a concern has not been satisfactorily addressed through informal communication with the coach, the parent should talk with the Athletic Director. If the concern is still not resolved, it can be taken to the high school Principal. Additional steps in the appeal process are outlined in Board policy.

## Special Education Students

To participate in interscholastic competition, special education students must meet the same requirements listed above in conformity with IEPs.

## Good Sportsmanship

The Board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

It is especially important that the Athletic Director and coaches accept the responsibility for

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encouraging young athletes to handle themselves in a sportsmanlike way and be models of self-control and dignity for players and spectators. Coaches shall include discussions on courtesy and sportsmanlike behavior as part of pre-game activities. Student fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

Parent(s) and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, etc., shall not be tolerated in students, staff, or any persons in attendance at district athletic competitions. Discipline may include, but not be limited to, eviction from the competition and prevention from attending further competitions.

The Superintendent or his/her designee shall prepare regulations on good sportsmanship and ensure their dissemination to students, parent(s), and the community.

## Insurance

The Board will cover each participant in interscholastic football with insurance coverage as recommended by the current insurance carrier. All other interscholastic activities shall be covered at the recommendation of the insurance advisor and Superintendent.

Parent(s) or legal guardian(s) shall be strongly encouraged to participate in the supplemental student accident insurance program offered by the Board.

The Superintendent shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics that includes a complete schedule of athletic events and inform the Board of changes in that schedule.

N.J.S.A. 2C:21-11

N.J.S.A. 18A:11-3 et seq.

N.J.A.C. 6A:7-1.7; 6A:16-1.4; 6A:16-2 et seq.

Adopted: 7 December 2009

Revised: 21 May 2012

Revised: 18 March 2013

Revised: 18 July 2016

Revised: 27 August 2018

Revised:

# **POLICY**

# **RIDGEWOOD**

# **BOARD OF EDUCATION**

PROGRAM

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Gifted and Talented Students

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## 2464 GIFTED AND TALENTED STUDENTS

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purpose of this Policy, “gifted and talented students” mean students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

For the purpose of this Policy, “instructional adaptation” means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

The Superintendent of Schools or designee shall ensure that the appropriate instructional adaptations are designed for students who are gifted and talented.

The Superintendent or designee will develop procedures for an ongoing Kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. The district shall ensure equal access to a continuum of gifted and talented education services. The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The Superintendent or designee will develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist.

The Superintendent or designee will take into consideration the Gifted Programming Standards , Position Statements, and White Papers of the National Association for Gifted Children in identifying and serving gifted and talented students . The district will provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student.

The district will actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.



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Gifted and Talented Students

The district shall file with the New Jersey Department of Education Coordinator for Gifted and Talented Services a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum (QSAC) review pursuant to N.J.S.A. 18A:7A-11. The report shall include, but not be limited to, the gifted and talented continuum of services, policies, and procedures implemented in the school district; the total number of students receiving gifted and talented services in each grade level Kindergarten through grade twelve disaggregated by race, gender, special education designation, and English language learner designation; the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Should a parent/guardian have concerns regarding the district's ability to meet a student's needs, all efforts will be made to resolve the matter through district administration.

An individual who believes the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. This policy for filing a complaint shall be linked to the homepage of the Board's Internet website. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter. The individual may then file a petition of appeal of the Board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.

The district shall make detailed information available on its website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.

N.J.S.A. 18A:61A-2; 18A:35-4.16; 18A:35-34 through 39

N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5

P.L. 108-382, Sec. 10201 et seq.

Adopted: 7 December 2009

Revised: 22 May 2017

Revised:

**5330.05 SEIZURE ACTION PLAN**

The Board of Education requires the development of a seizure action plan, an individualized health care plan, and an individualized emergency health care plan for students with epilepsy or a seizure disorder to care for and treat these students while at school pursuant to N.J.S.A. 18A:40-12.34 et seq.

In accordance with N.J.S.A. 18A:40-12.35, the parent of the student with epilepsy or a seizure disorder seeking epilepsy or seizure disorder care while at school shall submit the student's seizure action plan annually to the school nurse.

The school nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student, provided the parents annually provide to the Board written authorization for the provision of epilepsy or seizure disorder care. The school nurse shall update these plans on an annual basis and as necessary in the event there is a change in the health status of the student. These plans shall include the information outlined in N.J.S.A. 18A:40-12.35.

In accordance with N.J.S.A. 18A:40-12.35, all staff members including staff working with school-sponsored programs outside the regular school day shall be trained in the care of students with epilepsy and seizure disorders. All school bus drivers, contracted and district-employed, shall be provided notice and information if they are transporting a student with epilepsy or a seizure disorder pursuant to N.J.S.A. 18A:40-12.36. The school nurse shall obtain a release from the parent of the student to authorize the sharing of medical information in accordance with N.J.S.A. 18A:40-12.37.

No school employee, including a school nurse, school bus driver, school bus aid, or any other officer or agent of the Board, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.34 through N.J.S.A. 18A:40-12.38, nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person trained in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.34 through N.J.S.A. 18A:40-12.38. Good faith shall not include willful misconduct, gross negligence, or recklessness.

N.J.S.A. 18A:40-12.34 et seq.

Adopted:

## 6440 COOPERATIVE PURCHASING

The Board of Education recognizes that centralized, cooperative purchasing may maximize the value received for each dollar spent. The Board of Education is encouraged to seek savings that may accrue to the school district by means of joint agreements for the purchase of goods or services with the governing body of any municipality or county .

For the purpose of this Policy, “cooperative pricing system” means a purchasing system in which the lead agency advertises for bids, awards a master contract to the vendor providing for its own quantities and the estimated quantities submitted by the individual registered members .

For the purpose of this Policy, “cooperative purchasing system” means a cooperative pricing system, joint purchasing system, commodity resale system, county cooperative contract purchasing system, or regional cooperative pricing system which has been approved and registered subject to N.J.A.C. 5:34-7.1 et seq.

For the purpose of this Policy, “electronic data processing” means the storage, retrieval, combination, or collation of items of information by means of electronic equipment involving the translation of words, numbers, and other symbolic elements into electrical impulses or currents.

For the purpose of this Policy, “joint purchasing system” means a cooperative purchasing system in which the lead agency serves as the purchasing agent for the membership of the system with all of the duties and responsibilities attendant. The lead agency advertises for bids and awards a single contract to a vendor providing for the payment to the contractor for its own needs and for the needs of the participating registered members of the system. The only contractual relationship is between the lead agency and the vendor.

For the purpose of this Policy, “lead agency” means the contracting unit which is responsible for the management of the cooperative purchasing system.

For the purpose of this Policy, “registered members” means Boards of Education who have been approved by the Director of the New Jersey Department of Community Affairs for participation in the cooperative purchasing system.

When the lead agency is a Board of Education or Educational Service Commission and the entire membership of the cooperative purchasing system established and properly registered with the New Jersey Division of Local Government Services in the Department of Community Affairs are Boards of Education, the provision and performance of goods or services shall be conducted pursuant to the Public Schools Contract Law. (N.J.S.A. 18A:18A-11 et seq.)

The School Business Administrator/Board Secretary is hereby authorized to negotiate such joint agreements for goods and services which the Board may determine to be required and which the Board may otherwise lawfully purchase for itself with such approved contracting units as may be appropriate in accordance with State law, the policies of this Board, and the dictates of sound purchasing procedures.

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Cooperative Purchasing  
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In accordance with the provisions of N.J.S.A. 18A:18A-12, a cooperative or joint purchase agreement(s) shall be entered into by resolution adopted by each participating Board of Education, municipality, or county, and shall set forth the categories of goods or services to be provided or performed ; the manner of advertising for bids and the awarding of contracts; the method of payment by each participating Board of Education, municipality or county, and other matters deemed necessary to carry out the purposes of the agreement. Agreements for cooperative and joint purchasing will be subject to all bidding requirements imposed by law. Purchases made through the State Treasury Department may be made without bid.

Each participant's share of expenditures for purchases under any such agreement shall be appropriated and paid in the manner set forth in the agreement and in the same manner as for other expenses of the participant.

In accordance with the provisions of N.J.S.A. 18A:18A-14.2, the Board may by contract or lease provide electronic data processing services for the Board of Education of another school district; and may undertake with such other Board, the joint operation of electronic data processing of their official records and other information relative to their official activities, services and responsibilities. The records and other information originating with any Board participating in such contract or lease may be combined, compiled, and conjoined with the records and other information of any and all participating local units for the purposes of such electronic data processing; and any provisions of law requiring such records to be kept confidential or to be retained by any Board or any officer or agency thereof shall be deemed to be isolated thereby.

A contract or lease to provide electronic data processing services shall set forth the charge for all services provided, or in the case of a joint undertaking the proportion of the cost each party thereto shall assume and specify all the details of the management of the joint undertaking, and any other matters that may be deemed necessary for insertion therein, and may be amended from time to time by the contracting parties in accordance with N.J.S.A. 18A:18A-14.3.

For the purpose of carrying into execution a contract or lease for a joint enterprise under N.J.S.A. 18A:18A-14.4, any party to such contract may act as agent for any or all parties in acquiring, by lease, purchase or otherwise, any property, facilities or services, in appointing such officers and employees as may be necessary and directing its activities, to the same extent as a Board of Education is authorized to do separately.

In the event that any controversy or dispute shall arise among the parties (except a municipality or county) to any such contract , the same shall be referred to the Executive County Superintendent of the county in which the districts are situated for determination and the determination shall be binding, subject to appeal to the Commissioner of Education pursuant to law. In the event the districts are in more than one county, the controversy or dispute shall be referred to the Executive County Superintendents of the counties for joint determination, and if they shall be unable to agree upon a joint determination within thirty days, the controversy or dispute shall be referred to the Commissioner of Education for determination.

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N.J.S.A. 18A:18A- 11 through 14  
N.J.S.A. 40A:11-1 et seq.  
N.J.A.C. 5:34-7  
N.J.A.C. 6A:23A-21.5

Adopted: 7 December 2009  
Revised:

# **POLICY**

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Electronic Funds Transfer and  
Claimant Certification

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## 6470.01 ELECTRONIC FUNDS TRANSFER AND CLAIMANT CERTIFICATION

The Board of Education permits the School Business Administrator/Board Secretary to use standard electronic funds transfer (EFT) technologies for EFTs for payment of claims pursuant to N.J.A.C. 5:30-9A.1 et seq. and 5:31-4.1, implementing N.J.S.A. 40A:5-16.5.

“Electronic funds transfer” for the purpose of Policy and Regulation 6470.01 means any approved method of transferring moneys permitted by N.J.A.C. 5:30-9A.1 et seq. that does not involve the physical presentation of a paper check, draft, or similar paper instrument including, but not limited to, wire transfers, e-checks, automated clearing house (ACH) transfers, and transactions initiated by phone or fax.

In accordance with N.J.S.A. 40A:5-16.5.b.(1), the Board of Education authorizes the use of only the forms of standard EFT technologies that are approved to be used by a Board of Education for EFTs for payment of claims. A Board of Education may not utilize procurement cards, charge cards, charge accounts, or any payment services such as PayPal or Venmo.

In accordance with N.J.S.A. 40A:5-16.5.b.(2), the Board designates the School Business Administrator/Board Secretary as being responsible for the oversight and administration of the provisions of N.J.S.A. 40A:5-16.5, N.J.A.C. 5:30-9A.1 et seq.; N.J.A.C. 5:31-4.1, and Policy and Regulation 6470.01.

The Board of Education will only initiate and approve electronic funds in accordance with N.J.A.C. 5:30-9A.1 et seq. Standard EFT technologies shall incorporate, at a minimum, the features and safeguards outlined in N.J.A.C. 5:30-9A.4(a). The Board will only utilize standard EFT technologies upon instituting, at a minimum, the fiscal and operational controls outlined in N.J.A.C. 5:30-9A.4(b).

The School Business Administrator/Board Secretary shall initiate a claim for payment by presenting a claim that has been approved by the Board, to be paid using an EFT technology.

The School Business Administrator/Board Secretary shall submit the claim for payment with all supporting documentation to the Superintendent of Schools or a designee who is not under the direct supervision of the School Business Administrator/Board Secretary, who shall review the claim for payment and authorize, in writing, the EFT claim using an EFT method.

The Board of Education shall annually approve the School Business Administrator/Board Secretary as the person authorized to initiate a claim for payment and the Superintendent of Schools or a designee not under the direct supervision of the School Business Administrator/Board

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Electronic Funds Transfer and  
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Secretary as the person responsible to review a claim for payment presented by the School Business Administrator/Board Secretary and authorize payment using an approved EFT method.

On no less than a weekly basis, activity reports on all transactions utilizing standard EFT technologies shall be reviewed by an individual designated and approved by the Board that is not under the direct supervision of the School Business Administrator/Board Secretary and is not empowered to initiate or authorize EFTs.

Claimant certification for a Board of Education shall be in accordance with the provisions of N.J.S.A. 18A:19-3 and rules promulgated by the New Jersey Department of Education.

Providers of ACH and wire transfer services must be financial institutions chartered by a State or Federal agency, with the further requirement that these financial institutions providing ACH and wire transfer services be covered under the Governmental Unit Deposit Protection Act (GUDPA), N.J.S.A. 17:9-41 et seq.

EFTs through ACH must utilize Electronic Data Interchange (EDI) technology, which provide transaction related details including invoice numbers, pay dates, and other identifying information as appropriate for each transaction. The Board must approve an ACH Origination Agreement with the financial institution(s).

N.J.S.A. 18A:19-3

N.J.S.A. 40A:5-16.5

N.J.A.C. 5:30-9A.1 et seq.

Adopted:

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School District Security  
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## 7440 SCHOOL DISTRICT SECURITY

The Board of Education believes the buildings and facilities of the school district represent a substantial community investment. The Board directs the development and implementation of a plan for school district security to protect the school community's investment in the school buildings and facilities. The Board will comply with the security measures required in N.J.S.A. 18A:7G-5.2 for new school construction and for existing school buildings.

The school district security program will include: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment.

The Board shall provide to local law enforcement authorities a copy of the current blueprints and maps for all schools and school grounds within the school district or nonpublic school. In the case of a school building located in a municipality in which there is no municipal police department, a copy of the blueprints and maps shall be provided to an entity designated by the Superintendent of the New Jersey State Police. The Board shall provide revised copies to the applicable law enforcement authorities or designated entities any time that there is a change to the blueprints or maps.

The Board directs close cooperation of district officials with law enforcement, fire officials, and other emergency agencies.

Each public elementary and secondary school building shall be equipped with at least one panic alarm for use in a school security emergency pursuant to N.J.S.A. 18A:41-10 through 13.

The Superintendent of Schools shall designate a school administrator, or a school employee with expertise in school safety and security, as a School Safety Specialist for the district in accordance with the provisions of N.J.S.A. 18A:17-43.3. The School Safety Specialist shall be required to acquire a New Jersey Department of Education School Safety Specialist certification in

accordance with the provisions of N.J.S.A. 18A:17-43.2. The School Safety Specialist shall also serve as the school district's liaison with local law enforcement and national, State, and community agencies and organizations in matters of school safety and security.



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School District Security

Access to school buildings and grounds outside the hours school is in session shall be limited to personnel whose employment requires their presence in the facility. An adequate key control system will be established to limit building access to authorized personnel and guard against the potential of intrusion by unauthorized persons who have obtained access improperly.

In accordance with N.J.S.A. 18A:7G-5.2.b.(15), propping open doors to buildings on school grounds is strictly prohibited and students and staff shall not open a door for any individual. All persons seeking entry into the main building shall be directed to the main entrance.

Building records and funds shall be kept in a safe place and secured as appropriate and necessary.

Protective devices designed to be used as safeguards against illegal entry and vandalism may be installed when appropriate. The Board may approve the employment of school resource officers, school security officers, and/or law enforcement officers in situations in which special risks are involved.

The school district shall annually conduct a school safety audit for each school building in accordance with the provisions of N.J.S.A. 18A:41-14.

N.J.S.A. 18A:7G-5.2; 18A:17-43.1; 18A:17-43.2; 18A:17-43.3;  
18A:41-7.1; 18A:41-10; 18A:41-11; 18A:41-12; 18A:41-13; 18A:41-14  
N.J.A.C. 6A:16-1.3; 6A:26-1.2

Adopted: 7 December 2009  
Revised: 5 March 2018  
Revised: 1 April 2019  
Revised: 4 November 2019  
Revised:

# **POLICY**

# **RIDGEWOOD**

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PROPERTY  
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Property Inventory  
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## 7450 PROPERTY INVENTORY

The Board of Education recognizes that efficient management and the replacement of lost, damaged, or stolen property depends upon an accurate inventory and properly maintained records.

The district shall maintain a complete inventory by physical count of all district-owned equipment .

For the purpose of this Policy, “equipment” shall mean any instrument, machine, apparatus, or set of articles which meets all of the following criteria and the cost is above \$2,000:

1. It retains its original shape, appearance, and character with use;
2. It does not lose its identity through fabrication or incorporation into a different more complex unit or substance;
3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit; and
4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year.

Unless otherwise bound by Federal, State, or local law, the school district will use the criteria above for their equipment classification decisions.

The School Business Administrator/Board Secretary or designee shall ensure that inventories are systematically and accurately recorded and that property records of equipment are adjusted annually. Major items of equipment shall be subject to annual spot check inventory. A major loss shall be reported to the Board.

Property records of supplies shall be maintained on a continuous inventory basis. An item should be classified as a “supply” if it does not meet all the stated equipment criteria outlined above and the cost is not more than the capitalization threshold of \$2,000.

The School Business Administrator/Board Secretary or designee shall maintain a system of property records that show, as appropriate to the item recorded, description and identification, manufacturer, year of purchase, initial cost, location, condition and depreciation, and current evaluation in conformity with insurance requirements.

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Property Inventory

N.J.S.A. 18A:4-14

New Jersey Department of Education – “The Uniform Minimum Chart of Accounts for New Jersey Public Schools and Approved Private Schools for Students with Disabilities” 2020-2021 Edition

Adopted: 7 December 2009

Revised:

# **POLICY**

# **RIDGEWOOD**

# **BOARD OF EDUCATION**

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PROPERTY  
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Use of School Facilities

## 7510 USE OF SCHOOL FACILITIES

The district facilities belong to the community, which paid for them for the primary purpose of offering a full educational program for its children. Prudent use and management of school facilities outside of the regular operating schedules - providing that such use does not interfere with the orderly conduct of a thorough and efficient system of education - allows the community to benefit more broadly from the use of its own property. For the purpose of this policy, "school facilities" also includes school grounds.

The Ridgewood Board of Education will permit the use of school facilities when such permission has been requested in writing and has been approved by the Business Administrator for:

1. Uses and groups directly related to the school and the operations of the school;
2. Uses and organizations indirectly related to the school;
3. Departments or agencies of the municipal government;
4. Other governmental agencies; and
5. Community organizations formed for charitable, civic, or educational purposes.

The use of school facilities shall not be granted for partisan political purposes or any purpose which is prohibited by law. Use for partisan political purposes means use which is exclusive, by invitation or actual participation, in a meeting or other gathering primarily to members of a political party, or primarily to members or adherents of a group which advocates an ideology to address social or political concerns. Nothing contained in this definition shall be interpreted to restrict the use of a facility by a public official in the execution of the duties and responsibilities of that person's office, or any activities incident to such execution. Also, nothing contained in this definition shall be interpreted to restrict the use of a facility for any curriculum purpose deemed appropriate for instruction of the Ridgewood schools pupils.

In the event the Superintendent deems it advisable, any application may be submitted to the Board for action.

The Superintendent, School Business Administrator/Board Secretary, or the Board may refuse to grant the use of a school building whenever, in their judgment, there is good reason why permission should be refused. They shall not be required to give a reason for such refusal.

No one may bring alcoholic beverages onto any school property. All facility use shall comply with State and local fire, health, safety, and police regulations.

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Use of School Facilities

The buildings shall not be available for community use during holidays, vacation periods, or during the time school is not in session over the summer when the programs interfere with cleaning and maintenance schedules unless approved by the School Business Administrator/Board Secretary.

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing and may be granted by the procedure by which permission to use facilities is granted. The user of school equipment must accept liability for any damage to or loss of such equipment that occurs while it is in use. Where rules so specify, no item of equipment may be used except by a qualified operator. No district equipment shall be removed from the premises for use by non-district personnel.

The Board shall require that all users of school facilities comply with policies of this Board and rules and regulations of this district. Each user shall present evidence of the purchase of organizational liability insurance to the limit prescribed by such rules. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use, regardless of any assignment of negligence.

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity, person, group, or organization nor the purposes they represent.

The Board shall provide to all persons who supervise youth programs that are not sponsored by the school district, but operate a program in a district building before or after school hours, on the weekend, or during a period when school is not in session, information on the district's school practices and procedures in the event of a school safety or security incident at a school including non-confidential information on evacuation procedures, emergency response protocols, and emergency contact information in accordance with the provisions of N.J.S.A. 18A:41-7.

Recreation sports organizations that use the facilities must provide a Statement of Compliance with the Ridgewood Board of Education's policy(ies) for management of concussions and other head injuries, including Policy No. 2431.4, and shall represent all of its coaches (head and assistant coaches) have received a copy of such policy(ies) and have successfully completed a course in concussion awareness, such as the Centers for Disease Control and Prevention's "Heads-Up: Concussion in Youth Sports" or the National Federation of State High School Association's "Concussion in Sports: What You Need to Know." The organizations shall provide copies of the coaches' certificates of completion of the appropriate concussion awareness course(s) upon request.

N.J.S.A. 18A:20-20; 18A:20-34; 18A:41-7

Adopted: 7 December 2009

Revised: 21 May 2012

Revised:

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OPERATIONS

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Emergency and Crisis Situations

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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 written plans and procedures 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 supportive services for staff, students, and their families.

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 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 crisis, 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.

**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

OPERATIONS

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Emergency and Crisis Situations

**M**

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. 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 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:41-7**

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:

# **BYLAW**

# **RIDGEWOOD**

# **BOARD OF EDUCATION**

BYLAWS  
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Conduct of Board Meetings

## 0164 CONDUCT OF BOARD MEETINGS

### Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

### Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

### Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

### Agenda

The Superintendent and the Administrative Cabinet, in consultation with the Board President, shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than two business days, except when an unscheduled meeting is being called, before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The meeting agenda shall be posted on the district's website and circulated via the district email system 48 hours prior to the meeting time. A reminder email with the agenda shall be sent on the day of the meeting.

### The order of business shall be as follows:

- Call to order and roll call
- Optional: Motion to go into executive session
- Optional: Call to order and roll call again after returning from the closed session
- Pledge of Allegiance
- Opening statement by presiding officer
- Optional: Student presentations and outside/vendor consultants (Presiding Officer has the discretion to move presentations listed on the agenda to before or after initial public comments)
- Initial Public Comments (4 minutes per person)
- Presentations
- Superintendent's report



# RIDGEWOOD

# BYLAW

# BOARD OF EDUCATION

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BYLAWS

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Conduct of Board Meetings

Consent items – regular and routine issues  
Resolutions and Motions not included in the Consent Agenda  
Approval of bills  
Board member announcements  
Board committee reports  
Discussion items  
Acceptance of minutes  
Other business  
Comments from the public  
Optional: Motion to go into executive session  
Optional: Reconvened public meeting  
Adjournment

N.J.S.A. 10:4-10

N.J.S.A. 18A:16-1.1

Adopted: 7 December 2009

Revised: 18 March 2013

Revised: 2 November 2020

Revised:

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Bergen County, New Jersey  
March 8, 2021**

Minutes of the Regular Public meeting of the Board of Education held on March 8, 2021 at 7:00 p.m., at the Education Center.

**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**

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 7:06 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, 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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS**

**A. Student Representative Report**

- Rylee Chen, Hawes Elementary School

**B. Student Representative Report**

- Zoe Kovac, Ridgewood High School

Academics

- The 33rd but 1st virtual Super Science Saturday will be held on Saturday March 6. The participants will enjoy viewing the Zoo Livestream, Earth's satellites, and learning how to code. This fun-packed day will be informative and fun, and will truly bring the community together and put smiles on a lot of faces.
- An SAT will be administered at RHS this coming Saturday (13th) with all safety precautions to be followed.
- The freshman, sophomore, and junior classes have officially submitted their course selections for next school year to their respective guidance counselor
- Many RHS students from all grade levels have voiced their opinion on the possibility of later start times with some stating that "the students are overloaded with work causing them to go to bed at a much later time which negatively impacts their mental state in the mornings" another stating that "I really like this idea and feel it can be very beneficial to both the students and the teachers" and another stating that "I finally feel heard by the Ridgewood Board of Education."

Arts

- To finish Black History Month with a bang, a ceramics class studied the history of African American pottery and later tried making the intricate jugs for themselves. Students in the class stated that they enjoyed incorporating relevant themes into their own curriculum.
- A big congratulations to the several student artists who received the Montclair Art Museum 2021 Scholastic Art & Writing Award, an honorable achievement for any young artist.

Athletics

- Some of the RHS Girls Varsity Lacrosse players recently held a lacrosse clinic for lacrosse players in grades 1-8 to practice various skills and techniques.

- The second wave of spring athletics is set to begin April 1st which will cause an overlap between the sports that started on March 1st, something that has never occurred before.

#### Activities

- The RHS community outreach club has been busy selling stickers where the proceeds will go to both hurricane and wildfire survivors.

## **V. COMMENTS FROM THE PUBLIC**

The following visitors addressed the board:

Kerry Miller, President of the ITDC parent teacher organization, spoke about the ITDC RFP, pleased that the proposal from ITDC will be heard. Privatizing will take away health benefits from the teachers. Read a statement for the public record: The program has not cost any funding from Ridgewood taxpayers prior to the pandemic. It has not cost Ridgewood taxes hundreds of thousands of dollars. Its only material funding from the general fund has been to date due to covid in 2020. It is self-sustaining which is what it was set up to be. Last March, covid required the school district to shut down and it was required by law to pay staff. Now it is being put out to bid due to circumstances outside of everyone's control.

Kristi Reilly, 21 Austin Place Glenrock, thanked administrators and board for meeting with ITDC, and spoke in favor of stopping the RFP. Expressed thoughts on private providers and wages, healthcare they provide to employees. Discussed salary in US and UK and amounts required for childcare at a daycare. Privatizing will hurt working parents, teachers and the community.

Allison Harris, spoke in favor of reopening to daily in-person instruction. Requested option for full day in person learning for all grade levels.

Rebecca Katzman, 70 Brooks Rd., spoke in favor of reopening schools to in-person school, reviewed palm beach florida school reopening models.

Kara Murry, 703 Belmont Rd., spoke in favor of reopening of schools full time for all students, both mainstream and those who have IEPs.

The following callers addressed the board:

Meredith Koontz, 919 East Glen Ave, spoke in favor of stopping the RFP for the ITDC. Asking that ITDC does not become privatized.

Dan Gioia, 447 Fairway Rd., called on behalf of the Alpine Race Ski team, setting the record straight that they are a varsity team that competes against other schools and not a club. Requested funding for the team.

Ms. Torre, no address provided, spoke in favor of ITDC and urged the BOE to stop the RFP because it is damaging the program.

Megan Boedges, 272 Mulberry Place, spoke in favor of increasing in-person learning in the

schools. Reviewed Massachusetts reopening guidelines and discussed other NJ district reopening plans.

Susan Madison, 428 Linwood Ave., Spoke in favor of increasing in-person learning. Referenced states who have increased their in-person learning during the last two weeks.

Gassia Fox, 325 Crest Road, Spoke in favor of increasing in-person learning for grades 3-5 in addition to the k-1 grade levels.

Jenny Amorosa, 71 Glenwood Road, spoke in favor of increasing in-person learning on a daily basis.

The following written comments were submitted online:

Deirdre Byrne, 360 Westfield Avenue, Is B.O.E. tracking students leaving district schools for parochial? Parents need to make informed decisions about the 21-22 school year. With parochial in full day, it makes more sense for families to choose parochial over the unknown in Ridgewood public schools if their children need in-person instruction. Please report out students who have left this year, if higher than the last regular year (2018-2019), and the B.O.E's commitment to having all students in school in 2021-22. Students who are forced to quarantine due to exposure are receiving sub-par education and support from schools. My K and 2nd grader were given a stack of paper handouts and got a half hour (30 mins) of live instruction a day, not counting "specials". This is woefully inadequate. My second-grader, who should be receiving BSI support, has gotten none. When requesting access to the remote classroom for the quarantine period (14 days), the family was denied, unless permanently chosen. The remote classroom should have been programmed to account for at least 1-2 quarantined children per week OR classrooms should be live-streamed. How will B.O.E. improve this situation NOW and in the next school year? There is no way students are meeting current standards (K and 2nd grader). How will B.O.E. address students advancing to grades that they are not prepared for due to this year of instruction?

Gabrielle Sullivan, 150 California Street, Firstly, congratulations Dr. Gorman on your new appointment. I am certain it is well deserved. Secondly, I would like to thank the Ridgewood B.O.E. for your service, as I know it is a tireless task. I have been relatively silent as it pertains to the opening of our schools, as I truly felt the B.O.E. was steadfastly working to ensure a safe and productive opening plan. In September, my husband and I sang the praises of our town for having the children attend school on a hybrid schedule. However, it is now March and I am beyond concerned with the lack of action taken to offer daily in-person instruction. It is especially worrying that this topic, which should be at the forefront of every meeting and discussion held by the B.O.E., is not even on tonight's agenda. As a parent of a 1st and 3rd grader, I can not express enough how unbelievably important I believe it is for our children to be in school every day. I respectfully ask you to provide the families of Ridgewood a solid, forward-thinking plan to reopen our schools THIS YEAR. We are frequently told there are constraints to opening the schools for everyday learning. Please advise WHY we can not address these constraints individually by looking to the many other districts who have been successful in their efforts for guidance. What is the TIMELINE the B.O.E. has in place for each grade and school? How is the B.O.E. assisting our incredible educators to secure vaccine appointments? While I appreciate that the administration continually tells us they are

working tirelessly to achieve these goals, the parents and children of this town deserve transparency along with solid answers to these questions.

I have been witness to countless plans implemented by other districts that have allowed their students to safely be in the classroom full time, or their plans to achieve this soon. This includes schools of comparable (or larger) size as Ridgewood. Friends and family in Westchester, Connecticut, Pennsylvania, other parts of New Jersey, and even some neighboring towns, have figured this out. NYC, our former home and one of the largest school districts in the country has found a way. I believe Ridgewood is an outlier and not the norm. I'm extremely disappointed in this-- and would like to know WHY this is the case. Lastly, WHY are families not invited to be a part of the reopening process?

The science shows that the risks of keeping our children from attending school in-person, full-time greatly outweigh the risk of COVID-19 transmission in schools to students and teachers. The science also indicates in-person learning is needed for the psychological and physical well-being of our children. The negative effects on students of virtual/hybrid schooling seem to be universal in our town. I see it in my own home. My children dread virtual school days, are unmotivated, and are not forming good study habits. Even with time and money spent on outside tutoring, they are struggling academically and emotionally. Our children deserve better and I am not satisfied with the scientifically invalid justifications for keeping our schools hybrid. There is no time to lose and the future of our children is in your hands.

Lindsay Scarangelo, 353 Linwood Avenue, Please add the in-person extension to grades beyond K-1 to the agenda for the next B.O.E. meeting. CDC and NJ guidelines continue to progress and with teachers on the priority vaccine list, looking to understand how this modifies the board position.

Katie Bielicky, 687 Wyndemere Avenue, My name is Katie Bielicky and I am a Ridgewood resident, Ridgewood Public School Teacher and a parent of two children enrolled at Infant Toddler Development Center.

I love Ridgewood and am proud that my children will attend the same amazing schools that I did.

The past year has been incredibly stressful, both as a teacher and a parent. But, the worst stress of all has come from listening to the disparaging and mischaracterizing remarks made by citizens and board members about the daycare that we've lovingly sent our children to since they were infants. It continues to negatively impact my life. I am not compensated enough to pay for both daycare and extras for our children. The teacher discount I am given at ITDC is better than the private daycares we looked at initially in our search. This discount allows our family to pay for things like swimming and soccer. The real-life implications of changing the ITDC to a private company would have lasting, negative effects on my children. The staff at ITDC are caring, professional and patient. Teachers know what to look for in other educators. The ITDC would not be the same place without the leadership of Lisa, Lynda, and the team of teachers who work there. Longevity and consistency are what makes the center so special. If you choose to privatize then you will lose all of those educators because health benefits won't likely be offered. I will not continue to send my daughter and will be forced to look at other daycare centers in the midst of a global pandemic. Please stop your RFP for the privatization of the ITDC. It will have negative implications for many families, including my own. If you truly represent the teachers, citizens, and parents of this district then you need to hear us too, not just the vocal minority.

Kristen Schultz, 123 Heights Road, Given the fact that numerous classes at the high school have minimal amounts of children in attendance, would it be possible to allow those who actually show-up to go every day? There are days when my child's class has 2-3 students. Wouldn't it make sense to send out an updated hybrid/virtual survey to all parents?? With concrete data, perhaps sending those who want to be there every day will be more feasible than you think. ESPECIALLY on the high school level, where kids are flip-flopping from hybrid/virtual on a daily basis. Parents need to make a COMMITMENT. Enough with the wishy-washy. Please please please find alternate spaces within the elementary schools so that these young children can go to school each day. Time to be creative-gyms, cafeterias, libraries, outdoor spaces, music/art rooms. These kids are struggling. The 'report cards' that have been used to validate their "fine" performance thus far this year are a joke. Report cards do nothing to measure a child's social and emotional well-being. These kids are lonely, bored, and relying on too much screen time for socialization and comfort. They need the normalcy and health of daily in-person school

Christine Clay, 47 Heights Road, I am surprised and concerned that B.O.E. has not begun working on a phase 2 plan for getting students back to school all day and without a hybrid model. This should be the number one priority of the B.O.E., not a later start-up or the Glen School preschool, etc but how to get our students back to school full time for the 2020-2021 school year. I won't repeat all of the evidence I know has been cited by other residents that 1. being home is detrimental to our student's mental health and 2. that the science shows COVID is not being spread in schools. Plenty of other districts have gone back to school without 6ft of social distancing. 6ft is a guideline not a legal requirement. Many districts are doing 3ft. Have you polled the residents to see if they would want to try 3ft with masks and plexiglass partitions? It seems the B.O.E. has not been proactive in handling this situation at all. Was the plan just to wait until the CDC said it was safe to go back? This is a local, not a national decision. Our children need leadership from our B.O.E.

Nothing is without risk. We don't not go to school during flu season and we don't not drive our cars because there are car accidents. Our Bergen County number of cases are 10-25 per 100,000, this is 0.025%. This means that with teachers getting vaccinated and students wearing masks and some other precautions, the time has come to make a plan to get all the students in the building full time.

Caroline Harris, 58 Phelps Road, I am an 8th Grade student at GW. I am writing to express my voice for the return of ALL students back to daily full-time in person instruction. I don't like going to school anymore because nobody is there. My parents made me go until December but it was lonely. When my mom picked me up, I would beg her to not make me go in-person anymore. After a lot of discussion, my parents let me go virtual because they knew how much I hated going in and seeing no one there. After all of the challenges we faced last year, my parents decided my overall well-being was important. I would love the chance to spend the last few months full day in-person with my 8th grade class. Many of us have been together since Kindergarten and it would mean a lot to be able to spend time before some go their own separate ways. Please give us a plan or a date of when we can expect to come back. Thank you!

Elizabeth Frers, 618 Morningside Road, Hello RW Board members, I would like to know when the current hybrid model will be re-assessed especially now that 1) teachers can be

vaccinated, and many parents have volunteered to help teachers secure appointments, 2) the CDC has stated that heavy COVID spread is not traced back to schools and 3) our district is already in possession of PPE and plexiglass, which allows for desks to be 3ft vs. 6ft apart. Thank you

Daria Linnington, 307 Highland Avenue, Why is the High School not allowing current hybrid students to come in 5 mornings a week since only 15% of total students are in school on any given day?

Deirdre Scali, 599 Heights Road, Congratulations to Dr Gorman. My family and I are excited to have some new perspective in the position and are happy that you were given the opportunity to continue to help Ridgewood School District onward and upward. Thank you to all within the district ~ Admin, all teachers and staff and B.O.E. that have helped the children and families during this pandemic. Last year was a nationwide, worldwide medical crisis. We as a community, came together during this emergency. We as families pitched in, we taught, we helped, we were active participants in the Ridgewood School District. It worked. We saved lives. We had some schooling, we survived. I think more than ever that needs to be the case once again. We now need to move to thriving and not just surviving! Covid will be a part of life, dare I say it, forever. We need to adjust and get back to school.

Why aren't families part of the dialogue of getting ALL students back to school everyday? We see and hear it everywhere "We are all in this together" BUT not in our district. Many districts across the county, state and country have had positive collaborations with families and schools, but not here. We are made to feel that our voices are not being heard. My family specifically has suffered tremendously. There has not been one week, not one, this entire year where severe sadness, sobbing crying and depression have not been displayed by each of my children and or myself. I have had countless phone calls, Zoom meetings, emails with my children's principals, teachers and counselors, that often brought me to hysterical crying. Mental health is dire right now! I take personal offense to the comments that were made aloud during the 2/23 Elementary School presentation that stated "K-1 students are suffering the most, they are desperate for less screen time, they stand to lose the most academically." Most children in our entire district are suffering, are desperate for less screen and are in fact having learning loss, NOT JUST K-1 children.

~If the primary focus from all within the district as was said repeatedly by the B.O.E. and admins throughout this year, is to get all children back to school everyday, why isn't there anything, anything about that on tonight's agenda? If we as a community are to believe those sentiments, shouldn't we see and hear the steps being taken to move in that direction, week after week? Shouldn't there be at least one bullet point each B.O.E. meeting about this until every student that wants to be back in school, every day can?

~Has the district or union made attempts to secure time for all members to be vaccinated like other districts have done for their members?

Again, I thank you to all as my family and I understand how difficult all of this is on many levels, but with grit, hard work, thinking outside the box, creativity and making this the number one bullet point on every agenda, it can work. "Where there is a will, there is away!" Show the families by your actions and not your words, that this in fact is the primary goal and focus of the district!

Gabrielle Winnert, 719 Parsons Road, Thank you for getting our kindergarten through first grade students back in the classroom five days a week. Please consider doing the same for



all elementary school students. It is this age group of students who are struggling the most to keep up with virtual classrooms. It is extremely difficult for them to have the focus or attention span to learn off a computer 4+ hours a day. If we can make it happen for kindergarten and first, we should be able to make it happen for the balance of the elementary school children.

Linda McNamara, 575 Knickerbocker Road, Dr. Gorman, Members of the Board of Education and school administrators, In the spring of 2019, the NJAAP ( Task Force on Adolescence Sleep & School Start Times) was formed to raise awareness and educate the community at large about the impact of better/more sleep on the physical and mental health and well being of students.. The AAP, CDC and the AMA along with other organizations have issued policy statements that the secondary school day should begin at 8:30 AM or later. Studies show that adolescents experience a circadian rhythm (sleep phase) that inhibits them from falling asleep before 11PM and are in sleep mode until approximately 8 AM. Schools around the country that have instituted later start times to better serve the students have seen positive educational outcomes and improved mental health concerns. We are coming out of a very difficult time due to the effects of the Pandemic which have impacted our schools in many ways. We are all aware of the stress this has caused individuals of all ages but especially in our adolescence community. It appears that this might be the right time to implement later starting times at our middle schools and high school. We know it can be done because other districts have accomplished the shift and after all that our administration has dealt successfully with over the last year, this would be a far less difficult task and such a positive response to the needs of our student body. I do understand all that is on your plate including the budget but if it is on the agenda in the way of presentations, more information and a possible timeline to bring it to a vote at the Board level, I believe that would be a satisfactory response to those advocating for later start times. Thank you for allowing me to voice my opinion.

Suzanne Laffey, 422 Upper Boulevard, I think you all for your efforts. I think the best way to understand risk is with numbers and facts, which speak for themselves. According to the Ridgewood Pandemic Team PPT report dated February 8, 2021, there have been zero (0) COVID-19 transmissions in the schools. These statistics should put teachers and parents minds at ease and the focus should now turn to the next phase of increasing in-person learning. We cannot make our children wait until the next school year, we should be striving to get them back in the classroom like our neighboring towns. According to the Ridgewood Pandemic Team PPT report dated February 8, 2021, there have been a total of 151 COVID cases since Sept 1, that is 2.5% of the student/teacher body (based on a student/staff population of 6,000). So, on any given day within our schools, the % of active COVID-19 cases is considerably lower. These statistics should put parents and teachers minds at ease and we should now focus on offering parents who opt for full day to send their children to school. At the January GWHSA meeting, Dr. K stated that 45-50% of GW students are virtual. At the very least, students who are attending in person should be offered the option to attend school every day! On the Feb 23 Elementary school meeting, the statistics that the administration shared attempting to prove that students have not digressed should be analyzed further by including the time parents have dedicated to reteaching concepts to our children and the additional investment that parents have spent on tutors, learning centers and babysitters compared to the same time period last year. Our children are behind and those statistics are not accurate. We need to acknowledge that the virtual school model is not working without these additional measures. Our children will suffer from this past year in

ways we have not even begun to understand, so we need to make a change now!

Robert Gessmann, 550 Morningside Road, There's going to be a certain level of risk to teachers and students for many months, if not years, when in-person school resumes. We can't wait to reopen schools until there is zero risk of exposure to Covid 19 for everyone. That day may never come. People are going to supermarkets, restaurants, the dentist's office, church, malls, big box stores, flying in planes, staying in hotels, and many other crowded places. If recommended precautions are taken and PPE is used properly, the risk is minimal in schools for teachers and students. If someone is in an age or health risk group, they should take a leave of absence. The risk is far more ominous for the minds and bodies of our children with continued virtual/hybrid schooling. The science clearly shows that irreparable damage to these kids is occurring with each passing day. You don't need research papers or psychologists to tell you what is happening, just look at them. They're obviously depressed, spending unhealthy amounts of time in their beds and bedrooms, unhealthy amounts of time in front of the TV or smartphones, unhealthy amounts of time in front of a computer staring at a teacher from some remote location. They're rotting from the inside out. My wife is a nurse working regularly in Covid 19 wards with dozens of patients for almost a year now. She worries every day that she may become infected, but she uses and trusts her PPE. No teacher or student is going to be exposed at that level on a daily basis. The CDC has recognized that fact and has issued guidance for reopening schools. There will be some Covid 19 in the schools, there will be some classes or even entire schools closed periodically, but this is the new normal, and it will occur whether we open now, or six months from now. The schools should continue to offer a virtual option synchronously for parents that are uncomfortable with in-person education. One of the convenient justifications for postponing normalcy is lunch hour. There is no lunch hour with minimal day school, and if full day is offered students can eat in the classroom they are in before lunch period. Enough excuses. Let's get our kids back in school.

NYC just announced they are ready to open their high schools . If they can do it surely Ridgewood is capable. Please let us know what the plan is to open our schools outside of the elementary schools . What is the plan?

Lis Rose, 494 Fairfield Avenue, NYC just announced they are ready to open their high schools . If they can do it surely Ridgewood is capable. Please let us know what the plan is to open our schools outside of the elementary schools . What is the plan?

Vanessa Fuchs, 472 Beverly Road, I received A blanket letter email response to my email about schools opening. It mentions specific challenges that Ridgewood faces as opposed to our neighboring towns that have opened. I would like to know what the specific challenges to our town are. Thank you.

Carolynne Harvey, 472 Beverly Road, What is the plan to reopen Ridgewood Public Schools for all children? What can parents do to support and help the immediate reopening process?

April Gelnow, 85 Pershing Avenue, Please provide an option for full time, in person instruction, for all schools.

Lauren Cuneo, 373 Mountain Avenue, As an Orchard Elementary and GW Middle School parent, I write this comment in strong support of reopening schools for daily in-person

full-time instruction. I am requesting Dr. Gorman, administration, and the B.O.E. work together with parents to take immediate steps to provide an option for full-day daily in-person learning for ALL Ridgewood Students.

It is now clear the risks of keeping our children from attending school in-person full-time outweigh the risk of COVID-19 transmission in the schools to students and teachers. According to CDC.gov, "Based on the data available, in-person learning in schools has not been associated with substantial community transmission."

Evidence is mounting that school closures and limited in-person learning present significant harms to children and adolescents. Mental health-related visits for children aged 5-11 and 12-17 increased 24% and 31%, respectively, in 2020 compared to the prior year. Suicide ideation has increased in young adults since COVID-19 pandemic restrictions began. Other harms from prolonged remote and hybrid learning include increased depression, rising obesity rates, on-line addictions, and social isolation. Behind these statistics are the faces of the students here in our district.

As a community we will never achieve zero percent risk from COVID-19. With a changing landscape and the distribution of vaccines in New Jersey it is time to make a change back to a healthier environment for everyone.

Please consider using the 3ft social distancing guideline to ensure that our large schools can accommodate all students.

Students are struggling academically. Students are struggling socially. Data from 2 national testing programs (Renaissance Learning Inc. and NWEA) show widespread performance declines academically. And every month we delay, the gap worsens.

Given the information outlined above, I respectfully request the Ridgewood Board of Education and RPS Superintendent, Dr. Gorman, and District Administration, act immediately to provide parents and students with a plan including a date for a return for ALL students back to full-day daily in-person learning

Jadwiga Jankowski, 439 Red Birch Court, Given that most of not all districts around us & even huge districts like NYC have released plans to get all elementary (and some including High School) kids back to school 5 days a week, what are the factors that make this not an option in Ridgewood? If NYC can do it and we all know their class sizes are bigger, infection rates are not smaller, buildings are older, space is more limited - how can Ridgewood be the one and only district not able to deliver?

Since March 2020 the entire world has been asked to be flexible - flexible with childcare, rent, school, work, life. We have asked our kids to just deal with it, just adjust. No, it's not everything they want in school or life; No, it's not everything they need; but we told them to just deal with it & we explained that everyone is doing the same. Now however, as we expect hotels to operate (spring break here we all come!), stores to all be open (Paramus Park parking lot is pretty full all weekends), restaurants to be open, and especially as our kids see all other kids go back to school 5 days a week - what do we tell the kids? That they can't go back because the teacher's contract requires an hour break from them so this district can't figure out how to do lunch? That they aren't as important as other kids in all adjacent towns?

Melissa Barry, 525 Wyndemere Avenue, The harm we are inflicting on our kids with the current school model is far greater than the risk of returning to full time in person instruction. There will never be a zero risk environment. We need a plan that allows for kids to return to

school as soon as possible.

Annie Brenner, 211 Pershing Avenue The focus today should be on the safe reopening of our schools, but I want to continue to shed light on the ITDC and put a stop to the RFP. I am concerned about the RFP and its potential for privatization. If the program goes private, I will NOT send my child there. I have experienced private programs with high staff turnover and lack of focus on education. The privatization of the program jeopardizes the future of the teachers and staff who have bravely been on the frontline during this pandemic teaching our children. Privatizing the program would strip them of their current benefits and many families will leave, including ours. Lastly, the pandemic related shortfall represents a mere 0.3% of the overall RPS budget! Stop the RFP, stop jeopardizing the future of the program and the future and wellbeing of the teachers. Thank you.

Kate Corcoran, 337 Downs Street, I am the parent of a fifth grader and a first grader at Travell. First, I want to express my gratitude to the teaching staff and administrators for working so hard during these unprecedented times. As a teacher, I completely understand what a challenge this past year has been and how all of the changes occurring now continue to keep us, as educators, on our toes.

Having said that, I am writing to express my concern at the lack of instruction that will be provided for kindergarten and first grade students if they need to quarantine for any reason as we move into the new model later in the month. After a year of learning how to teach with children live streaming into lessons periodically, it makes no sense to say that there will be no live instruction in a quarantined situation once the children move to a five day a week schedule on March 22nd.

Logistically, I believe that there is no excuse for this because the kids and teachers both have the technology to make it work. With COVID cases rising, there will certainly be more fluidity with students moving between home and school as we head into the spring. My expectation is that teachers need to make learning feasible in all scenarios. After the challenges we have overcome in the past year with schooling and technology, sending home a reading book and a packet is not going to cut it.

Jessie Long, 376 Beechwood Road, I am a pediatrician and mother of 3, a 6th grader, 3rd grader, and preschooler that will be entering kindergarten in the fall. I feel it is very important to get our kids back to daily in person schooling. The mental toll virtual schooling has had on our children immeasurable. Over the past year, I have seen climbing rates of depression, anxiety, suicidal ideation and eating disorders. The behavioral issues in the younger children are at an all time high as well. This all then leads to strain on the families and further mental health and behavioral problems.

On a personal note, I have seen my happy, enthusiastic 3rd grader become angry, frustrated and at times just plain mean. I changed my entire work schedule so that I could be home with him on most virtual mornings to help him with his school work, as he particularly struggles with reading and writing. We have daily battles about school and how much he hates it. Most home days end with both of us in tears. The days he is able to go into school though, he is happy. I have also spent hours and hours and a large amount of money on tutors and tutoring programs just to try to get him up to grade level.

Over the last few months, experts have compiled solid evidence that schools are not a significant source of the spread of COVID-19 when masking and social distancing are enforced. We have data from daycare centers and the many schools that have been open to

support this claim, as well as verification from the Centers for Disease Control and Protection. Additionally, the American Academy of Pediatrics advocates for children to return to in-person schooling. I ask that we all work together to get our kids back to school daily as soon as possible.

Sonya Caren, 714 Wellington Road, Please consider reopening grades 2-5. The elementary school children are suffering academically and emotionally. A six foot distance between each child is not a requirement. If we have the plastic shields for each desk we should absolutely consider reducing the 6ft space between each child as the shield provides another layer of protection we aren't currently using. It's time to reevaluate. We have children suffering across our school district. Other school districts have moved to the next phase, it is time for Ridgewood to do the same for our children.

Alexandra Smith, 375 Fairmount Road, The high school needs a plan to bring back students 5 days a week and for full days. Next week marks one year that students have missed. Despite the efforts of teachers, my two daughters feel the teacher is teaching to those online when they are present in the classroom. And conversely feel that the teacher is teaching to those in class when they are home. It's not a good experience. They are very upset that they aren't really learning anything. Students need to be together and in a school setting. This current situation is very detrimental to their academic, social and emotional development. Please come to us with a well thought out plan like other towns to return students to school full time.

Steven Gessmann, 432 Smith Place, Schools have been closed or limping along with virtual/hybrid learning for almost a year now. Many studies have concluded that the damage to our children's education and psyche may be irreversible from this type of learning. The board's primary function; to provide a safe and productive learning environment to our children. The status quo is neither. Waiting until there is no possible transmission within the schools is a fool's errand. Your medicine is killing the patient. There is going to be some risk now and in the future, and it's time to balance the risk with the mental and physical health of the students of Ridgewood. Surrounding towns are reopening schools with plexiglass shields (are they in place or ready to be deployed?), strict enforcement of masks, and other safety measures. There is no reason that Ridgewood with our "Tradition of Excellence" is falling behind in every possible way.

Michele, 1024 Hillcrest Road, Kids should be back full time!! They have snack in school right now and they can eat lunch. Let's get back full-time!

Honor Friberg, 152 Delaware Avenue, As a district employee and ITDC parent, I am one of the non-resident stakeholders contributing my statement in support of keeping the ITDC as part of Ridgewood Public Schools and against the RFP. I want to acknowledge that the board has been very thorough, and truly considerate of the concerns of their constituents. I do, however, think that the hyper focus on the net losses of the Ridgewood Infant Toddler Development Center, the bulk of which were incurred during state imposed school shutdowns, seems to be perpetuated by a few very vocal opponents of the program, and is upstaging more impactful issues on the board's heavy agenda.

I've written in before about what a great program ITDC is, and how welcome it made me and my family feel as a new district employee and placed student. One of the reasons I chose to

work at RPS was the opportunity to send my child here, including ITDC. I've planned to place my daughter at Ridgewood schools if that opportunity is still available to me when she starts kindergarten in a year. She is a future ridgewood student who attends ITDC, even though we don't live here. I've noticed that she is discounted when some board members are discussing the impact of an RFP on Ridgewood families. She is a real student who is impacted by these decisions, as are the other kids who don't live in Ridgewood. I know you all are aware of that, but it bears repeating. I didn't think of ITDC as a daycare when I enrolled my daughter there. I thought of it as a real school because it's run by a stellar school district, and thus an obvious choice. Other families have chosen ITDC for the same reason. A private daycare is the same as any other. ITDC is different. The RFP may cause a slump in enrollment. I'm also concerned about the teachers that work at Ridgewood ITDC, and what will happen to them if another program takes over. Please consider these loyal Ridgewood staff members in your decision to either post or withdraw the RFP. As for the Ridgewood teachers whose children attend ITDC, and future Ridgewood teachers with young families, privatizing the ITDC removes a great benefit and incentive for joining the RPS workforce. As someone with ten years of recruitment experience under my belt, I can say that every perk you have to offer is valuable in attracting and retaining top talent. It's not just about pay. Being valued as an employee is about being valued as a whole person, including your family. For the reasons above, please consider stopping the RFP process.

Kate White & Sam Kaestner, 881 Hillcrest Road, My family has had children at ITDC for nearly a decade, and we've been there because it's an incredible asset and resource for the Ridgewood school district. As an active duty military family, we're eligible for reduced rates at other nearby childcare programs, but we've chosen ITDC because of the high quality of care, the low staff turnover, and the strong foundational education. I know many other RPSD teachers feel the same way for their own families, and it would be thoughtless and cruel for the B.O.E. to consider an RFP, which may strip benefits from ITDC teachers, remove teacher discounts for current RPS teachers, and jeopardize future enrollment. The laser focus on ITDC's pandemic-related funding, which to put it in perspective, is only 0.3% of the overall RPS budget, is a drop in the bucket given expenditures across the district.

Joshua Shimpfky, 256 Hempstead Road, We can safely assume any teacher that wants a vaccine can now get a vaccine. Why isn't there a hard start date of April 1st to completely return to school? Statistically, there is absolutely no reason to delay any longer. Please explain what science justifies a further delay in opening. Open The Schools. We can safely assume any teacher that wants a vaccine can now get a vaccine. Why isn't there a hard start date of April 1st to completely return to school? Statistically there is absolutely no reason to delay any longer. Please explain what science justifies a further delay in opening.

Kristin Conneen, 57 North Hillside Place, We need to work as hard as possible to get our kids back in school full-time. The level of learning and development is suffering, not to mention the isolation that many kids feel at home all day. Mine are all home virtually, mostly because their classes are empty and teachers are not present. Plus, they now feel disadvantaged if they return to school, unable to look at phones or communicate during exams the way ALL students at home seem to be operating.

Beth Hart, 329 Northern Parkway, Hello Dr. Gorman and the B.O.E. First, thank you for your thoughtfulness as we navigate getting our children back in school. I know that is the primary

concern of the Board and our teachers and families--as it should be. Another looming concern is your plans for

ITDC. While you've heard from many parents, including me, about how much we love and appreciate the program, I wonder if you are overlooking the specific qualities that warrant this love and appreciation. I imagine not many parents praised the physical space of the Glen School. The building and grounds, while lovely, do not make ITDC what it is. The quality of the staff that they are able to attract far exceeds what I've witnessed in other child care programs including another program in town. Other programs may attract a few good people, but they largely attract people stopping by on their way to another job, people not sincerely interested in early childhood development. The staff at ITDC is professional. I would not dream of referring to the people who have cared for my son and daughter as anything other than "teacher." Please consider why ITDC is able to attract such talent. I suspect its affiliation with the district and its benefits are key. Should ITDC lose these elements, it will not be able to attract the same quality of staff, and ITDC joins the ranks of chain daycares where staffing is a revolving door. We are one family who will not wait around to see that happen.

Michelle Beloff Marcovici, 218 Fairmount Road, I am hopeful that the Ridgewood administrators realize they must do everything in their power to get kids in school full time as soon as possible! Every surrounding town and now NYC is weighing the risks and benefits and opening their doors now. We MUST maintain our "Tradition of Excellence" and do what's right for Ridgewood education and our children's mental and physical health. Data from numerous studies show that there is almost no transmission of Covid amongst masked students in schools, whether 6 feet or less. Can we please prioritize our kids' education and mental health and find a way to get our children back to school?

Bonita Shimpfky, 256 Hempstead, First, I'd like to thank Dr. Gorman for accepting the position for Superintendent. I am looking forward to your leadership. Many, including myself, are writing in today regarding the need for full time in person learning as soon as possible. I have a 4th and 2nd grader - they are currently in the hybrid structure. Academically, they were falling behind - I can't begin to explain the fighting and crying over inability to understand the curriculum. Homework was a constant struggle. It had gotten so bad we had to enroll them into a private supplementary education program. And finally after months of hard work and paying for a private education, they both are finally able to do their work independently. This isn't a dig at our public school system. We were thrust into a state of closure due to the pandemic and I applaud all that the teachers and administrators did to get us here today. I am appreciative that we have had a hybrid structure. But it's been a year now and we need to move forward. I won't dwell on the fact that limited in-person learning is detrimental to the mental, emotional and social well being of our children. Nor will I point out that this school district does not have a single objective and standardized metric to measure how our children are performing academically. To use report cards as a measurement of how well our children are performing is irresponsible at best.

I keep hearing this administration refer to needing to keep to the 6ft rule. There will be a certain level of risk in anything we do outside of quarantining ourselves in our households. We take a risk when we go to the grocery store or eat at a restaurant or play on a sports team. We take a risk going to work, or the doctor's office or flying. Researchers have shown if precautions are taken the risk is minimal in schools. Children are affected by this virus differently - many schools have reduced the separation to 4 ft between children while keeping the 6 ft distance for teachers. The risk of keeping our kids in a limited in-person learning far

outweighs the risks of transmission. Period. I'd like to understand what is our district doing to get us back into full in person learning? I have not seen any plans or heard any discussions. All I've heard is we can't do it because we have to keep to 6 ft separation. We can't do it because we can't figure out lunch somehow. How do we think those answers are acceptable? We need to do better and we need this district to be more creative to opening up full in learning schools immediately. We are all responsible for the well being of our children - mentally, socially and academically. How can we claim to be a tradition of excellence when so many other districts of comparable sizes across this country have found the means to having full in person learning when all we are doing is sitting on our hands waiting for this pandemic to magically disappear?

Nick Kafes, Wastena Terrace OPEN THE SCHOOLS - kids need to be in school learning. Follow the science- not just when it suits a certain narrative. In school transmission is far lower than community spread AND child to child transmission is statistically insignificant. 6' physical distancing is a guideline NOT a law. Other districts have found creative workarounds (plexi glass, PPE, etc.)

Rachel Elvgren, 240 Richards Road, Why do you keep talking about 6 feet apart for desks when the CDC says 4-6 feet apart? When are you presenting a plan to have all students go back for Phase 2? Have you looked at the private schools that space desks 3 feet apart with plexiglass dividers?

Deborah Liguori, 319 Meadowbrook Avenue, Will you please explain the specific differences in quarantine (individual and classroom) and school closing rules prescribed by the state for 6' apart versus less than 3' apart when a positive case is identified?

Michelle McGorty, 330 Bedford Road, I echo almost everything I've heard from my fellow Ridgewood citizens tonight. Rather than reiterating those points, I will just add that while we are working towards bringing our students back to school, we give current hybrid high school students the option to return 5 days rather than only on alternate days. My high school students are one of only 3 or 4 students in the room -- and in 2 cases the ONLY student in the room. Given that so many RHS students are opting for full virtual, we should give those who are willing and/or able to attend in person the option to go as often as possible, given that it will not result in unsafe numbers. I realize this may not be the situation at the lower schools, as I also have a 4th grader, and she is certainly not the only student in the room at Willard. But the high school seems to have a very large proportion of fully virtual students and this seems like a reasonable interim step. Thank you for all your efforts to keep our kids learning during these difficult times.

Stephanie Tesser, 380 Bedford Road, I am wiring to support a detailed plan for more in-person learning. Is there a plan in place for more in-person learning once teachers are vaccinated? With teachers now being a priority for the vaccine, it is time to send out another survey for all schools and to start putting together a detailed plan for phase 2. We are the only elementary school in the surrounding area with children still half day every other day. Ridgewood prides itself on it's schools. If the issue is our classrooms are smaller and class size much larger than all neighboring towns, then the Ridgewood school system is failing compared to neighboring towns and the class size issue needs to be seriously addressed even beyond COVID.



## VI. PRESENTATIONS

### A. SY 2021-22 Preliminary Budget

Dr. Gorman gave a brief overview of the district, noting our low per-pupil expenditure of \$16,930 and the many accomplishments of our students.

Mr. Bisig presented the 2021-22 preliminary budget. The preliminary budget allows us to upgrade our curriculum to align with the updated New Jersey Student Learning Standards (NJSLS) that must be implemented by September 2021. Another area of focus is professional development to support the goals of the RPS Strategic Plan.

Mr. Bisig reviewed proposed appropriations, anticipated revenue, the tax impact, and capital projects.

To view this portion of the meeting scroll to 2:03.

## VII. SUPERINTENDENT'S REPORT

Dr. Gorman provided a covid update, according to the New Jersey COVID-19 Activity Reports, our region is still at the high (orange) level. Bergen County saw an uptick in cases last week. The district reported 14 positive cases last week, and another 16 cases the week before. Over the prior week, we saw a 1.3% increase of students returning to school from remote learning with the largest gains at Orchard, Travell, Willard, Benjamin Franklin Middle School, and George Washington Middle School.

Regular discussions and analysis of data are occurring on a daily basis to help inform plans to open schools more than they are now. The district has planned for two Phase II options: (1) bringing all students back every day for 4 hours of instruction (no lunch) with remote learning in the afternoon (2) bringing all students back for a full day of instruction with lunch. The guidelines, agreement with health officials, and a significant decrease in COVID positivity rate for several weeks will factor into the option the district decides upon and when it will be executed. Implementing either of these options will require classrooms to have students at less than 6 feet apart and less than 3 feet in some cases. The decrease in distancing may impact quarantine requirements when someone tests positive.

A Prek-12 survey will be sent out next week to gather feedback from parents.

Kindergarten and grade 1 students in the hybrid model are transitioning to four (4) hours of daily in-person instruction beginning March 22. Based on the results of the elementary survey and parent meeting, this model was overwhelmingly preferred.

While socialization, independence, and developmental needs of our youngest learners will be maximized, some reassignment of students and teachers is necessary. Additionally, some classroom spaces will change.

To view this portion of the meeting scroll to 2:31.

## VIII. COMMITTEE OF THE WHOLE REPORTS

### ➤ Finance

#### ○ January Financial Reports

There were no questions about the financial reports.

**IX. APPOINTMENT OF SUPERINTENDENT**

The Ridgewood Board of Education, approves the appointment as listed below, effective March 1, 2021 through June 30, 2025. The contract has been approved by the Interim Executive County Superintendent as required by law.

- Dr. Thomas A. Gorman, Superintendent of Schools

Dr. Gorman's credentials are as follows:

- Doctorate, Educational Administration and Supervision, Rutgers, The State University of New Jersey, New Brunswick, NJ
- Master of Arts, Administration and Supervision, Montclair State University, Upper Montclair, NJ
- Bachelor of Arts, History, Muhlenberg College, PA
- 2012-2020: Principal, Ridgewood High School
- 2007-2012: Principal, Westwood Regional Jr./Sr. High School
- 2004-2007: Assistant Principal, Ramapo High School
- 2002-2004: Assistant Principal, Midland Park High School
- 1999-2002: Social Studies Teacher, Ramapo High School
- 1998-1999: Social Studies Teacher, Teaneck High School

Mr. Lembo made a motion to approve IX. Appointment of Superintendent.

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 thanked the BOE for this incredible opportunity. He is honored and excited to have been selected for the superintendent position. He thanked everyone in the community for their support.

**X. 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 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 investigations of HIB that have occurred since the last Board meeting.

ii. **Approval: Second Reading and Adoption of Revisions to Policies/New Policies**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the second reading and adoption of revisions to Policies/New Policies as listed below:

- Policy 1620 Administrative Employment Contracts (**Attachment B**) *revised*
- Policy 2431 Athletic Competition (**Attachment C**) *revised*
- Policy 2464 Gifted and Talented Students (**Attachment D**) *revised*
- Policy 5330.05 Seizure Action Plan (**Attachment E**) *new*
- Policy 6440 Cooperative Purchasing (**Attachment F**) *revised*
- Policy 6470.01 Electronic Funds Transfer and Claimant Certification (**Attachment G**) *new*
- Policy 7440 School District Security (**Attachment H**) *revised*
- Policy 7450 Property Inventory (**Attachment I**) *revised*
- Policy 7510 Use of School Facilities (**Attachment J**) *revised*
- Policy 8420 Emergency and Crisis Situations (**Attachment K**) *revised*
- Bylaw 0164 Conduct of Board Meetings (**Attachment L**) *revised*

Ms. Brogan moved approval of B. Administration.

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 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 M**.

ii. **Approval: Agreement with DC Fagan Psychological Services for Independent Educational Evaluation (IEE)**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with DC Fagan Psychological Services for the purpose of providing Independent Evaluation (IEE) for the 2020-2021 school year, not to exceed estimated costs of \$4,000.

iii. **Approval: Proposal for Professional Development from ACTFL Language Connects**

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

of Schools, approves a professional development proposal from ACTFL Language Connects for 6-12 World Language Educators for five-hour virtual workshops, on March 11, 2021, not to exceed \$1,600.

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, Mr. Dani, Mr. Kaufman, Mr. Lembo,  
Ms. Kwak- recused from ii. Agreement with DC Fagan Psychological Services for Independent Educational Evaluation (IEE)

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

**Revision:** VAN ZILE, Kelly - .10 FTE Theater Teacher, Ridgewood High School, effective February 9, 2021, or as soon after as possible, through June 23, 2021. Ms. Van Zile possesses an NJDOE Certificate of Eligibility as a Teacher of Theater. Ms. Van Zile will be registered into the NJDOE Provisional Teacher Program.

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

**From:**  
\$6,518  
Cl. BA, St. 1  
pro-rated  
**To:** \$6,051  
Cl. BA, St. 1  
pro-rated

#### Long-term Substitutes

**Revision:** FOERCH, Summer - Kindergarten Teacher, Hawes School, **from** effective October 6, 2020 through March 16, 2021, approved by the Board at its meeting on December 21, 2020, **to** effective October 6, 2020 through March 12, 2021, at a daily rate of \$150 per day, until the assignment ends.

Account # 11-110-100-101-11-02-019-000

**Revision:** FREY, Troy - Music Teacher, Ridgewood High School, **from** effective March 18, 2021 through May 7, 2021, approved by the Board at its meeting on February 8, 2021, **to** effective March 8, 2021 through May 7, 2021, at a daily rate of \$150 per day, until the

assignment ends. Mr. Frey possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Music Teacher.

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

### **Field Placement**

DiMASE, Jessica - Quinnipiac University, Field Placement Level II Occupational Therapy, shadowing Karen Morris, Occupational Therapist, Benjamin Franklin Middle School and Deirdre Azzopardi, Occupational Therapist, Glen School, Benjamin Franklin Middle School and Ridgewood High School, effective February 22, 2021 through May 14, 2021.

### **Classroom Aides**

AMARAL, Kimberly - Applied Behavior Analyst Aide (ABA), Glen School, effective March 15, 2021, or as soon after as possible, through June 22, 2021, 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

LOGAN, Jerina - Self-Contained (RED) Special Education Classroom Aide, Glen School, effective March 9, 2021, or as soon after as possible, through June 22, 2021, 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

PERRY, Madison\* - Applied Behavior Analyst Aide (ABA), Ridge School, effective March 9, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-000-217-106-00-04-024-001

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**\*Related to staff member**

### **Spring 2021 Coaching Assignment**

As listed on **Attachment N**.

Account # 11-402-100-101-00-10-034-001

### **RHS Volunteer Coaches**

#### **Baseball**

- **Brett Lowy**
- **Phil Schnieder**

**Softball**

- Craig Mahler
- Allison Mende
- Nicole Parks
- Kelly Skettini

**Boys Lacrosse**

- Daniel Cermack
- Jack Riley
- Ernest Santiago

**Girls Lacrosse**

- Marissa Acosta
- Mac Dill

**Track & Field**

- Thomas DeVita
- Tara Cirillo
- Joshua Saladino

**Boys/Girls Golf**

- Lauren Besser

**Wrestling**

- Jonathan Germany
- Kenneth Hayes

**Volleyball**

- Mary Consol
- Kelly Skettini

**Gymnastics**

- Patricia Piotrowski

**ii. Change of Assignments**

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

HAMILTON, Elizabeth - **from** Applied Behavior Analyst Aide (ABA), Ridge School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, Special Education (RISe) Teacher, Glen School, effective March 9, 2021 through May 10, 2021. Ms. Hamilton possesses a NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School teacher in Grades K-6 and Certificate of Eligibility as a Teacher of Students with Disabilities.  
Account # 11-212-100-101-00-01-019-000

**From:** \$21.23  
per hour  
**To:** \$150 daily  
rate

TELEMAQUE, Kerwin - **from** Resource Room Special Education Classroom Aide, Ridgewood High School, 5.75 hours per day, 5 days per week, **to** STEPSS Job Coach, Benjamin Franklin Middle School, effective March 9, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week.

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

**From:** \$17.50  
per hour  
**To:** \$20.17 per  
hour

iii. **Resignations**

**Dr. Gorman**

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

**Teachers**

MARTIN, Patricia - Second Grade Teacher, Hawes School, effective July 1, 2021.

STOLARZ, Nicole - Kindergarten Teacher, Ridge School, effective July 1, 2021.

iv. **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**

GOLDBERG, Linda - Nurse/Teacher, Hawes School, effective July 1, 2021, with six years of Ridgewood service.

v. **Leave of Absences**

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

**Revision:** BOURQUE, STEVEN – Music Teacher, Ridgewood High School, **from** effective March 22, 2021 through May 7, 2021, with a reinstatement date of May 10, 2021, approved by the Board at its meeting on November 2, 2020, **to** effective March 8, 2021 through May 7, 2021, with a reinstatement date of May 10, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

FRIEDMAN, Laura – Learning Disabilities Teacher-Consultant, Ridgewood High School, effective May 12, 2021 through June 23, 2021, and August 31, 2021 through June 23, 2022 with a reinstatement date of September 1, 2022, using 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, listed below.

**Somerville School**

**Additional: Clubs and Activities for the 2020-2021 School Year**

**Talent Show - Virtual**

- **Kathryn Bielicky**, total stipend of \$400.
- **Lauren Carr**, total stipend of \$400.
- **Ross Dembin**, total stipend of \$400.

Account # 11-401-100-101-00-05-005-001

**Ridgewood High School**

**The Squad Program**

- **Michael Kilcullen**, not to exceed 50 hours, at an hourly rate of \$40.17 (\$2,008.50).

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

**Additional: PSAT Proctor**

Proctors and Administrators for October 17, 2020, Preliminary Scholastic Aptitude Test (PSAT).

- **Maura Eidschun**, not to exceed 6 hours, at an hourly rate of \$40.17 (\$241.02).

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

**Athletic Site Supervision**

- **Peter Kay, Michael McDermott, and Candace Mitola**, each not to exceed 60 hours, each at an hourly rate of \$40.17 (\$7,230.60).

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

**F.I.T. Training**

- **Peter Kay, Michael McDermott, and Candace Mitola**, each not to exceed 60 hours, each at an hourly rate of \$40.17 (\$7,230.60).

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

**Fitness Center Supervision**



- **Peter Kay, Michael McDermott, and Candace Mitola**, each not to exceed 60 hours, each at an hourly rate of \$40.17(\$7,230.60).

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

### **Business Office**

#### **Residency Officer Services for Shared Service Agreement with Oradell**

- **Michael Reinke**, not to exceed 36 hours, at an hourly rate of \$30.00 (\$1,080).

Account # 11-000-266-104-00-20-020-001

#### **vii. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

#### **Teacher: Marcia Sawyer**

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

Mr. Lembo wished Ms. Goldberg well on her retirement.

Dr. Gorman presented for consideration E. Finance.

Ms. Brogan asked questions on item ii. Agreement with South Bergen Jointure and item iii. Renewal of CSI contract.

Has concerns about the payment of fees if schools were closed due to health emergencies.

The background information on CSI had two different monthly figures on fees.

The Board agreed to table the items until answers to questions were researched.

## **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

Donor	Amount	Use	Account Number
Ridgewood High School Class of 2020 Student Activities	\$3,518.00	To be used to cover the cost of the class of 2021 diploma covers.	20-030-100-610-00-10-010-015

iv. **Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **January 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

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 **January 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 **January 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.

vii. **Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000**

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 \$40,000 for goods and services.

The Board has received background information.

Mr. Kaufman moved approval of E. Finance, except for items ii and iii.

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; except item v.

NAYS: none

The following items were removed from the vote:

ii. **Approval: Joint Transportation Agreement with the South Bergen Jointure Commission 2021/2022**

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 2021/2022 school year. The services to be provided include, but are not limited to, the coordinated transportation of public, nonpublic 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.

iii. **Renewal of Contract with Computer Solutions, Inc. for HR, Payroll, and Budget Software Support**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewal of the contract with Computer Solutions, Inc for Human Resources, Payroll and Budget Software Support for the 2021-2022 school year, a total annual support fee of \$21,120.00.

The Board has received background information.

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

**XI. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA**

Dr. Gorman presented for consideration item A. Approval: Submission of the Preliminary SY 2021-22 Budget

**A. Approval: Submission of the Preliminary SY 2021-22 Budget**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the preliminary SY 2021-22 budget for review by the County Superintendent.

Ms. Kwak moved approval of A. Submission of the Preliminary SY 2021-22 Budget  
Mr. Lembo seconded the motion, which was carried by the following roll-call vote:

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

NAYS: none

Abstain: Ms. Brogan

**XII. APPROVAL OF BILLS**

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

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
Feb 22	Columbia Bank On-Line	101010	385.00	Ms. Kwak
Mar 1	Columbia Bank On-Line	101011-101142	774,613.51	Ms. Kwak
Feb 17	Electronic Transfer	L34096-L34098	12,104.44	Ms. Kwak
Feb 23	Electronic Transfer	R34117	406.38	Ms. Kwak
Feb 24	Electronic Transfer	C34118-C34119	21.55	Ms. Kwak
Jan 15	Payroll Transfer	P34099	3,229,822.17	Ms. Kwak
Jan 29	Payroll Transfer	P34100	3,212,340.42	Ms. Kwak
Mar 1	Food Service	620233	13,489.33	Ms. Kwak
Feb 17	Columbia Bank Void Check	100875	(1727.77)	Ms. Kwak
Feb 23	Columbia Bank Void Check	099098	(150.00)	Ms. Kwak
Feb 23	Columbia Bank Void Check	099773	(90.00)	Ms. Kwak

Feb 23	Columbia Bank Void Check	098927	(4,762.34)	Ms. Kwak
<b>TOTAL</b>			<b>7,236,452.69</b>	Ms. Kwak

Ms. Kwak moved approval of bills reviewed by her; except for bill \$6,649.50 pending clarification on questions for that portion.

Mr. Kaufman seconded the motion.

Approval of Bills carried by the following roll-call vote:

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

NAYS: none

### **XIII. BOARD MEMBER ANNOUNCEMENTS**

Ms. Brogan announced that Super Science Saturday was a huge success. Special thanks to Michael Aaron Flicker for chairing the event.

Ms. Brogan provided the board with articles regarding late start times.

Ms. Brogan provided a legislative update Governor Murphy has proposed a \$45 billion budget for fiscal year 2022. This budget represents a 10% increase in year-over-year spending. The budget does provide \$638 million more in state aid to school districts. Two-thirds of the school districts will see an increase in state aid, and one-third will see their aid reduced. The proposed aid increase for Ridgewood is \$877,007. The legislature will now begin work on the budget, and as in years past, this state aid figure could change.

For districts that will see reduced state aid, the Governor has proposed a \$50 million "stabilization fund" for districts to apply for grants if there is high need. The Governor's budget also adds \$25 million for extraordinary aid.

Last year the Legislature did not hold public hearings on the budget. This year, they are scheduling virtual public hearings. The Assembly's virtual public hearings are scheduled for March 10 and 22. The Senate has set March 16 and 23 for their hearings. All four sessions will start at 9:30 AM and can be seen on the Legislature's website.

Over the weekend, the Senate voted to approve the \$1.9 trillion American Rescue Plan. This legislation will now go back to the House for a final vote. Included in the American Rescue Plan is \$126 billion for K-12 schools. According to an article in Future Ed, "The K-12 dollars would be focused on helping schools reopen and helping students catch up on learning they have missed during the pandemic. States would be required to spend a percentage on summer learning and afterschool programs, and education technology. A portion would be used for challenge grants focused on educational equity. Amendments added during the debate on the Senate floor would provide \$800 million to support education and wraparound services for homeless children and would require districts to make public a plan for the safe return to in-person schooling. About \$7.2 billion would go toward the E-rate program that makes it easier to connect homes and libraries to the Internet."

Mr. Lembo announced that on Friday, March 5, students, staff, and community members came together for a Cheer Up Mission for a senior who is critically ill, surprising him with a drive-by caravan, a performance by the Maroon Men, over 100 video messages, balloons, and more.

The Project Graduation 2021 Fashion Show will be held virtually on Thursday, March 18.

The RHS New Players presents 2021 Virtual Cabaret.

A group of high school students has formed Homework Helpers to provide free math help to elementary students.

The HSAs are currently hosting various events and fundraisers.

The Joint Review Committee met at Benjamin Franklin Middle School. Work is happening at two of our schools to address some heating issues.

Mr. Bisig action item will be to work with Aramark and Mr. Martin on the new univent systems and future compatibility with all systems.

## **XV. DISCUSSION ITEMS**

Dr. Gorman is working with the county office and the local health department to assist staff in securing a vaccine.

The Board discussed options and scenarios related to moving to the next phase of the reopening plan.

To view this portion of the meeting scroll to 3:15.

Mr. Kaufman asked the board if we can get a viable proposal from ITDC can we stop from moving forward on the RFP?

Dr. Gorman's action will be to research if the presentation from the ITDC should be conducted during a public meeting or in an Executive session.

The Board discussed community feedback regarding the Infant Toddler Development Center (ITDC) and the scheduling of a presentation from ITDC.

To view this portion of the meeting scroll to 3:53.

## **XVI. ACCEPTANCE OF MINUTES**

- February 8, 2021 Executive Session Minutes
- February 8, 2021 Regular Public Meeting Minutes
- February 22, 2021 Executive Session Minutes

Mr. Lembo moved Acceptance of Minutes.

Ms. Kwak seconded the motion, which was unanimously approved.

## **XVII. OTHER BUSINESS**

No other business was discussed.

## **XVIII. COMMENTS FROM THE PUBLIC**

The following callers addressed the board:

Gassia Fox 325 Crest Road, spoke in favor of hearing a reopening plan, urged the board to act now and to additionally send a survey.

Laurie Weber, address was not provided, thanked the administrators for the evening's budget presentation and the K-1 instruction presentation. Thanked Mr. Dani for his questions on the budget and comments on the K-1 presentation. Thanked Ms. Kwak for putting the needs of the entire school community in perspective.

The following comments were submitted online:

Al Tretola, Fairway Road, I would like to know what are your plans to get our children back to the high school full time? I have not heard any plans or goals or incentives to get the students back in. You have had a year to plan! Where's the plan? What are we waiting for? Covid will never be fine. We need to learn how to live with Covid. It's about time that we get these students back into school and not site old CDC data that is not a law or mandate. Get creative and lead!

Mary Pilla, 333 Meadowbrook Avenue, Congratulations Dr. Gorman on your new position. Thank you to our educators, administration and Board of Ed for your service. As an educator I know how challenging teaching is during our new normal. We need to work together to create a model that is safe and support student learning in the best possible scenario. Let's create a task force to brainstorm ideas on how to make 2-5 reopening possible. I have spent over \$5,000 this year for my sons to have a place to go while I am teaching. That is a massive expense for my family that is not sustainable. The district has realized that K and 1 students need live instruction to close the gap that has been created due to COVID and lack of live in person instruction. They will be returning to school 3/22. If students have to quarantine classroom teachers must be able to pivot to allow students to watch instruction virtually. Students can not spend 2 weeks doing "busy work" and miss live instruction. Teachers have the access to teach virtually. Lessons can be taught to the class and the teacher can be on camera so that students are not missing vital instruction. This is happening in my own district; it is working. Students are active, engaged and successful with their learning. Thank you.ents need live instruction to close the gap that has been created due to COVID and lack of live in person instruction. They will be returning to school 3/22. If students have to quarantine classroom teachers must be able to pivot to allow students to watch instruction virtually. Students can not spend 2 weeks doing "busy work" and miss live instruction. Teachers have the access to teach virtually. Lessons can be taught to the class and the teacher can be on camera so that students are not missing vital instruction. This is happening in my own district; it is working. Students are active, engaged and successful with their learning. Thank you.

**XIX. ADJOURNMENT**

At 11:20 pm by a motion made by Mr. Lembo, seconded by Ms. Kwak the meeting adjourned.

Respectfully submitted,

Scott Bisig  
Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary



March 8, 2021

ATTACHMENT A

2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Ann Brown	The New Jersey Educational Computing Cooperative (NJECC) Annual Conference Virtual The New Jersey Educational Computing Cooperative (NJECC), NJ March 9-10, 2021	Professional Development	\$160.00	0
Corrina Moss-Keller	The New Jersey Educational Computing Cooperative (NJECC) Annual Conference Virtual The New Jersey Educational Computing Cooperative (NJECC), NJ March 9-10, 2021	Professional Development	\$160.00	0

The total cost for these conferences is \$320.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$28,225.40 leaving a balance of \$171,774.60.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1400.00.

# **RIDGEWOOD BOARD OF EDUCATION**

## **POLICY**

ADMINISTRATION

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Administrative Employment Contracts

**M**

### 1620 ADMINISTRATIVE EMPLOYMENT CONTRACTS

The Executive County Superintendent shall review and approve for all Superintendents of Schools, Superintendents of Schools reappointed pursuant to N.J.S.A. 18A:17-20.1, Superintendents of Schools, Assistant Superintendents of Schools, and School Business Administrators, including any interim, acting, or person otherwise serving in these positions, in school districts, county vocational school districts, county special services school districts and other districts, except charters, within the County under the supervision of the Executive County Superintendent:

1. New employment contracts, including contracts that replace expired contracts for existing tenured and non-tenured employees;
2. Renegotiations, extensions, amendments, or other alterations of the terms of existing employment contracts that have been previously approved by the Executive County Superintendent; and
3. Provisions for contract extensions where such terms were not included in the original employment contract or are different from the provisions contained in the original approved employment contract.

In counties where there is no Executive County Superintendent, an Executive County Superintendent from another county shall be designated by the Commissioner to review and approve all contracts listed above.

The contract review and approval shall take place prior to any required public notice and hearing pursuant to N.J.S.A. 18A:11-11 and prior to the Board of Education approval and execution of the contracts to ensure compliance with all applicable laws, including but not limited to N.J.S.A. 18A:30-3.5, 18A:30-9, 18A:17-15.1 and 18A:11-12.

In accordance with the provisions of N.J.S.A. 18A:11-11 and N.J.A.C. 6A:23A-3.1(c)1, the public notice and public hearing required shall be applicable to a Board of Education that renegotiates, extends, amends, or otherwise alters the terms of an existing contract with a Superintendent of Schools, Superintendent of Schools, Assistant Superintendent of Schools, or School Business Administrator. In accordance with N.J.S.A. 18A:11-11, notice must be provided to the public at least thirty days prior to the scheduled action by the Board. The Board shall also hold a public hearing and shall not take any action on the matter until the hearing has been held. The Board shall provide the public with at least ten days' notice of the public hearing.

In accordance with N.J.A.C. 6A:23A-3.1(c)1, the public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 shall not apply to new contracts, including contracts that replace expired contracts for existing employees in one of these positions, whether tenured or not tenured. Nothing shall preclude a Board from issuing a public notice and/or holding a public hearing on new contracts, including new contracts that replace expired contracts for existing tenured and non-tenured employees.

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Administrative Employment Contracts

The public notice and public hearing required pursuant to N.J.S.A. 18A:11-11 is also required in the event an existing contract for a Superintendent of Schools, Superintendent of Schools, Assistant Superintendent of Schools, or School Business Administrator is rescinded or terminated by the Board of Education before it is due to expire and the parties agree to new employment terms.

In connection with the Executive County Superintendent's review of the contract, the Board shall provide the Executive County Superintendent with a detailed statement setting forth the total cost of the contract for each applicable year, including salary, longevity (if applicable), benefits, and all other emoluments.

The review and approval of the employment contracts of Superintendents of Schools, Superintendents of Schools, Assistant Superintendents of Schools, and School Business Administrators conducted by the Executive County Superintendent shall be consistent with the following additional standards outlined in N.J.S.A. 18A:7-8.1 and N.J.A.C. 6A:23A-3.1:

1. Contracts for each class of administrative position shall be comparable with the salary, benefits and other emoluments contained in the contracts of similarly credentialed and experienced administrators in other school districts in the region with similar enrollment, academic achievement levels and challenges, and grade span.
2. No contract shall include provisions that are inconsistent with the travel requirements pursuant to N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7 including, but not limited to, the provisions for mileage reimbursement and reimbursement for meals and lodging in New Jersey. Any contractual provision that is inconsistent with law is superseded by the law.
3. No contract shall include provisions for the reimbursement or payment of employee contributions that are either required by law or by a contract in effect in the school district with other teaching staff members, such as payment of the employee's State or Federal taxes, or of the employee's contributions to FICA, Medicare, State pensions and annuities (TPAF), life insurance, disability insurance (if offered), and health benefit costs.
4. No contract shall contain a payment as a condition of separation from service that is deemed by the Executive County Superintendent to be prohibited or excessive in nature. The payment cannot exceed the lesser of the calculation of three months pay for every year remaining on the contract with pro-ration for partial years, not to exceed twelve months, or the remaining salary amount due under the contract.
5. No contract shall include benefits that supplement or duplicate benefits that are otherwise available to the employee by operation of law, an existing group plan, or other means; e.g., an annuity or life insurance plan that supplements or duplicates a plan already made available to the employee. Notwithstanding the provisions of this section, a contract may contain an annuity where those benefits are already contained in the existing contract between the employee and the district.

# **POLICY**

# **RIDGEWOOD**

# **BOARD OF EDUCATION**

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Administrative Employment Contracts

6. Contractual provisions regarding accumulation of sick leave and supplemental compensation for accumulated sick leave shall be consistent with N.J.S.A. 18A:30-3.5. Supplemental payment for accumulated sick leave shall be payable only at the time of retirement and shall not be paid to the individual's estate or beneficiaries in the event of the individual's death prior to retirement. Pursuant to N.J.S.A. 18A:30-3.2, a new Board of Education contract may include credit of unused sick leave in accordance with the new Board of Education's policy on sick leave credit for all employees.
7. Contractual provisions regarding accumulation of unused vacation leave and supplemental compensation for accumulated unused vacation leave shall be consistent with N.J.S.A. 18A:30-9. Contractual provisions for payments of accumulated vacation leave prior to separation can be included but only for leave accumulated prior to June 8, 2007 and remaining unused at the time of payment. Supplemental payments for unused vacation leave accrued consistent with the provisions of N.J.S.A. 18A:30-9 after June 8, 2007 as well as unused vacation leave accumulated prior to June 8, 2007 that has not been paid, shall be payable at the time of separation and may be paid to the individual's estate or beneficiaries in the event of the individual's death prior to separation.
8. Contractual provisions that include a calculation of per diem for twelve month employees shall be based on a two hundred sixty day work year.
9. No provision for a merit bonus shall be made except where payment is contingent upon achievement of quantitative merit criterion and/or qualitative merit criterion:
  - a. A contract may include no more than three quantitative merit criteria and two qualitative merit criteria per contract year.
  - b. The Executive County Superintendent shall approve or disapprove the selection of quantitative merit and qualitative merit criteria and the data that forms the basis of measuring the achievement of quantitative merit and qualitative merit criteria.
  - c. A contract may provide for merit bonuses in an amount not exceeding 3.33 percent of annual salary for each quantitative merit criterion achieved and 2.5 percent of annual salary for each qualitative merit criterion achieved. Any such merit bonus shall be considered "extra compensation" for purpose of N.J.A.C. 17:3-4.1 and shall not be cumulative.
  - d. The Board of Education shall submit to the Executive County Superintendent a resolution certifying that a quantitative merit criterion or a qualitative merit criterion has been satisfied and shall await confirmation of the satisfaction of that criterion from the Executive County Superintendent prior to payment of any merit bonus.

# RIDGEWOOD BOARD OF EDUCATION

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Administrative Employment Contracts

10. No provision for a bonus shall be made except where payment is contingent upon achievement of measurable specific performance objectives expressly contained in a contract approved pursuant to N.J.A.C. 6A:23A-3.1, where compensation is deemed reasonable relative to the established performance objectives and achievement of the performance objectives has been documented to the satisfaction of the Board of Education.
11. No provision for payment at the time of separation or retirement shall be made for work not performed except as otherwise authorized in N.J.A.C. 6A:23A-3.1 and N.J.S.A. 18A:7-8.1.
12. No contract shall include a provision for a monthly allowance except for a reasonable car allowance. A reasonable car allowance shall not ~~exceed~~ exceed the monthly cost of the average monthly miles traveled for business purposes multiplied by the allowable mileage reimbursement pursuant to applicable law and regulation and New Jersey Office of Management and Budget (NJOMB) circulars. If such allowance is included, the employee shall not ~~be~~ be reimbursed for business travel mileage nor assigned permanently a car for official district business. Any provision of a car for official district business must conform with N.J.A.C. 6A:23A-6.12 and be supported by detailed justification. No contract shall ~~ean~~ include a provision of a dedicated driver or chauffeur.
13. All Superintendent contracts shall include the required provision pursuant to N.J.S.A. 18A:17-15.1 which states that in the event the Superintendent's certificate is revoked, the contract is null and void.
14. No contract shall include a provision for additional compensation upon the acquisition of a graduate degree unless the graduate degree is conferred by a regionally accredited college or university as defined in applicable regulations. No contract shall include a provision for assistance, ~~or~~ tuition reimbursement, or ~~for~~ additional compensation for graduate school coursework, unless the ~~such~~ coursework culminates in the acquisition of a graduate degree conferred by a regionally ~~only~~ accredited college or university as defined in applicable regulations

The review and approval of an employment contract for the Superintendent of Schools shall not include maximum salary amounts pursuant to N.J.S.A. 18A:7-8.j.

Any actions by the Executive County Superintendent undertaken pursuant to N.J.S.A. 18A:7-8.1, N.J.A.C. 6A:23A-3.1, and this Policy may be appealed to the Commissioner of Education pursuant to the procedures set forth at N.J.A.C. 6A:3, Controversies and Disputes.

# **POLICY**

# **RIDGEWOOD BOARD OF EDUCATION**

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N.J.S.A. 18A:7-8; 18A:7-8.1; 18A:11-11

N.J.A.C. 6A:23A-3.1; 6A:23A-7 et seq.

Adopted: 7 December 2009

Revised: 17 May 2010

Revised:

# RIDGEWOOD BOARD OF EDUCATION

## POLICY

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Athletic Competition  
M

### 2431 ATHLETIC COMPETITION

It is the intent of the Ridgewood Board of Education to provide in the high school a comprehensive, well-planned, and well-balanced program of interscholastic athletics, including cheerleading, for girls and boys who can benefit from participation. The program shall be managed and teams coached in a manner to achieve the following objectives:

1. Promote individual and team desire for excellence while emphasizing that interscholastic sports be kept in perspective and that the first priority for all students is intellectual and emotional growth;
2. Encourage enjoyment of competition, a desire to win, and a healthy, constructive attitude toward winning and losing;
3. Develop the self-confidence and self-respect of each team member;
4. Develop the specialized talents, skills, and physical fitness of each participant;
5. Develop attitudes and skills which foster teamwork, cooperation, loyalty, and spirit; and
6. Develop the highest type of sportsmanship, sense of fair play, and respect for fellow athletes (teammates and opponents), coaches, and officials.

The Board directs the Superintendent to establish administrative procedures to carry out the intent of the above statement and to implement the provisions of this policy.

#### State Regulations

The conduct of interscholastic athletics shall conform to State law, New Jersey administrative code and the rules and regulations of the New Jersey State Interscholastic Athletic Association (NJSIAA) which are approved annually by the Board.

#### Responsibility

The Athletic Director is responsible for the overall supervision of the nine through twelve interscholastic athletics program, including cheerleading. Responsibility for the supervision of the athletic program in each school is that of the Principal. In the high school, the Athletic Director will assist and advise the Principal and will have responsibility for the immediate supervision and administration of the athletic program. The Athletic Director will work closely with the high school Principal.

#### Continuity and Development

The Athletic Director will ensure that coaches at all levels work together to promote a developmental approach and continuity from level to level. The primary consideration in determining such things

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as schedule of games, length of practices, and coaching methodology at each level shall be the physical, mental, and emotional maturity and well-being of the students.

## Student Participation and Eligibility

The Board shall make school facilities, supplies, and equipment available and assign staff members for the support of a program of interscholastic athletics for students in grades nine through twelve. The Board shall maintain the program of interscholastic athletics, including cheerleading, and students who wish to participate shall pay an activity fee which shall be determined annually by the Board at its Reorganization Meeting. Students eligible for free or reduced price lunches are exempt from the activity fee. Families experiencing financial hardship should request consideration by informing the coach, the advisor, or the Building Principal. Students may be required to provide supplies in accordance with Board Policy No. 2520 on instructional supplies and students may be required to assume all or part of the costs of travel and attendance at co-curricular events and trips.

Maximum participation of girls and boys in accordance with interest, maturity, and ability to benefit is to be encouraged. A suggested range for participation in each sport is contained in the administrative procedures for this policy. The number of athletes per team is determined by the nature of the sport. Facility use, coaching personnel, budgetary constraints, and transporting students safely are contributing factors to these numbers.

Participation and eligibility will conform to the bylaws of NJSIAA. A student must be in good standing academically and as a school citizen to participate on any interscholastic team.

All students in good disciplinary and academic standing, and who have paid the activity fee (except those students who are exempt), shall have equal access to all co-curricular activities.

A student who is suspended from school is not permitted to participate in any co-curricular activity during the term of suspension. The Principal, Assistant Principal, or activity supervisor may suspend a student from participation in a co-curricular activity as a consequence of unacceptable behavior or recurring disciplinary problems.

Eligibility for participation in interscholastic athletics shall require all high school students to meet, at a minimum, all the eligibility requirements of the Constitution, Bylaws, and Rules and Regulations of the New Jersey State Interscholastic Athletic Association (NJSIAA). Because of the diversity in the nature, intensity of student involvement, and time demands of non-athletic activities, however, it is not possible to establish uniform academic requirements. Further, the Board is aware that participation in activities often serves as an incentive and motivator for at-risk students. It is the intent of the Board that each case involving a student who is failing one or more courses or whose academic work has slipped be considered individually. A school administrator and the guidance counselor, after consultation with the student and parent shall decide whether or not it is in the student's best interest to curtail co-curricular participation. Where allowable and appropriate, the district will afford flexibility in the standards for participation in co-curricular activities.



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Home schooled children are not eligible to participate in the high school interscholastic athletic program of this district.

A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in the school district sponsored programs of athletic competition. The Athletic Director will determine if participation should continue.

A student who is absent for a school day may not participate in the school district sponsored programs of athletic competition the afternoon or evening of that school day.

A student who is serving an in-school or out-of-school suspension may not participate in the school district sponsored programs of athletic competition while serving the suspension.

A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.

Notice of the school district's eligibility requirements shall be available to

students. Opportunity and Equity

The athletic program, including but not limited to intramural, extramural, and interscholastic sports, shall be available on an equal basis to all students regardless of race, color, creed, religion, sex, ancestry, national origin, disability, sexual orientation, social or economic status. The athletic program as a whole shall be planned to insure that there are sufficient activities so that the program does not deny the participation of large numbers of students of either sex.

Required Examinations –Interscholastic or Intramural Team or Squad

Students enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation on a school-sponsored interscholastic or intramural team or squad and any cheerleading program or activity.

The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season with examinations being conducted at the "medical home" of the student. The "medical home" is defined as a health care provider and that provider's practice site chosen by the student's parent for the provision of health care, pursuant to N.J.A.C. 6A:16-1.3. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.S.A. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.

The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e.,

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and the student's parent(s) shall each year and prior to participation by the student in an athletic activity comply with the requirements of N.J.S.A. 18A:40-41.d.

The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.

Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq. The health findings of this medical examination shall be maintained as part of the student's health record.

The health history update shall include but not be limited to the following information:

1. Hospitalizations/operations;
2. Illnesses;
3. Injuries;
4. Care administered by a physician; and
5. Medications.

The medical examination conducted to determine the fitness of a student to participate in athletic competition and the health history update must include, as a minimum, the respective medical history information and physical assessments set forth in rules of the State Board of Education and incorporated in their entirety in regulations implementing this policy, and the following:

1. A medical history questionnaire, completed by the parent of the student, pupil, to determine if the student:
  - a. Has been medically advised not to participate in any sport, and the reason for such advice;
  - b. Is under a physician's care and the reasons for such care;
  - c. Has experienced loss of consciousness after an injury;
  - d. Has experienced a fracture or dislocation;
  - e. Has undergone any surgery;
  - f. Takes any medication on a regular basis, the names of such medication and the reasons for such medication;

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- g. Has allergies including hives, asthma, and reaction to bee stings;
  - h. Has experienced frequent chest pains or palpitations;
  - i. Has a recent history of fatigue and undue tiredness;
  - j. Has a history of fainting with exercise; and
  - k. Has a history of family members dying suddenly.
2. A physical examination which shall include, as a minimum, no less than:
- a. Measurement of weight, height, and blood pressure;
  - b. Examination of the skin to determine the presence of infection, scars of previous surgery or trauma, jaundice, and purpura;
  - c. Examination of the eyes to determine visual acuity, use of eyeglasses or contact lenses, and examination of the sclera for the presence of jaundice;
  - d. Examination of the ears to determine the presence of acute or chronic infection, perforation of the eardrum, and gross hearing loss;
  - e. Examination of the nose to assess the presence of deformity which may affect endurance;
  - f. Assessment of the neck to determine range of motion and the presence of pain associated with such motion;
  - g. Examination of chest contour;
  - h. Auscultation and percussion of the lungs;
  - i. Assessment of the heart with attention to the presence of murmurs, noting rhythm and rate;
  - j. Assessment of the abdomen with attention to the possible presence of hepatomegaly, splenomegaly, or abnormal masses;
  - k. Assessment of the back to determine range of motion and abnormal curvature of the spine;
  - l. Examination of extremities to determine abnormal mobility or

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- m. immobility, deformity, instability, muscle weakness or atrophy, surgical scars and varicosities;
- n. Examination of the testes to determine the presence and descent of both testes, abnormal masses or configurations, or hernia;
- o. Assessment of physiological maturation; and
- p. Neurological examination to assess balance and coordination and the presence of abnormal reflexes.

## Eligibility Standards

A student who wishes to participate in a program of athletic competition, including cheerleading, must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition, including cheerleading, must include an acknowledgment of the physical hazards that may be encountered in the sport in accordance with N.J.A.C. 6A:32-9.1 (d) and (e).

## Injuries

Written procedures shall be established to ensure:

1. Adequate emergency care for any student injured in a practice or a game;
2. Proper follow-up care and treatment;
3. Communication with parent;
4. Execution of school accident reports and insurance forms; and
5. Appropriate medical release or approval before a student resumes participation.

## Safety

Safety of athletic equipment and facilities, transportation, and playing conditions shall be given top priority by the Athletic Director, coaches, and Principals. Planning for the safety of participants and spectators at home and away games is also the responsibility of the Athletic Director, coaches, and Principals.

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## Scheduling of Games

Before the beginning of each sports season, the Athletic Director shall submit to the Superintendent a schedule of games for the high school teams to be presented to the Board of Education for approval.

Postseason contests and tournament participation must be approved by the Principal and be sanctioned by the NJSIAA. Changes during the season must be approved by the Principal.

## Conduct at Games

The athletic Director, coaches, and Principals shall make every effort to:

1. Encourage attendance of students, parent, and the public;
2. Promote spectator enjoyment and spirit; and
3. Require sportsmanlike conduct of all players and spectators at all games.

Such efforts may include preseason and/or pre-game communication with students and the public as well as adequate supervision at games.

## Appointment and Evaluation of Coaches

All coaches shall be appointed on an annual basis. The high school Principal shall recommend to the Superintendent the appointments of all high school coaching positions after consultation with the Athletic Director. Head coaches shall participate in the selection of assistant coaches.

The Superintendent shall establish a job description and criteria and procedures for the evaluation of coaches. The job description and evaluative criteria should emphasize coaching competence and a caring attitude and concern for every member of the team.

## Volunteer Coaches

Volunteer coaches who are actively involved in coaching or instruction shall hold permanent New Jersey teaching certification or work under the direct supervision of the coaching staff. They must be approved by the Athletic Director, the Principal, and the Board of Education prior to assuming any coaching responsibilities. Volunteer coaches shall receive no remuneration for services. This restriction includes budgeted funds, gifts, and monies from fundraising activities. Volunteer coaches shall serve under the supervision of the professional coaching staff. Any other person assisting a team in any capacity other than coaching must be approved by the Athletic Director.

## Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student athletes who are injured or disabled in the

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course of any athletic program or activity.

The Superintendent or designee shall prepare procedures for responding to non-serious or non-life-threatening injury sustained by a student while participating in sports or other athletic activity. These procedures shall be reviewed annually, updated as necessary, and disseminated to appropriate staff members.

## Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts the Constitution, Bylaws, Rules, and Regulations of the New Jersey State Interscholastic Athletic Association as Board policy and shall review such rules on a regular basis to ascertain they continue to be in conformity with the objectives of this Board.

## Parental Support and Involvement

Parent(s) and the general public are encouraged to attend all interscholastic athletic contests. In addition, parent(s) and the public are encouraged to attend and participate in activities which support athletic teams.

Coaches are expected to inform parent(s) about practice session times, game schedules, training rules, requirements and expectations of team members, and other pertinent information. Parent(s) are asked to give their support to the rules, requirements, and expectations so that their sons and daughters can derive maximum benefit from participation on athletic teams.

Parent(s) should contact the coach if a question or concern arises during the season. If a parent feels that a concern has not been satisfactorily addressed through informal communication with the coach, the parent should talk with the Athletic Director. If the concern is still not resolved, it can be taken to the high school Principal. Additional steps in the appeal process are outlined in Board policy.

## Special Education Students

To participate in interscholastic competition, special education students must meet the same requirements listed above in conformity with IEPs.

## Good Sportsmanship

The Board believes that instilling habits of good sportsmanship should be one of the primary goals of athletic endeavors and that all district employees should model good behaviors in this area.

It is especially important that the Athletic Director and coaches accept the responsibility for

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encouraging young athletes to handle themselves in a sportsmanlike way and be models of self-control and dignity for players and spectators. Coaches shall include discussions on courtesy and sportsmanlike behavior as part of pre-game activities. Student fans shall be reminded that their conduct reflects on the schools of this district and that poor sportsmanship will be disciplined.

Parent(s) and other adult spectators shall also be encouraged to act as models for young people by demonstrating self-control and dignity at all athletic events.

Unsportsmanlike behavior as exhibited through verbal abuse, rude gestures, taunts, obscenities, thrown objects, etc., shall not be tolerated in students, staff, or any persons in attendance at district athletic competitions. Discipline may include, but not be limited to, eviction from the competition and prevention from attending further competitions.

The Superintendent or his/her designee shall prepare regulations on good sportsmanship and ensure their dissemination to students, parent(s), and the community.

## Insurance

The Board will cover each participant in interscholastic football with insurance coverage as recommended by the current insurance carrier. All other interscholastic activities shall be covered at the recommendation of the insurance advisor and Superintendent.

Parent(s) or legal guardian(s) shall be strongly encouraged to participate in the supplemental student accident insurance program offered by the Board.

The Superintendent shall annually prepare, approve, and present to the Board for its consideration a program of interscholastic athletics that includes a complete schedule of athletic events and inform the Board of changes in that schedule.

N.J.S.A. 2C:21-11

N.J.S.A. 18A:11-3 et seq.

N.J.A.C. 6A:7-1.7; 6A:16-1.4; 6A:16-2 et seq.

Adopted: 7 December 2009

Revised: 21 May 2012

Revised: 18 March 2013

Revised: 18 July 2016

Revised: 27 August 2018

Revised:

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## 2464 GIFTED AND TALENTED STUDENTS

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purpose of this Policy, “gifted and talented students” mean students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

For the purpose of this Policy, “instructional adaptation” means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

The Superintendent of Schools or designee shall ensure that the appropriate instructional adaptations are designed for students who are gifted and talented.

The Superintendent or designee will develop procedures for an ongoing Kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. The district shall ensure equal access to a continuum of gifted and talented education services. The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The Superintendent or designee will develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist.

The Superintendent or designee will take into consideration the Gifted Programming Standards , Position Statements, and White Papers of the National Association for Gifted Children in identifying and serving gifted and talented students . The district will provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student.

The district will actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.



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The district shall file with the New Jersey Department of Education Coordinator for Gifted and Talented Services a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum (QSAC) review pursuant to N.J.S.A. 18A:7A-11. The report shall include, but not be limited to, the gifted and talented continuum of services, policies, and procedures implemented in the school district; the total number of students receiving gifted and talented services in each grade level Kindergarten through grade twelve disaggregated by race, gender, special education designation, and English language learner designation; the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Should a parent/guardian have concerns regarding the district's ability to meet a student's needs, all efforts will be made to resolve the matter through district administration.

An individual who believes the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. This policy for filing a complaint shall be linked to the homepage of the Board's Internet website. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter. The individual may then file a petition of appeal of the Board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.

The district shall make detailed information available on its website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.

N.J.S.A. 18A:61A-2; 18A:35-4.16; 18A:35-34 through 39

N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5

P.L. 108-382, Sec. 10201 et seq.

Adopted: 7 December 2009

Revised: 22 May 2017

Revised:

**5330.05 SEIZURE ACTION PLAN**

The Board of Education requires the development of a seizure action plan, an individualized health care plan, and an individualized emergency health care plan for students with epilepsy or a seizure disorder to care for and treat these students while at school pursuant to N.J.S.A. 18A:40-12.34 et seq.

In accordance with N.J.S.A. 18A:40-12.35, the parent of the student with epilepsy or a seizure disorder seeking epilepsy or seizure disorder care while at school shall submit the student's seizure action plan annually to the school nurse.

The school nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student, provided the parents annually provide to the Board written authorization for the provision of epilepsy or seizure disorder care. The school nurse shall update these plans on an annual basis and as necessary in the event there is a change in the health status of the student. These plans shall include the information outlined in N.J.S.A. 18A:40-12.35.

In accordance with N.J.S.A. 18A:40-12.35, all staff members including staff working with school-sponsored programs outside the regular school day shall be trained in the care of students with epilepsy and seizure disorders. All school bus drivers, contracted and district-employed, shall be provided notice and information if they are transporting a student with epilepsy or a seizure disorder pursuant to N.J.S.A. 18A:40-12.36. The school nurse shall obtain a release from the parent of the student to authorize the sharing of medical information in accordance with N.J.S.A. 18A:40-12.37.

No school employee, including a school nurse, school bus driver, school bus aid, or any other officer or agent of the Board, shall be held liable for any good faith act or omission consistent with the provisions of N.J.S.A. 18A:40-12.34 through N.J.S.A. 18A:40-12.38, nor shall an action before the New Jersey State Board of Nursing lie against a school nurse for any such action taken by a person trained in good faith by the school nurse pursuant to N.J.S.A. 18A:40-12.34 through N.J.S.A. 18A:40-12.38. Good faith shall not include willful misconduct, gross negligence, or recklessness.

N.J.S.A. 18A:40-12.34 et seq.

Adopted:

## 6440 COOPERATIVE PURCHASING

The Board of Education recognizes that centralized, cooperative purchasing may maximize the value received for each dollar spent. The Board of Education is encouraged to seek savings that may accrue to the school district by means of joint agreements for the purchase of goods or services with the governing body of any municipality or county .

For the purpose of this Policy, “cooperative pricing system” means a purchasing system in which the lead agency advertises for bids, awards a master contract to the vendor providing for its own quantities and the estimated quantities submitted by the individual registered members .

For the purpose of this Policy, “cooperative purchasing system” means a cooperative pricing system, joint purchasing system, commodity resale system, county cooperative contract purchasing system, or regional cooperative pricing system which has been approved and registered subject to N.J.A.C. 5:34-7.1 et seq.

For the purpose of this Policy, “electronic data processing” means the storage, retrieval, combination, or collation of items of information by means of electronic equipment involving the translation of words, numbers, and other symbolic elements into electrical impulses or currents.

For the purpose of this Policy, “joint purchasing system” means a cooperative purchasing system in which the lead agency serves as the purchasing agent for the membership of the system with all of the duties and responsibilities attendant. The lead agency advertises for bids and awards a single contract to a vendor providing for the payment to the contractor for its own needs and for the needs of the participating registered members of the system. The only contractual relationship is between the lead agency and the vendor.

For the purpose of this Policy, “lead agency” means the contracting unit which is responsible for the management of the cooperative purchasing system.

For the purpose of this Policy, “registered members” means Boards of Education who have been approved by the Director of the New Jersey Department of Community Affairs for participation in the cooperative purchasing system.

When the lead agency is a Board of Education or Educational Service Commission and the entire membership of the cooperative purchasing system established and properly registered with the New Jersey Division of Local Government Services in the Department of Community Affairs are Boards of Education, the provision and performance of goods or services shall be conducted pursuant to the Public Schools Contract Law. (N.J.S.A. 18A:18A-11 et seq.)

The School Business Administrator/Board Secretary is hereby authorized to negotiate such joint agreements for goods and services which the Board may determine to be required and which the Board may otherwise lawfully purchase for itself with such approved contracting units as may be appropriate in accordance with State law, the policies of this Board, and the dictates of sound purchasing procedures.

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In accordance with the provisions of N.J.S.A. 18A:18A-12, a cooperative or joint purchase agreement(s) shall be entered into by resolution adopted by each participating Board of Education, municipality, or county, and shall set forth the categories of goods or services to be provided or performed ; the manner of advertising for bids and the awarding of contracts; the method of payment by each participating Board of Education, municipality or county, and other matters deemed necessary to carry out the purposes of the agreement. Agreements for cooperative and joint purchasing will be subject to all bidding requirements imposed by law. Purchases made through the State Treasury Department may be made without bid.

Each participant's share of expenditures for purchases under any such agreement shall be appropriated and paid in the manner set forth in the agreement and in the same manner as for other expenses of the participant.

In accordance with the provisions of N.J.S.A. 18A:18A-14.2, the Board may by contract or lease provide electronic data processing services for the Board of Education of another school district; and may undertake with such other Board, the joint operation of electronic data processing of their official records and other information relative to their official activities, services and responsibilities. The records and other information originating with any Board participating in such contract or lease may be combined, compiled, and conjoined with the records and other information of any and all participating local units for the purposes of such electronic data processing; and any provisions of law requiring such records to be kept confidential or to be retained by any Board or any officer or agency thereof shall be deemed to be isolated thereby.

A contract or lease to provide electronic data processing services shall set forth the charge for all services provided, or in the case of a joint undertaking the proportion of the cost each party thereto shall assume and specify all the details of the management of the joint undertaking, and any other matters that may be deemed necessary for insertion therein, and may be amended from time to time by the contracting parties in accordance with N.J.S.A. 18A:18A-14.3.

For the purpose of carrying into execution a contract or lease for a joint enterprise under N.J.S.A. 18A:18A-14.4, any party to such contract may act as agent for any or all parties in acquiring, by lease, purchase or otherwise, any property, facilities or services, in appointing such officers and employees as may be necessary and directing its activities, to the same extent as a Board of Education is authorized to do separately.

In the event that any controversy or dispute shall arise among the parties (except a municipality or county) to any such contract , the same shall be referred to the Executive County Superintendent of the county in which the districts are situated for determination and the determination shall be binding, subject to appeal to the Commissioner of Education pursuant to law. In the event the districts are in more than one county, the controversy or dispute shall be referred to the Executive County Superintendents of the counties for joint determination, and if they shall be unable to agree upon a joint determination within thirty days, the controversy or dispute shall be referred to the Commissioner of Education for determination.

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N.J.S.A. 18A:18A- 11 through 14  
N.J.S.A. 40A:11-1 et seq.  
N.J.A.C. 5:34-7  
N.J.A.C. 6A:23A-21.5

Adopted: 7 December 2009  
Revised:

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Electronic Funds Transfer and  
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## 6470.01 ELECTRONIC FUNDS TRANSFER AND CLAIMANT CERTIFICATION

The Board of Education permits the School Business Administrator/Board Secretary to use standard electronic funds transfer (EFT) technologies for EFTs for payment of claims pursuant to N.J.A.C. 5:30-9A.1 et seq. and 5:31-4.1, implementing N.J.S.A. 40A:5-16.5.

“Electronic funds transfer” for the purpose of Policy and Regulation 6470.01 means any approved method of transferring moneys permitted by N.J.A.C. 5:30-9A.1 et seq. that does not involve the physical presentation of a paper check, draft, or similar paper instrument including, but not limited to, wire transfers, e-checks, automated clearing house (ACH) transfers, and transactions initiated by phone or fax.

In accordance with N.J.S.A. 40A:5-16.5.b.(1), the Board of Education authorizes the use of only the forms of standard EFT technologies that are approved to be used by a Board of Education for EFTs for payment of claims. A Board of Education may not utilize procurement cards, charge cards, charge accounts, or any payment services such as PayPal or Venmo.

In accordance with N.J.S.A. 40A:5-16.5.b.(2), the Board designates the School Business Administrator/Board Secretary as being responsible for the oversight and administration of the provisions of N.J.S.A. 40A:5-16.5, N.J.A.C. 5:30-9A.1 et seq.; N.J.A.C. 5:31-4.1, and Policy and Regulation 6470.01.

The Board of Education will only initiate and approve electronic funds in accordance with N.J.A.C. 5:30-9A.1 et seq. Standard EFT technologies shall incorporate, at a minimum, the features and safeguards outlined in N.J.A.C. 5:30-9A.4(a). The Board will only utilize standard EFT technologies upon instituting, at a minimum, the fiscal and operational controls outlined in N.J.A.C. 5:30-9A.4(b).

The School Business Administrator/Board Secretary shall initiate a claim for payment by presenting a claim that has been approved by the Board, to be paid using an EFT technology.

The School Business Administrator/Board Secretary shall submit the claim for payment with all supporting documentation to the Superintendent of Schools or a designee who is not under the direct supervision of the School Business Administrator/Board Secretary, who shall review the claim for payment and authorize, in writing, the EFT claim using an EFT method.

The Board of Education shall annually approve the School Business Administrator/Board Secretary as the person authorized to initiate a claim for payment and the Superintendent of Schools or a designee not under the direct supervision of the School Business Administrator/Board

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Electronic Funds Transfer and  
Claimant Certification

Secretary as the person responsible to review a claim for payment presented by the School Business Administrator/Board Secretary and authorize payment using an approved EFT method.

On no less than a weekly basis, activity reports on all transactions utilizing standard EFT technologies shall be reviewed by an individual designated and approved by the Board that is not under the direct supervision of the School Business Administrator/Board Secretary and is not empowered to initiate or authorize EFTs.

Claimant certification for a Board of Education shall be in accordance with the provisions of N.J.S.A. 18A:19-3 and rules promulgated by the New Jersey Department of Education.

Providers of ACH and wire transfer services must be financial institutions chartered by a State or Federal agency, with the further requirement that these financial institutions providing ACH and wire transfer services be covered under the Governmental Unit Deposit Protection Act (GUDPA), N.J.S.A. 17:9-41 et seq.

EFTs through ACH must utilize Electronic Data Interchange (EDI) technology, which provide transaction related details including invoice numbers, pay dates, and other identifying information as appropriate for each transaction. The Board must approve an ACH Origination Agreement with the financial institution(s).

N.J.S.A. 18A:19-3

N.J.S.A. 40A:5-16.5

N.J.A.C. 5:30-9A.1 et seq.

Adopted:

# **POLICY**

# **RIDGEWOOD**

# **BOARD OF EDUCATION**

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PROPERTY  
7440/page 1 of 2  
School District Security  
M

## 7440 SCHOOL DISTRICT SECURITY

The Board of Education believes the buildings and facilities of the school district represent a substantial community investment. The Board directs the development and implementation of a plan for school district security to protect the school community's investment in the school buildings and facilities. The Board will comply with the security measures required in N.J.S.A. 18A:7G-5.2 for new school construction and for existing school buildings.

The school district security program will include: maintenance of facilities that are secure against unwelcome intrusion; protection against fire hazards and faulty equipment; and compliance with safe practices in the use of electrical, plumbing, heating, and other school building equipment.

The Board shall provide to local law enforcement authorities a copy of the current blueprints and maps for all schools and school grounds within the school district or nonpublic school. In the case of a school building located in a municipality in which there is no municipal police department, a copy of the blueprints and maps shall be provided to an entity designated by the Superintendent of the New Jersey State Police. The Board shall provide revised copies to the applicable law enforcement authorities or designated entities any time that there is a change to the blueprints or maps.

The Board directs close cooperation of district officials with law enforcement, fire officials, and other emergency agencies.

Each public elementary and secondary school building shall be equipped with at least one panic alarm for use in a school security emergency pursuant to N.J.S.A. 18A:41-10 through 13.

The Superintendent of Schools shall designate a school administrator, or a school employee with expertise in school safety and security, as a School Safety Specialist for the district in accordance with the provisions of N.J.S.A. 18A:17-43.3. The School Safety Specialist shall be required to acquire a New Jersey Department of Education School Safety Specialist certification in

accordance with the provisions of N.J.S.A. 18A:17-43.2. The School Safety Specialist shall also serve as the school district's liaison with local law enforcement and national, State, and community agencies and organizations in matters of school safety and security.



# **POLICY**

# **RIDGEWOOD BOARD OF EDUCATION**

PROPERTY  
7440/page 2 of 2  
School District Security

Access to school buildings and grounds outside the hours school is in session shall be limited to personnel whose employment requires their presence in the facility. An adequate key control system will be established to limit building access to authorized personnel and guard against the potential of intrusion by unauthorized persons who have obtained access improperly.

In accordance with N.J.S.A. 18A:7G-5.2.b.(15), propping open doors to buildings on school grounds is strictly prohibited and students and staff shall not open a door for any individual. All persons seeking entry into the main building shall be directed to the main entrance.

Building records and funds shall be kept in a safe place and secured as appropriate and necessary.

Protective devices designed to be used as safeguards against illegal entry and vandalism may be installed when appropriate. The Board may approve the employment of school resource officers, school security officers, and/or law enforcement officers in situations in which special risks are involved.

The school district shall annually conduct a school safety audit for each school building in accordance with the provisions of N.J.S.A. 18A:41-14.

N.J.S.A. 18A:7G-5.2; 18A:17-43.1; 18A:17-43.2; 18A:17-43.3;  
18A:41-7.1; 18A:41-10; 18A:41-11; 18A:41-12; 18A:41-13; 18A:41-14  
N.J.A.C. 6A:16-1.3; 6A:26-1.2

Adopted: 7 December 2009  
Revised: 5 March 2018  
Revised: 1 April 2019  
Revised: 4 November 2019  
Revised:

# **POLICY**

# **RIDGEWOOD**

# **BOARD OF EDUCATION**

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PROPERTY  
7450/page 1 of 2  
Property Inventory  
M

## 7450 PROPERTY INVENTORY

The Board of Education recognizes that efficient management and the replacement of lost, damaged, or stolen property depends upon an accurate inventory and properly maintained records.

The district shall maintain a complete inventory by physical count of all district-owned equipment .

For the purpose of this Policy, “equipment” shall mean any instrument, machine, apparatus, or set of articles which meets all of the following criteria and the cost is above \$2,000:

1. It retains its original shape, appearance, and character with use;
2. It does not lose its identity through fabrication or incorporation into a different more complex unit or substance;
3. It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit; and
4. Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year.

Unless otherwise bound by Federal, State, or local law, the school district will use the criteria above for their equipment classification decisions.

The School Business Administrator/Board Secretary or designee shall ensure that inventories are systematically and accurately recorded and that property records of equipment are adjusted annually. Major items of equipment shall be subject to annual spot check inventory. A major loss shall be reported to the Board.

Property records of supplies shall be maintained on a continuous inventory basis. An item should be classified as a “supply” if it does not meet all the stated equipment criteria outlined above and the cost is not more than the capitalization threshold of \$2,000.

The School Business Administrator/Board Secretary or designee shall maintain a system of property records that show, as appropriate to the item recorded, description and identification, manufacturer, year of purchase, initial cost, location, condition and depreciation, and current evaluation in conformity with insurance requirements.

**POLICY**

**RIDGEWOOD  
BOARD OF EDUCATION**

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PROPERTY  
7450/page 2 of 2  
Property Inventory

N.J.S.A. 18A:4-14

New Jersey Department of Education – “The Uniform Minimum Chart of Accounts for New Jersey Public Schools and Approved Private Schools for Students with Disabilities” 2020-2021 Edition

Adopted: 7 December 2009

Revised:

# **POLICY**

# **RIDGEWOOD**

# **BOARD OF EDUCATION**

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PROPERTY  
7510/page 1 of 2  
Use of School Facilities

## 7510 USE OF SCHOOL FACILITIES

The district facilities belong to the community, which paid for them for the primary purpose of offering a full educational program for its children. Prudent use and management of school facilities outside of the regular operating schedules - providing that such use does not interfere with the orderly conduct of a thorough and efficient system of education - allows the community to benefit more broadly from the use of its own property. For the purpose of this policy, "school facilities" also includes school grounds.

The Ridgewood Board of Education will permit the use of school facilities when such permission has been requested in writing and has been approved by the Business Administrator for:

1. Uses and groups directly related to the school and the operations of the school;
2. Uses and organizations indirectly related to the school;
3. Departments or agencies of the municipal government;
4. Other governmental agencies; and
5. Community organizations formed for charitable, civic, or educational purposes.

The use of school facilities shall not be granted for partisan political purposes or any purpose which is prohibited by law. Use for partisan political purposes means use which is exclusive, by invitation or actual participation, in a meeting or other gathering primarily to members of a political party, or primarily to members or adherents of a group which advocates an ideology to address social or political concerns. Nothing contained in this definition shall be interpreted to restrict the use of a facility by a public official in the execution of the duties and responsibilities of that person's office, or any activities incident to such execution. Also, nothing contained in this definition shall be interpreted to restrict the use of a facility for any curriculum purpose deemed appropriate for instruction of the Ridgewood schools pupils.

In the event the Superintendent deems it advisable, any application may be submitted to the Board for action.

The Superintendent, School Business Administrator/Board Secretary, or the Board may refuse to grant the use of a school building whenever, in their judgment, there is good reason why permission should be refused. They shall not be required to give a reason for such refusal.

No one may bring alcoholic beverages onto any school property. All facility use shall comply with State and local fire, health, safety, and police regulations.

# **POLICY**

# **RIDGEWOOD**

# **BOARD OF EDUCATION**

PROPERTY  
7510/page 2 of 2  
Use of School Facilities

The buildings shall not be available for community use during holidays, vacation periods, or during the time school is not in session over the summer when the programs interfere with cleaning and maintenance schedules unless approved by the School Business Administrator/Board Secretary.

Use of school equipment in conjunction with the use of school facilities must be specifically requested in writing and may be granted by the procedure by which permission to use facilities is granted. The user of school equipment must accept liability for any damage to or loss of such equipment that occurs while it is in use. Where rules so specify, no item of equipment may be used except by a qualified operator. No district equipment shall be removed from the premises for use by non-district personnel.

The Board shall require that all users of school facilities comply with policies of this Board and rules and regulations of this district. Each user shall present evidence of the purchase of organizational liability insurance to the limit prescribed by such rules. The users of school equipment must accept liability for any damage or loss to such equipment that occurs while it is in their use, regardless of any assignment of negligence.

Authorization for use of school facilities shall not be considered as endorsement of or approval of the activity, person, group, or organization nor the purposes they represent.

The Board shall provide to all persons who supervise youth programs that are not sponsored by the school district, but operate a program in a district building before or after school hours, on the weekend, or during a period when school is not in session, information on the district's school practices and procedures in the event of a school safety or security incident at a school including non-confidential information on evacuation procedures, emergency response protocols, and emergency contact information in accordance with the provisions of N.J.S.A. 18A:41-7.

Recreation sports organizations that use the facilities must provide a Statement of Compliance with the Ridgewood Board of Education's policy(ies) for management of concussions and other head injuries, including Policy No. 2431.4, and shall represent all of its coaches (head and assistant coaches) have received a copy of such policy(ies) and have successfully completed a course in concussion awareness, such as the Centers for Disease Control and Prevention's "Heads-Up: Concussion in Youth Sports" or the National Federation of State High School Association's "Concussion in Sports: What You Need to Know." The organizations shall provide copies of the coaches' certificates of completion of the appropriate concussion awareness course(s) upon request.

N.J.S.A. 18A:20-20; 18A:20-34; 18A:41-7

Adopted: 7 December 2009

Revised: 21 May 2012

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 written plans and procedures 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 supportive services for staff, students, and their families.

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 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 crisis, 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.

# POLICY

# RIDGEWOOD BOARD OF EDUCATION

OPERATIONS

8420/page 2 of 2

Emergency and Crisis Situations

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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. 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 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:41-7**

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:

# RIDGEWOOD BOARD OF EDUCATION

## BYLAW

BYLAWS  
0164/page 1 of 3  
Conduct of Board Meetings

### 0164 CONDUCT OF BOARD MEETINGS

#### Parliamentary Authority

Roberts' Rules of Order, Newly Revised, shall govern the Board of Education in its deliberations and acts in all cases in which it is not inconsistent with statutes of the State of New Jersey, rules of the State Board of Education, or these bylaws.

#### Presiding Officer

The President shall preside at all meetings of the Board. In the absence, disability, or disqualification of the President, the Vice President shall act in his/her place; if neither person is present, any member shall be designated by a plurality of those present to preside. The act of any person so designated shall be legal and binding.

#### Announcement of Adequate Notice

The person presiding shall commence each meeting with an announcement of the notice given for the meeting or a statement regarding the lack of adequate notice, in accordance with law.

#### Agenda

The Superintendent and the Administrative Cabinet, in consultation with the Board President, shall prepare an agenda of items of business to come before the Board at each meeting. The agenda shall be delivered to each Board member no later than two business days, except when an unscheduled meeting is being called, before the meeting and shall include such reports and supplementary materials as are appropriate and available.

The meeting agenda shall be posted on the district's website and circulated via the district email system 48 hours prior to the meeting time. A reminder email with the agenda shall be sent on the day of the meeting.

The order of business shall be as follows:

- Call to order and roll call
- Optional: Motion to go into executive session
- Optional: Call to order and roll call again after returning from the closed session
- Pledge of Allegiance
- Opening statement by presiding officer
- Optional: Student presentations and outside/vendor consultants (Presiding Officer has the discretion to move presentations listed on the agenda to before or after initial public comments)
- Initial Public Comments (4 minutes per person)
- Presentations
- Superintendent's report



# BYLAW

# RIDGEWOOD BOARD OF EDUCATION

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BYLAWS

0164/page 2 of 3

Conduct of Board Meetings

Consent items – regular and routine issues  
Resolutions and Motions not included in the Consent Agenda  
Approval of bills  
Board member announcements  
Board committee reports  
Discussion items  
Acceptance of minutes  
Other business  
Comments from the public  
Optional: Motion to go into executive session  
Optional: Reconvened public meeting  
Adjournment

N.J.S.A. 10:4-10

N.J.S.A. 18A:16-1.1

Adopted: 7 December 2009

Revised: 18 March 2013

Revised: 2 November 2020

Revised:

**FIELD TRIPS FOR APPROVAL**

**March 8, 2021**

<b>ONE DAY TRIPS</b>							<b>ATTACHMENT M</b>		
<b>Date</b>	<b>School</b>	<b>Location</b>	<b>Students</b>	<b>Chaperones</b>	<b>for each</b>	<b>per day for Nurse</b>	<b>District</b>	<b>Event</b>	<b>Requirements</b>
3/12/21	STEPPS Program	The Woman's Club of Ridgewood Ridgewood, NJ	4 students	5	0	\$0	\$0	No	Yes
3/19-3/20/21	RHS Debate Club	NJ State Debate Tournament Hunterdon Central HS , Virtual	15 students	1 Virtual	0	\$0	\$0	No	Yes

**RIDGEWOOD HIGH SCHOOL  
SPRING 2020-2021 COACHING ASSIGNMENTS ESTIMATE**

**To be paid in two installments 4/15/21 AND 6/15/21**

<b>Name</b>	<b>Position</b>	<b>Step</b>	<b>Ratio*</b>	<b>Total Salary</b>	<b>1/2 Salary 4/15/2021</b>	<b>1/2 Salary 6/15/2021</b>
Hommen, Kurt	Head Baseball	IV	0.095	8,791.00	4,395.50	4,395.50
Aday, Douglas	Assistant Baseball	IV	0.065	6,015.00	3,007.50	3,007.50
Scevola, Adam	Assistant Baseball	IV	0.065	6,015.00	3,007.50	3,007.50
Ryan, Patrick	Head Boys Track	IV	0.095	8,791.00	4,395.50	4,395.50
Ross, Jennifer	Assistant Boys Track	III	0.060	5,553.00	2,776.50	2,776.50
Wilson, Tim	Assistant Boys/Girls Track	IV	0.065	6,015.00	3,007.50	3,007.50
Watson, Torrence	Assistant Boy Track	IV	0.065	6,015.00	3,007.50	3,007.50
Reeg, Alison	Head Boys Tennis	IV	0.077	7,126.00	3,563.00	3,563.00
Staunton, Joseph	Assistant Boys Tennis	IV	0.060	5,553.00	2,776.50	2,776.50
Tobin, Deirdre	Assistant Boys Tennis	IV	0.060	5,553.00	2,776.50	2,776.50
Pounds, Michael	Head Boys Lacrosse	IV	0.095	8,791.00	4,395.50	4,395.50
Brooks, Richard	Assistant Boys Lacrosse	IV	0.065	6,015.00	3,007.50	3,007.50
Fritog, John	Assistant Boys Lacrosse	IV	0.065	6,015.00	3,007.50	3,007.50
Hurley, Daniel	Assistant Boys Lacrosse	III	0.060	5,553.00	2,776.50	2,776.50
Auger, Patricia	Head Softball	IV	0.095	8,791.00	4,395.50	4,395.50
Bunzey, Craig	Assistant Softball	IV	0.065	6,015.00	3,007.50	3,007.50
Halm, Heather	Assistant Softball	IV	0.065	6,015.00	3,007.50	3,007.50
Opremcak, Stephen	Head Girls Track	IV	0.095	8,791.00	4,395.50	4,395.50
Schoepfer, Warren	Assistant Girls Track	IV	0.065	6,015.00	3,007.50	3,007.50
Schulke, Kyle	Assistant Girls Track	IV	0.065	6,015.00	3,007.50	3,007.50
Crysti Foote	Head Girls Lacrosse	IV	0.095	8,791.00	4,395.50	4,395.50
Petzold, Alexa	Assistant Girls Lacrosse	I	0.050	4,627.00	2,313.50	2,313.50
Hughes, Marissa	Assistant Girls Lacrosse	IV	0.065	6,015.00	3,007.50	3,007.50
Johnson, Andrew	Assistant Girls Lacrosse	IV	0.065	6,015.00	3,007.50	3,007.50
Knott, Ronald	Head Boys Golf	IV	0.077	7,126.00	3,563.00	3,563.00
Quirk, Brian	Head Girls Golf	IV	0.077	7,126.00	3,563.00	3,563.00
<b>Totals</b>				<b>173,143.00</b>	<b>86,571.50</b>	<b>86,571.50</b>
<b>* Ratio is applied to the B.A. Maximum:</b>			<b>\$92,542</b>			

**MINUTES OF THE  
REGULAR MEETING  
OF THE  
BOARD OF EDUCATION**

**Bergen County, New Jersey  
March 22, 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 (arrived at 5:51 p.m.)

**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**

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 7:15 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, 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 three 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. Due to health concerns related to the COVID-19 meeting the public cannot attend the meeting and public comments can be called in or submitted through the website.

**IV. PRESENTATIONS****A. Student Representative Report**

Vivian Ewell and Miranda Lee provided a report from George Washington Middle School.

**B. Student Representative Report**

Zoe Kovac provided the RHS report.

- AP classes are beginning to review their respective material so that the students feel prepared. The College Board has publicly announced that students can take the test virtually or paper-pencil style, however, that decision is up to the school to make. Thus far, some classes have opted for the virtual model while other AP classes are required to complete the exam on paper. RHS is accommodating the requests of the AP teachers for this year's exams.
- This coming Thursday there will be a financial aid meeting for parents of juniors at 7 pm
- Randy Levin, a college essay advisor, will be shedding some light on the essay writing process for all sophomores and juniors on April 8th at 7:30 pm.
- The Newplayers had their virtual Cabaret performance this past weekend.
- The RHS Marching Band has been nominated for the North Jersey High School "Best Band Fan Favorite Award" so they are encouraging all to vote for them on the [sportsawards.usatoday](https://sportsawards.usatoday.com) website. Voting ends on March 31 and the 3 band finalists will be announced shortly after. This is a great way to show your support for the musicians of RHS as they've persevered and continued to perform throughout the pandemic.
- More athletics are set to begin on April 1 that includes Boys Tennis, Golf, Track, Baseball, and Softball.
- The annual Project Graduation Fashion Show was this past Thursday.
- The RHS College Club held their first meeting where they had an RHS Alumn currently studying at NYU share their experiences transitioning from high school to college.
- The RHS Psychology Club has teamed up with the Psychology Honor Society from Cornell University. Students from Cornell joined their most recent meeting to discuss psychology through the lens of the college process, resume building, and research opportunities.

- A group of RHS students from all grade levels has partnered with Deputy Mayor Michael Sedon to improve Ridgewood's environment.

### **C. Ridgewood High School InventTeam**

Dr. Hsuan Lillian Labowsky, Mr. John Wohner and the student InventTeam: Patrick De Meulder, Matthew De Meulder, Elliott Ewell, Hailey Haglid, Ashli Hamilton, David Mo, Teddy Stephens, Carina Trama, Emily Truszkowski, Clare Walicki, Zun Zhang presented information on their Solar Aqua Tech water bottle. The Ridgewood High School InvenTeam is one of only 13 teams nationwide to be awarded a Lemelson-MIT InvenTEam grant.

The presentation can be found on the district website

[https://www.ridgewood.k12.nj.us/our\\_district/board\\_of\\_education/board\\_presentations](https://www.ridgewood.k12.nj.us/our_district/board_of_education/board_presentations)

To view this portion of the meeting scroll to 21:46.

### **V. COMMENTS FROM THE PUBLIC**

The following callers addressed the board:

Kerri Miller, 141 Johns St. spoke in favor of rescinding the motion on the RFP vote for the ITDC. Discussed the reputational damage that the RFP is causing the program.

Phil Rodriguez, 666 Grove Street, complimented the Science team who presented this evening, spoke about his concern regarding a recent RHS fundraising event that did not require students to wear masks.

Kristin Reilly, 21 Austin Place, spoke about ITDC and a previous discussion which brought up the statement stating that it is not a K-12 mandate. She referenced the Teddy Bear statue which is being protected by a 3 year pilot program. Urged that the ITDC presentation be scheduled.

Laurie Weber, 235 South Irving St., responded to Ms. Reilly's comments regarding the pilot program which will require the payment of rent and users will be charged a competitive tuition. She reviewed the legislation and offered her assistance in sharing it with anyone who is interested.

Tom Thurston, 477 Beverly Road, asked about quarantine times if a student test positive, how will it work? Shared a concern from parents about quarantine times with spring sports and having more students return to school. Athletics and activists are a big part of the High School, wants clarity on quarantine times.

Kerri Miller, responded to a previous caller stating that she was not asking to be part of a pilot program but instead to keep the program as it is. The ITDC rent is comparable to the market price.

Dr. Gorman commented on the previously asked questions:

The fashion show is not a school sponsored event, but the High School benefits greatly from their charity. As far as he knows they followed the state law and the policies of the venue.

Regarding quarantine times, the risks are similar to what they are now, we have had to shut down programs for two weeks in the past in order to quarantine. In the classroom if the students are sitting less than 6 feet, the students may have to quarantine depending upon various factors.

The following written comments were submitted:

Susan Madison, 428 Linwood Avenue, Evidence is emerging every day that lockdowns, remote learning, and quarantines are significantly worse for children and adolescents than the risk of contracting Covid-19. I commend the board and administration for recognizing this fact by agreeing to enter phase 2 for all of our students.

However, I remain concerned that we are setting ourselves up to fail by not revamping our Covid 19 quarantine and contact tracing policies to align with the CDC and the State of New Jersey which provide for shorter quarantine periods than the district's current 14-day standard. On February 15, 2021, the state of New Jersey revised its quarantine guidance related to contact tracing to add the option to reduce quarantine even in orange and red CALI zones to 10 days without a negative Covid-19 test and 7 days with negative test results collected at 5-7 days. According to the revised guidance, this reduction can be made when the 14 day quarantine period is not feasible.

It is my opinion, given what we now know about the harmful effects of quarantine and remote learning on the social-emotional and academic learning of children and adolescents that a 14 day quarantine period is clearly not feasible.

We also need to narrow our definition of close contact for quarantine purposes. The CDC states that close contact requires someone to be less than 6 feet away from a Covid positive person for 15 minutes. Assigned seating and other protocols should be used in our classrooms to restrict the number of people who need to quarantine to those immediately next to the patient 0, rather than quarantining whole classes. This more targeted approach will enable us to maintain more consistent attendance at school, something that is unequivocally best for kids. The following data is from the New Jersey Department of Health. In 2020, 14 people in New Jersey between the ages of 5 and 24 died of Covid-19. 229 people in this age group died in accidents or unintentional injuries. 72 people died of suicide. YTD in 2021 1 person between the ages 5 -24 has died of Covid-19. 21 have died of unintentional injuries and 8 have died of suicide. Our district's Covid policies need to start reflecting the fact that intentional self-harm and unintentional injuries are much bigger risks to our children than Covid 19 and keeping them out of school exacerbates this risk.

I am urging the board to take a risk-based approach to district Covid 19 policies including shortening the contact tracing quarantine and narrowing the definition of close contact. Doing so will provide the greatest reduction in overall risk to our children.

Colette Tretola, 429 Fairway Road, Thank you for all the hard work you have all done over the past couple of weeks in implementing the return of all students back to school every day for half-days. We know this is just the first step, and the community looks forward to working with you in getting to the ultimate goal of full-day school every day for our children.

As we get ready for this next phase on April 19th there is one particular hurdle that we

believe we need to get over before that date and that is the contact-tracing quarantine policy.

1) Per the updated February 15th quarantine timeframe recommendations from the NJ Department of Health the policy states that areas in high-risk or orange zones can reduce their quarantine guidelines to 10 days without testing or 7 days with negative test results collected between days 5-7 when the 14-day quarantine is not feasible or creates a significant hardship. We know you would all agree that keeping a child who is healthy and has tested negative for COVID out of school for 14 days, 7 days more than is currently recommended, is not a feasible solution. In fact, it is harmful to a child's stability and mental well-being. Our children need to be in school as many days as possible and keeping them home longer than necessary based on science is detrimental to their mental and physical health.

2) Ridgewood has already adopted the shorter quarantine recommendations for travel. We ask that you harmonize the contact-tracing quarantine policy with the travel policy, as they address the same issue – exposure to COVID. It doesn't make sense to have a longer quarantine time for being exposed to COVID within NJ than it would for being exposed to COVID outside of NJ. It is unclear what would make inconsistencies to these policies appropriate. We believe that adopting this reduced policy that was recommended on February 15th would encourage more students to come back to school for in-person learning. Some students are worried about being contact-traced in their classrooms and then being stuck at home for 14 days, missing out on extra-curricular activities and sports when in most instances they are healthy. If students knew that if they tested negative in 7 days and could return to school, they would be more likely to return to in-person learning on April 19th. We ask that you take the social and emotional well-being of our students seriously and follow other fellow Bergen County districts who have adopted the shorter policy like Ramapo Indian Hills and Harrington Park (also in orange zones) and adopt this policy.

Kelly O'Brien-Gazzini, 523 Lotus Road, Thank you for your efforts on behalf of our Ridgewood students. I am writing in support of the Smart Balance Team and the volunteer work they have pursued over the course of many years. I speak with heartfelt gratitude toward our Ridgewood educators and administration, particularly as they navigated through this past year of virtual learning. Virtual learning, of course, came with its challenges for both our students and teachers alike, but it had its benefits as well. The greatest benefit for my children by far was the extra hour of sleep it provided in the morning. Time saved on "getting ready" for school and the commute/walk to school. The American Academy of Pediatrics and the CDC cite insufficient sleep in adolescents as "one of the most common and important health risks" in this population. Stating how sleep deprivation negatively impacts their safety, physical and mental health as well as academic performance. Biological changes in sleep associated with puberty for middle and high school students result in later sleep onsets and wake times. Evidence strongly suggests earlier school start times before 8:30 a.m. contribute to insufficient sleep as well as circadian rhythm disruptions. The American Academy of Pediatrics "strongly supports" school districts working to optimize sleep for students through later school start times. As we know, for the majority of Ridgewood middle and high school students, the close of the school day is merely the halfway mark. After school clubs and activities, sports, and jobs are the norm followed by countless hours of homework mixed with a hopeful degree of social and familial interaction. This adolescent lifestyle is a product of our culture and difficult to change. We



can, however, make a difference in our adolescents' sleep schedule and follow the recommendations of the CDC and the American Academy of Pediatrics. =

One of the greatest gifts to my high school students was a "sleep-in" for the first period which the administration thankfully implemented. While this action recognizes the need for increased sleep for our adolescents, it is merely a gesture. The knowledge which this policy was based upon confirms the administration's belief in the importance of increased sleep time for our students. I implore the Board and Administration to let our transition to the 2021-2022 school year be the time to implement the American Academy of Pediatrics and CDC's recommendation for the later school start time to 8:30 a.m. for our middle and high school students. Thank you kindly for your time and concern toward this important matter.

Laura, 309 Stonycroft Road, I'd first like to thank the board for setting a date for when my children can return to in-person learning 5 days a week. The lack of in-person socialization has had a negative impact on my children and I am concerned about the long-term effects. I'd like to ask the board why there are different contract tracing & travel quarantine policies for school districts within Bergen County. I'd like to understand why there are inconsistencies versus the state guidelines and/or the CDC guidelines. As we move to 5-day in-person school, having consistent quarantine policies will become even more important and is critical to keeping our children in school.

In this regard, on Feb. 15th, 2021, the NJDOH did give districts the ability to adopt shorter quarantine periods even in Orange and Red zones if 14 day periods are not feasible. 14 days is NOT feasible for Ridgewood's kids because being out of school hurts kids!

Karen Fritz, 309 Stonycroft Road, Thank you to the superintendent and the Board for the recent decision to allow our children to attend school in-person 5 days per week. With the goal of keeping our students in-person as much as possible, I ask for your same prompt consideration to this request for a reduction of the current District quarantine timelines related to contact tracing and schools. In December 2020, the CDC released options to shorten the quarantine time period for COVID-19 close contacts, which may reduce the burden and increase willingness to adhere to public health recommendations. The guidance states "Quarantine can end after Day 10 without testing and if no symptoms have been reported during daily monitoring" and "When diagnostic testing resources are sufficient and available (then quarantine can end after Day 7 if a diagnostic specimen tests negative and if no symptoms were reported during daily monitoring." Furthermore, on Feb. 15th, 2021, the NJDOH gave districts the ability to adopt shorter quarantine periods even in Orange and Red zones if 14 day periods are not feasible. The current District policy states a 14-day quarantine, regardless of a negative PCR test, which keeps children out of school unnecessarily. As an example, my daughter has had to quarantine for 6 weeks this school year, despite never testing positive for COVID. Neighboring districts, such as Ramapo/Indian Hills, have been following the updated/reduced quarantine guidelines since December. Likewise, I request for our District to please revisit and revise the current guidelines. Thank you

Alison Harris, 58 Phelps Road, The CDC quarantine guidelines of 10 days or 7 with a negative test on day 5 aren't being followed in schools in NJ, because the NJDOH guidance is outdated and requires 14-day school closures. Similarly, the NJDOH guidance to quarantine entire classes or schools instead of CDC-defined "close contacts" (within 6' for 15 minutes or more) is outdated. The NJDOH guidance results in constant disruptions to

children and families' lives, the harm of which is now documented by our own CDC. With the goal of keeping our students in-person as much as possible and districts like Ramapo Indian Hills have already implemented. We need our policies to align with CDC guidance - test out after 7 days or 10 days with no test.

Alexandra Rivas Smith, 375 Fairmount Road, Please consider a reduced amount of required quarantine time for students post-travel or a possible exposure with appropriate PCR negative results which is more in line with current CDC guidelines. Please inform us as to the plans for full-day instruction with lunch at the high school. Let's call this phase three. With warmer weather, an open campus, and more information about the number of students returning to in-person instruction, this should be feasible.

## **VI. SUPERINTENDENT'S REPORT**

Dr. Gorman reported that the news reports and health officials warned that COVID positivity rates could be higher in March due to the new variants. We have seen an uptick in cases within our schools and the village over the past two weeks, but we are hoping to see a decline in numbers as more people receive vaccinations and spend time outdoors. To help combat the spread of the virus, everyone must do their part and follow the three Ws - watch your distance, wear a mask, and wash your hands.

Over the prior two weeks, we have seen a 3.5% increase in the number of students returning to in-person instruction. Kindergarten and first-grade students began an expanded in-person instructional model today. The District will transition to Phase II for students in grades 2-12 on April 19. This date is still tentative, as it is dependent upon the COVID positivity rate not increasing. Families will continue to have the option to choose the fully remote model for the remainder of the school year.

This week, the District will be sending surveys to parents, 6-12 students, and staff members to gather feedback on the educational experience so far this year.

Quarantine determinations are made following the New Jersey Department of Health guidelines in consultation with the local health officials and our school physician. The School-Based Mental Health Team is available for all students who need support.

Ms. Poelstra reported that the New Jersey Department of Education sent a broadcast announcing that state assessments will take place this school year. Training sessions are beginning for test administrators, and there will be a way for remote students to take the assessments. The testing window will be later this year. We have not yet received any information on the length of the tests.

Dr. Gorman discussed the letter he sent to the community earlier in the day regarding the events that occurred in Atlanta, Georgia and reconfirmed that RPS fosters a culture that values differences and promotes empathy.

Dr. Gorman will meet with the director of the ITDC regarding a presentation on how they can move forward and then will report back to the BOE.

Dr. Gorman stated that the district works closely with the police department on ensuring that

any students that may need help receive it.

To view this portion of the meeting scroll to 1:09.

## VII. COMMITTEE OF THE WHOLE REPORTS

### A. Finance

February Financial Reports - There were no questions regarding the reports.

## 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 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 investigations of HIB that have occurred since the last Board meeting.

#### ii. Approval: Settlement Agreement SE#6/2020-2021

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#6/2020-2021 between the parents of Student #600233 and the Ridgewood Board of Education.

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: School Transition and Employment Program for SAIL/RISe

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 program for the 2020-2021 school year. Any opportunities that require transportation will be submitted for Board approval.

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

<u>FOERCH, Summer</u> - Kindergarten Teacher (non-tenure track), Hawes School, effective March 22, 2021, or as soon after as possible, through June 23, 2021. Ms. Foerch possesses an NJDOE Standard Certificate as a Elementary School Teacher.	\$60,518 Cl. BA , St. 1 prorated
<u>Account # 11-110-100-101-11-02-019-000</u>	

<u>HEDDEN, Kristen</u> - Education Specialist (non-tenure track), Somerville School, effective March 23, 2021, or as soon after as possible, through June 23, 2021, pending verification of employment as outlined by Chapter 5. Ms. Hedden possesses an NJDOE Standard Certificate as	\$60,518 Cl. BA , St. 1 prorated
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a Elementary School Teacher.  
Account # 11-230-100-101-00-05-019-000

### **Classroom Aides**

BEYER, James - Resource Room Special Education Classroom Aide, Ridgewood High School, effective March 23, 2021, or as soon after as possible, through June 22, 2021, pending verification of employment as outlined by Chapter 5, 8 hours a day, 1 day per week, at an hourly rate of \$17.50, to be funded by CARES Act Grant Funds.  
Account # 20-477-100-106-00-10-040-001

CANCIO, Josylin - First Grade Aide, Ridge School, effective March 23, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-190-100-106-11-04-019-001

M'SHARE, Patricia - STEPSS Job Coach, Benjamin Franklin Middle School, effective March 23, 2021, or as soon after as possible, through June 22, 2021, 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

SIOHAN, Chloe\* - One-to-One Special Education Classroom Aide, George Washington Middle School, effective March 23, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-000-217-106-00-09-024-001

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**\*Related to staff member**

### **Infant/Toddler Development Center**

AVENDANO, Kayla - Teacher Assistant Entry Level - Step I, effective March 23, 2021, or as soon after as possible, through June 30, 2021, 8 hours per day, 5 days per week, at an hourly rate of \$12.40.  
Account # 62-990-100-106-00-62-060-001

GRBIC, Ella - High School Aide/College Aide, effective March 23, 2021, or as soon after as possible, through June 30, 2021, 3 hours per day, 5 days per week, at an hourly rate of \$12.00.  
Account # 62-990-100-106-00-62-060-001

JOHNSON, Raegan - High School Aide/College Aide, effective March 23, 2021, or as soon after as possible, through June 30, 2021, 3 hours

per day, 5 days per week, at an hourly rate of \$12.00.

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

ii. **Change of Assignments**

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

CROCAMO, Janet - **from** Guidance Secretary, Ridgewood High School, and Child Study Team Secretary, Somerville School, **to** Main Office Lead Secretary, Ridgewood High School, effective April 1, 2021 through June 30, 2021.

Account # 11-000-240-105-00-10-019-000

**From:**  
\$39,941  
Cl. IV-10M,  
St.5  
**To:** \$49,529  
Cl. III-12M ,  
St5  
prorated

DEVANEY, Eileen - **from** 1.0 FTE First Grade Teacher, Willard School, **to** 1.20 FTE First Grade Teacher, Willard School, effective April 5, 2021 through June 23, 2021.

Account # 11-120-100-101-09-07-019-000 (1.0 FTE)

Account # 11-213-100-101-00-24-019-000 (0.2 FTE)

**From:**  
\$113,882  
\$113,582 +  
\$300 CP)  
Cl. MA+45,  
St. 18  
**To:** \$136,598  
(\$136,298 +  
\$300 CP)  
Cl. MA+45,  
St. 18

DODD, Rebecca - **from** 1.0 FTE Kindergarten Teacher, Willard School, **to** 1.40 FTE Kindergarten Teacher, Willard School, effective April 5, 2021 through June 23, 2021.

Account # 11-110-100-101-11-07-019-000 (1.0 FTE)

Account # 11-213-100-101-00-24-019-000 (0.4 FTE)

**From:**  
\$67,955  
Cl. BA, St. 7  
**To:** \$95,137  
Cl. BA, ST. 7

DOYLE, Christine - **from** Self-Contained (RED) Special Education Classroom Aide, Glen School, 5.75 hours per day, 5 days per week, **to** Long-term Substitute, REACH 4 Preschool Teacher, Glen School, effective June 15, 2021 through June 23, 2021.

Account # 11-216-100-106-00-01-024-001

**From:**  
\$17.50 per  
hour  
**To:** \$150  
daily rate

LYONS, Kelly - **from** 1.0 FTE Special Education 3-5 Teacher, Willard School, **to** 1.20 FTE Special Education 3-5 Teacher, Willard School, effective April 5, 2021 through June 23, 2021.

Account # 11-204-100-101-00-07-019-000 (1.0 FTE)

Account # 11-213-100-101-00-24-019-000 (0.2 FTE)

**From:**  
\$75,355  
(\$75,055 +  
\$300 CP)  
Cl. MA, St.8  
**To:** \$90,366  
(\$90,066 +

\$300 CP)  
Cl. MA, St. 8

RISSMEYER, Lindsay - **from** Leave of Absence Replacement Kindergarten Teacher (non-tenure track), Orchard School, **to** Leave of Absence Replacement Kindergarten Teacher (non-tenure track), Travell School, effective March 22, 2021 through June 23, 2021. Annual salary will remain the same  
Account # 11-110-100-101-11-06-019-000

### iii. **Resignations**

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

#### **Administrator**

KHOURY-FRIAS, Joann - Assistant Business Administrator - Finance, Education Center, effective May 14, 2021, or sooner.

#### **Classroom Aides**

BERGER, Mikolynn - Resource Room Special Education Classroom Aide, Ridgewood High School, effective March 19, 2021.

KOLOGRIVOV, Valerie - Resource Room Special Education Classroom Aide, Orchard School, effective March 26, 2021.

TELEMAQUE, Kerwin - STEPSS Job Coach, Benjamin Franklin Middle School, effective March 26, 2021.

#### **Infant/Toddler Development Center**

##### **Head Teacher**

KONTOS, Katherine - Head Teacher, Infant/Toddler Development Center, effective March 8, 2021.

### iv. **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**

SCHOENLANK, Jean - Elementary School Principal, Ridge School, effective August 1, 2021, with thirty-seven years of Ridgewood service.

Dr. Jean Schoenlank started her career in Ridgewood in:

- 1984 - 1985 hired as Instructions Aide for Orchard School

- 1985-1986 - Fourth Grade Teacher, Travell School
- 1985-2004 - Fifth Grade Teacher, Ridge School
- 2004-2005 - Teacher on Special Assignment- Curriculum, Instructions and Assessment Office
- 2005-2006 - Assistant Principal, GWMS
- August 1, 2006 - Principal of Ridge Elementary School

v. **Leave of Absences**

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

**Revision:** BARBA, Ashley – Third Grade Teacher, Ridge School, **from** effective February 5, 2021 through June 23, 2021, with a reinstatement date of August 31, 2021, approved by the Board at its meeting on November 2, 2020, **to** effective February 5, 2021 through June 23, 2021 and August 31, 2021 through December 23, 2021, with a reinstatement date of January 3, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

MCALOON, Stephanie – School Social Worker, Ridge School and Orchard School, effective August 31, 2021 through December 23, 2021, with a reinstatement date of January 3, 2022, using 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, listed below.

**Hawes School**

**Hawes Consultations (OG)**

- **Silvia Acosta**, not to exceed 3 hours, at an hourly rate of \$76.99 (\$230.97).

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

**Orchard School**

**Additional: Clubs and Activities for the 2020-2021 School Year**

**Delicious Apple Book Club**

- **Maureen LaBarr**, not to exceed 10 hours, at an hourly rate of \$40.17 (\$401.70).



- **Mary Saglimbeni**, not to exceed 6 hours, at an hourly rate of \$40.17 (\$241.02).

Account # 11-401-100-101-00-03-003-001

**Travell School**

**Travell Consultations (OG)**

- **Melissa Finucane**, not to exceed 6 hours, at an hourly rate of \$69.95 (\$419.70).

Account # 11-120-100-101-00-06-006-001

**Willard School**

**Willard Consultations (OG)**

- **Eileen Devaney**, not to exceed 25 hours, at an hourly rate of \$75.92 (\$1,898).

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

**Benjamin Franklin Middle School, George Washington Middle School, and Ridgewood High School (OG)**

- **Ashley Pollitt**, not to exceed 25 hours, at an hourly rate of \$51.39 (\$1,284.75).

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

**Benjamin Franklin Middle School**

**Additional: Student Club Activity Advisors for the 2020-2021 School Year**

**Green Club**

- **Amber Nizza**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-08-008-001

**Ridgewood High School**

**Creation of Game Shows - Virtual**

- **Sean Kase**, not to exceed 5 hours, at an hourly rate of \$40.17 for a total of \$200.85 paid for by student fundraising (Student Congress).

Account # TBD

**Chaperone Game Show - Virtual - March 24, 2021 (7:00 p.m. to 9:00 p.m.)**

- **Sean Kase**, not to exceed 2 hours, at an hourly rate of \$40.17

for a total of \$80.34, paid for by student fundraising (Student Congress).

Account # TBD

**Chaperone Game Show - Virtual - April 7, 2021 (7:00 p.m. to 9:00 p.m.)**

- **Sean Kase**, not to exceed 2 hours, at an hourly rate of \$40.17 for a total of \$80.34, paid for by student fundraising (Student Congress).

Account # TBD

**Chaperone Game Show - Virtual - April 14, 2021 (7:00 p.m. to 9:00 p.m.)**

- **Sean Kase**, not to exceed 2 hours, at an hourly rate of \$40.17 for a total of \$80.34, paid for by student fundraising (Student Congress).

Account # TBD

**Special Programs**

**ABA Training Completed and Certified - hourly rates from \$20.17 to \$21.23, effective March 1, 2021**

- **Laurie Pavero**

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

**vii. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teacher: Su Bin Sin**

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

The Board wished Dr. Schoenlank all the best in her retirement.

Mr. Lembo gave a brief history on Dr. Schoenlank's accomplishments in her 37 year tenure at Ridgewood. She was named this year's recipient of the Ashby Award.

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 **2020-2021** school year, to be used as indicated.

Donor	Amount	Use	Account Number
Federated Home and School Association	\$2,000.00	To be used for the STEPSS program	20-056-100-610-00-24-024-000

**ii. Approval: Disposal of Equipment**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of equipment listed below through [www.govdeals.org](http://www.govdeals.org). These items are no longer needed.

**Benjamin Franklin Middle School**

- Quantity 6 of 12' cafeteria folding rollaway tables with red/orange seats
- Quantity 3 of 12' cafeteria folding rollaway tables with green seats
- Quantity 10 of 5' diameter gray top round cafeteria folding rollaway tables
- Quantity 1 of 5' diameter green top round cafeteria folding rollaway tables
- Quantity 1 of 5' diameter red top round cafeteria folding rollaway tables
- Quantity 40 of blue Tablet Arm School Desk with Book Rack - 18" Seat Height

**iii. Renewal of Contract with Computer Solutions, Inc. for HR, Payroll, and Budget Software Support**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewal of the contract with Computer Solutions, Inc for Human Resources, Payroll and Budget Software Support for the 2021-2022 school year, a total annual support fee of \$21,120.00.

The Board has received background information.

**iv. Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **February 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

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 **February 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 **February 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.

vii. **Approval: 2020-2021 Received Tuition Students**

Approval to receive three students from another school district that pays tuition for the 2020-2021 school year, as listed below.

<b>2020-2021 School Year Received Tuition Students</b>		
<b>Home District</b>	<b>School Attending</b>	<b># of Students</b>
Hackensack Board of Ed, NJ	Orchard	2
Emerson Board of Ed, NJ	Glen	1

**viii. Approval: Additional Account for Depository of School Funds**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the additional account for the depository of school funds as listed below, originally approved at the May 27, 2020 school year.

<b>Depository</b>	<b>Required # of Signatures</b>
<i>Columbia Bank</i> STEPPS 18-21 Program	<b>Two:</b> Special Programs Director or Supervisor and Secretary
<i>Columbia Bank</i> Ridgewood High School RISe Program	<b>Two:</b> Special Programs Director or Principal and Secretary
<i>Columbia Bank</i> BFMS RISe/SAIL Program	<b>Two:</b> Special Programs Director or Principal and Secretary

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, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

Mr. Lembo read the donation into record and thanked the responsible party.

**IX. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA**

Dr. Gorman presented for consideration A. School District Maximum Travel Expenditure.

**A. 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 \$210,000 for the 2021-2022 school year.

Ms. Brogan moved approval of A. School District Maximum Travel Expenditure.

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. Joint Transportation Agreement with the South Bergen Jointure Commission 2021/2022.

**B. Approval: Joint Transportation Agreement with the South Bergen Jointure Commission 2021/2022**

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 2021/2022 school year. The services to be provided include, but are not limited to, the coordinated transportation of public, nonpublic 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.

Ms. Kwak moved approval of B. Joint Transportation Agreement with the South Bergen Jointure Commission 2021/2022.

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

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

NAYS: none

ABSTAIN: Mr. Lembo

**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.

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
Mar 9	Columbia Bank On-Line	101143	220.00	M. Lembo
Mar 15	Columbia Bank On-Line	101144-101342	1,616,181.53	M. Lembo
Feb 2	Electronic Transfer	C34314	21.25	M. Lembo
Feb 5	Electronic Transfer	C34316	1.74	M. Lembo
Feb 5	Electronic Transfer	R34315	32.03	M. Lembo
Feb 10	Electronic Transfer	R34327	152.97	M. Lembo
Feb 28	Electronic Transfer	F34313	30,501.06	M. Lembo

Mar 4	Electronic Transfer	R34333	1,038.10	M. Lembo
Mar 9	Electronic Transfer	L34329-L34330 L34332	295,524.18	M. Lembo
Mar 15	Electronic Transfer	B34328	2,220,025.00	M. Lembo
Mar 15	Electronic Transfer	H34311, R34312	1,150,463.80	M. Lembo
Mar 31	Electronic Transfer	R34334	766,393.00	M. Lembo
Feb 10	Payroll Transfer	P34148	3,285,165.59	M. Lembo
Feb 25	Payroll Transfer	P34149	3,204,248.54	M. Lembo
Mar 15	Food Service	620234	10,915.12	M. Lembo
Mar 3	Columbia Bank Void Check	100383	(902.67)	M. Lembo
Mar 3	Columbia Bank Void Check	100814	(216.00)	M. Lembo
Mar 3	Columbia Bank Void Check	101140	(16,584.70)	M. Lembo
Mar 12	Columbia Bank Void Check	T32459	(925.00)	M. Lembo
TOTAL			12,562,255.54	

Mr. Lembo moved approval of bills reviewed by him.  
Ms. Kwak seconded the motion.

Approval of Bills carried by the following roll-call vote:

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

#### **XI. BOARD MEMBER ANNOUNCEMENTS**

Mr. Lembo announced that as we transition to more in-person meetings, the procedure for written comments will be changing.  
The Home and School Associations have many great fundraisers taking place to support the schools.

#### **XII. BOARD COMMITTEE REPORTS**

Committee meeting minutes were sent to the Board as background information.

#### **XIII. DISCUSSION ITEMS**

Discussion regarding the transition to Phase II and Phase III of the reopening plan took

place. The district website has a section dedicated to resources for parents and students regarding emotional support.

Ms. Kwak shared her perspective as an Asian American Woman on the Board of Education.

#### **XIV. ACCEPTANCE OF MINUTES**

- February 22, 2021 Regular Public Meeting
- March 8, 2021 Executive Session Meeting

Mr. Lembo moved Acceptance of Minutes.

Ms. Kwak seconded the motion, which was unanimously approved.

#### **XV. OTHER BUSINESS**

Mr. Dani discussed feedback he received from the public regarding parent participation in pandemic response teams, questions regarding the process for picking parent representatives in committees and the design of survey questions.

Dr. Gorman confirmed that NJDOH currently is still recommending 14 days of quarantine. Dr. Gorman and Ms. Poelstra discussed how survey questions are created. The process to create the surveys is long and the district tries to be as neutral as possible while providing as many facts as possible to allow the participant to make a well informed decision. The questions are also vetted through the HSA's for feedback.

This portion of the meeting can be viewed at 1:56.

#### **XVI. COMMENTS FROM THE PUBLIC**

The following comments written comments were submitted:

Kristin Bridges, 642 Upper Boulevard, I hope the board will advocate for adopting a 10-day quarantine policy with an option to test on days 5,6 or 7 to shorten quarantine time for our schools. The CDC has said this is acceptable for low-risk populations when the burden of a longer quarantine is too great. The burden to our children of yet another week of missing school IS too great. The risk of developing and spreading the virus is significantly shorter after the 5-day mark. There have been zero cases of in-school spread. Our children are wearing masks and not eating in school. Windows are open. Teachers are 6 feet at a minimum and have had the opportunity to be vaccinated. The risk of infecting other children is small and even if infected they tend to have very mild symptoms- if they have any at all. Please please please advocate for our children. We have to stop subjecting them to this constant cycle of uncertainty and change and allow them to be in school as much as possible.

Linda McNamara, 575 Knickerbocker Road, I am so impressed with Ms. Kwak as a person and as a Board Member. I am heartbroken for the prejudice she has endured and also as a member of the Asian Community. Her comments this evening should be heard by everyone in our community and shared with our student body. How brave she is to speak out and how important it is for all of us to speak out on issues of D.E.I. I admire her and



am praying for an end to the violence we are experiencing at an increasing rate in our country.

Kristen Bridges, 642 Upper Boulevard, Other NJ school districts have already switched to a 7-day quarantine. Surrounding states as well

The following callers addressed the board:

Ann Loving, 342 South Irving Street, Expressed gratitude and support towards Ms. Kwak and concern over the recent act of violence.

Kelly Buchsbaum, Federated HSA President clarified that every HSA at every school hold meetings monthly that are open to all parents of the school. Offered her email address to address questions.

Laurie Weber, 235 South Irving Street, expressed sympathy towards Ms. Kwak. urged Mr. Lembo to monitor attacks on board members during public comments.

#### **XIX. ADJOURNMENT**

At 9:18 pm by a motion made by Mr. Lembo, seconded by Ms. Kwak, the meeting adjourned.

Respectfully submitted,

Scott Bisig  
Business Administrator/Board Secretary

Lucy Papamichael  
Assistant Board Secretary

2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Wendy Padykula	Maximizing Intelligibility in Children and Adolescents with Down Syndrome Virtual American Speech-Language-Hearing Association (ASHA), MD by April 15, 2021	Professional Development	\$99.00	0
Jessica Polay	Maximizing Intelligibility in Children and Adolescents with Down Syndrome Virtual American Speech-Language-Hearing Association (ASHA), MD by April 15, 2021	Professional Development	\$99.00	0
Wendy Padykula	Introduction to P.R.O.M.P.T. Virtual The PROMPT Institute, NM April 21-23, 2021	Tuition Reimbursement per REA Agreement	\$499.00	0
Ellen Head	Speech Language Pathologists: What's new in Technology to Save Time and Accelerate Therapy Outcomes Virtual Bureau of Education and Research, WA April 27, 2021	Tuition Reimbursement per REA Agreement	\$279.00	0
Monika Richardson	College Board Advanced Placement Computer Science A Reading Virtual College Board, NY June 11 -17, 2021	Professional Development	\$0.00	0
Angelica Cuellar	2021 AP-Home AP Reader Virtual College Board, NY June 15-21, 2021	Professional Development	\$0.00	5

The total cost for these conferences is \$976.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$29,201.40 leaving a balance of \$170,798.60.

The total cost of substitutes for these conferences is \$500.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$1900.00.

**FIELD TRIPS FOR APPROVAL**

March 22, 2021

**ATTACHMENT  
B**

**ONE DAY TRIPS**

<b>Date</b>	<b>School</b>	<b>Location</b>	<b>Approx # and Group of Students</b>	<b># of Chaperones</b>	<b># Substitutes and dates for each</b>	<b>Anticipated Cost of Subs @ \$100 per day for teachers and \$150 per day for nurse</b>	<b>Anticipated Cost to District</b>	<b>Annual Event</b>	<b>Meets Requirements</b>
3/26-3/27/21	RHS Debate Club	NJ State Debate Tournament National Speech and Debate Assoc. of NJ, Virtual	15 Debate Students	1	1 - 3/26 and 3/27	\$200	\$200	Yes	Yes



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

**April 26, 2021**

**Bergen County, New Jersey**

Minutes of the Regular Public Meeting of the Board of Education held on April 26, 2021, at 7:00 p.m., at the Education Center.

**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 (arrived at 5:51 p.m.)

**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 7:05 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, 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. PRESENTATIONS**

**A. Student Representative Report**

Students from the Ridge Elementary School Leadership Club, Isla Bender, Drew Callen, Alex Evers, Anya Lambert, Charlotte Sher presented current events at Ridge Elementary School.

**B. Student Representative Report**

Zoe Kovac, Ridgewood High School Student Representative provided the following report:

Arts:

- The New Players will be putting on a performance of Shakespeare's Macbeth this Friday at 8 pm, this Saturday at 2 pm, and again at 4:30 pm. The production will take place at the Overpeck Park Amphitheater and those who wish to attend can purchase tickets on the New Players website.
- The RHS ArtBeat Organization, a student congress committee that celebrates talented young musicians and artists at the high school level and community at large, has been recording new episodes for their podcast. They have also launched their virtual gallery on their website which showcases the stunning work of our students. They used a high definition and immersive software to replicate the gallery and it's sure to impress the audience.
- Many high schoolers partook in the 58th Maroon and White Recital which took place virtually and has now been uploaded to an online gallery for all to see. There is a diverse array of performances included and I encourage everyone to take a look because the students are phenomenal.

Athletics:

- The RHS Crew team participated in the first event of the 2021 Manny Flick Series of rowing races on the Schuylkill River in Philadelphia. Despite the crew season having a delayed start this year due to the pandemic, the Girls Varsity 4x team and the Girls Ltwt 4x team took 1st place in the race.
- The Boys Varsity Baseball Team had a successful season opener as they defeated Northern Highlands 11-1.
- The Girls Varsity Volleyball team beat Randolph in the North Jersey Section 1 Championship which hasn't happened in 25 years.

## Activities:

- The RHS College Club has played a huge role in helping underclassmen explore different colleges. So far they've had representatives from Fordham, GW, Boston College, and NYU.
- The RHS Democrats Club held an in-person event but they recently held an outdoor gathering with Karlito Almeda and his running mate Ruth Dugan who are running for NJ State Assembly. They spoke about their campaign and even offered summer internships to those who were interested. Additionally, they are in the process of seeking new leadership for the club as many of the current leaders will soon be leaving for college.
- The RHS High Times is getting ready to release the April/May issue. They have also sent out applications for those who wish to hold leadership positions next year.

## Miscellaneous:

- Following Dr. Gorman's email regarding later start times which announced that a recommendation would be made in the spring of 2022, several students voiced their disappointment that this discussion will continue to go on unresolved into the next school year. An abundant amount of students feel that this will be very beneficial to them with juniors adding that "with the college process being so stressful, it would be so helpful if we were able to catch some extra sleep" and current seniors saying "I wish this was done sooner so that my peers and I could have also benefited from it."

**V. COMMENTS FROM THE PUBLIC**

The following community members addressed the board:

Commenter did not provide name/address, Asked whether transgender identify and sexual orientation diversity lessons starting in Kindergarten in the 2021-2022 school year? Are we already teaching 8th grade students lessons regarding vaginal/oral/anal sex as per the new DOE standard? January 31 senate bill 1569 signed into law, lgbt standard was introduced. How is this implemented in Ridgewood, which grades and which subjects? How will the revisions be included?

Laurie Weber, 235 South Irving Street, read her statement and requested it be part of public record:

According to the administrative law judge and the Commissioner of Education, the law governing the use of schoolhouse rooms, adopted in 1967 and amended in 1999, never permitted their uses for infant/toddler care programs. However, barring any complaints some programs like the ITDC operated under the radar of those agencies.

It wasn't until 2018 that a complaint about a program like ours in Evesham Township NJ was adjudicated by those governing authorities and when it was, it was ordered closed. The lawyers for the Evesham Township Board of Education offered similar arguments to those offered in defense of our program regarding the intent of the law and the subject of state licensing. Each of those claims were refuted in the final decision.

If you ask the Department of Children and Families Office of Licensing, they'll tell you that they automatically give exemption from state licensing to school districts no matter what the

program is because they do not have the authority to enforce laws regarding schoolhouse use. They simply inspect, license and field complaints about licensing violations. They will tell you it is up to the Commissioner of Education to rule a use of public school space lawful or not. So the fact that the Ridgewood Public Schools requested and received exemption from licensing for the ITDC in 2015 demonstrates nothing about whether that specific use is legitimate or entitled to exemption.

In January 2020, an amendment to the governing statute was adopted, the sole purpose of which was to create a 3 year pilot program to study the impact of infant/toddler programs operated in school facilities. While the pandemic has delayed the start of the pilot program, the law is clear. The only lawful option for infant/toddler programs on school property is the pilot program which comes with specific requirements for the payment of fair market rent and tuition, financial reporting, and state licensing. The intent is to impose the same industry standards required of private businesses of the same kind.

If you ask the legislative legal counsel in Trenton, they will confirm that school district providing infant/toddler care must be licensed by the state. While for years these programs ran in spite of the law, now the law has caught up with them and closed the loophole in the Childcare Licensing Act. So for the next three years, the ITDC can continue, but it must follow the law.

I ask the superintendent and board president, what does it take for the board to acknowledge and respect the law? As you make plans for the ITDC's future, you need to ask yourselves if you're going to follow the law or do whatever you can get away with until someone files a complaint and the Commissioner of Education holds you accountable. It's time for arguing to stop and for compliance with the law to begin.

The following callers addressed the Board:

Corrin Dillin, 217 Fairmount Road, called in support of the possible new elementary ELA and Social Studies Supervisor position. She hopes there will be an effort to integrate elementary social studies and ELA instruction. Reviewed studies in support of more time on Social Studies instruction.

Bill Bond, 335 Kensington Drive, commented on COVID protocols and asked the board to comment on the protocols. Believes the district should follow the CDC recommended guidelines.

## **VI. PUBLIC HEARING ON THE 2021-2022 BUDGET**

### **A. BUDGET OVERVIEW**

Dr. Gorman, Ms. Poelstra, and Mr. Bisig presented the 2021-2022 Budget.

Dr. Gorman highlighted the district mission and provided a sampling of achievements and honors.

Ms. Poelstra shared how the budget supports the academic program and reviewed curriculum updates to align with revised New Jersey Student Learning Standards for science, visual and performing arts, world languages, and career readiness, life literacies, and key skills. She reviewed areas of focus for professional development which support the goals and objectives of the RPS Strategic Plan and provided examples of innovative academic programming in the district, such as AP Capstone, Ridgewood Academy for Health Professions (RAHP), Career Pathways in Medicine

Program (CPM), and a variety of STEAM and other interdisciplinary offerings. The 2021-2022 budget provides necessary district staff, academic offerings, extra-curricular activities, and transportation; improves the instructional program and meets contractual obligations; addresses school safety; responsibly maintains our buildings and grounds; stays within the guidelines of the New Jersey Statutory State caps; and maintains fiscally responsible budget guidelines.

Mr. Bisig reviewed the approved key appropriations, as well as anticipated revenue. The general fund tax levy increase is 1.99%. Proposed summer capital projects include electrical upgrades to Ridgewood High School, track resurfacing at Benjamin Franklin Middle School, and replacement of outdated pneumatics controls at Somerville Elementary School, Willard Elementary School, and the Education Center. A breakdown of the IT budget was provided.

To view this portion of the meeting scroll to 28:28.

#### **B. COMMENTS FROM THE PUBLIC ON THE 2021-2022 BUDGET**

There were no comments from the public.

#### **C. REMARKS BY INDIVIDUAL BOARD MEMBERS**

Board members thanked the administrators for putting together the budget and for the presentations.

Ms. Brogan asked what does the \$108,000 mean? Is it tax relief?

Mr. Bisig will speak with the auditor and attorney for clarification on what can be done with the money.

Ms. Kwak clarified that the difference in numbers between the preliminary budget versus the current budget are due to grants and entitlements that have come in. Asked if we are able to return funds to the taxpayers from unexpended funds.

Mr. Bisig will follow up with the attorney and auditor regarding this question.

Mr. Lembo asked why did some extracurriculars go down?

Mr. Bisig stated that they may have streamlined clubs.

To view this portion of the meeting scroll to 52:52

#### **D. CLOSE PUBLIC HEARING ON THE 2021-2022 BUDGET**

Dr. Gorman presented for consideration:

##### **i. Approval: Resolution for Adoption of the 2021-2022 Budget for Submission to the the Executive County Superintendent of Schools**

BE IT RESOLVED, that the Ridgewood Board of Education, County of Bergen, approve the final 2021-2022 school year budget as follows:



<b>General Fund 11</b>	
Current General Expense Sub Total	\$102,479,563
State Sources	\$6,540,625
Budgeted Fund Balance	\$1,575,539
Capital Outlay (Fund 12)	\$1,242,837
Medicaid Reimbursement	\$20,361
<b>TOTAL OPERATING BUDGET</b>	<b>\$111,858,925</b>
<b><u>Fund 20 &amp; 40</u></b>	
Special Revenue Fund 20 (Federal)	\$1,547,937
Grants & Entitlements	\$2,269,983
Debt Service (Fund 40)	\$3,459,251
Debt Service Type II	\$134,499
<b>TOTAL EXPENDITURES/APPROPRIATIONS</b>	<b>\$117,722,658</b>

BE IT RESOLVED, that the GENERAL FUND tax levy \$99,241,616 is approved to support Current General Expense and \$3,459,251 to support Debt service, for the 2021-2022 school year Tax Levy budget of \$102,700,867.

Mr. Lembo moved approval of i. Resolution for Adoption of the 2021-2022 Budget for Submission to the the Executive County Superintendent of Schools

Ms. Brogan 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. SUPERINTENDENT REPORT

Dr. Gorman reflected on many of the great things that are happening at the Ridgewood Public Schools. It was great to welcome our students back to school five days per week and to see their excitement and joy. The educational experience is comprised of the 4 A's - academics, arts, athletics, and activities. It is important to remember all of those components. The comprehensive education provided at RPS is second to none, and many

of these things are not reflected in rankings.

The searches are underway for two leadership positions within the district: Principal of Ridgewood High School and Principal of Ridge Elementary School. Governor Murphy announced new reopening guidance today, but we are awaiting more specific information from the New Jersey Department of Education regarding events such as promotion ceremonies, prom, and graduation.

The Board and Dr. Gorman discussed COVID protocols. We are following the NJ department of health guidelines and currently the time period for student quarantine is 14 days after exposure, since we are in the yellow zone.

To view this portion of the meeting scroll to 1:06.

## VIII. COMMITTEE OF THE WHOLE REPORTS

Finance: Nothing additional at this time.

## 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

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 for consideration B. Administration

### B. ADMINISTRATION

#### i. Approval: Receipt of Suspension Reports

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. Approval: 2022-2023 School Calendar

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022-2023 School Calendar, as listed on **Attachment B**.

#### iii. Approval: Settlement Agreement SE#7/2020-2021

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#7/2020-2021 between the parents of Student #903682 and the Ridgewood Board of Education.

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, Mr. Lembo

Ms. Kwak: recused from item iii. Settlement Agreement SE#7/2020-2021

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: Professional Development Program Proposal

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional development program proposal from TMI Education and program presenter Amanda Torres, for “Differentiating Instruction to Meet the Needs of the Gifted and Talented Learner,” on May 13, 2021, in the amount of \$1750.

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.

## D. HUMAN RESOURCES

### i. Approval: Creation of Positions for the 2021-2022 School Year and Job Descriptions

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the creation of positions for the 2021-2022 school year and job descriptions, as listed below on **Attachment D**.

- **Supervisor of Elementary Education: English Language Arts and Social Studies**
- **Supervisor of Elementary Education: Math and Science**

### 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**

**Revision:** CLARK, Riley - Leave of Absence Replacement Social Studies Teacher (non-tenure), Benjamin Franklin Middle School, **from** effective September 1, 2020 through May 3, 2021, approved by the Board at its meeting on November 2, 2020, **to** effective September 1, 2020 through June 23, 2021.

Annual salary will remain the same.

Account #11-130-100-101-05-08-019-000

### **Long-term Substitutes**

BERTINO, AnnaLucia - Physical Education and Health Teacher, Benjamin Franklin Middle School, effective April 20, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends. Ms. Bertino possesses a NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Health and Physical Education.

Account # 11-130-100-101-06-08-019-000

BIAGI, Alexis - Elementary School Teacher Grades K-5, Hawes School, effective April 23, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends. Ms. Biagi possesses a NJDOE Substitute Certificate.

Account #11-120-100-101-04-02-019-000

HAMILTON, Elizabeth - Special Education (RISe) Teacher, Glen School, effective May 12, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends. Ms. Hamilton possesses a NJDOE Certificate of Eligibility with Advance Standing as an Elementary School Teacher in Grades K-6 and Certificate of Eligibility as a Teacher of Students with Disabilities.

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

VILLANELLA, James - Elementary School Teacher Grades K-5, Somerville School, effective May 10, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends. Mr. Villanella possesses a NJDOE Substitute Certificate.

Account #11-120-100-101-04-05-019-000

### **Classroom Aides**

McCARTHY, Martina - Resource Room Special Education Classroom Aide, Ridgewood High School, effective April 27, 2021, or as soon after as possible, through June 22, 2021, 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

POLLOCK, Yanet - Applied Behavior Analyst Aide (ABA), Glen School, effective April 27, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-000-217-106-0001-024-001

### **Infant/Toddler Development Center**

FIORILLA, Danielle - High School Aide/College Aide, effective April 27, 2021, or as soon after as possible, through June 30, 2021, 3 hours per day, 5 days per week, at an hourly rate of \$12.00.

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

### **Additional: Home Instructors, on an as-needed basis, for the 2020-2021 School Year**

#### **Ridgewood High School**

- **Monika Richardson**, Computer Science/Mathematics Teacher, at an hourly rate of \$60.32.
- **Laura Tolve**, Special Education Teacher, at an hourly rate of \$60.32.

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

### iii. **Change of Assignments**

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

COPPOLA, Jonathan - **from** Permanent Substitute, Benjamin Franklin Middle School, **to** STEPSS Job Coach, Benjamin Franklin Middle School, effective April 19, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week.

**From:** \$24.35 per hour

**To:** \$20.17 per hour

Account # 11-212-100-106-00-08-024-001

**Revision:** NYHUIS, Jeffrey - **from** Assist the Acting Superintendent in the daily operations and management of Ridgewood High School, approved by the Board at its meeting on November 16, 2020, **to** Acting Principal, Ridgewood High School, effective March 1, 2021 through **TBD**.

Salary will remain the same.

Account # 11-000-240-103-00-10-019-000

**Revision:** PIZZUTO, Basil - **from** Assist the Acting Superintendent in the daily operations and management of Ridgewood High School, approved by the Board at its meeting on November 16, 2020, **to** Acting Principal, Ridgewood High School, effective March 1, 2021, through **TBD**.

Salary will remain the same.

Account #11-000-240-103-00-10-019-000

PLAVIER, Gerardina - Lunchroom Aide, Willard School, **from** 5 hours per day, 5 days per week, **to** 6 hours per day, 5 days per week, effective April 12, 2021 through June 22, 2021.

Hourly rate will remain the same.

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

Account # 11-204-100-106-00-07-024-001 Special Education

**iv. Resignation**

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

**Teacher**

CLARK, Clare - Resource Room Teacher, Orchard School, effective July 1, 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, as listed below.

**Teacher**

MAYE, John - Guidance Counselor, Ridgewood High School, effective July 1, 2021, with twenty-six years of Ridgewood service.

John Maye's career in Ridgewood.

- 1995-1999 - part-time Social Studies Teacher
- 1999-2006 - full-time Social Studies Teacher
- 2006-2021 - full-time Guidance Counselor; Freshmen FOCUS

**vi. Rescind Appointment**

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

**Classroom Aide**

LAMCE, Alma - Resource Room Special Education Classroom Aide, Ridgewood High School, effective April 13, 2021, or as soon after as possible, through June 22, 2021, 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.

**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.

DERASMO, Jacqueline – Special Education (Science) Teacher, Ridgewood High 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.

**Revision:** GELENIUS, Mariann – Learning Disabilities-Consultant, Benjamin Franklin Middle School, **from** effective January 4, 2021 through April 16, 2021, with a reinstatement date of April 19, 2021, approved by the Board at its meeting on January 25, 2021, **to** effective January 4, 2021 through April 14, 2021, with a reinstatement date of April 15, 2021, using days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**Revision:** KIM, Linda - Social Studies Teacher, Benjamin Franklin Middle School, **from** effective September 1, 2020 through April 30, 2021, with a reinstatement date of May 3, 2021, approved by the Board at its meeting on November 2, 2020, **to** effective September 1, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**Revision:** LISA, Erica – Resource Room Teacher, Hawes School **from**, effective August 31, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021, approved by the Board on August 21, 2020, **to** effective August 31, 2020 through June 23, 2021 and 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.

**Revision:** MARZOCCHI, Jaime - Physical Education Teacher, Benjamin Franklin Middle School, **from** effective April 26, 2021 through June 23, 2021, approved by the Board at its meeting on February 22, 2021, **to** effective April 15, 2021 through June 23, 2021, with a reinstatement date of August 31 2021, using days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**Revision:** MOLLEMA, Kristine – Resource Room Teacher, Willard Elementary School, **from** effective October 26, 2020 through June 23, 2021, with a reinstatement date of August 31, 2021, approved by the Board on October 19, 2020, **to** effective October 26, 2020 through June 23, 2021 and 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.

**viii. Personal Leave of Absence**

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

**Revision:** WITHAM, Lynne – Second Grade Teacher, Somerville School, **from** effective December 1, 2020 through June 23, 2021 with a reinstatement date of August 31, 2021, approved by the Board on December 7, 2020, **to** effective December 1, 2020 through April 16, 2021, with a reinstatement date of April 19,

2021, utilizing the FMLA/FFCRA 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.

**Hawes School**

**Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**

- **Linda Goldberg**, 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 School**

**Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**

- **Christina Horton**, 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 School**

**Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**

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

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

**Travell School**

**Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**

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

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

**Somerville School**

**Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**

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

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

**Willard School**

**Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**



- **Bonnie Lowicki**, 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 - March 27, 2021 through June 23, 2021**

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

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

#### **Additional: Student Club Activity Advisors for the 2020-2021 School Year**

### **Magic the Gathering**

- **Loren Hackett**, 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**

#### **Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**

- **Julie Stadulis**, 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**

#### **Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**

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

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

#### **ACT Administrative Duties - February 6, 2021**

- **Donna Antonellis**, total stipend of \$325.09.

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

#### **Supplemental Instruction - May 15, 2021 and May 22, 2022**

- **Allison Mende, Candace Mitola, and Andrea Watson**, each not to exceed 8 hours, each at an hourly rate of \$55 (\$1,320).

Account #11-213-100-101-00-24-024-001

### **Special Programs**

- **Sung-Hui Kim**, Applied Behaviour Analyst Aide (ABA), to provide support for a special education student participating in the Unified Club, not to exceed 6 hours, at an hourly rate of \$21.23 (\$127.38).

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

- **Taylor Alessi**, Applied Behaviour Analyst Aide (ABA), to provide support for a special education student participating in the Unified Club, not to exceed 6 hours, at an hourly rate of \$21.23 (\$127.38).

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

**x. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teacher: Sunghee Ku, Amy Muzilla, Calisa Orsini\*, Gerald Schoenberger, and Jonathan Suppes**

**\*Related to staff member**

Dr. Gorman and the board recognized Mr. John Mayes' retirement and wished him well.

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, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

Dr. Gorman presented for consideration E. Finance, with the removal of the Ridgewood High School Guidance Student Activities Account donation of \$10,420.99. The item was removed from consideration.

**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.

<b>Donations</b>			
<b>Donor</b>	<b>Amount</b>	<b>Use</b>	<b>Account Number</b>
Ridgewood High School TV Studio	\$100.00 (Gift in Kind)	A gift in kind of a pocket video camera.	N/A
Benjamin Franklin MS Home and School	\$2,000	To be used to enhance the Benjamin Franklin Green Club, 6th grade Environmental Science	20-025-100-610-00-08-008-000

Association		Elective. Donation made to the HSA by the Lukin Center.	
Special Olympics New Jersey	\$10,832.48	To be used to enhance the district's unified champion school program.	20-035-100-610-00-10-010-001

ii. **Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **March 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

iii. **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 **March 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. **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 **March 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: Budgeted 2020-2021 Out-of-District Placement for the Regular School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the additional 2020-2021 Out-of-District Placement, as listed below.

<b>Budgeted 2020-2021 Out-of-District Placement</b>	
<b>School</b>	<b># of students</b>
Legacy Treatment Service – Mary Dobbins School, Mount Holly, 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.

#### **X. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA**

None at this time.

#### **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.

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
April 19	Columbia Bank On-Line	101512-101604	723,849.40	Ms. Brogan
April 14	Electronic Transfer	L34751	7,487.50	Ms. Brogan
April 19	Food Service	620242	4,954.45	Ms. Brogan
<b>TOTAL</b>			<b>736,291.35</b>	

Ms. Brogan moved approval of bills reviewed by her.

Mr. Kaufman seconded the motion.

Approval of Bills carried by the following roll-call vote:

AYES: Ms. Brogan, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo  
Mr. Dani; except for the bill in the amount of \$85,546.75  
Ms. Kwak recused from any bill associated with her name.

NAYS: none

## **XII. BOARD MEMBER ANNOUNCEMENTS**

Ms. Brogan provided a Legislative Report regarding School Bond Referendums. April 20 was one of five dates this year that voters can decide on a school bond referendum. Five districts had their bond referendum questions approved: one in Atlantic County (Buena Regional School District,) two in Bergen County (River Vale and Waldwick), one in Hunterdon County (East Amwell), and one in Passaic County (Clifton).

River Vale saw two of their three bond proposals approved for a total of \$40,795,494. Improvements included in the proposal were front canopies and air conditioning for their three schools and the construction of a Wellness Center at their middle school. State funding for these projects is estimated at \$14,651,850 (36%).

Waldwick voters approved a \$30,550,000 bond with state funding estimated at \$10,987,020. The projects include a new secure entrance, window replacement, new lighting, HVAC replacement, and improvements to flooring and athletic fields at the high/middle school. In one elementary school wing, they will be doing window and HVAC system replacements, new lighting, and flooring upgrades. At another elementary school, they will be doing site improvements.

Of note was the approval of the \$168,282,735 referendum in Clifton. State funds are estimated at \$64,581,246. The projects for this bond referendum for their 19 buildings include bathroom renovations, HVAC replacements to systems that are 60 + years old, security upgrades with construction of vestibules and installation of new security camera systems.

Governor Murphy shared interesting figures in his press conference yesterday: 246 districts are open for in-person instruction, 470 are open for hybrid instruction, 47 are all remote learning, and 48 are using a combination of in-person or hybrid. Hybrid is still the most common option.

Dr. Gorman announced that while there has not been any clear guidance on what will happen in September, all indications are that schools will resume full-time in-person learning. There may be some medical exceptions for students.

Mr. Lembo talked about the RHS Externship Program, coordinated by Tim Monahan and Bill McCabe, that will be starting in May. Alumni from all over the world have responded to participate in the mentoring program.

## **XIII. BOARD COMMITTEE REPORTS**

Mr. Kaufman announced that the Alternative Schedules Task Force has begun meeting.

He met with the Superintendent of Radner and their process for Alternative Schedules. As the district moves forward in the process, input from parents, students, and staff members will be collected. The Board will receive a timeline on the initiative shortly.

Ms. Kwak, as chair of the Negotiations Committee, expressed appreciation for everyone involved in getting the negotiation settlement ready for ratification by the Ridgewood Education Association. It is the first time in 18 years that the district has been able to accomplish a settlement before the expiration of the contract. She noted that we are thankful that settlement has been accomplished so that we can keep our priority on keeping the schools open and the focus should be on the children. The details will be announced once the settlement has been fully ratified.

Mr. Lembo announced that the Policy Committee met to review new and revised policies, many of which are mandatory. The policies are attached to the agenda.

#### XIV. DISCUSSION ITEMS

- Revisions to Policies/Regulations/New Policies
  - Policy 0145 - Board Member Resignation and Removal, as listed on **Attachment E** (*revised*)
  - Regulation 1642 - Earned Sick Leave Law, as listed on **Attachment F** (*revised*)
  - Policy 1643 - Family Leave, as listed on **Attachment G** (*new*)
  - Policy 3431.1 - Family Leave, as listed on **Attachment H** (*abolished*)
  - Policy 4431.1 - Family Leave, as listed on **Attachment I** (*abolished*)
  - Policy 3431.3 - New Jersey Family Leave Insurance Program, as listed on **Attachment J** (*abolished*)
  - Policy 4431.3 - New Jersey Family Leave Insurance Program, as listed on **Attachment K** (*abolished*)
  - Policy & Regulation 5330.01 - Administration of Medical Cannabis, as listed on **Attachment L** (*revised*)
  - Policy 7425 - Lead Testing of Water in Schools, as listed on **Attachment M** (*revised*)
  - Regulation 7425 - Lead Testing of Water in Schools, as listed on **Attachment N** (*new*)
  - Policy & Regulation 7430 School Safety, as listed on **Attachment O** (*abolished*)
  - Policy 2415 - Every Student Succeeds Act, as listed on **Attachment P** (*revised*)
  - Policy 2415.01 - Academic Standards, Academic Assessments, and Accountability, as listed on **Attachment Q** (*abolished*)
  - Policy 2415.02 - Title I - Fiscal Responsibilities, as listed on **Attachment R** (*revised*)
  - Policy 2415.03 - Highly Qualified Teachers, as listed on **Attachment S** (*abolished*)
  - Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations, as listed on **Attachment T** (*revised*)
  - Policy & Regulation 2415.20 - Every Student Succeeds Act Complaints, as listed on **Attachment U** (*revised*)
  - Policy 4125 - Employment of Support Staff Members, as listed on **Attachment V** (*revised*)

- Policy 6360 - Political Contributions, as listed on **Attachment W** (*revised*)
- Policy 8330 - Student Records, as listed on **Attachment X** (*revised*)
- Policy 9713 - Recruitment by Special Interest Groups, as listed on **Attachment Y** (*revised*)
- Policy 6620 - Petty Cash, as listed on **Attachment Z** (*revised*)
- Policy 8420 - Emergency and Crisis Situations, as listed on **Attachment AA** (*revised*)

Ms. Brogan made a motion to not print the abolished policies to save paper.  
Mr. Kaufman seconded the motion.

The motion carried by the following roll-call vote:

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

- Electrical Service Upgrade at Ridgewood High School
  - The Board has received background information.

Mr. Bisig provided an update that as per the engineers the 40 year old raceway, which is a pipe that runs 40 feet underground under the courtyard may cause a delay in the electrical upgrade project and therefore a delay in school opening in September; if there are any obstructions or the pipe is compromised because of the elements. The engineers believe that we can be proactive now and address it by replacing it with a new one instead of waiting to encounter the problem.

The cost of the upgrade would be \$27,000 to remove the old raceway and replace it with new piping. Funds have already been budgeted for this portion of the project within the original scope of the project. It is not an additional cost.

Mr. Lembo made a motion to proceed with the project.  
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

Mr. Dani requested a slide at a future meeting regarding the criteria for an item to show up at the public meeting for board approval versus just having a bill being paid.

Dr. Gorman stated that the board met in Executive Session to discuss Infant Toddler and read the following statement:

On March 22, 2021 after discussing Infant Toddler with legal counsel and the Board of Education, Mr. Bisig and I were charged with hearing Infant Toddler's proposal on how they will at a minimum break even with the program or run at a profit for the next year. The numbers that were presented at this meeting were then to be verified by the BOE independent auditor to determine if the numbers are realistic and feasible, once this

information was received I was then to update the Board of Education. The board further decided to not release the RFP to the public for new programs until all this information was gathered and presented to them. Then the consensus of the board would decide to either continue with the RFP or allow the program to continue to operate based on the information received for the 2021-2022 school year. Therefore based on the information that Infant toddler submitted, confirmation of Infant Toddler's numbers by the auditing firm, Lerch, Vinci, & Higgins and the legality confirmation by the Board Attorney, Mr. Giacobbe, the recommendation to the Board is to give ITDC an opportunity to run a successful program in the upcoming 2021-2022 school year on probationary status. If ITDC's enrollment does not meet the projected numbers by October 31, they will be asked to make further cuts during the next school year to attempt to reach a profit, and the program will be closed at the end of the 2021-2022 school year. If they do meet their projected numbers and break even or show a surplus, the recommendation is to allow ITDC to operate in the 2022-2023 school year.

Based on timing and based on the work that Dr. Gorman and Mr. Bisig have done, Mr. Kaufman made a motion to allow the Infant Toddler Development Center to run the program for the 2021-2022 school year.

Ms. Brogan seconded the motion, which carried by the following roll call vote:

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

Mr. Dani stated he would like his comment added to the minutes. He is voting no because, first he is ok with the financials and thanked the ITDC staff and everyone who worked on those. The financials, they have come up with a lot of efficiencies from where we started. It is unfortunate that we had to go to RFP and a lot of discussions at the board meetings to find the efficiencies which they should have found as a business, because it is an enterprise fund. Those efficiencies should have been found earlier, which he is thankful for that. On the financial side, if everything that is presented is correct which we will be monitoring, it is a positive move. There was a second part which was why should we not join the pilot program, when there is a pilot program which makes our program legal. All of this is from public comments, which we had public comments about two years ago when we closed Ridgewood Nursery school. There are residents who provided information for two years, which always puts our program in question if it is legal to run it or not legal to run it. Right now, there is an option to become fully compliant to join the pilot program. He is at a loss about why we are not joining the pilot program. The program restricts to resident students or students of teachers. We are underwriting the program with taxpayer dollars of Ridgewood, preference would be to give first preference to residents or students of teachers who work in the district and then if we still have seats available to allow Glen Rock, Westwood, Ramsey, Mahwah all other students. This is an easy condition that we can follow. The second condition was that commercially run daycares or a daycare run by churches or other nonprofit organizations have to meet more licensing requirements. But because we are run by a school we don't have to meet all those requirements and it just adds extra piece of mind that if we are a part of the pilot program we are required to meet the standards. He does not understand why we don't follow that, while we wait for our attorney's advice. It is premature since our attorneys said



they are giving further guidance.

Mr. Kaufman requested that his statement be put into record; it was at the request of certain board members that our legal attorney go out and get more information. They originally said to us that this was a legal business and he said that one of the reasons why we don't have so many requirements is because it is in a school and we fulfill those requirements; so if there was 200 requirements in a pilot program and we have 97 the way it is run now, it is because a lot of those are already in place. He said that since the guidelines to run a school are so strict, we already have those in place.

Also, as it stands now 50% of the students are Ridgewood residents, 30% are Ridgewood teachers and 20% are from outside the community. So right now, even if we don't have a first come, first serve to Ridgewood residents, there is still enough of a gap that we are able to satisfy the community without going into a pilot program.

Ms. Kwak commented that we can vote yes, no or abstain. She noted: I want to provide the context that we are still waiting for final confirmation from the Board Attorney and from the Auditor. Infant Toddler Development Center, which is ITDC, serves babies/children as young as 6 weeks old and draws upon neighboring towns including Glen Rock, New Milford and Washington Township and the program is supported by taxpayer funds earmarked for K-12 Ridgewood children. Ridgewood residents do not receive priority or discount pricing. Now, we are considering maintaining this program upon the recommendation of the Superintendent in direct contradiction to the board vote on February 8, 2021. The ITDC program to continue should apply for the state-approved pilot program and abide by all the parameters of the pilot program including health and safety. We, as a district, should not use an old exemption to waive those inspections. We should hold ourselves to the highest standards. As an advocate of children's education and safety, I cannot in good conscience vote to continue a district-funded program outside of the state-mandated pilot program with all its attendant financial, legal and safety guideposts. So I vote no.

The Board further discussed the ITDC program. The portion of the meeting can be found at 2:13.

#### **XV. ACCEPTANCE OF MINUTES**

- April 12, 2021 Executive Session Meeting
- March 22, 2021 Regular Public Meeting

Mr. Lembo moved approval of minutes. Ms. Brogan seconded the motion, which was unanimously approved.

#### **XVII. COMMENTS FROM THE PUBLIC**

Laurie Weber, 235 South Irving Street, spoke regarding the governing authority about the proper use of school property which is the Office of Administrative Law and Commissioner of Education. Discussed the road map that she submitted to the Board for what we need to do about the ITDC program legality, and the pilot program. State mandated inspection and licensing is a critical part. Offered to speak with Mr. Giacobbe, the Board Attorney to review her findings.

The following callers addressed the Board:

Deborah Steinbaum, 295 Grandview Circle, In favor of starting school later in the morning. Is the head of the Ridgewood Chapter of Start School Later. Discussed the crisis in children in terms of mental health and the major change that can be made is school later start time. Discussed a study from Minnesota regarding later start time. Referred people to [startschoollater.net](http://startschoollater.net) for information.

Allison Harris, 58 Phelps Road, not in favor of the Board's conservative quarantine approach. Asked: Can data regarding cases that are identified after 14 days be posted on the dashboard? Can data be drilled down further regarding distancing between 6 and 3 feet; and quarantine times? COVID numbers in the letters do not separate staff and students; it is not accurate to reference students only and it can be spread by both children and adults.

**XVIII. ADJOURNMENT**

At 9:36 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

2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Katherine Brady	Connecting Play and Language to Literacy and Social-Emotional Development: Assessment and Treatment for Young Children Virtual PESI, Inc, WI May 20, 2021	Professional Development	\$100.00	0
Peter Kay	Project Adventure Training – Technical Skills Intensive Beverly, MA June 14-16, 2021	Professional Development	\$1,176.00	1
Candace Mitola	Project Adventure Training – Technical Skills Intensive Beverly, MA June 14-16, 2021	Professional Development	\$1,010.00	3

The total cost for these conferences is \$2305.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$32,605.39 leaving a balance of \$167,394.61.

The total cost of substitutes for these conferences is \$400.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$2300.00.

	Prof. Development Day – No School for Students
	Opening & Closing Day for Students
	Schools Closed
	Minimum Day
	Schools may be closed per emergency days used

<b>School Hours:</b>	<b>Full Day</b>
K-5	8:45-3:00
Gr 6-8	8:00-2:53
Gr 9-12	7:45-3:15

<b>Minimum Day</b>
8:45-12:45
8:00-12:15
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	

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					

- 1-2 Convocation: Professional Development
- 5 Labor Day – Schools Closed
- 6 Opening Day for students - minimum
- 26 Rosh Hashanah – Schools closed

- 4 Yom Kippur – Schools Closed
- 10 Professional Dev. Day – Columbus 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			

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

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				

- 23 Minimum Day
- 26-30 December Recess

- 16 MLK Day – School Closed
- 22 Lunar New Year

- 3-4 NJEA convention – School closed
- 23 Minimum Day
- 24-25 Thanksgiving Recess

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				

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	

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						

- 13 Professional Development Day – No school for students

- 3-7 Spring Recess (includes Good Friday))
- 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			

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	

- 21 Last day of instruction (minimum day)
- 21 RHS graduation
- 22 Closing Day for Teachers

- 24-27 Schools may be closed per emergency day note below
- 29 Memorial Day – Schools Closed

**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 inclement 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. 1<sup>st</sup> day to be used will be Monday March 29, 2021 and working forward.

**FIELD TRIPS FOR APPROVAL**

April 26, 2021

**ONE DAY TRIPS**

**ATTACHMENT C**

<b>Date</b>	<b>School</b>	<b>Location</b>	<b>Approx # and Group of Students</b>	<b># of Chaperones</b>	<b># Substitutes and dates for each</b>	<b>Anticipated Cost of Subs @ \$100 per day for teachers and \$150 per day for nurse</b>	<b>Anticipated Cost to District</b>	<b>Annual Event</b>	<b>Meets Requirements</b>
6/15/21	Willard 5th Graders	Graydon Pool Ridgewood, NJ	84 Students	10	0	\$0	\$0	Yes	Yes

**JOB DESCRIPTION**

- I. Title: Supervisor of Elementary Education: English Language Arts and Social Studies
- II. Qualifications:
- A. Possess or be eligible for valid New Jersey administrative certification with a Principal or Supervisor endorsement.
  - B. Possess a valid New Jersey instructional certification.
  - C. Possess a master's degree in education.
  - D. A minimum of five years' elementary teaching experience.
  - E. Effective project-management, problem-solving, organization, human relations, and written and verbal communications skills.
  - F. Ability to communicate and work effectively with staff, students, parents, and other school district constituencies.
  - G. Ability to analyze a situation accurately, and adopt and implement an effective course of action.
  - H. Such alternatives to the above qualifications, as the Board may find acceptable.
- III. Position Summary:
- The Supervisor of Elementary Education: English Language Arts and Social Studies (Supervisor) will be responsible for instructional leadership across departments and schools in grades K-5. This involves the supervision of staff, the monitoring of student progress, and the evaluation and development of program. The Supervisor will provide leadership in the formulation of goals, plans, policies and budgets, and recommend them to Principals or the Assistant Superintendent for Curriculum, Instruction and Assessment, as may be appropriate. The Supervisor will collaborate with the district administrators, supervisors, faculty and staff, and other district constituencies, as needed to accomplish the goals of the position.
- IV. Reports to:
- The Supervisor shall take direction from, be responsible to, and be evaluated by, the Assistant Superintendent for Curriculum, Instruction and Assessment. The Supervisor shall work collaboratively with Principals in the day-to-day and long-term supervision of education. Principals shall provide evaluative input and recommendations regarding the Supervisor's performance to the Assistant Superintendent for Curriculum, Instruction and Assessment.
- V. Supervises:
- K-5 Teachers, in conjunction with Principals.

## VI. Major Duties and Responsibilities:

Demonstrates the necessary leadership skills and personal characteristics to carry out the philosophy and program of instruction of the Ridgewood Public Schools.

## A. Instructional Supervision of English Language Arts and Social Studies, with appropriate cross-curricular subjects

1. Supervises and evaluates K-5 staff members in conjunction with Principals.
2. Monitors instruction of Board approved curricula.
3. Works with teachers in all aspects of instruction, including articulation from grade to grade.
4. Leads teachers in monitoring the progress of students through analysis of assessment results.
5. Works collaboratively with teachers to integrate instruction across content areas.

## B. Curriculum Development and Revision

1. Provides leadership in the development of K-5 curricula for English language arts, social studies, and other cross-curricular subjects when appropriate.
2. Develops and carries out long-range plans for K-5 instructional programs in English language arts, social studies and other cross-curricular subjects when appropriate.
3. Works with Principals in all aspects of K-5 English language arts and social studies, including articulation from grade to grade.
4. Works collaboratively with Principals and 6-12 Supervisors to articulate transitions between the elementary and secondary level.
5. Works collaboratively with Elementary Supervisor for Math and Science to coordinate all components of the K-5 academic program.
6. Leads the integration of technology across curricular areas.
7. Manages Board approved curricula in textbooks in K-5 for English language arts and social studies.
8. Advances equity in academic programming for all students.
9. Coordinates Gifted and Talented programming in English language arts, social studies, and other cross curricular subjects when appropriate.

## C. Professional Development

1. Conducts orientation and training for new K-5 staff members.
2. Provides for ongoing professional development of all K-5 staff.
3. Provides leadership for and manages professional development activities, including in-service courses, partnerships, committees and professional development days for grades K-5 and for grades 6-12, as assigned.
4. Maintains a high level of expertise in elementary education, especially as it pertains to English language arts and social studies; keeps abreast of current research and recommendations; and leads study of same.
5. Uses evaluation for self-improvement; carries out individual professional improvement plan developed with supervisor; and carries out other supervisory directions.
6. Leads and coordinates the district mentoring program.
7. Assists with the technology coaches' programming as needed.

## D. Administration and Operations

1. Participates in the recruitment and selection of personnel, as required.
2. Chairs system-wide committees and study groups, as required.
3. Plans and participates in information sessions for Board and public, as required.

4. Serves as liaison with community groups, as required.
5. Contributes to efforts to accomplish system-wide goals and school objectives.
6. Assists in upholding and enforcing school rules, administrative regulations, and Board Policy.
7. Performs other duties within the scope of his/her employment and certification, as may be assigned by his/her supervisor(s).

VII. Terms of Employment: Twelve months

VIII. Evaluation:

In accordance with New Jersey Administrative Code and Board of Education policy on evaluation of staff.

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Dr. Thomas Gorman, Ed.D  
Superintendent of Schools

*Approved by Board: 04/26/2021*



**JOB DESCRIPTION**

I. Title: Supervisor of Elementary Education: Math and Science

II. Qualifications:

- A. Possess or be eligible for valid New Jersey administrative certification with a Principal or Supervisor endorsement.
- B. Possess a valid New Jersey instructional certification.
- C. Possess a master's degree in education.
- D. A minimum of five years' elementary teaching experience.
- E. Effective project-management, problem-solving, organization, human relations, and written and verbal communications skills.
- F. Ability to communicate and work effectively with staff, students, parents, and other school district constituencies.
- G. Ability to analyze a situation accurately, and adopt and implement an effective course of action.
- H. Such alternatives to the above qualifications, as the Board may find acceptable.

III. Position Summary:

The Supervisor of Elementary Education: Math and Science (Supervisor) will be responsible for instructional leadership across departments and schools in grades K-5. This involves the supervision of staff, the monitoring of student progress, and the evaluation and development of program. The Supervisor will provide leadership in the formulation of goals, plans, policies and budgets, and recommend them to Principals or the Assistant Superintendent for Curriculum, Instruction and Assessment, as may be appropriate. The Supervisor will collaborate with the district administrators and supervisors, faculty and staff, and other district constituencies, as needed to accomplish the goals of the position.

IV. Reports to:

The Supervisor shall take direction from, be responsible to, and be evaluated by, the Assistant Superintendent for Curriculum, Instruction and Assessment. The supervisor shall work collaboratively with Principals in the day-to-day and long-term supervision of education. Principals shall provide evaluative input and recommendations regarding the Supervisor's performance to the Assistant Superintendent for Curriculum, Instruction and Assessment.

V. Supervises:

K-5 Teachers, in conjunction with Principals.

## VI. Major Duties and Responsibilities:

Demonstrates the necessary leadership skills and personal characteristics to carry out the philosophy and program of instruction of the Ridgewood Public Schools.

- A. Instructional Supervision of Math and Science, with appropriate cross-curricular subjects
  1. Supervises and evaluates K-5 staff members in conjunction with Principals.
  2. Monitors instruction of Board approved curricula.
  3. Works with teachers in all aspects of instruction, including articulation from grade to grade.
  4. Leads teachers in monitoring the progress of students through analysis of assessment results.
  5. Works collaboratively with teachers to integrate instruction across content areas.
- B. Curriculum Development and Revision
  1. Provides leadership in the development of K-5 curricula for math, science, and other cross-curricular subjects when appropriate.
  2. Develops and carries out long-range plans for K-5 instructional programs in math, science and cross-curricular subjects when appropriate.
  3. Works with Principals in all aspects of K-5 math and science, including articulation from grade to grade.
  4. Works collaboratively with Principals and 6-12 Supervisors to articulate transitions between the elementary and secondary level.
  5. Works collaboratively with Elementary Supervisor for ELA and Social Studies to coordinate all components of the K-5 academic program.
  6. Leads the integration of technology across assigned curricular areas.
  7. Manages Board approved curricula in textbooks in K-5 for math and science.
  8. Advances equity in academic programming for all students.
  9. Coordinates Gifted and Talented programming in math, science, and other cross curricular subjects when appropriate.
- C. Professional Development
  1. Conducts orientation and training for new K-5 staff members.
  2. Provides for ongoing professional development of all K-5 staff.
  3. Provides leadership for and manages professional development activities, including in-service courses, partnerships, committees and professional development days for grades K-5 and for grades 6-12, as assigned.
  4. Maintains a high level of expertise in elementary education, especially as it pertains to math and science; keeps abreast of current research and recommendations; and leads study of same.
  5. Uses evaluation for self-improvement; carries out individual professional improvement plan developed with supervisor; and carries out other supervisory directions.
  6. Supervises Technology Coaches in conjunction with Principals.
  7. Assist with the district mentoring program as needed.
- D. Administration and Operations
  1. Participates in the recruitment and selection of personnel, as required.
  2. Chairs system-wide committees and study groups, as required.
  3. Plans and participates in information sessions for Board and public, as required.
  4. Serves as liaison with community groups, as required.
  5. Contributes to efforts to accomplish system-wide goals and school objectives.

6. Assists in upholding and enforcing school rules, administrative regulations, and Board Policy.
7. Performs other duties within the scope of his/her employment and certification, as may be assigned by his/her supervisor(s).

VII. Terms of Employment: Twelve months

VIII. Evaluation:

In accordance with New Jersey Administrative Code and Board of Education policy on evaluation of staff.

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Dr. Thomas Gorman, Ed.D  
Superintendent of Schools

*Approved by Board: 04/26/2021*

# RIDGEWOOD BOARD OF EDUCATION

## POLICY

BYLAWS  
0145/page 1 of 2  
Board Member Resignation and Removal  
**M**

### 0145 BOARD MEMBER RESIGNATION AND REMOVAL

The membership of a Board of Education member shall terminate immediately upon:

1. The cessation of the member's bona fide residency in the school district the member represents (**N.J.S.A. 18A:12-2.2**); or
2. The member's election or appointment to the office of mayor or member of the governing body Ridgewood. (**N.J.S.A. 18A:12-2.2**); or
3. The member's disqualification from voting pursuant to N.J.S.A. 19:4-1 (**N.J.S.A. 18A:12-2.2**); or
4. The member's ~~conviction for false swearing for having falsely affirmed or declared that he/she is qualified to vote~~ **falsely affirms or declares that he/she is not disqualified as a voter pursuant to N.J.S.A. 19:4-1 or that he/she is not disqualified from membership on the Board due to conviction of a crime or offense listed in N.J.S.A. 18A:12-1**; or
5. The removal of the member by the Commissioner of Education; or
6. Recall of a Board member pursuant to N.J.S.A. 19:27A-1 et seq.

**A member who fails to attend three consecutive** meetings of the Board without good cause may be removed from office on the affirmative votes by majority of the remaining Board members, provided that:

1. The member's removal was proposed at the immediately previous Board meeting; and
2. Notice of the proposed removal was given to the affected member at least ~~seventy-two~~ **forty-eight** hours in advance of the meeting at which the vote will be taken.

N.J.S.A. 18A:12-2; **18A:12-2.2**; 18A:12-3; 18A:12-29

N.J.S.A. 19:27A-1 et seq.

Adopted: 7 December 2009

Revised:

# RIDGEWOOD BOARD OF EDUCATION

ADMINISTRATION  
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Earned Sick Leave Law  
M

## R 1642 EARNED SICK LEAVE LAW

### A. Definitions Relative to Policy and Regulation 1642 and the New Jersey Earned Sick Leave Law (Act)

“Act” means the New Jersey Earned Sick Leave Law – N.J.S.A. 34:11D-1. through 34:11D-11.

“Benefit year” means the period of twelve consecutive months, July 1 through June 30, as established by an employer in which an employee shall accrue and use earned sick leave as provided pursuant to N.J.S.A. 34:11D-2, provided that once the starting date of the benefit year is established by the employer it shall not be changed unless the employer notifies the Commissioner of Labor and Workforce Development of the change in accordance with regulations promulgated pursuant to the Act. The Commissioner shall impose a benefit year on any employer the Commissioner determines is changing the benefit year at times or in ways that prevent the accrual or use of earned sick leave by an employee.

“Certified Domestic Violence Specialist” means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals.

“Child” means a biological, adopted, or foster child, stepchild or legal ward of an employee, child of a domestic partner or civil union partner of the employee.

“Civil union” means a civil union as defined in N.J.S.A. 37:1-29.

“Commissioner” means the Commissioner of Labor and Workforce Development.

“Department” means the Department of Labor and Workforce Development.

“Designated domestic violence agency” means a county-wide organization with a primary purpose to provide services to victims of domestic violence, and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.

“Domestic or sexual violence” means stalking, any sexually violent offense, as defined in N.J.S.A. 30:4-27.26, or domestic violence as defined in N.J.S.A. 2C:25-19, and N.J.S.A. 17:29B-16.

“Domestic partner” means a domestic partner as defined in N.J.S.A. 26:8A-3.

“Employee” means, for the purposes of Policy and Regulation 1642, an individual engaged in service for compensation to a local school district, regional school district, county vocational school, or charter school of the State who is not provided with sick leave with full pay pursuant to N.J.S.A. 18A:30-2 or any other law, rule, or regulation of New Jersey and is eligible to accrue earned sick leave in accordance with the requirements of the Act.

“Employer” means, for the purposes of Policy and Regulation 1642, a local school district, regional school district, county vocational school, or charter school of the State who does not provide sick leave with full pay to an employee pursuant to N.J.S.A. 18A:30-2 or any other law, rule, or regulation of New Jersey and is required to comply with the requirements of the Act.

“Family member” means a child, grandchild, sibling, spouse, domestic partner, civil union partner, parent, or grandparent of an employee, or a spouse, domestic partner, or civil union partner of a parent or grandparent of an employee, or a sibling of a spouse, domestic partner, or civil union partner of the employee, or any other individual related by blood to the employee or whose close association with the employee is the equivalent of a family relationship.

“Health care professional” means any person licensed under Federal, State, or local law, or the laws of a foreign nation, to provide health care services, or any other person who has been authorized to provide health care by a licensed health care professional, including but not limited to doctors, nurses, and emergency room personnel.

“Parent” means a biological, adoptive, or foster parent, stepparent, or legal guardian of an employee or of the employee’s spouse, domestic partner, or civil union partner, or a person who stood in loco parentis of the employee or the employee’s spouse, domestic partner, or civil union partner when the employee, spouse or partner was a minor child.

“Retaliatory personnel action” means denial of any right guaranteed under the Act and any threat, discharge, including a constructive discharge, suspension, demotion, unfavorable reassignment, refusal to promote, disciplinary action, sanction, reduction of work hours, reporting or threatening to report the actual or suspected immigrant status of an employee or the employee’s family, or any other adverse action against an employee.

“Sibling” means a biological, foster, or adopted sibling of an employee.

“Spouse” means a husband or wife.

**B. Provision of Earned Sick Leave – N.J.S.A. 34:11D-2**

1. The employer shall provide earned sick leave in accordance with the Act for each employee working for the employer.

2. For every thirty hours worked, the employee shall accrue one hour of earned sick leave. The employer will provide an employee their full complement of earned sick leave for a benefit year as required under N.J.S.A. 34:11D-2 on the first day of each benefit year in accordance with the Act.
3. The employer will not permit the employee to accrue or use in any benefit year, or carry forward from one benefit year to the next, more than forty hours of earned sick leave.
  - a. Unless the employee has accrued earned sick leave prior to October 29, 2018, the earned sick leave shall begin to accrue on October 29, 2018 for any employee who is hired and commences employment before October 29, 2018 and the employee shall be eligible to use the earned sick leave beginning on February 26, 2019 after the employee commences employment.
  - b. If the employee's employment commences after October 29, 2018, the earned sick leave shall begin to accrue upon the date that employment commences. The employee shall be eligible to use the earned sick leave beginning on the 120<sup>th</sup> calendar day after the employee commences employment.
4. The employer shall be in compliance with N.J.S.A. 34:11D-2 if the employer offers paid time off to an employee, which is fully paid and shall include, but is not limited to personal days, vacation days, and sick days, and may be used for the purposes of N.J.S.A. 34:11D-3 in the manner provided by the Act, and is accrued at a rate equal to or greater than the rate described in N.J.S.A. 34:11D-2.
5. The employer shall pay the employee for earned sick leave at the same rate of pay with the same benefits as the employee normally earns, except that the pay rate shall not be less than the minimum wage required for the employee pursuant to N.J.S.A. 34:11-56a4.
6. Upon the mutual consent of the employee and employer, an employee may voluntarily choose to work additional hours or shifts during the same or following pay period, in lieu of hours or shifts missed, but shall not be required to work additional hours or shifts or use accrued earned sick leave. The employer may not require, as a condition of an employee using earned sick leave, that the employee search for or find a replacement worker to cover the hours during which the employee is using earned sick leave.
7. If an employee is transferred to a separate division, entity, or location, but remains employed by the same employer, then the employee shall be entitled to all earned

sick leave accrued at the prior division, entity, or location, and shall be entitled to use the accrued earned sick leave as provided in the Act.

8. If an employee is terminated, laid off, furloughed, or otherwise separated from employment with the employer, any unused accrued earned sick leave shall be reinstated upon the re-hiring or reinstatement of the employee to that employment, within six months of termination, being laid off or furloughed, or separation, and prior employment with the employer shall be counted towards meeting the eligibility requirements set forth in N.J.S.A. 34:11D-2.
9. The employer may choose the increments in which its employees may use earned sick leave, provided that the largest increment of earned sick leave an employee may be required to use for each shift for which earned sick leave is used shall be the number of hours the employee was scheduled to work during that shift.

C. Permitted Usage of Earned Sick Leave – N.J.S.A. 34:11D-3

1. The employer shall permit an employee to use the earned sick leave accrued pursuant to the Act for any of the following:
  - a. Time needed for diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;
  - b. Time needed for the employee to aid or care for a family member of an employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
  - c. Absence necessary due to circumstances resulting from the employee, or a family member of an employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member: medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence; services from a designated domestic violence agency or other victim services organization; psychological or other counseling; relocation; or legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
  - d. Time during which the employee is not able to work because of:
    - (1) **Aa closure of the employee's workplace, or the school or place of care of a child of an employee, by order of a public official or because of a state of emergency declared by the Governor of**



# RIDGEWOOD BOARD OF EDUCATION

ADMINISTRATION

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Earned Sick Leave Law

New Jersey, due to an epidemic or other public health emergency;  
~~or because of;~~

(2) ~~The declaration of a state of emergency by the Governor of New Jersey, or the issuance by a health care provider or the New Jersey Commissioner of Health or other~~ public health authority of a determination that the presence in the community of the employee, or a member of the employee's family in need of care by the employee, would jeopardize the health of others; ~~or~~

(3) ~~A state of emergency declared by the Governor of New Jersey, or upon the recommendation, direction, or order of a healthcare provider or the New Jersey Commissioner of Health or other authorized public official, the employee undergoes isolation or quarantine, or cares for a family member in quarantine, as a result of suspected exposure to a communicable disease and a finding by the provider or authority that the presence in the community of the employee or family member would jeopardize the health of others; or~~

- e. Time needed by the employee in connection with a child of the employee to attend a school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability.
2. If an employee's need to use earned sick leave is foreseeable, the employer will require advance notice, not to exceed seven calendar days prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and shall make a reasonable effort to schedule the use of earned sick leave in a manner that does not unduly disrupt the operations of the employer. If the reason for the leave is not foreseeable, the employer will require an employee to give notice of the intention as soon as practicable, if the employer has notified the employee of this requirement.
- a. The employer may prohibit employees from using foreseeable earned sick leave on certain dates provided reasonable notice of these dates is provided to employees and the employer will require reasonable documentation if sick leave that is not foreseeable is used during those dates.

# RIDGEWOOD BOARD OF EDUCATION

ADMINISTRATION

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Earned Sick Leave Law

- b. For earned sick leave of three or more consecutive days, the employer will require reasonable documentation that the leave is being taken for the purpose permitted under N.J.S.A. 34:11D-3.a. and C.1. above.
- c. If the leave is permitted under N.J.S.A. 34:11D-3.a.(1) and C.1.a. above or N.J.S.A. 34:11D-3.a.(2) and C.1.b. above, documentation signed by a health care professional who is treating the employee or the family member of the employee indicating the need for the leave and, if possible, number of days of leave, shall be considered reasonable documentation.
- d. If the leave is permitted under N.J.S.A. 34:11D-3.a.(3) and C.1.c. above because of domestic or sexual violence, any of the following shall be considered reasonable documentation of the domestic or sexual violence: medical documentation; a law enforcement agency record or report; a court order; documentation that the perpetrator of the domestic or sexual violence has been convicted of a domestic or sexual violence offense; certification from a certified Domestic Violence Specialist or a representative of a designated domestic violence agency or other victim services organization; or other documentation or certification provided by a social worker, counselor, member of the clergy, shelter worker, health care professional, attorney, or other professional who has assisted the employee or family member in dealing with the domestic or sexual violence.
- e. If the leave is permitted under N.J.S.A. 34:11D-3.a.(4) and C.1.d. above, a copy of the order of the public official or the determination by the health authority shall be considered reasonable documentation.
- f. If the leave is permitted under N.J.S.A. 34:11D-3.a.(5) and C.1.e. above, tangible proof of the reasons outlined in N.J.S.A. 34:11D-3.a.(5) and C.1.e. above shall be considered reasonable documentation.
3. Nothing in the Act shall be deemed to require the employer to provide earned sick leave for an employee's leave for purposes other than those identified in N.J.S.A. 34:11D-3, or prohibit the employer from taking disciplinary action against an employee who uses earned sick leave for purposes other than those identified in N.J.S.A. 34:11D-3.
4. The employer will not pay an employee for unused earned sick leave at the end of the benefit year pursuant to N.J.S.A. 34:11D-3.c.
  - a. If the employee agrees to receive a payment, the employee shall choose a payment for the full amount of unused earned sick leave or for fifty percent of the amount of unused earned sick leave. The payment amount shall be

based on the same rate of pay that the employee earns at the time of the payment.

- b. If the employee declines a payment for unused earned sick leave, or agrees to a payment for fifty percent of the amount of unused sick leave, the employee shall be entitled to carry forward any unused or unpaid earned sick leave to the proceeding benefit year as provided pursuant to N.J.S.A. 34:11D-2.a. and B.1., B.2., and B.3. above.
  - c. If the employee agrees to a payment for the full amount of unused earned sick leave, the employee shall not be entitled to carry forward any earned sick leave to the proceeding benefit year pursuant to N.J.S.A. 34:11D-2.a. and B.1, B.2., and B.3. above.]
5. Unless the employer's policy or a collective bargaining agreement provides for the payment of accrued earned sick leave upon termination, resignation, retirement, or other separation from employment, an employee shall not be entitled under N.J.S.A. 34:11D-3 to payment of unused earned sick leave upon the separation from employment.
6. Any information the employer possesses regarding the health of an employee or any family member of the employee or domestic or sexual violence affecting an employee or employee's family member shall be treated as confidential and not disclosed except to the affected employee or with the written permission of the affected employee.
- D. Retaliation, Discrimination Prohibited – N.J.S.A. 34:11D-4 and N.J.S.A. 34:11D-12**
- 1. No employer shall take retaliatory personnel action or discriminate against an employee who accrues sick leave under the Act because the employee requests or uses earned sick leave either in accordance with the Act or the employer's own earned sick leave policy for employees covered under the Act. Any complaints alleging a violation of the Act shall be filed in accordance with the provisions of N.J.S.A. 34:11D-4.
    - a. The employer shall not count earned sick leave taken under the Act as an absence that may result in the employee being subject to discipline, discharge, demotion, suspension, a loss or reduction of pay, or any other adverse action.
  - 2. There shall be a rebuttable presumption of an unlawful retaliatory personnel action under N.J.S.A. 34:11D-4 whenever the employer takes adverse action against an employee within ninety days of when that employee:

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- a. Files a complaint with the Department or a court alleging a violation of any provision of N.J.S.A. 34:11D-4;
  - b. Informs any person about the employer's alleged violation of N.J.S.A. 34:11D-4;
  - c. Cooperates with the Department or other persons in the investigation or prosecution of any alleged violation of N.J.S.A. 34:11D-4;
  - d. Opposes any policy, practice, or act that is unlawful under N.J.S.A. 34:11D-4; or
  - e. Informs any person of his or her rights under N.J.S.A. 34:11D-4.
3. Protections of N.J.S.A. 34:11D-4 shall apply to any person who mistakenly but in good faith alleges violations of the Act.
  4. Any violator of the provisions of N.J.S.A. 34:11D-4 shall be subject to relevant penalties and remedies provided by the "New Jersey State Wage and Hour Law," N.J.S.A. 34:11-56a et seq., including the penalties and remedies provided by N.J.S.A. 34:11-56a24, and relevant penalties and remedies provided by N.J.S.A. 2C:40A-2, for discharge or other discrimination.
  5. **The employer shall not, during the Public Health Emergency and State of Emergency declared by the Governor of New Jersey in Executive Order 103 of 2020 concerning the coronavirus disease 2019 pandemic, terminate or otherwise penalize an employee if the employee requests or takes time off from work based on the written or electronically transmitted recommendation of a medical professional licensed in New Jersey that the employee take that time off for a specified period of time because the employee has, or is likely to have, an infectious disease, as defined in N.J.S.A. 26:13-2, which may infect others at the employee's workplace.**
    - a. **The employer shall not, following that specified period of time as per D.5. above, refuse to reinstate the employee to employment in the position held when the leave commenced with no reduction in seniority, status, employment benefits, pay, or other terms and conditions of employment.**
- E. Violations; Remedies, Penalties, Other Measures – N.J.S.A. 34:11D-5
1. Any failure of the employer to make available or pay earned sick leave as required by the Act, or any other violation of the Act, shall be regarded as a failure to meet the wage payment requirements of the "New Jersey State Wage and Hour Law," N.J.S.A. 34:11-56a et seq., or other violation of the New Jersey State Wage

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and Hour Law, as the case may be, and remedies, penalties, and other measures provided by the New Jersey State Wage and Hour Law, N.J.S.A. 34:11-58, and N.J.S.A. 2C:40A-2 for failure to pay wages or other violations of the New Jersey State Wage and Hour Law shall be applicable, including, but not limited to, penalties provided pursuant to N.J.S.A. 34:11-56a22 and 34:11-56a24, and civil actions by employees pursuant to N.J.S.A. 34:11-56a25, except that an award to an employee in a civil act shall include, in addition to the amount provided pursuant to N.J.S.A. 34:11-56a25, any actual damages suffered by the employee as the result of the violation plus an equal amount of liquidated damages.

## F. Retention of Records, Access – N.J.S.A. 34:11D-6

1. The employer shall retain records documenting hours worked by employees and earned sick leave accrued/advanced, used, paid, and paid out and carried over by/to employees, for a period of five years, and shall, upon demand, allow the Department access to those records to monitor compliance with the requirements of the Act.
  - a. If an employee makes a claim the employer has failed to provide earned sick leave required by the Act and the employer has not maintained or retained adequate records documenting hours worked by the employee and earned sick leave taken by the employee or does not allow the Department access to the records, it shall be presumed the employer has failed to provide the earned sick leave, absent clear and convincing evidence otherwise.
2. In addition, the penalties provided by the “New Jersey State Wage and Hour Law,” N.J.S.A. 34:11-56a et seq. for violations of the requirements of the New Jersey State Wage and Hour Law regarding the maintaining and disclosure of records shall apply to violations of the requirements of N.J.S.A. 34:11D-6.

## G. Notification to Employees – N.J.S.A. 34:11D-7

1. The employer shall provide notification, in a form issued by the Commissioner, to employees of their rights under the Act, including the amount of earned sick leave to which they are entitled and the terms of its use and remedies provided by the Act to employees if the employer fails to provide the required benefits or retaliates against employees exercising their rights under the Act.
  - a. The employer shall conspicuously post the notification in a place or places accessible to all employees in each of the employer’s workplaces.
  - b. The employer shall also provide each employee with a written copy of the notification: not later than thirty days after the form of the notification is

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issued; at the time of the employee's hiring, if the employee is hired after the issuance; and at any time, when first requested by the employee.

- c. The Commissioner shall make the notifications available in English, Spanish, and any other language that the Commissioner determines is the first language of a significant number of workers in the State and the employer shall use the notification in English, Spanish, or any other language for which the Commissioner has provided notifications and which is the first language of a majority of the employer's workforce.

## H. Provisions Preemptive; Construction of Act – N.J.S.A. 34:11D-8

1. No provision of the Act, or any regulations promulgated to implement or enforce the Act, shall be construed as:
  - a. Requiring the employer to reduce, or justifying the employer in reducing, rights or benefits provided by the employer pursuant to the employer's policy or a collective bargaining agreement which are more favorable to employees than those required by the Act or which provide rights or benefits to employees not covered by the Act;
  - b. Preventing or prohibiting the employer from agreeing, through a collective bargaining agreement or employer policy, to provide rights or benefits which are more favorable to employees than those required by the Act or to provide rights or benefits to employees not covered by the Act;
  - c. Prohibiting the employer from establishing a policy whereby an employee may donate unused accrued earned sick leave to another employee or other employees; or
  - d. Superseding any law providing collective bargaining rights for employees, or in any way reducing, diminishing, or adversely affecting those collective bargaining rights, or in any way reducing, diminishing, or affecting the obligations of the employer under those laws.
2. Employees or employee representatives may waive the rights or benefits provided under the Act during the negotiation of a collective bargaining agreement.
3. With respect to employees covered by a collective bargaining agreement in effect on October 29, 2018, no provision of the Act shall apply until the stated expiration of the collective bargaining agreement.

## I. Severability – N.J.S.A. 34:11D-9

1. The provisions of the Act shall be deemed to be severable and if any section, subsection, paragraph, sentence or other part of the Act is declared to be unconstitutional, or the applicability thereof to any person is held invalid, the remainder of the Act shall not thereby be deemed to be unconstitutional or invalid.

Adopted: 4 November 2019

Revised:

1643 FAMILY LEAVE

The Board of Education will provide family leave to staff members in accordance with the New Jersey Family Leave Act (NJFLA) and the Federal Family and Medical Leave Act (FMLA). These laws have similar and different provisions that provide different rights and obligations for a staff member and the Board.

If a staff member is eligible for leave for reasons recognized under both the FMLA and NJFLA, then the time taken shall run concurrently and be applied to both laws. The NJFLA provides twelve weeks leave in a twenty-four month period and the FMLA provides twelve weeks leave in a twelve month period

A. New Jersey Family Leave Act

1. Definitions Relative to New Jersey Family Leave Act

“Base Hours” means the hours of work for which a staff member receives compensation. Base hours shall include overtime hours for which a staff member is paid additional or overtime compensation, and hours for which a staff member receives workers’ compensation benefits. Base hours shall also include hours a staff member would have worked except for having been in military service. Base hours do not include hours for when a staff member receives other types of compensation, such as administrative, personal leave, vacation, or sick leave.

“Child” means a biological, adopted, foster child, or resource family child, stepchild, legal ward, or child of a parent, including a child who becomes the child of a parent pursuant to a valid written agreement between the parent and a gestational carrier.

“Eligible employee” means any individual employed by the same employer for twelve months or more, who has worked 1,000 or more base hours during the preceding twelve month period.

“Employer” includes the State, any political subdivision thereof, and all public offices, agencies, boards, or bodies.

“Family member” means a child, parent, parent-in-law, sibling, grandparent, grandchild, spouse, domestic partner, or one partner in a civil union couple, or any other individual related by blood to a staff member, and any other individual that a staff member shows to have a close association with a staff member which is the equivalent of a family relationship.

“Health care provider” means a duly licensed health care provider or other health care provider deemed appropriate by the Director of the Division on Civil Rights in the New Jersey Department of Law and Public Safety.



“Parent” means a person who is the biological parent, adoptive parent, foster parent, resource family parent, step-parent, parent-in-law, or legal guardian, having a “parent-child relationship” with a child as defined by law, or having sole or joint legal or physical custody, care, guardianship, or visitation with a child, or who became the parent of the child pursuant to a valid written agreement between the parent and a gestational carrier.

“Serious health condition” means an illness, injury, impairment, or physical or mental condition which requires:

- a. Inpatient care in a hospital, hospice, or residential medical care facility; or
- b. Continuing medical treatment or continuing supervision by a health care provider.

As used in the definition of a serious health condition, “continuing medical treatment or continuing supervision by a health care provider” means:

- a. A period of incapacity (that is, inability to work, attend school, or perform regular daily activities due to a serious health condition, treatment therefore, and recovery therefrom) of more than three consecutive days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves:
  - (1) Treatment two or more times by a health care provider; or
  - (2) Treatment by a health care provider on one occasion which results in a regimen of continuing treatment under the supervision of a health care provider;
- b. Any period of incapacity due to pregnancy, or for prenatal care;
- c. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition;
- d. A period of incapacity, which is permanent or long-term, due to a condition for which treatment may not be effective (such as Alzheimer's disease, a severe stroke, or the terminal stages of a disease) where the individual is under continuing supervision of, but need not be receiving active treatment by, a health care provider; or
- e. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days

in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

“Spouse” means a person to whom a staff member is lawfully married as defined by New Jersey law.

“State of emergency” means a natural or man-made disaster or emergency for which a state of emergency has been declared by the President of the United States or the Governor, or for which a state of emergency has been declared by a municipal emergency management coordinator.

## 2. Reasons for NJFLA Leave

- a. A staff member may take NJFLA leave to provide care made necessary by reason of:
  - (1) The birth of a child of the staff member, including a child born pursuant to a valid written agreement between the staff member and the gestational carrier;
  - (2) The placement of a child into foster care with the staff member or in connection with adoption of such child by a staff member;
  - (3) The serious health condition of a family member of the staff member; or
  - (4) A state of emergency declared by the Governor of New Jersey, or when indicated to be needed by the Commissioner of Health – New Jersey Department of Health or other public health authority, an epidemic or communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent spread of a communicable disease which:
    - (a) Requires in-home care or treatment of a child due to the closure of the school or place of care of the child of a staff member, by order of a public official due to the epidemic or other public health emergency;
    - (b) Prompts the issuance by a public health authority of a determination, including by mandatory quarantine, requiring or imposing responsive or prophylactic measures as a result of illness caused by an epidemic of a communicable disease or known or suspected exposure to the communicable disease because the presence in the

community of a family member in need of care by a staff member would jeopardize the health of others; or

- (c) Results in the recommendation of a health care provider or public health authority, that a family member in need of care by a staff member voluntarily undergo self-quarantine as a result of suspected exposure to a communicable disease because the presence in the community of that family member in need of care by a staff member, would jeopardize the health of others.

### 3. Staff Member Eligibility

- a. NJFLA leave may be taken for up to twelve weeks within any twenty-four month period. The NJFLA leave shall be unpaid with benefits subject to contributions required to be made by the staff member.
- b. A staff member is eligible for NJFLA leave if a staff member is employed by the same Board for twelve months or more, and has worked 1,000 or more base hours during the preceding twelve month period.
- c. The method to determine the twenty-four month period in which the twelve weeks of NJFLA leave entitlement occurs shall be

**[Select one option**

- \_\_\_\_\_ the calendar year.
- \_\_\_\_\_ any fixed “leave year,” such as a fiscal year or a year starting on a staff member's “anniversary date”.
- \_\_\_\_\_ the twenty-four month period measured forward from the date any staff member's first leave under NJFLA begins.
- \_\_\_\_\_ a “rolling” twenty-four month period measured backward from the date a staff member uses any leave under NJFLA. **(Recommended)**
- d. This Policy shall serve as notice to all staff members of the method chosen in A.3.c. above. This method shall be applied consistently and uniformly to all staff members.
- (1) If the Board transitions to another method, the Board is required to give at least sixty days’ notice to all staff members and the transition must take place in such a way that staff members retain their full benefit of twelve

weeks of NJFLA leave under whichever method affords the greatest benefit to a staff member.

- e. The Board shall grant NJFLA leave to more than one staff member from the same family (for example, a husband and a wife, or a brother and a sister) at the same time, provided such staff members are otherwise eligible for NJFLA leave.
  - f. The fact that a holiday may occur within the week taken by a staff member as NJFLA leave has no effect and the week is counted as a week of NJFLA leave.
    - (1) However, if a staff member is out on NJFLA leave and the staff member is not regularly scheduled to work for one or more weeks, the weeks the staff member is not regularly scheduled to work do not count against their NJFLA leave entitlement.
4. Types of NJFLA Leave
- a. Staff members are required to provide notice in writing for any NJFLA leave requested. In emergent circumstances, a staff member may provide the Board with oral notice when written notice is impracticable.
    - (1) Staff members must provide the Board written notice after submitting oral notice in emergent circumstances.
  - b. Consecutive NJFLA leave is NJFLA leave that is taken without interruption based upon a staff member's regular work schedule and does not include breaks in employment in which a staff member is not regularly scheduled to work.
    - (1) A staff member must provide the Board with notice of consecutive NJFLA leave no later than thirty days prior to the commencement of consecutive NJFLA leave, except where emergent circumstances warrant shorter notice.
    - (2) A staff member shall provide the Board with certification pursuant to A.5. below.
  - c. Intermittent NJFLA leave is NJFLA leave due to a single qualifying reason, taken in separate periods of time, broken up by periods in which the staff member returns to work.

- (1) A staff member is entitled to take NJFLA leave intermittently for the birth of a child of the staff member, including a child born pursuant to a valid written agreement between the staff member and a gestational carrier or the placement of a child into foster care with the staff member or in connection with adoption of such child by the staff member.
  - (a) The staff member shall provide the Board with prior notice of not less than fifteen calendar days before the first day on which NJFLA benefits are paid for the intermittent NJFLA leave, unless an emergency or other unforeseen circumstance precludes prior notice.
  - (b) The staff member shall make a reasonable effort to schedule the intermittent NJFLA leave so as not to unduly disrupt the operations of the Board and, if possible, provide the Board, prior to the commencement of intermittent NJFLA leave, with a regular schedule of the days or days of the week on which the intermittent NJFLA leave will be taken.
  - (c) A staff member shall provide the Board with certification for intermittent NJFLA leave pursuant to A.5.b. below.
- (2) The staff member is entitled to take intermittent NJFLA leave for the serious health condition of a family member of the staff member when medically necessary if:
  - (a) The total time which the intermittent NJFLA leave is taken does not exceed twelve months if taken in connection with a single serious health condition. If the intermittent NJFLA leave is taken in connection with more than one serious health condition, the intermittent NJFLA leave must be taken within a consecutive twenty-four month period or until such time the twelve week NJFLA leave is exhausted, whichever is shorter;
  - (b) The staff member provides the Board with prior notice of not less than fifteen calendar days before the first day on which benefits are paid for the intermittent NJFLA leave.
    - (i) The staff member may provide notice less than fifteen days prior to the intermittent NJFLA leave if an emergency or other unforeseen circumstance precludes prior notice;
  - (c) The staff member makes a reasonable effort to schedule the intermittent NJFLA leave so as not to unduly disrupt the operations

of the school district and, if possible, provide the school district, prior to the commencement of intermittent NJFLA leave, with a regular schedule of the days or days of the week on which the intermittent NJFLA leave will be taken; and

- (d) The staff member provides the Board with a copy of the certification outlined in A.5.c. below.
- (3) In the case of NJFLA leave taken due to an epidemic of a communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent spread of the communicable disease, the NJFLA leave may only be taken intermittently if:
- (a) The staff member provides the Board with prior notice of the intermittent NJFLA leave as soon as practicable;
  - (b) The staff member makes a reasonable effort to schedule the NJFLA leave so as not to unduly disrupt the operations of the school district and, if possible, provide the school district prior to the commencement of the intermittent NJFLA leave, with a regular schedule of the day or days of the week on which the intermittent NJFLA leave will be taken; and
  - (c) A staff member provides the Board with a copy of the certification outlined in A.5.d. below.
- (4) Intermittent leave taken on a reduced leave schedule is NJFLA leave due to a single qualifying reason, that is scheduled for fewer than a staff member's usual number of hours worked per workweek, but not for fewer than a staff member's usual number of hours worked per workday and may only be taken to care for the serious health condition of a family member of a staff member when medically necessary, except that:
- (a) A staff member shall not be entitled to intermittent NJFLA leave on a reduced leave schedule for a period exceeding twelve consecutive months for any one period of NJFLA leave;
  - (b) The staff member must provide the Board with prior notice of the intermittent NJFLA leave on a reduced leave schedule as soon as practicable;
  - (c) A staff member shall make a reasonable effort to schedule intermittent NJFLA leave on a reduced leave schedule so as not to disrupt unduly the operations of the school district. A staff member

shall provide the school district with prior notice of the care, medical treatment, or continuing supervision by a health care provider necessary due to a serious health condition of a family member, in a manner which is reasonable and practicable; and

- (d) A staff member must provide the Board with a copy of the certification outlined in A.5.c. below.
- d. NJFLA leave taken because of the birth or placement for adoption of a child of the staff member may commence at any time within a year after the date of the foster care placement, birth, or placement for adoption.
  - e. A staff member shall not, during any period of NJFLA leave, perform services on a full-time basis for any person for whom a staff member did not provide those services immediately prior to commencement of the NJFLA leave.
    - (1) A staff member on NJFLA leave may not engage in other full-time employment during the term of the NJFLA leave, unless such employment commenced prior to the NJFLA leave and is not otherwise prohibited by law.
    - (2) During the term of NJFLA leave a staff member may commence part-time employment which shall not exceed half the regularly scheduled hours worked for the Board from whom a staff member requested NJFLA leave. A staff member may continue part-time employment which commenced prior to a staff member's NJFLA leave, at the same number of hours that a staff member was regularly scheduled prior to such NJFLA leave.
    - (3) The Board may not maintain a policy or practice which prohibits part-time employment during the course of a NJFLA leave.
5. Certification
- a. The Board shall require a staff member who requests NJFLA leave to sign a form of certification established by the Board attesting that such staff member is taking NJFLA leave in accordance with the law.
    - (1) The Board may not require a staff member to sign or otherwise submit a form of certification attesting to additional facts, including a staff member's eligibility for NJFLA leave.
    - (2) The Board may subject a staff member to reasonable disciplinary measures, depending on the circumstances, when a staff member intentionally misrepresents the reason that such staff member is taking NJFLA leave.

- (3) The form of certification established by the Board shall contain a statement warning a staff member of the consequences of refusing to sign the certification or falsely certifying. Any staff member who refuses to sign the certification established by the Board may be denied the requested NJFLA leave.
  - (4) The Board requires that any period of NJFLA leave be supported by certification issued by a health care provider.
- b. Where the certification, issued by the health care provider, is for the birth of a child of a staff member, including a child born pursuant to a valid written agreement between the staff member and a gestational carrier or the placement of a child into foster care with the staff member or in connection with adoption of such child by the staff member, the certification need only state the date of birth or date of placement, whichever is appropriate.
- c. Any period of NJFLA leave for the serious health condition of a family member of a staff member shall be supported by certification provided by a health care provider. The certification shall be sufficient if it states:
- (1) The date, if known, on which the serious health condition commenced;
  - (2) The probable duration of the condition;
  - (3) The medical facts within the knowledge of the provider of the certification regarding the condition;
  - (4) The serious health condition warrants the participation of the staff member in providing health care to the family member, as provided in the "Family Leave Act," P.L. 1989, c.261 (C.34:11B-1 et seq.) and regulations adopted pursuant to the NJFLA;
  - (5) An estimate of the amount of time the staff member is needed for participation in the care of the family member;
  - (6) If the NJFLA leave is intermittent, a statement of the medical necessity for the intermittent NJFLA leave and the expected duration of the intermittent NJFLA leave; and
  - (7) If NJFLA leave is intermittent and for planned medical treatment, the dates of the treatment.
- d. In any case in which the Board has reason to doubt the validity of the certification provided pursuant to A.5.c. above, the Board may require, at its own expense, that



a staff member obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the Board. If the second opinion differs from the certification provided pursuant to A.5.c. above, the Board may require, at its own expense, that a staff member obtain the opinion of a third health care provider designated or approved jointly by the Board and a staff member concerning the serious health condition. The opinion of the third health care provider shall be considered to be final and shall be binding on the Board and a staff member.

- e. Where the certification is for an epidemic of a communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent the spread of the communicable disease, the certification shall be sufficient if it includes:
- (1) For NJFLA leave taken to provide in-home care or treatment of a child due to the closure of the school or place of care of the child of a staff member, by order of a public official due to the epidemic or other public health emergency, the date on which the closure of the school or place of care of the child of a staff member commenced and the reason for such closure.
  - (2) For NJFLA leave taken due to a public health authority's issuance of a determination requiring or imposing responsive or prophylactic measures as a result of illness caused by an epidemic of a communicable disease or known or suspected exposure to the communicable disease because the presence in the community of a family member in need of care by a staff member would jeopardize the health of others, the date of issuance of the determination, and the probable duration of the determination; or
  - (3) For NJFLA leave taken because a health care provider or public health authority recommends that a family member in need of care by a staff member voluntarily undergo self-quarantine as a result of suspected exposure to a communicable disease because the presence in the community of that family member in need of care by a staff member would jeopardize the health of others, the date of the recommendation, the probable duration of the condition, and the medical or other facts within the health care provider or public health authority's knowledge regarding the condition.
- f. The Board shall not use the certification requirements as outlined in A.5. to intimidate, harass, or otherwise discourage a staff member from requesting or taking NJFLA leave or asserting any of a staff member's rights to NJFLA leave.

6. Denial or Exemption of NJFLA Leave
  - a. Denial of NJFLA Leave
    - (1) The Board may deny NJFLA leave to a staff member if:
      - (a) A staff member is a salaried staff member who is among the highest paid 5% of the Board's staff members or the seven highest paid staff members of the Board, whichever is greater;
      - (b) The denial is necessary to prevent substantial and grievous economic injury to the Board's operations; and
      - (c) The Board notifies a staff member of its intent to deny the NJFLA leave at the time the Board determines that the denial is necessary.
    - (2) The provisions of A.6.a.(1) above shall not apply when, in the event of a state of emergency declared by the Governor of New Jersey or when indicated to be needed by the Commissioner of Health – New Jersey Department of Health or other public health authority, the NJFLA leave is for an epidemic of a communicable disease, a known or suspected exposure to a communicable disease, or efforts to prevent spread of a communicable disease.
    - (3) In any case in which NJFLA leave has already commenced at the time of the notification pursuant to A.6.a.(1)(c) above, a staff member shall return to work within ten working days of the date of notification.
  - b. Reinstatement from NJFLA Leave
    - a. Upon the expiration of a NJFLA leave, a staff member shall be restored to the position such staff member held immediately prior to the commencement of the NJFLA leave. If such position has been filled, the Board shall reinstate such staff member to an equivalent position of like seniority, status, employment benefits, pay, and other terms and conditions of employment.
    - b. If, during NJFLA leave, the Board experiences a reduction in force or layoff and a staff member would have lost their position had a staff member not been on NJFLA leave, as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under a collective bargaining agreement where applicable, a staff member shall not be entitled to reinstatement to the former or an equivalent position. A staff member shall retain all rights under any applicable layoff and recall system, including a system under a

collective bargaining agreement, as if a staff member had not taken the NJFLA leave.

8. Notice to Staff Members
  - a. The Board shall display the official Family Leave Act poster of the Division on Civil Rights in the New Jersey Department of Law and Public Safety (Division) in accordance with **N.J.A.C. 13:8-2.2**. The poster is available for printing from the Division's website.
  - b. Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights pursuant to N.J.A.C. 13:14-1.14.
  
9. Local Board of Education Practices
  - a. Accrued Paid NJFLA Leave
    - (1) Whether a staff member is required to use any other accrued leave time concurrent with NJFLA leave time will depend upon either the school district's practice or a provision in a collective bargaining agreement, if applicable.
      - (a) Sick leave may only be used concurrently with the NJFLA leave in accordance with the provisions of N.J.S.A. 18A:30-1 and N.J.S.A. 34:11B-3.
  - b. Multiple Leaves of Absence
    - (1) Where a Board maintains leaves of absence which provide benefits, other than health benefits, that differ depending upon the type of leave taken, the Board shall provide those benefits to a staff member on NJFLA leave in the same manner as it provides benefits to staff members who are granted other leaves of absence which most closely resemble NJFLA leave.
  
10. New Jersey Family Leave Insurance Program (NJFLI)
  - a. Board of Education staff members are eligible to apply for benefits under the NJFLI Program administered by the State of New Jersey Department of Labor and Workforce Development.
  - b. All applications for benefits under the NJFLI Program must be filed directly with the State of New Jersey Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI Program

as administered by the State of New Jersey Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.

- c. The NJFLI Program provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.
- d. A printed notification of staff members' rights relative to the receipt of benefits under the NJFLI Program will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite.
- e. Each staff member shall receive a copy of this notification in writing at the time of the staff member's hiring, whenever the staff member provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI Program, or at any time upon the first request of the staff member.
  - (1) The written notification may be transmitted to the staff member in electronic form.
  - (2) Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights under the NJFLI Program.

## B. Federal Family and Medical Leave Act

### 1. Definitions Relative to Federal Family and Medical Leave Act

“Covered Employer” means any public or private elementary or secondary school(s) regardless of the number of employees employed.

“Employee” means a staff member eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).

“Hours of Service” means hours actually worked by the employee. It does not mean hours paid. Thus, non-working time – such as vacations, holidays, furloughs, sick leave, or other time-off (paid or otherwise) – does not count for purposes of calculating FMLA eligibility for the employee.

“Parent” means a biological, adoptive, step, or foster father or mother, or any other individual who stood in loco parentis to a staff member when a staff member has a son or daughter as defined below. This term does not include parents “in law.”

“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider. “Serious health condition” may include treatment of substance abuse pursuant to 29 CFR §825.119.

“Son” or “daughter” means a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen or age eighteen or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.

“Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under State law in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same-sex marriage or common law marriage.

“Week” or “Workweek” means the number of days a staff member normally works each calendar week.

## 2. Qualifying Reasons for FMLA Leave

- a. A staff member may take FMLA leave to provide care made necessary:
  - (1) For the birth of a son or daughter of a staff member and in order to care for such son or daughter;
  - (2) For the placement of a son or daughter with a staff member for adoption or foster care;
  - (3) In order to care for the spouse, son, daughter, or parent of a staff member if such spouse, son, daughter, or parent has a serious health condition;
  - (4) For a serious health condition that makes a staff member unable to perform the functions of the position of such staff member.
- b. FMLA leave taken in relation to military service shall be in accordance with 29 CFR §825.112.
- c. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with a staff member for adoption or foster care shall expire at the end of the twelve month period beginning on the date of such birth or placement.

3. Staff Member Eligibility
- a. A staff member is eligible for up to twelve weeks of FMLA leave in a twelve month period.
  - b. A staff member shall become eligible for FMLA leave after the staff member has been employed at least twelve months by the Board and employed for at least 1,250 hours of service during the twelve month period immediately preceding the commencement of the FMLA leave.
    - (1) The twelve months a staff member must have been employed need not be consecutive months pursuant to 29 CFR §825.110(b).
    - (2) The minimum 1,250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FLSA) for determining compensable hours of work pursuant to 29 CFR §785.
    - (3) The Board shall not provide pay for FMLA leave.
  - c. The method to determine the twelve month period in which the twelve weeks of FMLA leave entitlement occurs will be

**[Select one option**

- \_\_\_\_\_ the calendar year.
- \_\_\_\_\_ a school year.
- \_\_\_\_\_ a staff member's employment anniversary date.
- \_\_\_\_\_ the twelve month period measured forward from when a staff member's first FMLA leave begins.
- \_\_\_\_\_ a "rolling" twelve month period measured backward from the date a staff member uses any FMLA leave. **(Recommended)]**
- d. Pursuant to 29 CFR §825.201, a husband and wife both employed by the Board are limited to a combined total of twelve weeks of FMLA leave during the twelve month period if the FMLA leave is taken for the birth of a son or daughter of a staff member or to care for such son or daughter after birth; for placement of a son or daughter with a staff member for adoption or foster care or in order to care for the son or daughter after placement; or to care for a staff member's parent with a serious health condition.

4. Types of FMLA leave
  - a. Continuous FMLA leave is taken by staff members for a continuous period of time. Such FMLA leave is not broken up by a period of work and is continuous when a staff member is absent for three consecutive working days or more. Continuous FMLA leave may be taken for any qualifying reason.
  - b. Intermittent FMLA leave is FMLA leave taken in separate blocks of time due to a single qualifying reason. A reduced FMLA leave schedule is a FMLA leave schedule that reduces a staff member's usual number of working hours per workweek, or hours per workday. A reduced FMLA leave schedule is a change in a staff member's schedule for a period of time, normally from full-time to part-time.
    - (1) Intermittent or reduced FMLA leave may be taken for the following qualifying reasons:
      - (a) For the serious health condition of the staff member or to care for a parent, son, or daughter with a serious health condition.
        - (i) For intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule taken for the reason outlined in B.4.b.(1)(a) above there must be a medical need for FMLA leave and it must be that such medical need can be best accommodated through an intermittent or reduced FMLA leave schedule.
        - (ii) The treatment regimen and other information described in the certification of a serious health condition and in the certification of a serious injury or illness, shall address the medical necessity of intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule.
        - (iii) Intermittent FMLA leave may be taken for a serious health condition of a parent, son, or daughter, for a staff member's own serious health condition, which requires treatment by a health care provider periodically, rather than for one continuous period of time, and may include FMLA leave of periods from an hour or more to several weeks.
      - (b) For planned and/or unanticipated medical treatment of a serious health condition when medically necessary.

- (c) To provide care or psychological comfort to a covered family member with a serious health condition when medically necessary.
  - (d) For absences where a staff member or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition even if he or she does not receive treatment by a health care provider.
  - (e) For FMLA leave taken after the birth of a healthy child or placement of a healthy child for adoption or foster care, only if the Board agrees.
    - (i) The Board's agreement is not required; however, for FMLA leave during which the mother has a serious health condition in connection with the birth of her child or if the newborn child has a serious health condition.
- (2) If a staff member needs FMLA leave intermittently or on a reduced FMLA leave schedule for planned medical treatment, then a staff member must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations.
- (3) When a staff member takes FMLA leave on an intermittent or reduced FMLA leave schedule basis, the Board must account for the FMLA leave using an increment no greater than the shortest period of time that the Board uses to account for use of other forms of leave provided that it is not greater than one hour and provided further that a staff member's FMLA leave entitlement may not be reduced by more than the amount of FMLA leave actually taken.
- (a) If the Board accounts for use of leave in varying increments at different times of the day or shift, the Board may not account for FMLA leave in a larger increment than the shortest period used to account for other leave during the period in which the FMLA leave is taken.
  - (b) If the Board accounts for other forms of leave use in increments greater than one hour, the Board must account for FMLA leave use in increments no greater than one hour.



**5. Staff Member Notice Requirements**

- a. A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Superintendent or designee if the need for the FMLA leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of a staff member or a family member.
- (1) If thirty days is not practical, a staff member must provide notice “as soon as practicable” which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case.
  - (2) Where it is not possible to give as much as thirty days’ notice, “as soon as practical” ordinarily would mean at least verbal notification to the Superintendent or designee within one or two business days or when the need for FMLA leave becomes known to a staff member.
  - (3) The written notice shall include the reasons for the FMLA leave, the anticipated duration of the FMLA leave, and the anticipated start of the FMLA leave.
  - (4) When planning medical treatment, a staff member must consult with the Superintendent or designee and make a reasonable effort to schedule the FMLA leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider.
    - (a) Staff members are ordinarily expected to consult with the Superintendent or designee prior to scheduling of treatment that would require FMLA leave for a schedule that best suits the needs of the Board and a staff member.
  - (5) Intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule must be medically necessary due to a serious health condition or a serious injury or illness. A staff member shall advise the Board of the reasons why the intermittent/reduced FMLA leave schedule is necessary and of the schedule for treatment, if applicable.
    - (a) A staff member and the Board shall attempt to work out a schedule for such FMLA leave that meets a staff member’s needs without unduly disrupting the Board’s operations, subject to the approval of the health care provider.

- (6) Where a staff member does not comply with the Board's usual notice and procedural requirements, and no unusual circumstances justify the failure to comply, FMLA-protected leave may be delayed or denied.
- b. When the approximate timing of the need for FMLA leave is not foreseeable, a staff member should give notice to the Superintendent or designee for FMLA leave as soon as practicable under the facts and circumstances of the particular case.
  - (1) It is expected a staff member will give notice to the Superintendent or designee within no more than one or two business days of learning of the need for FMLA leave, except in extraordinary circumstances where such notice is not foreseeable.
  - (2) A staff member should provide notice to the Board either in person, by telephone, telegraph, fax machine, email, or other electronic means.
- 6. Outside Employment During FMLA Leave
  - a. A staff member during any period of FMLA leave is prohibited from performing any services on a full-time basis for any person for whom a staff member did not provide services immediately prior to commencement of the FMLA leave.
    - (1) A staff member using FMLA leave may commence part-time employment that shall not exceed half the regularly scheduled hours worked for the Board.
    - (2) A staff member may continue the part-time employment that commenced prior to the FMLA leave at the same number of hours that a staff member was regularly scheduled prior to such FMLA leave.
- 7. "Instructional Employees" Exceptions for FMLA Leave
  - a. "Instructional Employees" are those staff members whose principal function is to teach and instruct students in class, a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired.
    - (1) Teacher assistants or aides who do not have as their principal job actual teaching or instructing, guidance counselors, child study team members, curriculum specialists, cafeteria workers, maintenance workers, and/or bus drivers are not considered instructional staff members for the purposes of this Policy.

- (2) For purposes of this Policy “Instructional Employees” shall be referred to as “Instructional Staff Members”.
- b. “Semester” means the school semester that typically ends near the end of the calendar year and the end of the spring each school year. The Board can have no more than two semesters in a school year.
  - c. FMLA leave taken at the end of the school year and continues into the beginning of the next school year is considered consecutive FMLA leave.
  - d. Eligible instructional staff members that need intermittent or reduced FMLA leave to care for a family member or for a staff member’s own serious health condition which is foreseeable based on planned medical treatment and would be on FMLA leave more than twenty percent of the total number of working days over the period the FMLA leave would extend, the Board may:
    - (1) Require a staff member to take the FMLA leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
    - (2) Transfer a staff member temporarily to an available alternative position for which a staff member is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of FMLA leave than does a staff member’s regular position.
  - e. If the instructional staff member does not give the required notice for FMLA leave that is foreseeable and desires the FMLA leave to be taken intermittently or on a reduced FMLA leave schedule, the Board may require a staff member to take FMLA leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the Board may require a staff member to delay taking the FMLA leave until the notice provision is met.
  - f. If an instructional staff member begins FMLA leave more than five weeks before the end of the school year, the Board may require a staff member to continue taking FMLA leave until the end of the semester if:
    - (1) The FMLA leave will last three weeks; and
    - (2) A staff member would return to work during the three-week period before the end of the semester.

- g. If an instructional staff member begins FMLA leave for a purpose other than a staff member's own serious health condition during the five week period before the end of the semester, the Board may require a staff member to continue taking FMLA leave until the end of the semester if:
  - (1) The FMLA leave will last more than two weeks; and
  - (2) The staff member would return to work during the two week period before the end of the semester.
- h. If an instructional staff member begins FMLA leave for a purpose other than a staff member's own serious health condition during the three week period before the end of a semester, the Board may require a staff member to continue taking FMLA leave until the end of the semester if the FMLA leave will last more than five working days.
- i. An example of FMLA leave falling within the situations outlines in B.7.f., B.7.g., and B.7.h. above:
  - (1) If a staff member plans two weeks of FMLA leave to care for a family member which will begin three weeks before the end of the term, the Board could require a staff member to stay out on FMLA leave until the end of the term.
- j. In the case of a staff member who is required to take FMLA leave until the end of an academic term, only the period of FMLA leave until a staff member is ready and able to return to work shall be charged against a staff member's FMLA leave entitlement.
- k. The Board may require a staff member to stay on FMLA leave until the end of the school term. Any additional leave required by the Board to the end of the school term is not counted as FMLA leave; however:
  - (1) The Board shall be required to maintain a staff member's group health insurance; and
  - (2) The Board shall be required to restore a staff member to the same or equivalent job including other benefits at the conclusion of the leave.
- 8. FMLA Leave Related to Military Service
  - a. Definitions for FMLA related to military service shall be in accordance with 29 CFR §§825.122; .126; .127; and .310.

- b. The foreign deployment of the staff member's spouse, child, or parent in accordance with 29 CFR §§825.122 and .126:
    - (1) The district must grant an eligible staff member up to twelve work weeks of unpaid, job-protected FMLA leave during any twelve month period for qualifying exigencies that arise when the staff member's spouse, child, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty.
  - c. Military caregiver FMLA leave provides care for a covered servicemember with a serious injury or illness in accordance with 29 CFR §§825.122 and .127:
    - (1) The district must grant up to a total of twenty-six workweeks of unpaid, job-protected FMLA leave during a "single twelve month period" to care for a covered servicemember with a serious injury or illness.
9. Verification
- a. The Board shall require that a staff member's FMLA leave to care for a staff member's covered family member with a serious health condition, or due to a staff member's own serious health condition that makes a staff member unable to perform one or more of the essential functions of a staff member's position, be supported by a certification issued by the health care provider of a staff member or a staff member's family member.
    - (1) The Board must give written notice of a requirement for certification each time a certification is required. The Board's oral request to a staff member to furnish any subsequent certification is sufficient.
  - b. The Board shall require a staff member furnish certification at the time a staff member gives notice of the need for FMLA leave or within five business days thereafter, or, in the case of unforeseen FMLA leave, within five business days after the FMLA leave commences.
    - (1) The Board may request certification at some later date if the Board later has reason to question the appropriateness of the FMLA leave or its duration.
    - (2) A staff member must provide the requested certification to the Board within fifteen calendar days after the Board's request, unless it is not practicable under the particular circumstances to do so despite a staff member's diligent, good faith efforts or the Board provides more than fifteen calendar days to return the requested certification.

- c. When FMLA leave is taken because of a staff member's own serious health condition, or the serious health condition of a family member, the Board shall require a staff member to obtain a medical certification from a health care provider that sets forth the following information:
- (1) The name, address, telephone number, and fax number of the health care provider and type of medical practice/specialization;
  - (2) The approximate date on which the serious health condition commenced, and its probable duration;
  - (3) A statement or description of appropriate medical facts regarding the patient's health condition for which FMLA leave is requested. The medical facts must be sufficient to support the need for FMLA leave.
    - (a) Such medical facts may include information on symptoms, diagnosis, hospitalization, doctor visits, whether medication has been prescribed, any referrals for evaluation or treatment (physical therapy, for example), or any other regimen of continuing treatment;
  - (4) If a staff member is the patient, information sufficient to establish that a staff member cannot perform the essential functions of a staff member's job as well as the nature of any other work restrictions, and the likely duration of such inability;
  - (5) If the patient is a covered family member with a serious health condition, information sufficient to establish that the family member is in need of care, and an estimate of the frequency and duration of the FMLA leave required to care for the family member;
  - (6) If a staff member requests FMLA leave on an intermittent or reduced schedule basis for planned medical treatment of a staff member's or a covered family member's serious health condition, information sufficient to establish the medical necessity for such intermittent or reduced schedule FMLA leave and an estimate of the dates and duration of such treatments and any periods of recovery;
  - (7) If a staff member requests FMLA leave on an intermittent or reduced schedule basis for a staff member's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity, information sufficient to establish the medical necessity for such intermittent or reduced schedule FMLA leave and an estimate of the frequency and duration of the episodes of incapacity; and

- (8) If a staff member requests FMLA leave on an intermittent or reduced schedule basis to care for a covered family member with a serious health condition, a statement that such FMLA leave is medically necessary to care for the family member, which can include assisting in the family member's recovery, and an estimate of the frequency and duration of the required FMLA leave.
  - d. A staff member may choose to comply with the certification requirement by providing the Board with an authorization, release, or waiver allowing the Board to communicate directly with the health care provider of a staff member or his or her covered family member.
    - (1) It is a staff member's responsibility to provide the Board with complete and sufficient certification and failure to do so may result in the denial of FMLA leave.
  - e. If the Board has reason to doubt the validity of a medical certification, the Board may require a staff member to obtain a second opinion at the Board's expense.
    - (1) The Board may designate the health care provider to furnish the second opinion, but the selected health care provider may not be employed on a regular basis by the Board.
  - f. If the opinions of a staff member's and the Board's designated health care providers differ, the Board may require a staff member to obtain certification from a third health care provider, again at the Board's expense. This third opinion shall be final and binding. The third health care provider must be designated or approved jointly by the Board and the staff member.
10. Reinstatement Following FMLA Leave
- a. On return from FMLA leave a staff member is entitled to be returned to the same position a staff member held when FMLA leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.
    - (1) A staff member is entitled to such reinstatement even if a staff member has been replaced or his or her position has been restructured to accommodate for a staff member's absence.
    - (2) The requirement that a staff member be restored to the same or equivalent job with the same or equivalent pay, benefits, and terms and conditions of employment does not extend to de minimis, intangible, or unmeasurable aspects of the job.

b. Denial of Reinstatement

- (1) A staff member has no greater right to reinstatement or to other benefits and conditions of employment than if a staff member had been continuously employed during the FMLA leave period.
  - (a) The Board must be able to show that a staff member would not otherwise have been employed at the time reinstatement is requested in order to deny restoration to employment.
- (2) The Board may deny job restoration to “key employees”, if such denial is necessary to prevent substantial and grievous economic injury to the operations of the Board.
  - (a) A “key employee” is a salaried FMLA-eligible staff member who is among the highest paid ten percent of all staff members employed by the Board within seventy-five miles of a staff member's worksite.
- (3) If a staff member is unable to perform an essential function of the position because of a physical or mental condition, including the continuation of a serious health condition or an injury or illness also covered by workers' compensation, a staff member has no right to restoration to another position under the FMLA.
  - (a) The Board's obligation may; however, be governed by the Americans with Disabilities Act, State leave law, or workers' compensation laws.
- (4) A staff member who fraudulently obtains FMLA leave from the Board is not protected by FMLA's job restoration or maintenance of health benefits provisions.

c. Intent to Return to Work

- (1) The Board may require a staff member on FMLA leave to report periodically on a staff member's status and intent to return to work.

d. Fitness for Duty Certification

- (1) As a condition of restoring a staff member whose FMLA leave was a result of a staff member's own serious health condition that made a staff member unable to perform a staff member's job, the Board shall require all similarly-situated staff members (i.e., same occupation, same serious health condition) who take FMLA leave for such conditions to obtain and present



certification from a staff member's health care provider that a staff member is able to resume work.

- (2) A staff member has the same obligations to participate and cooperate in the fitness-for-duty certification process as in the initial certification process.

#### 11. The Board of Education Notice

##### a. Notice of Staff Member Rights Under FMLA

- (1) The Board shall post and keep posted on its premises, in conspicuous places where staff members are employed, a notice explaining the FMLA's provisions and providing information concerning the procedures for filing complaints of violations of the FMLA with the Wage and Hour Division.
  - (a) The notice will be posted prominently where it can be readily seen by staff members and applicants for employment.
  - (b) The poster and the text will be large enough to be easily read and contain fully legible text.
  - (c) Electronic posting is sufficient to meet this posting requirement as long as it otherwise meets the requirements of B.11.
- (2) The Board shall also provide this general notice to each staff member by including the notice in staff members' handbooks or other written guidance to staff members concerning staff member benefits or FMLA leave rights, if such written materials exist, or by distributing a copy of the general notice to each new staff member upon hiring. In either case, distribution may be accomplished electronically.
- (3) Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights pursuant to 29 CFR §825 et seq.

##### b. Eligibility Notice

- (1) When a staff member requests FMLA leave, or when the Board acquires knowledge that a staff member's FMLA leave may be for an FMLA-qualifying reason, the Board must notify the staff member of the staff member's eligibility to take FMLA leave within five business days, absent extenuating circumstances.

## c. Designation Notice

- (1) The **Board** is responsible in all circumstances for designating leave as FMLA-qualifying, and for giving notice of the designation to a staff member. The **Board** must notify a staff member whether the leave will be designated and will be counted as FMLA leave within five business days absent extenuating circumstances.
- (2) If the **Board** requires paid leave to be substituted for unpaid FMLA leave, or that paid leave taken under an existing leave plan be counted as FMLA leave, the **Board** must inform a staff member of this designation at the time of designating the FMLA leave.

## 12. Local Board of Education Practices

## a. Substitution of Paid Leave

- (1) Whether a staff member is required to use sick time or any other accrued leave time concurrent with FMLA leave time will depend upon either the district's practice or a provision in the district's collective bargaining agreement, if applicable.

## b. Maintenance of Staff Member Benefits

- (1) The Board must maintain a staff member's coverage under any group health plan on the same conditions as coverage would have been provided if a staff member had been continuously employed during the entire FMLA leave period.

## C. Shared Provisions

## 1. Interference with Family Leave Rights

The NJFLA and the FMLA prohibit interference with a staff member's rights under the law, and with legal proceedings or inquiries relating to a staff member's rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the NJFLA and the FMLA nor discouraged from the use of family leave.

## 2. Non-Tenured Teaching Staff

Family leave granted to a nontenured staff member cannot extend a staff member's employment beyond the expiration of his/her employment contract.

3. Record Keeping

The Superintendent or designee shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave so a staff member's entitlement to NJFLA leave and FMLA leave can be properly determined.

4. Processing of Complaints

a. New Jersey Family Leave Act

- (1) Any complaint alleging a violation of the NJFLA shall be processed in the same manner as a complaint filed under the terms of N.J.S.A. 10:5-1 et seq. and N.J.A.C. 13:4 through the New Jersey Department of Law and Public Safety, Division on Civil Rights.

b. Federal Family and Medical Leave Act (FMLA)

- (1) If there is a dispute between the Board and a staff member as to whether leave qualifies as FMLA leave, it should be resolved through discussion between the staff member and the Superintendent or designee. Such discussions and the decision shall be documented by the Superintendent or designee.
- (2) A staff member also may file, or have another person file on his/her behalf, a complaint with the United States Secretary of Labor. A complaint may be filed in person, by mail, or by telephone with the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, at any local office of the Wage and Hour Division.
- (3) This Policy 1643 shall be posted on the school district website, in a manner accessible to all staff members and a hard copy shall be provided to all staff members annually prior to the beginning of the school year and upon initial employment in the school district during the school year.

29 CFR §825 et seq.  
 29 CFR §785  
 N.J.S.A. 10:5-1;  
 N.J.S.A. 34:11B et seq.  
 N.J.A.C. 13:14-1 et seq.

3431.1 FAMILY LEAVE

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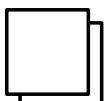
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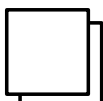
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# RIDGEWOOD BOARD OF EDUCATION

## POLICY

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Family Leave

### A. Introduction

The Board will provide family leave in accordance with the Federal Family and Medical Leave Act (FMLA) and the New Jersey Family Leave Act (NJFLA).

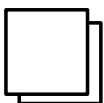
~~FMLA leave for eligible staff members shall be up to twelve weeks leave of absence in any twelve month period upon advance notice to the district for the birth of a son or daughter of the staff member and in order to care for such son or daughter; for the placement of a son or daughter with the staff member for adoption or foster care; in order to care for the spouse, son, daughter, or parent of the staff member if such spouse, son, daughter, or parent has a serious health condition; or for a serious health condition that makes the staff member unable to perform the functions of the position of such staff member, or because of any qualifying exigency arising out of the fact that the staff member's spouse, son, daughter or parent is a military member on active duty or call to covered active duty status (or has been notified of an impending call or order to covered active duty). In addition, eligible staff members may take up to a combined total of twenty six workweeks in a single twelve month period to care for a covered servicemember with a serious injury or illness.~~

~~NJFLA leave for teaching staff members shall be up to twelve weeks leave of absence in any twenty four month period upon advance notice to the district so that a staff member may provide care made necessary by the birth of a child of the staff member, the placement of a child with the staff member in connection with adoption of such child by the staff member, and the serious health condition of a spouse, parent, or child.~~

### B. Applicability

~~The Board will comply with requirements of the New Jersey and Federal Family Leave laws. The laws have similar and different provisions that may provide different rights and obligations for the staff member and/or the Board. The staff member shall be afforded the most favorable rights if there is a conflict in the rights afforded to the staff member under the two laws.~~

- ~~1. If the staff member is eligible for leave for reasons provided under the FMLA and NJFLA, then the time taken shall be concurrent and be applied to both laws.~~
- ~~2. The NJFLA provides twelve weeks leave in a twenty four month period while the FMLA provides twelve weeks leave in a twelve month period. A staff member is eligible for up to twelve weeks leave in the first twelve months of the twenty four month period under the NJFLA. A staff member is eligible for up to twelve weeks leave in the second twelve month period under the FMLA.~~
- ~~3. In the event the reason for the family leave is recognized under one law and not the other law, the staff member is eligible for each law's leave entitlements within one twelve month period. (Example: A staff member may use their FMLA leave for a twelve week family leave for their own pregnancy, which is considered a "serious health~~



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Family Leave

condition” under FMLA, and upon conclusion of the twelve week FMLA leave, the staff member would be eligible for a twelve week NJFLA leave to care for their newborn or any other reasons pursuant to the NJFLA.)

**C. Definitions****1. Federal Family and Medical Leave Act (FMLA)**

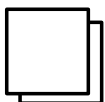
“Contingency operation” means a military operation that results in the call or order to, or retention on, active duty of members of the uniformed services during a war or during a national emergency declared by the President or Congress.

“Covered active duty” or “call to covered active duty” means duty during deployment of a member with the Armed Forces to a foreign country and, in the case of a member of the Reserve components of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation.

“Covered servicemember” means a current member of the Armed Forces (including National Guard or Reserves), who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran undergoing medical treatment, recuperation, or therapy for a serious injury or illness.

“Covered veteran” means an individual who was a member of the Armed Forces (including National Guard or Reserves), discharged or released under conditions other than dishonorable at any time during the five year period prior to the first date the eligible staff member takes FMLA leave to care for the covered veteran. For a veteran discharged prior to March 8, 2013, the effective date of the FMLA Final Rule, the period between October 28, 2009 and March 8, 2013 will not count towards the determination of the five year period. 29 CFR §825.127(b)(2)

“Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness under FMLA. 29 CFR §825.127

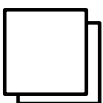


~~“Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made, and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin and may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin. For example, if a covered servicemember has three siblings and has not designated a blood relative to provide care, all three siblings would be considered the covered servicemember's next of kin. Alternatively, where a covered servicemember has a sibling(s) and designates a cousin as his or her next of kin for FMLA purposes, then only the designated cousin is eligible as the covered servicemember's next of kin. An employer is permitted to require an employee to provide confirmation of covered family relationship to the covered servicemember pursuant to 29 CFR §825.122(k). 29 CFR §825.127(d)(3)~~

~~“Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to either a military medical treatment facility as an outpatient; or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. 29 CFR §825.127(b)(1)~~

~~“Parent” means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter as defined below. This term does not include parents “in law.”~~

~~“Parent of a covered servicemember” means a covered servicemember’s biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered servicemember. This term does not include parents “in law.”~~

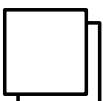




~~“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider. “Serious health condition” may include treatment of substance abuse pursuant to 29 CFR §825.119.~~

~~“Serious injury or illness,” only in the case of a veteran or current member of the Armed Forces, means:~~

- ~~a. In the case of a current member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness that was incurred by the covered servicemember in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank, or rating; and~~
- ~~b. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is:~~
  - ~~(1) A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or~~
  - ~~(2) A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service Related Disability Rating (VASRD) of fifty percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or~~
  - ~~(3) A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or~~



~~(4) — An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers. 29 CFR §825.127(e)~~

~~“Single twelve month period” means that a military caregiver’s leave begins on the first day the staff member takes FMLA leave and ends twelve months after that date, regardless of the twelve month period established by the district for other FMLA leave reasons. 29 CFR §825.127(e)(1)~~

~~“Son” or “daughter” means a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen or age eighteen or older and incapable of self care because of a mental or physical disability at the time that FMLA leave is to commence.~~

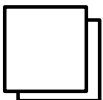
~~“Son or daughter of the covered servicemember” means a covered servicemember's biological, adopted or foster child, stepchild, legal ward, or a child for whom the covered servicemember stood in loco parentis, and who is of any age. 29 CFR §825.127(d)(1)~~

~~“Son or daughter on covered active duty or call to covered active duty status” means the staff member's biological, adopted or foster child, stepchild, legal ward, or a child for whom the staff member stood in loco parentis, who is on covered active duty or call to covered active duty status, and who is of any age. 29 CFR §825.126(a)(5)~~

~~“Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under State law in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same sex marriage or common law marriage. 29 CFR §825.122~~

~~“Staff member” means an employee eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).~~

~~“Week” or “Workweek” means the number of days a staff member normally works each calendar week.~~



2. ~~New Jersey Family Leave Act (NJFLA)~~

~~“Child” means a biological, adopted or foster child, stepchild, legal ward, child of a parent who is under eighteen years of age or a child eighteen years of age or older but incapable of self care because of a mental or physical impairment.~~

~~“Continuing medical treatment” or “continuing supervision by a health care provider” means a period of incapacity or a period of absence in accordance with N.J.A.C. 13:14.~~

~~“Parent” means a biological, adoptive, or foster parent; step parent; parent in law; a legal guardian having a “parent child relationship” with a child as defined by law; or a person who has sole or joint legal or physical custody, care, guardianship, or visitation with a child.~~

~~“Serious health condition” means an illness, injury, impairment, or physical or mental condition that requires inpatient care in a hospital, hospice, or residential medical facility or continuing medical treatment or continuing supervision by a health care provider.~~

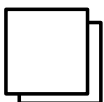
~~“Spouse” means a person to whom a staff member is lawfully married as defined by New Jersey law.~~

~~“Staff member” means an employee eligible for family leave in accordance with the New Jersey Family Leave Act.~~

~~“Week” or “Workweek” means the number of days a staff member normally works each calendar week.~~

D. ~~Eligibility~~1. ~~Federal Family and Medical Leave Act (FMLA)~~

~~A staff member shall become eligible for FMLA leave after he/she has been employed at least twelve months in this district and employed for at least 1250 hours of service during the twelve month period immediately preceding the commencement of the leave. The twelve months the staff member must have been employed need not be consecutive~~



~~months pursuant to 29 CFR §825 110(b). The minimum 1250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FLSA) for determining compensable hours of work pursuant to 29 CFR §785. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care shall expire at the end of the twelve month period beginning on the date of such birth or placement.~~

~~Pursuant to 29 CFR §825 202, a husband and wife both employed by the district are limited to a combined total of twelve weeks of leave during the twelve month period if the leave is taken for the birth of a son or daughter of the staff member or to care for such son or daughter after birth; for placement of a son or daughter with the staff member for adoption or foster care or in order to care for the son or daughter after placement; or to care for the staff member's parent with a serious health condition.~~

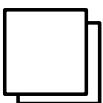
~~The method to determine the twelve month period in which the twelve weeks of FMLA leave entitlement occurs will be a "rolling" twelve month period measured backward from the date a staff member uses any family leave.~~

~~A staff member during any period of FMLA leave is prohibited from performing any services on a full time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member on FMLA leave may commence part time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part time employment that commenced prior to the FMLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.~~

## ~~2. New Jersey Family Leave Act (NJFLA)~~

~~A staff member shall become eligible for NJFLA leave after he/she has been employed at least twelve months in this district for not less than 1,000 base hours, excluding overtime, during the immediate preceding twelve month period. The calculation of the twelve month period to determine eligibility shall commence with the commencement of the NJFLA leave. NJFLA leave taken for the birth or adoption of a healthy child may commence at any time within a year after the date of the birth or placement for adoption.~~

~~The district shall grant a family leave under NJFLA to more than one staff member from the same family (for example, a husband and a wife, or a brother and a sister) at the same time, provided such staff members are otherwise eligible for the leave. N.J.A.C. 13:14-1.12~~



~~A staff member during any period of the NJFLA leave is prohibited from performing any services on a full time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member on NJFLA leave may commence part time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part time employment that commenced prior to the NJFLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.~~

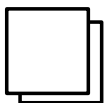
~~The method to determine the twenty four month period in which the twelve weeks of NJFLA leave entitlement occurs will be a "rolling" twenty four month period measured backward from the date a staff member uses any leave.~~

#### ~~E. Types of Leave~~

##### ~~1. Federal Family and Medical Leave Act (FMLA)~~

~~A staff member may take FMLA leave to include servicemember qualifying exigency leave or military caregiver leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program.~~

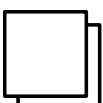
- ~~a. Leave for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care may not be taken by a staff member intermittently or on a reduced leave schedule.~~
- ~~b. Leave may be taken intermittently or on a reduced leave schedule when medically necessary for planned and/or unanticipated medical treatment of a related serious health condition by or under the supervision of a health care provider, or for recovery from treatment or recovery from a serious health condition.~~
- ~~c. Intermittent leave means leave scheduled for periods of time from one hour or more to several weeks; however, the total time within which the leave is taken can not exceed a twelve month period for each serious health condition episode.~~



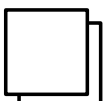
~~Intermittent leave may be taken for a serious health condition that requires periodic treatment by a health care provider, rather than one continuous period of time. Intermittent leave may also be taken for absences where the staff member is incapacitated or unable to perform the essential functions of the position because of a serious health condition even if the staff member does not receive treatment by a health care provider. The staff member shall make a reasonable effort to schedule intermittent leave so as not to unduly disrupt the operations of the instructional/educational program.~~

- ~~d. Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule not exceeding twenty-four consecutive weeks. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.~~
- ~~e. The fact that a holiday may occur within the week taken by a staff member as Family Leave has no effect and the week is counted as a week of Family Leave. However, if the staff member is out on Family Leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.~~

~~Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.~~



- ~~f. “Instructional employees” as defined in 29 CFR §825 600(e) are those staff members whose principal function is to teach and instruct pupils in class, a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired. Teacher assistants or aides who do not have as their principal job actual teaching or instructing, guidance counselors, child study team members, curriculum specialists, cafeteria workers, maintenance workers and/or bus drivers are not considered instructional employees for the purposes of this policy. Semester as defined in 29 CFR §825 602(a)(3)(b) means the school semester that typically ends near the end of the calendar year and the end of the spring each school year. A school district can have no more than two semesters in a school year.~~
- ~~(1) Leave taken at the end of the school year and continues into the beginning of the next school year is considered consecutive leave.~~
- ~~(2) In accordance with 29 CFR §825 601(a)(1), eligible instructional staff members that need intermittent or reduced leave to care for a family member, or for the staff member’s own serious health condition which is foreseeable based on planned medical treatment and the staff member would be on leave more than twenty percent of the total number of working days over the period the leave would extend, the district:~~
- ~~(a) May require the staff member to take the leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or~~
- ~~(b) Transfer the staff member temporarily to an available alternative position for which the staff member is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the staff member’s regular position.~~
- ~~(3) In accordance with 29 CFR §825.601, if the instructional staff member does not give the required notice for leave that is foreseeable and desires the leave to be taken intermittently or on a reduced leave schedule, the district may require the staff member to take leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the district may require the staff member to delay taking the leave until the notice provision is met.~~



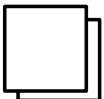
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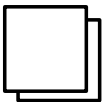
Family Leave

- (4) ~~In accordance with 29 CFR §825.602, if an instructional staff member begins leave more than five weeks before the end of the school year, the district may require the staff member to continue taking leave until the end of the semester if:~~
- (a) ~~The leave will last three weeks; and~~
  - (b) ~~The staff member would return to work during the three week period before the end of the semester.~~
- (5) ~~In accordance with 29 CFR §825.602, if an instructional staff member begins leave for a purpose other than the staff member's own serious health condition during the five week period before the end of the semester, the district may require the staff member to continue taking leave until the end of the semester if:~~
- (a) ~~The leave will last more than two weeks; and~~
  - (b) ~~The staff member would return to work during the two week period before the end of the semester.~~
- ~~(Example of leave falling within these provisions: If a staff member plans two weeks of leave to care for a family member which will begin three weeks before the end of the term, the district could require the staff member to stay out on leave until the end of the term.)~~
- (6) ~~In accordance with 29 CFR §825.602, if an instructional staff member begins leave for a purpose other than the staff member's own serious health condition during the three week period before the end of a semester, the district may require the staff member to continue taking leave until the end of the semester if the leave will last more than five working days.~~
- (7) ~~In the event the district requires the instructional staff member to take additional leave to the end of the semester in accordance with (4), (5), or (6) above, the additional leave days shall not be counted as FMLA leave.~~





- ~~g. — Servicemember qualifying exigency leave may arise out of the foreign deployment of the staff member's spouse, child, or parent 29 CFR §§825.122 and 126:~~
- ~~(1) — The district must grant an eligible staff member up to twelve work weeks of unpaid, job protected leave during any twelve-month period for qualifying exigencies that arise when the staff member's spouse, child, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty.~~
  - ~~(2) — The military member must be the spouse, son, daughter, or parent of the staff member taking FMLA exigency leave.~~
  - ~~(3) — FMLA leave can be granted for one or more of the following exigencies:~~
    - ~~(a) — Short notice deployment:
 
      - ~~i. — Notification of duty seven or less calendar days prior to date of deployment;~~
      - ~~ii. — Leave can be used for a period of seven calendar days beginning on the date the military member is notified.~~~~
    - ~~(b) — Military events and related activities, including official ceremonies, programs, or events sponsored by the military and related to the covered active duty or call to covered active duty status of the military member; and to attend family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross.~~
    - ~~(c) — Childcare and school activities including arranging for alternative childcare; providing childcare on an urgent, immediate need basis (not routine, regular, or everyday basis); to enroll in or transfer to a new school or day care facility; or to attend meetings with staff at a school or day care facility:~~



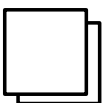
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- ~~i. The son or daughter must be the son or daughter of the covered servicemember.~~
- ~~(d) Financial and legal arrangements made to address the military member's absence while on covered active duty or call to covered active duty status.~~
- ~~(e) Counseling, provided by someone other than a health care provider for oneself, for the military member, or qualified child, if the need arises from the covered active duty or call to covered active duty status of the military member.~~
- ~~(f) Rest and Recuperation (R&R) to spend time with the military member on short term, temporary R&R leave during a term of deployment:
 
  - ~~i. Can be used for a period of fifteen calendar days beginning on the date the military member commences each instance of R&R leave.~~~~
- ~~(g) Post-deployment activities such as ceremonies or briefings including any that arise from the death of the military member while on covered active duty.~~
- ~~(h) Parental care for one meeting the definition of a "parent" and incapable of self care including: arranging alternative care; providing care on an immediate need basis; and to attend meetings or arrange services at a care facility.~~
- ~~(i) Additional activities in accordance with 29 CFR §825.126(b)(9).~~
- ~~h. Military caregiver leave provides care for a covered servicemember with a serious injury or illness 29 CFR §§825.122 and 127:
 
  - ~~(1) The district must grant up to a total of twenty-six workweeks of unpaid, job-protected leave during a "single twelve-month period" to care for a covered servicemember with a serious injury or illness.~~~~



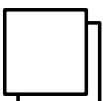
**POLICY****RIDGEWOOD  
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- ~~(a) — The eligible staff member must be the spouse, son, daughter, parent, or next of kin of the covered servicemember.~~
- ~~(b) — The staff member is limited to a combined total of twenty-six workweeks for any FMLA qualifying reasons during the single twelve month period. Up to twelve of the twenty six weeks may be for an FMLA qualifying reason other than military caregiver leave.~~
- ~~(c) — Spouses who are eligible for FMLA leave and are employed by the same covered employer may be limited to a combined total of twenty six workweeks of leave during a single twelve month period if the leave is taken for birth of the employee's son or daughter or to care for the child after birth, for placement of a son or daughter with the employee for adoption or foster care, or to care for the child after placement, to care for the employee's parent with a serious health condition, or to care for a covered servicemember with a serious injury or illness. If one spouse is ineligible for FMLA leave, the other spouse would be entitled to a full twenty six workweeks of FMLA leave.~~
- ~~(2) — Leave entitlement is applied on a per covered servicemember, per injury basis.~~
- ~~(a) — The staff member may take an additional twenty six weeks of leave if the leave is to care for different covered servicemembers or to care for the same servicemember with a subsequent serious injury or illness, except that no more than twenty six weeks of leave may be taken within any single twelve month period.~~
- ~~(b) — An eligible staff member may take military caregiver leave to care for more than one current service member or covered veteran at the same time or for the same family member with the same serious injury or illness both when the family member is a current servicemember and when the family member is a veteran.~~



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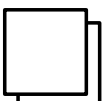
~~(e) — Military caregiver leave may be taken by eligible staff members whose family members are recent veterans with serious injuries or illnesses incurred or aggravated in the line of duty on active duty, and that manifested before or after the veteran left active duty.~~

~~2. — New Jersey Family Leave Act (NJFLA)~~

~~A staff member may take NJFLA leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program. The district shall not require a staff member to take a leave of absence beyond the period of time the staff member requests family leave. N.J.A.C. 13:14-1.5(f)~~

~~a. — In the case of a family member who has a serious health condition, leave may be taken intermittently when medically necessary. The total time within which the leave is taken, can not exceed a twelve-month period for each serious health condition episode. The staff member will provide the district with prior notice of the leave in a manner which is reasonable and practicable; and the staff member shall make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the instructional/educational program. In the case of the birth or adoption of a healthy child, the leave may be taken intermittently only if agreed to by the staff member and the district.~~

~~b. — Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule for a period not exceeding twenty four consecutive weeks. The staff member is not entitled to take the leave on a reduced leave schedule without an agreement between the staff member and the district if the leave is taken for the birth or adoption of a healthy child. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.~~



- ~~c. The fact that a holiday may occur within the week taken by a staff member as family leave has no effect and the week is counted as a week of family leave. However, if the staff member is out on family leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.~~

~~Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.~~

~~F. Notice~~

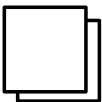
~~1. Federal Family and Medical Leave Act (FMLA)~~

- ~~a. Foreseeable Leave A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Manager of Human Resources if the need for the leave is foreseeable based on an expected birth, placement for adoption of foster care, or planned medical treatment for a serious health condition of the staff member or a family member. If thirty days is not practical, the staff member must provide notice "as soon as practicable" which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case. For foreseeable leave where it is not possible to give as much as thirty days notice "as soon as practical" ordinarily would mean at least verbal notification to the Manager of Human Resources within one or two business days or when the need for leave becomes known to the staff member. The written notice shall include the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave.~~

~~When planning medical treatment, the staff member must consult with the Manager of Human Resources and make a reasonable effort to schedule the leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider. Staff members are ordinarily expected to consult with the Manager of Human Resources prior to scheduling of treatment that would require leave for a schedule that best suits the needs of the district and the staff member. The district may delay the staff member taking leave for at least thirty days if the staff member fails to give thirty days notice for foreseeable leave with no reasonable excuse for the delay.~~



- b. ~~Unforeseeable Leave~~ When the approximate timing of the need for leave is not foreseeable, a staff member should give notice to the Manager of Human Resources for leave as soon as practicable under the facts and circumstances of the particular case. It is expected the staff member will give notice to the Manager of Human Resources within no more than one or two working days of learning of the need for leave, except in extraordinary circumstances where such notice is not foreseeable. The staff member should provide notice to the employer either in person or by telephone, telegraph, facsimile machine or other electronic means.
2. ~~New Jersey Family Leave Act (NJFLA)~~
- a. ~~Foreseeable Leave~~ A staff member eligible for NJFLA leave must give at least a thirty day advance written notice to the Manager of Human Resources of the need to take family leave except where the need to take family leave is not foreseeable.
- (1) ~~Notice for leave to be taken for the birth or placement of the child for adoption shall be given at least thirty days prior to the commencement of the leave, except that if the date of the birth or adoption requires leave to begin in less than thirty days, the staff member shall provide such notice that is reasonable and practicable.~~
- (2) ~~Notice for leave to be taken for the serious health condition of a family member shall be given at least fifteen days prior to the commencement of leave, except that if the date of the treatment or supervision requires leave to begin in less than fifteen days, the staff member shall provide such notice that is reasonable and practicable.~~
- (3) ~~When the Manager of Human Resources is not made aware that a staff member was absent for family leave reasons and the staff member wants to request the leave be counted as family leave, the staff member must provide timely notice within two business days of returning to work to have the time considered for family leave in accordance with the Family Leave Act.~~



b. ~~Unforeseeable Leave~~—When the need for leave is not foreseeable, the staff member must provide notice “as soon as practicable” which shall be at least verbal notice to the Manager of Human Resources within one or two business days of the staff member learning of the need to take family leave. Whenever emergent circumstances make written notice impracticable, the staff member may give verbal notice to the Manager of Human Resources, but any verbal notice must be followed by written notice delivered within two working days.

#### G. ~~Leave Designation~~

An eligible staff member shall designate FMLA or NJFLA leave upon providing notice of the need for the leave or when the need for leave commences. The Manager of Human Resources shall provide the staff member with this Policy to assist the staff member in determining the type of leave.

#### H. ~~Benefits~~

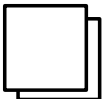
Whether a staff member is required to use sick time or any other accrued leave time concurrent with FMLA or NJFLA leave time will depend upon either the district’s practice or a provision in the district’s collective bargaining agreement, if applicable. 29 CFR §825.100

The Board will maintain coverage under any group health insurance policy, group subscriber contract, or health care plan at the level and under the conditions coverage would have been provided if the staff member had continued to work instead of taking the leave. If the staff member was paying all or part of the premium payments prior to the leave, the staff member would continue to pay his/her share during the leave time. Any instructional employee who is on leave under NJFLA or FMLA at the end of the school year will be provided with any benefits over the summer that the staff member would normally receive if they had been working at the end of the school year.

#### I. ~~Returning from Leave~~

The Federal Family and Medical Leave Act and/or the New Jersey Family Leave Act

A staff member returning from leave shall be entitled to the position he/she held when leave commenced or to an equivalent position of like seniority, status, employment benefits, pay and other conditions of employment. If the district experiences a reduction in force or layoff and



~~the staff member would have lost his/her position had the staff member not been on family leave as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under any collective bargaining agreement, the staff member shall be entitled to reinstatement to the former or an equivalent position in accordance with applicable statutes, codes and laws. The staff member's tenure and seniority rights, if any, and other benefits shall be preserved, but the staff member shall accrue no additional time toward tenure or seniority for the period of the leave, except as may be provided by law.~~

~~The return of a staff member prior to the expiration of the requested family leave may be permitted by the Board if the return does not unduly disrupt the instructional program or require the Board to incur the cost of continuing the employment of a substitute under contract.~~

~~The Board may, in accordance with the provisions of 29 CFR §825.312 delay restoration of employment of a staff member using FMLA leave for the staff member's serious health condition until the staff member submits a fitness for duty examination from his/her health care provider indicating that the staff member is able to resume work. In the event the Board requires such a fitness for duty examination before restoration of the staff member after leave, the Board will provide the staff member specific notice either at the time the staff member gives notice of the need for leave or immediately after the leave commences and the staff member advises the Board of the medical circumstances for the leave.~~

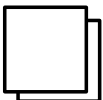
~~If leave is taken under FMLA, and the staff member does not return to work after the leave expires, the Board is entitled to recover health insurance costs paid while the staff member was on FMLA. The Board's right to recover premiums would not apply if the staff member fails to return to work due to:~~

- ~~1. The continuation, onset or recurrence of a serious health condition of the staff member;  
or~~
- ~~2. Circumstances beyond the staff member's control.~~

~~J. Ineligible Staff Members~~

- ~~1. Federal Family and Medical Leave Act (FMLA)~~

~~The district may deny job restoration after FMLA leave if the staff member is a "key employee" as defined in 29 CFR §825.217 if such denial is necessary to prevent~~





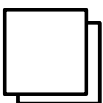
~~substantial and grievous economic injury to the district or the district may delay restoration to a staff member who fails to provide a fitness for duty certificate to return to work for leave that was the staff member's own serious health condition. A "key employee" is a salaried, staff member who is among the highest paid ten percent of the school district staff employed by the district within 75 miles of the worksite. No more than ten percent of the school district staff within 75 miles of the worksite may be "key employees."~~

~~In the event the Manager of Human Resources believes that reinstatement may be denied to a key employee, the Manager of Human Resources must give written notice to the staff member at the time the staff member gives notice of the need for leave, or when the need for leave commences, if earlier, that he/she qualifies as a key employee. The key employee must be fully informed of the potential consequences with respect to reinstatement and maintenance of health benefits if the district should determine that substantial and grievous economic injury to the district's operations will result if the staff member is reinstated from leave. The district's notice must explain the basis for the district's finding that substantial and grievous economic injury will result, and if leave has commenced, must provide the staff member a reasonable time in which to return to work. If the staff member on leave does not return to work in response to the notice of intent to deny restoration, the staff member continues to be entitled to maintenance of health insurance.~~

~~A key employee's rights under the FMLA continue unless and until the staff member either gives notice that he/she no longer wishes to return to work or the district actually denies reinstatement at the conclusion of the leave period. A staff member is still entitled to request reinstatement at the end of the leave period even if the staff member did not return to work in response to the district's notice. The district will then again determine whether there will be substantial and grievous economic injury from reinstatement based on the facts at that time. If it is determined that substantial and grievous economic injury will result, the district will notify the staff member in writing (in person or by certified mail) of the denial of the restoration.~~

## ~~2. New Jersey Family Leave Act~~

~~The district may deny family leave to the staff member if the staff member is a salaried employee who is among the highest paid five percent of the school district staff or one of the seven highest paid employees of the district, whichever is greater, if the denial is necessary to prevent substantial and grievous economic injury to the school district's operations. The Manager of Human Resources shall notify the staff member of the intent to deny the leave at the time the Manager of Human Resources determines the~~



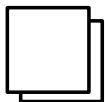
~~denial is necessary. If the leave has already commenced at the time of the district's notification of denial, the staff member shall be permitted to return to work within ten working days of the date of notification.~~

#### ~~K. Verification of Leave~~

##### ~~1. Federal Family and Medical Leave Act (FMLA)~~

~~The Board requires a staff member's FMLA leave to care for the staff member's seriously ill spouse, son, daughter, or parent; or for a servicemember's qualifying exigency or serious injury; or for illness due to the staff member's own serious health condition that makes the staff member unable to perform one or more of the essential functions of the staff member's position, be supported by a certification issued by the health care provider of the staff member or the staff member's ill family member. The medical certification required encompasses both physical and psychological care and includes situations where a family member is unable to care for his/her own basic medical, hygienic, or nutritional needs or safety, or is unable to transport himself/herself to the doctor. It can also include providing psychological comfort and reassurance beneficial to a child, spouse, or parent with a serious health condition who is receiving inpatient or home care and can include situations where the staff member may be needed to substitute for others who normally care for the family member or covered servicemember or to make arrangements for changes in care. The staff member need not be the only individual or family member available to care for the family member or covered servicemember. 29CFR §825.124~~

~~The certification must meet the requirements of 29 CFR §§825.306, 309, and 310 to include: which part of the definition of "serious health condition" applies; the approximate date the serious health condition commenced and its probable duration; whether it will be necessary for the staff member to take intermittent and/or reduced leave; whether the patient is presently incapacitated and the likely duration and frequency of episodes of incapacity; if additional treatments will be required for the condition; and/or if the patient's incapacity will be intermittent or will require reduced leave. The certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider's knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement.~~



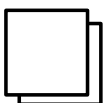
~~In the event the Manager of Human Resources doubts the validity of the certification, in accordance with 29 CFR §825.307, the district may require, at the district's expense, the staff member obtain an opinion regarding the serious health condition from a second health care provider designated by the district, but not employed on a regular basis by the district. If the second opinion differs from the staff member's health care provider, the district may require, at the district's expense, the staff member obtain the opinion of a third health care provider designated by the district or approved jointly, in good faith, by the district and the staff member. The opinion of the third health care provider shall be final and binding on the district and the staff member.~~

~~The district may require re-certification pursuant to the requirements of 29 CFR §825.308. In accordance with 29 CFR §825.309, the staff member on leave must provide a written report to the Manager of Human Resources every thirty workdays. The report shall include the staff member's status and intended date to return to work. In the event the staff member's circumstances change, the staff member must provide reasonable notice to the Manager of Human Resources if the staff member intends to return to work on a date sooner than previously noticed to the district. The staff member is not required to take more leave than necessary to resolve the circumstance that precipitated the need for leave. As a condition of returning to work after the leave for the staff member's own serious health condition, and in accordance with 29 CFR §825.310, the district requires a staff member to provide a certification from their health care provider that the staff member is able to resume work.~~

~~In accordance with 29 CFR §825.311, the district may delay the taking of FMLA leave to a staff member who fails to provide certification within fifteen days after being requested to do so by the district. In accordance with 29 CFR §825.312, the district may delay the taking of leave until thirty days after the date the staff member provides notice to the district of foreseeable leave or the district may delay continuation of leave if a staff member fails to provide a requested medical certification in a timely manner.~~

## 2. ~~New Jersey Family Leave Act~~

~~The Board shall require the certification of a duly licensed health care provider verifying the purpose of requested NJFLA leave. Certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date~~



~~on which the condition commenced, the probable duration of the condition, and the medical facts within the provider's knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement, whichever is appropriate.~~

~~In the event the Manager of Human Resources doubts the validity of the certification for the serious health condition of a family member of the staff member, the district may require, at the district's expense, the staff member to obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the district. If the second opinion differs from the certification the district may require, at the district's expense, that the staff member obtain the opinion of a third health care provider designated or approved jointly by the district and the staff member concerning the serious health condition. The opinion of the third health care provider shall be final and binding on the district and the staff member.~~

#### ~~L. Interference with Family Leave Rights~~

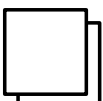
~~The Federal Family and Medical Leave Act and the New Jersey Family Leave Act prohibit interference with a staff member's rights under the law, and with legal proceedings or inquiries relating to a staff member's rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the Federal Family and Medical Leave Act or the New Jersey Family Leave Act nor discouraged from the use of family leave.~~

#### ~~M. Non Tenured Teaching Staff~~

~~Family leave granted to a nontenured staff member cannot extend the staff member's employment beyond the expiration of his/her employment contract.~~

#### ~~N. Record Keeping~~

~~In order that staff member's entitlement to FMLA leave and NJFLA leave can be properly determined, the Superintendent shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave. The Superintendent will publish a notice explaining the Act's provisions and provide information concerning the procedures for filing complaints of violations of the FMLA and NJFLA.~~



~~O. Processing of Complaints~~

~~1. Federal Family and Medical Leave Act (FMLA) 29 CFR §§825.400-401~~

~~a. If there is a dispute between the district and a staff member as to whether leave qualifies as FMLA leave, it should be resolved through discussion between the staff member and the district. Such discussions and the decision shall be documented by the school district.~~

~~b. The staff member also may file, or have another person file on his/her behalf, a complaint with the United States Secretary of Labor. A complaint may be filed in person, by mail, or by telephone with the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, at any local office of the Wage and Hour Division.~~

~~2. New Jersey Family Leave Act N.J.A.C. 13:14-1.16~~

~~a. Any complaint alleging a violation of the Act shall be processed in the same manner as a complaint filed under the terms of N.J.S.A. 10:5-1 et seq. and N.J.A.C. 13:4 through the New Jersey Department of Law and Public Safety, Division on Civil Rights.~~

~~Implementation of FMLA and NJFLA will be consistent with provisions in collective bargaining agreement(s) in the district.~~

~~29 CFR §825 et seq.~~

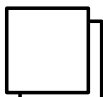
~~29 CFR §785~~

~~N.J.S.A. 10:5-1~~

~~N.J.A.C. 13:14-1 et seq.~~

~~Adopted: 7 December 2009~~

~~Revised: 22 February 2016~~



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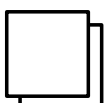
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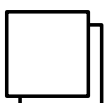
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**A. Introduction**

The Board will provide family leave in accordance with the Federal Family and Medical Leave Act (FMLA) and the New Jersey Family Leave Act (NJFLA).

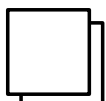
FMLA leave for eligible staff members shall be up to twelve weeks leave of absence in any twelve month period upon advance notice to the district for the birth of a son or daughter of the staff member and in order to care for such son or daughter; for the placement of a son or daughter with the staff member for adoption or foster care; in order to care for the spouse, son, daughter, or parent of the staff member if such spouse, son, daughter, or parent has a serious health condition; or for a serious health condition that makes the staff member unable to perform the functions of the position of such staff member, or because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on active duty or call to covered active duty status (or has been notified of an impending call or order to covered active duty). In addition, eligible employees may take up to a combined total of twenty six workweeks in a single twelve month period to care for a covered servicemember with a serious injury or illness.

NJFLA leave for eligible staff members shall be up to twelve weeks leave of absence in any twenty four month period upon advance notice to the district so that a staff member may provide care made necessary by the birth of a child of the staff member, the placement of a child with the staff member in connection with adoption of such child by the staff member, and the serious health condition of a spouse, parent, or child.

**B. Applicability**

The Board will comply with requirements of the New Jersey and Federal Family Leave laws. The laws have similar and different provisions that may provide different rights and obligations for the staff member and/or the Board. The staff member shall be afforded the most favorable rights if there is a conflict in the rights afforded to the staff member under the two laws.

1. If the staff member is eligible for leave for reasons provided under the FMLA and NJFLA, then the time taken shall be concurrent and be applied to both laws.
2. The NJFLA provides twelve weeks leave in a twenty four month period while the FMLA provides twelve weeks leave in a twelve month period. A staff member is eligible for up to twelve weeks leave in the first twelve months of the twenty four month period under the NJFLA. A staff member is eligible for up to twelve weeks leave in the second twelve month period under the FMLA.





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3. ~~In the event the reason for the family leave is recognized under one law and not the other law, the staff member is eligible for each law's leave entitlements within one twelve-month period. (Example: A staff member may use their FMLA leave for a twelve-week family leave for their own pregnancy, which is considered a "serious health condition" under FMLA, and upon conclusion of the twelve-week FMLA leave, the staff member would be eligible for a twelve-week NJFLA leave to care for their newborn or any other reasons pursuant to the NJFLA.)~~

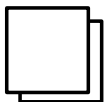
C. ~~Definitions~~1. ~~Federal Family and Medical Leave Act (FMLA)~~

~~"Contingency operation" means a military operation that results in the call or order to, or retention on, active duty of members of the uniformed services during a war or during a national emergency declared by the President or Congress.~~

~~"Covered active duty" or "call to covered active duty" means duty during deployment of a member with the Armed Forces to a foreign country and, in the case of a member of the Reserve components of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation.~~

~~"Covered servicemember" means a current member of the Armed Forces (including National Guard or Reserves), who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran undergoing medical treatment, recuperation, or therapy for a serious injury or illness.~~

~~"Covered veteran" means an individual who was a member of the Armed Forces (including National Guard or Reserves), discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible staff member takes FMLA leave to care for the covered veteran. For a veteran discharged prior to March 8, 2013, the effective date of the FMLA Final Rule, the period between October 28, 2009 and March 8, 2013 will not count towards the determination of the five-year period. 29 CFR § 825.127(b)(2)~~



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Family Leave

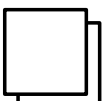
~~“Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness under FMLA. 29 CFR §825.127~~

~~“Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made, and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin and may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin. For example, if a covered servicemember has three siblings and has not designated a blood relative to provide care, all three siblings would be considered the covered servicemember's next of kin. Alternatively, where a covered servicemember has a sibling(s) and designates a cousin as his or her next of kin for FMLA purposes, then only the designated cousin is eligible as the covered servicemember's next of kin. An employer is permitted to require an employee to provide confirmation of covered family relationship to the covered servicemember pursuant to 29 CFR §825.122(k). 29 CFR §825.127(d)(3)~~

~~“Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to either a military medical treatment facility as an outpatient; or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. 29 CFR § 825.127(b)(1)~~

~~“Parent” means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter as defined below. This term does not include parents “in law.”~~

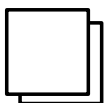
~~“Parent of a covered servicemember” means a covered servicemember’s biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered servicemember. This term does not include parents “in law.”~~



~~“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider. “Serious health condition” may include treatment of substance abuse pursuant to 29 CFR §825.119.~~

~~“Serious injury or illness,” only in the case of a veteran or current member of the Armed Forces, means:~~

- ~~a. In the case of a current member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness that was incurred by the covered servicemember in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank, or rating; and~~
- ~~b. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is:
 
  - ~~(1) A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or~~
  - ~~(2) A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service Related Disability Rating (VASRD) of fifty percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or~~
  - ~~(3) A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or~~~~



- (4) ~~An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers. 29 CFR 825 §127(e)~~

~~“Single twelve month period” means that a military caregiver’s leave begins on the first day the staff member takes FMLA leave and ends twelve months after that date, regardless of the twelve-month period established by the district for other FMLA leave reasons. 29 CFR §825.127(e)(1)~~

~~“Son” or “daughter” means a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen or age eighteen or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.~~

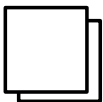
~~“Son or daughter of the covered servicemember” means a covered servicemember’s biological, adopted or foster child, stepchild, legal ward, or a child for whom the covered servicemember stood in loco parentis, and who is of any age. 29 CFR §825.127(d)(1)~~

~~“Son or daughter on covered active duty or call to covered active duty status” means the staff member’s biological, adopted or foster child, stepchild, legal ward, or a child for whom the staff member stood in loco parentis, who is on covered active duty or call to covered active duty status, and who is of any age. 29 CFR §825.126(a)(5)~~

~~“Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under State law in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same-sex marriage or common law marriage. 29 CFR §825.122~~

~~“Staff member” means an employee eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).~~

~~“Week” or “Workweek” means the number of days a staff member normally works each calendar week.~~



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Family Leave

### 2. ~~New Jersey Family Leave Act (NJFLA)~~

~~“Child” means a biological, adopted or foster child, stepchild, legal ward, child of a parent who is under eighteen years of age or a child eighteen years of age or older but incapable of self care because of a mental or physical impairment.~~

~~“Continuing medical treatment” or “continuing supervision by a health care provider” means a period of incapacity or a period of absence in accordance with N.J.A.C. 13:14.~~

~~“Parent” means a biological, adoptive, or foster parent; step parent; parent in law; a legal guardian having a “parent child relationship” with a child as defined by law; or a person who has sole or joint legal or physical custody, care, guardianship, or visitation with a child.~~

~~“Serious health condition” means an illness, injury, impairment, or physical or mental condition that requires inpatient care in a hospital, hospice, or residential medical facility or continuing medical treatment or continuing supervision by a health care provider.~~

~~“Spouse” means a person to whom a staff member is lawfully married as defined by New Jersey law.~~

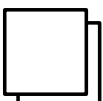
~~“Staff member” means an employee eligible for family leave in accordance with the New Jersey Family Leave Act.~~

~~“Week” or “Workweek” means the number of days a staff member normally works each calendar week.~~

### D. ~~Eligibility~~

#### 1. ~~Federal Family and Medical Leave Act (FMLA)~~

~~A staff member shall become eligible for FMLA leave after he/she has been employed at least twelve months in this district and employed for at least 1250 hours of service during the twelve month period immediately preceding the commencement of the leave. The twelve months the staff member must have been employed need not be consecutive~~



~~months pursuant to 29 CFR §825.110(b). The minimum 1250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FLSA) for determining compensable hours of work pursuant to 29 CFR § 785. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care shall expire at the end of the twelve month period beginning on the date of such birth or placement.~~

~~Pursuant to 29 CFR §825.202, a husband and wife both employed by the district are limited to a combined total of twelve weeks of leave during the twelve month period if the leave is taken for the birth of a son or daughter of the staff member or to care for such son or daughter after birth; for placement of a son or daughter with the staff member for adoption or foster care or in order to care for the son or daughter after placement; or to care for the staff member's parent with a serious health condition.~~

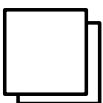
~~The method to determine the twelve month period in which the twelve weeks of FMLA leave entitlement occurs will be a "rolling" twelve month period measured backward from the date a staff member uses any family leave.~~

~~A staff member during any period of FMLA leave is prohibited from performing any services on a full time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member using FMLA leave may commence part time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part time employment that commenced prior to the FMLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.~~

## ~~2. New Jersey Family Leave Act (NJFLA)~~

~~A staff member shall become eligible for NJFLA leave after he/she has been employed at least twelve months in this district for not less than 1,000 base hours, excluding overtime, during the immediate preceding twelve month period. The calculation of the twelve month period to determine eligibility shall commence with the commencement of the NJFLA leave. NJFLA leave taken for the birth or adoption of a healthy child may commence at any time within a year after the date of the birth or placement for adoption.~~

~~The district shall grant a family leave under NJFLA to more than one staff member from the same family (for example, a husband and a wife, or a brother and a sister) at the same time, provided such staff members are otherwise eligible for the leave. N.J.A.C. 13:14-1.12~~



~~A staff member during any period of the NJFLA leave is prohibited from performing any services on a full time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member on NJFLA leave may commence part time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part time employment that commenced prior to the NJFLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.~~

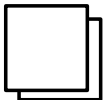
~~The method to determine the twenty four month period in which the twelve weeks of NJFLA leave entitlement occurs will be a “rolling” twenty four month period measured backward from the date a staff member uses any leave.~~

#### E. — Types of Leave

##### 1. — Federal Family and Medical Leave Act (FMLA)

~~A staff member may take FMLA leave to include servicemember qualifying exigency leave or military caregiver leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program.~~

- ~~a. — Leave for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care may not be taken by a staff member intermittently or on a reduced leave schedule.~~
- ~~b. — Leave may be taken intermittently or on a reduced leave schedule when medically necessary for planned and/or unanticipated medical treatment of a related serious health condition by or under the supervision of a health care provider, or for recovery from treatment or recovery from a serious health condition.~~
- ~~c. — Intermittent leave means leave scheduled for periods of time from one hour or more to several weeks; however, the total time within which the leave is taken can not exceed a twelve month period for each serious health condition episode. Intermittent leave may be taken for a serious health condition that requires~~



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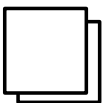
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~~periodic treatment by a health care provider, rather than one continuous period of time. Intermittent leave may also be taken for absences where the staff member is incapacitated or unable to perform the essential functions of the position because of a serious health condition even if the staff member does not receive treatment by a health care provider. The staff member shall make a reasonable effort to schedule intermittent leave so as not to unduly disrupt the operations of the instructional/educational program.~~

- ~~d. Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule not exceeding twenty-four consecutive weeks. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.~~
- ~~e. The fact that a holiday may occur within the week taken by a staff member as Family Leave has no effect and the week is counted as a week of Family Leave. However, if the staff member is out on Family Leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.~~

~~Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.~~



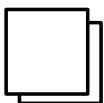


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- f. ~~Servicemember qualifying exigency leave may arise out of the foreign deployment of the staff member's spouse, child, or parent 29 CFR §§825.122 and 126:~~
- ~~(1) The district must grant an eligible staff member up to twelve work weeks of unpaid, job protected leave during a twelve month period for qualifying exigencies that arise when the staff member's spouse, child, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty.~~
  - ~~(2) The military member must be the spouse, son, daughter, or parent, of the staff member taking FMLA exigency leave.~~
  - ~~(3) FMLA leave can be granted for one or more of the following exigencies:~~
    - ~~(a) Short notice deployment:
 
      - ~~i. Notification of duty seven or less calendar days prior to date of deployment;~~
      - ~~ii. Leave can be used for a period of seven calendar days beginning on the date the military member is notified.~~~~
    - ~~(b) Military events and related activities, including official ceremonies, programs, or events sponsored by the military and related to the covered active duty or call to covered active duty status of the military member; and to attend family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross.~~



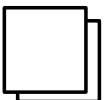
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- ~~(c) — Childcare and school activities including arranging for alternative childcare; providing childcare on an urgent, immediate need basis (not routine, regular, or everyday basis); to enroll in or transfer to a new school or day care facility; or to attend meetings with staff at a school or day care facility:
  - ~~i. — The son or daughter must be the son or daughter of the covered servicemember.~~~~
- ~~(d) — Financial and legal arrangements made to address the military member's absence while on covered active duty or call to covered active duty status.~~
- ~~(e) — Counseling, provided by someone other than a health care provider for oneself, for the military member, or qualified child, if the need arises from the covered active duty or call to covered active duty status of the military member.~~
- ~~(f) — Rest and Recuperation (R&R) to spend time with the military member on short term, temporary R&R leave during a term of deployment:
  - ~~i. — Can be used for a period of fifteen calendar days beginning on the date the military member commences each instance of R&R leave.~~~~
- ~~(g) — Post deployment activities such as ceremonies or briefings including any that arise from the death of the military member while on covered active duty.~~
- ~~(h) — Parental care for one meeting the definition of a "parent" and incapable of self care including: arranging alternative care; providing care on an immediate need basis; and to attend meetings or arrange services at a care facility.~~



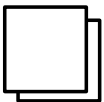
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- (i) ~~Additional activities in accordance with 29 CFR §825.126(b)(9).~~
- g. ~~Military caregiver leave provides care for a covered servicemember with a serious injury or illness 29 CFR §§825.122 and 127:~~
- (1) ~~The district must grant up to a total of twenty six workweeks of unpaid, job-protected leave during a “single twelve-month period” to care for a covered servicemember with a serious injury or illness.~~
- (a) ~~The eligible staff member must be the spouse, son, daughter, parent, or next of kin of the covered servicemember.~~
- (b) ~~The staff member is limited to a combined total of twenty-six workweeks for any FMLA-qualifying reasons during the single twelve-month period. Up to twelve of the twenty-six weeks may be for an FMLA-qualifying reason other than military caregiver leave.~~
- (c) ~~Spouses who are eligible for FMLA leave and are employed by the same covered employer may be limited to a combined total of twenty-six workweeks of leave during a single twelve-month period if the leave is taken for birth of the employee's son or daughter or to care for the child after birth, for placement of a son or daughter with the employee for adoption or foster care, or to care for the child after placement, to care for the employee's parent with a serious health condition, or to care for a covered servicemember with a serious injury or illness. If one spouse is ineligible for FMLA leave, the other spouse would be entitled to a full twenty-six workweeks of FMLA leave.~~

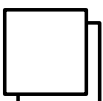


- ~~(2) Leave entitlement is applied on a per covered servicemember, per injury basis.~~
- ~~(a) The staff member may take an additional twenty six weeks of leave if the leave is to care for different covered servicemembers or to care for the same servicemember with a subsequent serious injury or illness, except that no more than twenty six weeks of leave may be taken within any single twelve month period.~~
- ~~(b) An eligible staff member may take military caregiver leave to care for more than one current service member or covered veteran at the same time or for the same family member with the same serious injury or illness both when the family member is a current servicemember and when the family member is a veteran.~~
- ~~(c) Military caregiver leave may be taken by eligible staff members whose family members are recent veterans with serious injuries or illnesses incurred or aggravated in the line of duty on active duty, and that manifested before or after the veteran left active duty.~~

~~2. New Jersey Family Leave Act (NJFLA)~~

~~A staff member may take NJFLA leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program. The district shall not require a staff member to take a leave of absence beyond the period of time the staff member requests family leave. N.J.A.C. 13:14 1.5(f)~~

- ~~a. In the case of a family member who has a serious health condition, leave may be taken intermittently when medically necessary. The total time within which the leave is taken, can not exceed a twelve month period for each serious health condition episode. The staff member will provide the district with prior notice of the leave in a manner which is reasonable and practicable; and the staff member shall make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the instructional/educational program. In the case of the birth or adoption of a healthy child, the leave may be taken intermittently only if agreed to by the staff member and the district.~~



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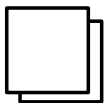
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- b. ~~Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule for a period not exceeding twenty four consecutive weeks. The staff member is not entitled to take the leave on a reduced leave schedule without an agreement between the staff member and the district if the leave is taken for the birth or adoption of a healthy child. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.~~
- e. ~~The fact that a holiday may occur within the week taken by a staff member as family leave has no effect and the week is counted as a week of family leave. However, if the staff member is out on family leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.~~

~~Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.~~

F. ~~Notice~~1. ~~Federal Family and Medical Leave Act (FMLA)~~

- a. ~~Foreseeable Leave—A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Manager of Human Resources if the~~



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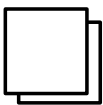
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~~need for the leave is foreseeable based on an expected birth, placement for adoption of foster care, or planned medical treatment for a serious health condition of the staff member or a family member. If thirty days is not practical, the staff member must provide notice "as soon as practicable" which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case. For foreseeable leave where it is not possible to give as much as thirty days notice "as soon as practical" ordinarily would mean at least verbal notification to the Manager of Human Resources within one or two business days or when the need for leave becomes known to the staff member. The written notice shall include the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave.~~

~~When planning medical treatment, the staff member must consult with the Manager of Human Resources and make a reasonable effort to schedule the leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider. Staff members are ordinarily expected to consult with the Manager of Human Resources prior to scheduling of treatment that would require leave for a schedule that best suits the needs of the district and the staff member.~~

~~The district may delay the staff member taking leave for at least thirty days if the staff member fails to give thirty days notice for foreseeable leave with no reasonable excuse for the delay.~~

~~b. Unforeseeable Leave — When the approximate timing of the need for leave is not foreseeable, a staff member should give notice to the Manager of Human Resources for leave as soon as practicable under the facts and circumstances of the particular case. It is expected the staff member will give notice to the Manager of Human Resources within no more than one or two working days of learning of the need for leave, except in extraordinary circumstances where such notice is not foreseeable. The staff member should provide notice to the employer either in person or by telephone, telegraph, facsimile machine or other electronic means.~~



2. ~~New Jersey Family Leave Act (NJFLA)~~

a. ~~Foreseeable Leave~~—A staff member eligible for NJFLA leave must give at least a thirty day advance written notice to the Manager of Human Resources of the need to take family leave except where the need to take family leave is not foreseeable.

(1) ~~Notice for leave to be taken for the birth or placement of the child for adoption shall be given at least thirty days prior to the commencement of the leave, except that if the date of the birth or adoption requires leave to begin in less than thirty days, the staff member shall provide such notice that is reasonable and practicable.~~

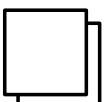
(2) ~~Notice for leave to be taken for the serious health condition of a family member shall be given at least fifteen days prior to the commencement of leave, except that if the date of the treatment or supervision requires leave to begin in less than fifteen days, the staff member shall provide such notice that is reasonable and practicable.~~

(3) ~~When the Manager of Human Resources is not made aware that a staff member was absent for family leave reasons and the staff member wants to request the leave be counted as family leave, the staff member must provide timely notice within two business days of returning to work to have the time considered for family leave in accordance with the Family Leave Act.~~

b. ~~Unforeseeable Leave~~—When the need for leave is not foreseeable, the staff member must provide notice “as soon as practicable” which shall be at least verbal notice to the Manager of Human Resources within one or two business days of the staff member learning of the need to take family leave. Whenever emergent circumstances make written notice impracticable, the staff member may give verbal notice to the Manager of Human Resources, but any verbal notice must be followed by written notice delivered within two working days.

G. ~~Leave Designation~~

~~An eligible staff member shall designate FMLA or NJFLA leave upon providing notice of the need for the leave or when the need for leave commences. The Manager of Human Resources shall provide the staff member with this Policy to assist the staff member in determining the type of leave.~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

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**H. — Benefits**

~~Whether a staff member is required to use sick time or any other accrued leave time concurrent with FMLA or NJFLA leave time will depend upon either the district's practice or a provision in the district's collective bargaining agreement, if applicable. 29 CFR §825.100~~

~~The Board will maintain coverage under any group health insurance policy, group subscriber contract, or health care plan at the level and under the conditions coverage would have been provided if the staff member had continued to work instead of taking the leave. If the staff member was paying all or part of the premium payments prior to the leave, the staff member would continue to pay his/her share during the leave time. Any ten month staff member who is on leave under NJFLA or FMLA at the end of the school year will be provided with any benefits over the summer that the staff member would normally receive if they had been working at the end of the school year.~~

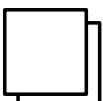
**I. — Returning from Leave**

~~The Federal Family and Medical Leave Act and/or the New Jersey Family Leave Act~~

~~A staff member returning from leave shall be entitled to the position he/she held when leave commenced or to an equivalent position of like seniority, status, employment benefits, pay and other conditions of employment. If the district experiences a reduction in force or layoff and the staff member would have lost his/her position had the staff member not been on family leave as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under any collective bargaining agreement, the staff member shall be entitled to reinstatement to the former or an equivalent position in accordance with applicable statutes, codes and laws. The staff member's tenure and seniority rights, if any, and other benefits shall be preserved, but the staff member shall accrue no additional time toward tenure or seniority for the period of the leave, except as may be provided by law.~~

~~The return of a staff member prior to the expiration of the requested family leave may be permitted by the Board if the return does not unduly disrupt the instructional program or require the Board to incur the cost of continuing the employment of a substitute under contract.~~

~~The Board may, in accordance with the provisions of 29 CFR §825.312 delay restoration of employment of a staff member using FMLA leave for the staff member's serious health condition until the staff member submits a fitness for duty examination from his/her health care~~





~~provider indicating that the staff member is able to resume work. In the event the Board requires such a fitness for duty examination before restoration of the staff member after leave, the Board will provide the staff member specific notice either at the time the staff member gives notice of the need for leave or immediately after the leave commences and the staff member advises the Board of the medical circumstances for the leave.~~

~~If leave is taken under FMLA, and the staff member does not return to work after the leave expires, the Board is entitled to recover health insurance costs paid while the staff member was on FMLA. The Board's right to recover premiums would not apply if the staff member fails to return to work due to:~~

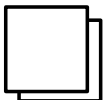
- ~~1. The continuation, onset or recurrence of a serious health condition of the staff member;  
or~~
- ~~2. Circumstances beyond the staff member's control.~~

#### ~~J. Ineligible Staff Members~~

- ~~1. Federal Family and Medical Leave Act (FMLA)~~

~~The district may deny job restoration after FMLA leave if the staff member is a "key employee" as defined in 29 CFR §825.217 if such denial is necessary to prevent substantial and grievous economic injury to the district or the district may delay restoration to a staff member who fails to provide a fitness for duty certificate to return to work for leave that was the staff member's own serious health condition. A "key employee" is a salaried, staff member who is among the highest paid ten percent of the school district staff employed by the district within 75 miles of the worksite. No more than ten percent of the school district staff within 75 miles of the worksite may be "key employees."~~

~~In the event the Manager of Human Resources believes that reinstatement may be denied to a key employee, the Manager of Human Resources must give written notice to the staff member at the time the staff member gives notice of the need for leave, or when the need for leave commences, if earlier, that he/she qualifies as a key employee. The key employee must be fully informed of the potential consequences with respect to reinstatement and maintenance of health benefits if the district should determine that~~



~~substantial and grievous economic injury to the district's operations will result if the staff member is reinstated from leave. The district's notice must explain the basis for the district's finding that substantial and grievous economic injury will result, and if leave has commenced, must provide the staff member a reasonable time in which to return to work. If the staff member on leave does not return to work in response to the notice of intent to deny restoration, the staff member continues to be entitled to maintenance of health insurance.~~

~~A key employee's rights under the FMLA continue unless and until the staff member either gives notice that he/she no longer wishes to return to work or the district actually denies reinstatement at the conclusion of the leave period. A staff member is still entitled to request reinstatement at the end of the leave period even if the staff member did not return to work in response to the district's notice. The district will then again determine whether there will be substantial and grievous economic injury from reinstatement based on the facts at that time. If it is determined that substantial and grievous economic injury will result, the district will notify the staff member in writing (in person or by certified mail) of the denial of the restoration.~~

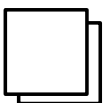
## ~~2. New Jersey Family Leave Act~~

~~The district may deny family leave to the staff member if the staff member is a salaried employee who is among the highest paid five percent of the school district staff or one of the seven highest paid employees of the district, whichever is greater, if the denial is necessary to prevent substantial and grievous economic injury to the school district's operations. The Manager of Human Resources shall notify the staff member of the intent to deny the leave at the time the Manager of Human Resources determines the denial is necessary. If the leave has already commenced at the time of the district's notification of denial, the staff member shall be permitted to return to work within ten working days of the date of notification.~~

## ~~K. Verification of Leave~~

### ~~1. Federal Family and Medical Leave Act (FMLA)~~

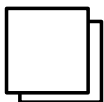
~~The Board requires a staff member's FMLA leave to care for the staff member's seriously ill spouse, son, daughter, or parent; or for a servicemember's qualifying~~



~~exigency or serious injury; or for illness due to the staff member's own serious health condition that makes the staff member unable to perform one or more of the essential functions of the staff member's position, be supported by a certification issued by the health care provider of the staff member or the staff member's ill family member. The medical certification required encompasses both physical and psychological care and includes situations where a family member is unable to care for his/her own basic medical, hygienic, or nutritional needs or safety, or is unable to transport himself/herself to the doctor. It can also include providing psychological comfort and reassurance beneficial to a child, spouse, or parent with a serious health condition who is receiving inpatient or home care and can include situations where the staff member may be needed to substitute for others who normally care for the family member or covered servicemember or to make arrangements for changes in care. The staff member need not be the only individual or family member available to care for the family member or covered servicemember. 29 CFR §825.124~~

~~The certification must meet the requirements of 29 CFR §§825.306, 309, and 310 to include: which part of the definition of "serious health condition" applies; the approximate date the serious health condition commenced and its probable duration; whether it will be necessary for the staff member to take intermittent and/or reduced leave; whether the patient is presently incapacitated and the likely duration and frequency of episodes of incapacity; if additional treatments will be required for the condition; and/or if the patient's incapacity will be intermittent or will require reduced leave. The certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider's knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement.~~

~~In the event the Manager of Human Resources doubts the validity of the certification, in accordance with 29 CFR § 825.307, the district may require, at the district's expense, the staff member obtain an opinion regarding the serious health condition from a second health care provider designated by the district, but not employed on a regular basis by the district. If the second opinion differs from the staff member's health care provider, the district may require, at the district's expense, the staff member obtain the opinion of a third health care provider designated by the district or approved jointly, in good faith, by the district and the staff member. The opinion of the third health care provider shall be final and binding on the district and the staff member.~~



# RIDGEWOOD BOARD OF EDUCATION

## POLICY

SUPPORT STAFF MEMBERS

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Family Leave

~~The district may require re-certification pursuant to the requirements of 29 CFR §825.308. In accordance with 29 CFR §825.309, the staff member on leave must provide a written report to the Manager of Human Resources every thirty workdays. The report shall include the staff member's status and intended date to return to work. In the event the staff member's circumstances change, the staff member must provide reasonable notice to the Manager of Human Resources if the staff member intends to return to work on a date sooner than previously noticed to the district. The staff member is not required to take more leave than necessary to resolve the circumstance that precipitated the need for leave. As a condition of returning to work after the leave for the staff member's own serious health condition, and in accordance with 29 CFR § 825.310, the district requires a staff member to provide a certification from their health care provider that the staff member is able to resume work.~~

~~In accordance with 29 CFR §825.311, the district may delay the taking of FMLA leave to a staff member who fails to provide certification within fifteen days after being requested to do so by the district. In accordance with 29 CFR §825.312, the district may delay the taking of leave until thirty days after the date the staff member provides notice to the district of foreseeable leave or the district may delay continuation of leave if a staff member fails to provide a requested medical certification in a timely manner.~~

### 2. ~~New Jersey Family Leave Act~~

~~The Board shall require the certification of a duly licensed health care provider verifying the purpose of requested NJFLA leave. Certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider's knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement, whichever is appropriate.~~

~~In the event the Manager of Human Resources doubts the validity of the certification for the serious health condition of a family member of the staff member, the district may require, at the district's expense, the staff member to obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the district. If the second opinion differs from the certification the district may require, at the district's expense, that the staff member obtain the opinion of a third health care provider designated or approved jointly by the district and the staff member concerning the serious health condition. The opinion of the third health care provider shall be final and binding on the district and the staff member.~~



**L. — Interference with Family Leave Rights**

~~The Federal Family and Medical Leave Act and the New Jersey Family Leave Act prohibit interference with a staff member's rights under the law, and with legal proceedings or inquiries relating to a staff member's rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the Federal Family and Medical Leave Act or the New Jersey Family Leave Act nor discouraged from the use of family leave.~~

**M. — Non-Tenured Teaching Staff**

~~Family leave granted to a nontenured staff member cannot extend the staff member's employment beyond the expiration of his/her employment contract.~~

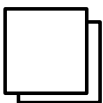
**N. — Record Keeping**

~~In order that staff member's entitlement to FMLA leave and NJFLA leave can be properly determined, the Superintendent shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave. The Superintendent will publish a notice explaining the Act's provisions and provide information concerning the procedures for filing complaints of violations of the FMLA and NJFLA.~~

~~Implementation of FMLA and NJFLA will be consistent with provisions in collective bargaining agreement(s) in the district.~~

**O. — Processing of Complaints****1. — Federal Family and Medical Leave Act (FMLA) 29 CFR §§825.400-401**

- ~~a. — If there is a dispute between the district and a staff member as to whether leave qualifies as FMLA leave, it should be resolved through discussion between the staff member and the district. Such discussions and the decision shall be documented by the school district.~~



# RIDGEWOOD

# POLICY

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- b. ~~The staff member also may file, or have another person file on his/her behalf, a complaint with the United States Secretary of Labor. A complaint may be filed in person, by mail, or by telephone with the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, at any local office of the Wage and Hour Division.~~
  
- 2. ~~New Jersey Family Leave Act N.J.A.C. 13:14-1.16~~
  - a. ~~Any complaint alleging a violation of the Act shall be processed in the same manner as a complaint filed under the terms of N.J.S.A. 10:5-1 et seq. and N.J.A.C. 13:4 through the New Jersey Department of Law and Public Safety, Division on Civil Rights.~~

~~29 CFR §825 et seq.~~

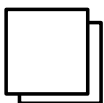
~~29 CFR §785~~

~~N.J.S.A. 10:5-1~~

~~N.J.A.C. 13:14-1 et seq.~~

~~Adopted: 7 December 2009~~

~~Revised: 22 February 2016~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

TEACHING STAFF MEMBERS

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New Jersey's Family Leave Insurance Program

~~3431.3~~ — NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

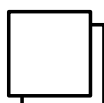
~~Board of Education employees are eligible to apply for benefits under New Jersey's Family Leave Insurance Program administered by the State of New Jersey "Department of Labor and Workforce Development. New Jersey's Family Leave Insurance Program (NJFLI) may provide up to six weeks of family leave insurance benefits payable to covered employees from either the New Jersey State Plan or an approved employer provided private plan.~~

~~A benefit provided through the NJFLI will be for the employee to bond with a child during the first twelve months after the child's birth, if the covered individual or the domestic partner or civil union partner of the covered individual is a biological parent of the child, or the first twelve months after the placement of the child for adoption with the covered individual. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI must provide the Superintendent of Schools written notice thirty calendar days prior to beginning the leave. Failure to provide this thirty day notice may result in a reduction in the employee's maximum family leave insurance benefits. Intermittent leave to bond with a newborn or newly adopted child must be agreed to by the Superintendent of Schools and the employee and, if agreed to, must be taken in periods of seven days or more.~~

~~A benefit provided through the NJFLI will also be to care for a family member with a serious health condition supported by a certification provided by a health care provider. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI for consecutive leave must provide the school district reasonable and practical notice unless the time of the leave is unexpected or the time of the leave changes for unforeseen reasons. An employee who intends to apply for benefits under this provision of the NJFLI for intermittent leave must provide the school district with a written notice at least fifteen calendar days prior to beginning the leave.~~

~~For the purposes of this Policy, a "family member" means a child, spouse, domestic partner, civil union partner, or parent of a covered individual. "Child" means a biological, adopted, or foster child, stepchild, or legal ward of a covered individual, child of a domestic partner of the covered individual, or child of a civil union partner of the covered individual, who is less than nineteen years of age or is nineteen years of age or older but incapable of self care because of mental or physical impairment.~~

~~An employee will be required to use ten workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

TEACHING STAFF MEMBERS

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New Jersey's Family Leave Insurance Program

~~All applications for benefits under the NJFLI must be filed directly with the State of New Jersey—Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI as administered by the State of New Jersey—“Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey—“Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.~~

~~The NJFLI provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey—Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.~~

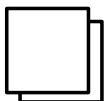
~~The Board may elect to provide employees with Family Leave Insurance benefits coverage under a private plan which must be approved by the State of New Jersey's Department of Labor and Workforce Development.~~

~~A printed notification of covered individuals' rights relative to the receipt of benefits under the NJFLI will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite. Each employee shall receive a copy of this notification in writing at the time of the employee's hiring, whenever the employee provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI, or at any time upon the first request of the employee. The written notification may be transmitted to the employee in electronic form.~~

~~N.J.S.A. 43:21-25 et seq.~~

~~N.J.A.C. 12:21-1.1 et seq.~~

Adopted: 22 February 2010





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New Jersey's Family Leave Insurance Program

4431.3 NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

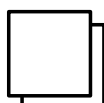
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~~An employee will be required to use ten workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

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New Jersey's Family Leave Insurance Program

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~~The NJFLI provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey—Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.~~

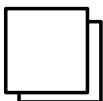
~~The Board may elect to provide employees with Family Leave Insurance benefits coverage under a private plan which must be approved by the State of New Jersey—Department of Labor and Workforce Development.~~

~~A printed notification of covered individuals' rights relative to the receipt of benefits under the NJFLI will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite. Each employee shall receive a copy of this notification in writing at the time of the employee's hiring, whenever the employee provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI, or at any time upon the first request of the employee. The written notification may be transmitted to the employee in electronic form.~~

~~N.J.S.A. 43:21-25 et seq.~~

~~N.J.A.C. 12:21-1.1 et seq.~~

Adopted: 22 February 2010



# RIDGEWOOD BOARD OF EDUCATION

STUDENTS

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Administration of Medical **Cannabis Marijuana**  
M

## 5330.01 ADMINISTRATION OF MEDICAL CANNABIS MARIJUANA

The Board of Education, in accordance with the requirements of N.J.S.A. 18A:40-12.22, must adopt a Policy authorizing parents, ~~guardians,~~ and ~~primary~~ **designated caregiver(s)** to administer medical **cannabis marijuana** to a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event. The parent of a qualifying student patient requesting the administration of medical **cannabis marijuana** to the student while on school grounds, aboard a school bus, or attending a school-sponsored event must comply with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq. and Policy and Regulation 5330.01.

A student enrolled in the school district must be authorized to engage in the medical use of **cannabis pursuant to N.J.S.A. 24:6I-1 et seq. and that the parent or designated caregiver be authorized to assist the student with the medical use of cannabis pursuant to N.J.S.A. 24:6I-1 et seq.** ~~marijuana and the primary caregiver, who may be the parent, must be authorized to administer medical marijuana to a qualifying student patient in accordance with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq.~~ The student and the **designated** primary caregiver(s) must complete ~~the registration process to~~ **registration with the Cannabis Regulatory Commission** ~~obtain a Registry Identification Card from the New Jersey Department of Health~~ in accordance with the requirements of N.J.S.A. 24:6I-4.

The parent of the student authorized to engage in the medical use of **cannabis marijuana** must submit a written request with supporting documentation to the Principal requesting approval to have a **designated primary caregiver(s)** assist in the administration of medical **cannabis marijuana** to the **qualifying student patient** while on school grounds, aboard a school bus, or attending a school-sponsored event. The Principal, in consultation with the school nurse, the school physician, and the Superintendent of Schools, will review each request and upon approval will inform the parent in writing of the approval with details for the administration of medical **cannabis marijuana** to the qualifying student patient. The medical use of **cannabis marijuana** by a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event will only be authorized after the written approval from the Principal is provided to the parent.

Medical **cannabis marijuana** may only be administered to the qualifying student patient while the student is on school grounds, aboard a school bus, or attending a school-sponsored event by the **designated primary caregiver(s)** in accordance with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq. The prescribed medical **cannabis marijuana** must be in the possession of the **designated primary caregiver(s)** at all times, except during the administration process. The **designated primary caregiver(s)** shall comply with the requirements of the Principal's written approval for the administration of medical **cannabis marijuana** to the qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event.

All health records related to the administration of medical **cannabis marijuana** to a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event shall be maintained in accordance with the requirements of N.J.A.C. 6A:16-2.4 and N.J.A.C. 6A:32-7.4.

**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

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5330.01/page 2 of 2

Administration of Medical **Cannabis Marijuana**

No person shall be subject to arrest or prosecution for constructive possession, conspiracy, or any other offense for simply being in the presence or vicinity of the medical use of **cannabis marijuana** as authorized under N.J.S.A. 24:6I-1 et seq. or N.J.S.A. 18A:40-12.22. No custodial parent, ~~guardian~~, or person who has legal custody of a qualifying student patient who is a minor shall be subject to arrest or prosecution for constructive possession, conspiracy, or any other offense for assisting the minor in the medical use of **cannabis marijuana** as authorized under N.J.S.A. 24:6I-1 et seq. or N.J.S.A. 18A:40-12.22.

N.J.S.A. 18A:40-12.22

N.J.S.A. 24:6I-1 et seq.

N.J.A.C. 6A:16-2.4; 6A:32-7.4

Adopted: 18 July 2016

Revised:

7425 LEAD TESTING OF WATER IN SCHOOLS

The health, safety, and welfare of the children in the school district are of utmost importance to the Board of Education. The potential exposure to lead-contaminated drinking water poses serious health problems, particularly for children, as well as for teachers and school personnel, since the risk of lead contamination can come from pipe and plumbing fixtures in school facilities or on school grounds. The Board shall assure the availability of potable drinking water through sanitary means in school facilities or on school grounds. The Board of Education shall provide, in accordance with N.J.A.C. 6A:26-12.4, testing for lead in all district sources of drinking water.

The Board shall conduct lead sampling and analysis in all drinking water outlets to which a student or staff member has, or may have, access in each school facility, other facility, or temporary facility, as soon as practicable, but no later than July 13, 2017, unless the district qualifies for an exemption in accordance with N.J.A.C. 6A:26-12.4(d)(h)(i)(j). This **testing lead sampling and analysis** shall be conducted with a lead sampling plan in accordance with N.J.A.C. 6A:26-12.4(d)1, 2, and 3, and shall be in accordance with the Safe Drinking Water Act, N.J.S.A. 58:12A-1.

**The Superintendent of Schools or designee shall complete a review of the final laboratory results within seventy-two hours of receipt.** Within twenty-four hours after the ~~Board~~ **Superintendent** or designee has completed a review of final laboratory results in accordance with the provisions of N.J.A.C. 6A:26-12.4(e), the test results shall be made publicly available at the school facility and on the Board of Education's website. If any results exceed the permissible lead action level, the Board shall provide written notification to the parents of all students attending the facility, facility staff, and the New Jersey Department of Education. This **written** notification shall include: a description of the measures taken by the ~~Board~~ **Superintendent** or designee to immediately end the use of each drinking water outlet where the water quality exceeded the permissible lead action level; **any additional remedial action taken or planned by the Board of Education**; the measures taken to ensure that alternate drinking water has been made available to all students and staff members; **where the water outlet(s) is located**; and information regarding the health effects of lead in accordance with N.J.A.C. 6A:26-12.4(e)1 and 2. ~~After the initial screening, the Board will conduct these lead screenings every six years and~~

**Notwithstanding the results or date of any prior testing, the Board shall continue to test drinking water outlets in the designated Statewide required testing year, which shall be every third school year beginning with the 2021-2022 school year and subsequently occurring in the 2024-2025 school year. By no later than June 30 of the designated Statewide required testing year, the Board shall test all drinking water outlets in accordance with N.J.A.C. 6A:26-12.4(g)1. The Board shall sample for lead after the replacement of any drinking water outlet or any other alteration to plumbing or service lines that may impact lead levels at the outlet, in accordance with N.J.A.C. 6A:26-12.4(f)(g)1 and 2.**

The Board shall submit to the New Jersey Department of Education by June 30 of each year a statement of assurance, that the school district completed lead testing in accordance with N.J.A.C. 6A:26-12.4; that notifications were provided consistent with N.J.A.C. 6A:26-12.4; and that alternative drinking water continues to be made available to all students and staff, if necessary, pursuant to N.J.A.C. 6A:26-12.4~~(g)~~**(i)**.

The Board may apply for reimbursement for the costs of any water supply testing and analysis conducted, in accordance with N.J.A.C. 6A:26-12.4~~(j)~~**(k)**.

N.J.S.A. 58:12A-1 et seq.

N.J.A.C. 6A:26-12.4

Adopted: 5 March 2018

Revised:

**R 7425 LEAD TESTING OF WATER IN SCHOOLS**

The Board of Education shall assure the availability of potable drinking water through sanitary means in school facilities or upon school grounds and shall test the school drinking water quality in accordance with the Safe Drinking Water Act, N.J.S.A. 58:12A-1 and the Planning and Construction Standards for School Facilities, N.J.A.C. 7:10 and N.J.A.C. 6A:26-6.

The school district shall conduct lead sampling and analysis in all drinking water outlets to which a student or staff member has, or may have, access in each school facility, other facility, or temporary facility in accordance with the provisions of N.J.A.C. 6A:26-12.4.

**A. Testing of Drinking Water****1. Schedule**

a. Sampling shall be conducted in accordance with a lead sampling plan, which shall include:

(1) A plumbing survey for each facility that identifies how water enters and flows through each facility, the types of plumbing materials used in the facility, such as the service line, piping, solder, fixtures, drinking water outlets where students or staff have or may have access, and point of use treatment, such as drinking water filters;

(2) The names and responsibilities of all individuals involved in sampling; and

(3) The following sampling procedures:

(a) Samples shall be taken after water has sat undisturbed in the school pipes for at least eight hours, but no more than forty-eight hours before the sample is taken.

(i) 24-hour school facilities shall collect first-draw samples at drinking water outlets following a stagnation time that would likely result in the longest standing time;

(b) At least eight hours prior to sampling, signs shall be posted to indicate that water shall not be used and access to the buildings subject to the sampling shall be restricted to all but authorized staff members;

- (c) Existing aerators, screens, and filters shall not be replaced or removed prior to or during sampling; and
- (d) All samples shall be collected in pre-cleaned high-density polyethylene (HDPE) 250 milliliter (mL) wide-mouth single-use rigid sample containers that are properly labeled.

## 2. Analysis of Samples

### a. Analysis of samples shall be conducted as follows:

- (1) Analysis shall be conducted by a certified laboratory to analyze for lead in drinking water;
- (2) The laboratory shall use an approved analytical method pursuant to the Federal Safe Drinking Water Act at 40 CFR 141.23(k)(1); and
- (3) Sample analysis shall be conducted in accordance with a Quality Assurance Project Plan (QAPP), which shall be signed by the Board, the certified laboratory, and the individual responsible for conducting the sampling. The QAPP shall include the identification of analytical methods, chain of custody procedures, data validation and reporting processes, detection limits, reporting to three significant figures, field blanks, and quality control measures required by the certified method.

### b. The Superintendent or designee may utilize a technical guidance manual, which will be developed by the New Jersey Department of Education (NJDOE), in consultation with the Department of Environmental Protection (DEP), to assist in the school district's compliance with the sampling and analysis requirements of this Regulation.

## 3. Designated Statewide Required Testing

### a. Notwithstanding the results or date of any prior testing, the Board shall continue to test drinking water outlets as provided in A.2.a. above in the designated Statewide required testing year, which shall be every third school year beginning with the 2021-2022 school year and subsequently occurring in the 2024-2025 school year:

- (1) By no later than June 30 of the designated Statewide required testing year, the Board shall test all drinking water outlets. Sampling shall be prioritized, such that buildings and facilities that previously had outlets with results above the action level or identified in the plumbing profile as high risk for lead shall be sampled first in accordance with the sampling plan; and



(2) The Board shall sample for lead after the replacement of any drinking water outlet or any other alteration to plumbing or service lines that may impact lead levels at the outlet.

b. If the Board tests drinking water outlets for lead more frequently than the three-year cycle set forth in A.3.a. above, the notification requirements set forth in B.2.b. below shall apply.

(1) If drinking water outlets are tested more frequently in accordance with A.3.b. above, the Board shall make the most recent results for each facility available on the Board's website.

#### 4. Statement of Assurance

a. The Board shall submit to the NJDOE by June 30 each year a statement of assurance that lead testing was completed, that notifications were provided, and that alternate drinking water continues to be made available in accordance with N.J.A.C. 6A:26-12.4.

#### 5. Exception from Testing Requirements

a. The Board may request an exemption from the testing requirements set forth in A.2. above if they can demonstrate that they do not use any drinking water outlets for consumption or food preparation in any of their facilities.

b. The Board shall submit an application to the NJDOE documenting that no drinking water outlets are used in their facilities and the provisions for an alternative source of drinking water.

c. If the school district receives an exemption from the NJDOE from testing, the Board shall make available for public inspection at the school facility and on the Board's website, if applicable, confirmation that the school district is exempt from testing.

d. No later than June 30 of each Statewide required testing school year set forth in A.3. above, the Board shall either begin testing procedures in accordance with section A.3.a. above or reapply for an exemption under section A.5.

### B. Water Testing – Laboratory Results

1. The Superintendent or designee shall complete a review of final laboratory results within seventy-two hours of receipt.

2. Within twenty-four hours after the Superintendent or designee has reviewed the final laboratory results, the Superintendent or designee shall:
  - a. Make the test results of all water samples publicly available at the school facility in accordance with section B.3. below and make the results from the most recent required Statewide testing available on the Board's website; and
  - b. If any results exceed the permissible lead action level, provide written notification to the parents of all students attending the facility, facility staff, and the Department of Education. This written notification shall be posted on the Board's website and shall include a description of the following:
    - (1) Measures taken by the Board or its designee, to immediately end use of each drinking water outlet where water quality exceeds the permissible lead action level;
    - (2) Any additional remedial actions taken or planned by the Board;
    - (3) The measures taken to ensure that alternate drinking water has been made available to all students and staff members at the school(s) where the water outlet(s) is located; and
    - (4) Information regarding the health effects of lead.
3. Test results of all water samples shall remain publicly available in accordance with the timeline established by the Department of the Treasury in the Records Retention Schedule.

#### C. Reimbursement

1. The Board shall be eligible to be reimbursed for the water supply testing and analysis conducted pursuant to section A.3. above after July 1, 2021, as approved by the NJDOE and subject to available funds.
2. To be eligible to receive reimbursement, the Board shall complete and submit to the NJDOE a reimbursement application on a form, or in a format, supplied by the NJDOE.
  - a. The NJDOE will make the reimbursement application available on its website.
3. If the school district conducts additional testing in a year other than the Statewide required testing school year as set forth in A.3. above, the district shall not be eligible for reimbursement.

D. Failure to Comply

1. Failure to comply with any requirement of N.J.A.C. 6A:26-12.4 and Policy and Regulation 7425 may result in any of the following:
  - a. Board's disqualification for reimbursement pursuant to C. above;
  - b. The NJDOE's initiation of an investigation by the Office of Fiscal Accountability and Compliance; and
  - c. The Commissioner's withholding of State aid pursuant to N.J.A.C. 6A:2-1.2.

Adopted:

# REGULATION

## RIDGEWOOD BOARD OF EDUCATION

PROPERTY  
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School Safety  
M

### R-7430 SCHOOL SAFETY

#### Guidelines for Dealing with Accident/Injury

1. ~~The school nurse or another trained person shall be responsible for administering first aid.~~
2. ~~In all cases where the nature of an injury appears in any way serious, every effort shall be made to contact the parent(s) or legal guardian(s) and/or family physician immediately.~~
3. ~~Parent(s) or legal guardian(s) shall be requested to pick up the pupil. If a parent(s) or legal guardian(s) is unable to provide such transportation, no pupil who is injured shall be sent home alone. A pupil who is injured may be taken home if a responsible person is there to receive that pupil.~~
4. ~~In extreme emergencies, the school nurse, school doctor or Principal may make arrangements for immediate hospitalization of injured pupils. Parent(s) or legal guardian(s) should be contacted as soon as possible.~~
5. ~~The teacher or other staff member who is responsible for a pupil at the time an accident occurs shall make out a report within twenty four hours, providing details about the accident. This shall be required for every accident whether first aid is necessary or not.~~
6. ~~Any injuries or accidents to pupils shall be reported as soon as possible to the Superintendent.~~

#### Emergency Medical Procedures for Sports/Athletics

~~The Board of Education recognizes its responsibility for pupil safety in all aspects of sports and athletic events, both intramural and interscholastic. Emergency medical procedures are to be developed at each school having an athletic program to ensure delivery of appropriate emergency medical services for all practice sessions, competitive contests, games, events, or exhibitions with individual pupils or teams of the schools of this district whether among themselves or with pupils of other districts.~~

~~These emergency medical procedures shall be disseminated to appropriate personnel within the district.~~

~~Adopted: 7 December 2009~~



# RIDGEWOOD BOARD OF EDUCATION

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**Every Student Succeeds Act**  
**No Child Left Behind Programs**  
**M**

## 2415 EVERY STUDENT SUCCEEDS ACT NO CHILD LEFT BEHIND PROGRAMS

The ~~No Child Left Behind Act (NCLB) of 2001~~ **Every Student Succeeds Act (ESSA)** is a reauthorization of the Elementary and Secondary Education Act (ESEA)/~~Improving America's Schools Act (IASA) 1994,~~ **of 1965 that provides** ~~providing~~ **Federal** funds to help all New Jersey's school children achieve, ~~at a minimum, proficiency in the State standards.~~ **NCLB embodies four key principles or pillars of education reform: accountability, flexibility, choice, and methodology.** **The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps.** The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under ~~the ESSA NCLB~~ and the district will comply with the requirements of all the programs authorized by ~~the ESSA NCLB~~.

The district may be eligible for several grant programs funded through ~~the ESSA NCLB~~, including, but not limited to, Title I through Title VII. Many of the Titles of ~~the ESSA NCLB~~ have several parts and subparts that provide a funding source for specific purposes.

### Application Procedure

The district will submit an annual ~~ESSA No Child Left Behind~~ Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and ~~the ESSA NCLB~~ for the district to be considered for funding under ~~the ESSA NCLB~~.

### Covered Programs

**Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.**

~~The intent of NCLB is that all children will meet State academic achievement standards to reach their potential through improved programs. The NCLB Consolidated Formula Subgrant includes the following programs:~~

- ~~1. Title I, Part A provides the programs and resources for disadvantaged students to meet this intent. It requires the State and the district to close the achievement gap by placing a highly qualified teacher in every classroom, improving the qualifications of paraprofessionals who work with disadvantaged students, and using instructional practices that have proven to be effective.~~

# RIDGEWOOD BOARD OF EDUCATION

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**Every Student Succeeds Act**  
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2. ~~Title I, Part D serves neglected and delinquent youth in institutions, community day programs, and correctional facilities to assure they also attain high academic levels of performance.~~
3. ~~Title II, Part A provides the resources for improving teacher and Principal quality and increasing the number of highly qualified teachers and Principals in classrooms and schools, thereby raising student achievement in the academic subjects. It focuses on preparing, training, and recruiting high quality teachers and Principals and requires the State to develop plans with annual measurable objectives that will ensure all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.~~
4. ~~Title II, Part D facilitates comprehensive and integrated educational technology strategies that target the specific needs of individual schools. It improves student academic achievement through the use of technology in elementary and secondary schools, while addressing the digital divide such that every student is technologically literate by the end of eighth grade. Effective integration of technology resources and systems with teacher training and curriculum development are encouraged in order to identify and showcase best practices in educational technology.~~
5. ~~Title III, Part A focuses on the teaching of English to limited English proficient (LEP) children, including immigrant children and youth.~~
6. ~~Title IV, Part A provides resources for fostering a safe and drug free learning environment that supports academic achievement.~~
7. ~~Title V, Part A provides a flexible source of funding to help districts in the development and implementation of various innovative reform initiatives.~~
8. ~~Title VI, Part B addresses the unique needs of rural school districts.~~
9. ~~Title IX covers the general provisions applicable to some/all of the programs.~~

~~Throughout NCLB, the use of solid research to improve teaching and learning as well as student behavior is required and promoted, and parent(s)/legal guardian(s) are provided with information and options to improve the educational opportunities provided for their children. The emphasis on scientifically based methodology encourages the use of teaching techniques and practices that are founded on research and proven to produce positive results.~~

## Title I

The largest Federal program supporting elementary and secondary education is Title I. ~~The ESSA NCLB~~ strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also ~~establishes~~ **requires** minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English ~~proficient (LEP)~~ **Language Learner (ELL)** children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

## Type of Title I Program

The school district will offer a \_\_\_\_\_ (**School-wide or Target Assistance or Public School Choice**) Title I program.

## Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.]

~~Academic Standards, Academic Assessments, and Accountability~~ **New Jersey Department of Education Accountability System**

The district will comply with the **accountability system requirements established by** ~~of the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United~~

~~States Department of Education as outlined in Policy 2415.01—Academic Standards, Academic Assessments, and Accountability in accordance with the NJDOE and NCLB.~~

#### Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and ~~the ESSA NCLB~~.

#### Staff

The district will comply with the **staff certification requirements of the ESSA and the NJDOE requirements as outlined in Policy 2415.03—Highly Qualified Teachers** in accordance with the NJDOE ~~and NCLB~~. In addition, the district will ensure all paraprofessionals meet the requirements as **established** ~~required by the ESSA NCLB~~ and as outlined in Policy 4125 – Employment of Support Staff Members.

#### Parental Involvement

The district will comply with the requirements as outlined in Policy 2415.04 – Parental Involvement in accordance with the NJDOE and ~~the ESSA NCLB~~.

#### Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance with the PPRA.

#### Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in ~~the ESSA NCLB~~, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and ~~the ESSA NCLB~~.

#### Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

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**Every Student Succeeds Act**  
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## Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

## Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

## Supplement, Not Supplant

Grant funds provided under Federal programs, including **the ESEA of 1965 as amended by the ESSA** ~~No Child Left Behind funding~~, shall supplement, not supplant **the funds that would, in the absence of such other non-Federal funds, be made that are available to provide programs and services to eligible from State and local sources for the education of students; participating in unless otherwise provided in the grant programs assisted under the ESEA of 1965 as amended by the ESSA.**

~~State Waiver from Certain Provisions of No Child Left Behind (NCLB)~~

~~The State of New Jersey may receive a waiver(s) from certain provisions of NCLB from the United States Department of Education. A waiver(s) may affect the applicability of the school district's NCLB policies and/or regulations. In the event a waiver(s) affects the applicability of Board of Education NCLB policies and/or regulations, the waiver provisions shall supersede current Board policies and/or regulations and the school district shall comply with the requirements as outlined by the New Jersey Department of Education in accordance with the waiver(s) application and approval(s) from the United States Department of Education.~~

## Evaluation

The Superintendent or designee will evaluate the **ESSA NCLB** programs as required by the United States and the New Jersey Departments of Education.

**RIDGEWOOD**

**POLICY**

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**Every Student Succeeds Act**

~~No Child Left Behind Programs~~

**M**

~~No Child Left Behind Act of 2001~~

**Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.**

Adopted: 7 December 2009

Revised: 18 March 2013

Revised:

~~2415.01 ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS,  
AND ACCOUNTABILITY~~

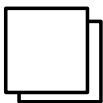
~~The *No Child Left Behind Act of 2001* (NCLB), a reauthorization of the *Elementary and Secondary Education Act* (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under NCLB were built on the foundation of the former *Improving America's Schools Act* (IASA).~~

~~To meet the Federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. All pupils enrolled in New Jersey public schools, plus all pupil subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Pupils must score either "proficient" or "advanced proficient" on the assessments to be counted toward meeting the benchmarks.~~

~~Schools are evaluated using adequate yearly progress (AYP) indicators. Pupil achievement is determined by grade span (Elementary School—grades three through five, Middle School—grades six through eight, and High School—grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates) plus a secondary indicator. A safe harbor calculation is applied to measure significant progress if the benchmark is missed. When a school does not meet AYP for two consecutive years in the same content area, it is designated as a "school in need of improvement."~~

~~AYP shall be calculated for all New Jersey schools under the provisions of NCLB. Schools that do not meet AYP as defined under NCLB are placed into one of the following categories. Title I schools in need of improvement must implement the sanctions for each category.~~

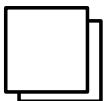
~~Year 1 – Early Warning: A school that does not make AYP for one year is placed into "early warning" status.~~



~~Year 2 – In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a “school in need of improvement.” Parents/legal guardians shall be promptly notified if their child’s school has been designated as in need of improvement. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available) and development of a school improvement plan (Title I Unified Plan). The district must offer the school technical assistance to address the areas that caused the school to be in need of improvement. Parents/legal guardians shall be notified of their right to request intradistrict public school choice and parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.~~

~~Year 3 – In Ne ed of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area shall continue to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must *also* offer SES to eligible pupils. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually. Parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.~~

~~The New Jersey Department of Education (NJDOE) offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.~~

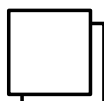


~~Year 4 – Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the NJDOE.~~

~~The district must take at least one of the following corrective actions:~~

- ~~1. Provide, for all relevant staff, appropriate, scientifically research based professional development that is likely to improve academic achievement of low performing pupils.~~
- ~~2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.~~
- ~~3. Extend the length of the school year or school day.~~
- ~~4. Replace the school staff who are deemed relevant to the school not making adequate progress.~~
- ~~5. Significantly decrease management authority at the school.~~
- ~~6. Restructure the internal organization of the school.~~
- ~~7. Appoint one or more outside experts to advise the school how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school’s continued inability to make AYP.~~

~~Year 5 – Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks and moves to Year 6. During the planning year, the Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status and invite parent input during the restructuring process, and receive technical assistance from the district and the NJDOE. The technical assistance design for a school being restructured emphasizes the following:~~



1. ~~The importance of improving instruction by using strategies grounded in scientifically-based research so that all children in the school achieve proficiency in the core academic subjects of language arts and mathematics.~~

2. ~~The importance of analyzing and applying data in decision making.~~

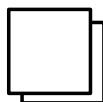
~~The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey practice and statutes:~~

1. ~~Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the *No Child Left Behind Act*.~~

2. ~~Re-open the school as a public charter school as defined by State statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).~~

3. ~~Replace all or most of the school staff, which may include the Principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).~~

~~Year 6—Restructuring 1: A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input and support during the implementation process, and receive technical assistance from the district and the NJDOE. Technical assistance is critical to help school staff remain focused on increasing pupil achievement while the school is adjusting to potentially radical changes in its administration and governance structures. A CAPA visit will occur at the school to determine the fidelity of implementation of the restructuring plans and to review the governance structure of the school.~~



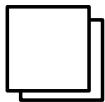
~~Year 7 (and over) — Restructuring 2 (and over): If the school has not made AYP for seven or more consecutive years, the NJDOE will meet with school and district administrators to continually review implementation of the restructuring plan/Title I Unified Plan. Benchmark meetings with NJDOE staff, the school, and the district will occur twice a year to assess and support implementation of the school improvement plan.~~

~~Removal from Early Warning/Improvement Status: To be removed from early warning or improvement status, the school must make AYP for two consecutive years in the content area that caused the school to go into status, providing the school makes AYP in the other content areas. The first year of making AYP is a “hold year” and the school does *not* progress to the next sanction level, but must continue to implement current interventions. If the school does not make AYP the year following “hold,” the school goes back into improvement status at the level prior to the hold year.~~

~~No Child Left Behind Act of 2001, §1111~~

Adopted: 7 December 2009

Revised: 9 May 2011



2415.02 TITLE I – FISCAL RESPONSIBILITIES

The Ridgewood Board of Education will comply with the requirements of the Elementary and Secondary Education Act (**ESEA**) of 1965 (20 U.S.C. 2701 et seq.) as amended by the **Every Student Succeeds Act (ESSA) No Child Left Behind Act of 2001**.

## Maintenance of Effort

To be in compliance with the requirements of the ~~Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.)~~ **ESEA** as amended by the ~~ESSA No Child Left Behind Act of 2001, §1120A(a)~~, the Ridgewood Board of Education will maintain **either** a combined fiscal effort per student; or aggregate expenditures; of State and local funds with respect to the provision of the free public education ~~by~~ **in** the Local Education Agency (LEA) for the preceding fiscal year that is not less than ninety percent of the combined fiscal effort per student; or the aggregate expenditures; for the second preceding fiscal year.

## Comparability with Multiple Schools

To be in compliance with the requirements of the ~~Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.)~~ **ESEA** as amended by the ~~ESSA No Child Left Behind Act of 2001, §1120A(c)~~, the Ridgewood Board of Education directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools. **The school district will ensure that State and local funds are used to provide comparable services for Title I and non-Title I schools.**

## Comparability of Materials and Supplies

To be in compliance with the requirements of the ~~Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.)~~ **ESEA** as amended by the ~~ESSA No Child Left Behind Act of 2001, §1120A(e)~~, the \_\_\_\_\_ Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

**Supplement, Not Supplant**

**Grant funds provided under Federal programs, including the ESEA as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA as amended by the ESSA.**

~~No Child Left Behind Act of 2001, §1120A~~

**Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.**



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Adopted: 7 December 2009

Revised:

2415.03 HIGHLY QUALIFIED TEACHERS

~~The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.~~

~~Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process.~~

~~The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.~~

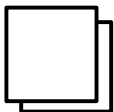
~~When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher's official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey's highly qualified teacher requirements. Out of State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.~~

~~All Title I schools must send out a Right to Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child's teacher. The letter should be sent by all Title I and non Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of pupils whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.~~

~~No Child Left Behind Act of 2001, §1119~~

~~Adopted: 7 December 2009~~

~~Revised: 22 February 2010~~



[See **POLICY ALERT Nos. 167 and 222**]

2415.05 STUDENT SURVEYS, ANALYSIS, AND/OR EVALUATIONS

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education.

Consent

PPRA requires written consent from parents/~~legal guardians~~ **of unemancipated minor students** and students who are eighteen years old or emancipated minor students before **such minor** students are required to participate in a survey, analysis, or evaluation funded in whole or in part by a program of the United States Department of Education that concerns one or more of the following ~~nine~~ areas referred to as “protected information surveys”:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
9. Social security number.

This consent requirement also applies to the collection, disclosure or use of student information for marketing purposes, referred to as “marketing surveys”, and for certain physical examinations and screenings.

“Opt a Student Out” Notice

The parents **of unemancipated minor students** and ~~eligible~~ **students** who are eighteen years old or emancipated minor students will be provided an opportunity to opt a ~~student~~ out of participating in:

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Student Surveys, Analysis, and/or  
Evaluations

## POLICY

1. The collection, disclosure, or use of personal information obtained from students for marketing, to sell, or otherwise distribute information to others;
2. The administration of any other “protected information survey” not funded in whole or in part by the United States Department of Education; and
3. Any non-emergency, invasive physical examination required as a condition of attendance, administered by the school district or its agents, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under State law.

### Inspection

The parents of **unemancipated minor students** and eligible students **who are eighteen years old or emancipated minor students**, upon request and before administration or use, have the right to inspect:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Superintendent shall be responsible for obtaining the consent, annual direct notification to parents and eligible students at the start of each school year and after any substantive changes of the “opt a student out” rights, and the inspection rights provisions of PPRA and this Policy. The “opt a student out” notice shall include any specific or approximate dates of the activities eligible for a student to “opt out.”

### PPRA Consent/Opt Out Violations

Parents or students who believe their rights under PPRA may have been violated may file a complaint with United States Department of Education.

The Protection of Pupil Rights Amendment (PPRA)

(20 U.S.C. §1232h; 34 CFR Part 98)

~~No Child Left Behind Act of 2001, Title X, Part F, §1061~~

**Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.**

Adopted: 7 December 2009

Revised:

**2415.20 EVERY STUDENT SUCCEEDS ACT NO CHILD LEFT  
BEHIND COMPLAINTS**

Pursuant to ~~20 USC 7844, Sec 9304 (a)(3)(C), of the No Child Left Behind Act of 2001 (NCLB),~~ **The Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA).** A Board of Education shall adopt a policy and written procedures **for resolving a written complaint presented by an individual or organization that alleges** ~~that offer parent(s) or legal guardian(s), public agencies, other individuals, or organizations a method for receipt and resolution of complaints alleging~~ violations in the administration of the **ESSA** ~~NCLB~~ programs as identified by the New Jersey Department of Education (NJDOE).

Policy and Regulation 2415.20 set forth the requirements for resolving complaints presented by any individual or organization that:

1. A school, school district, other agency authorized by the school district, or by the NJDOE violated the administration of education programs **authorized** ~~required~~ by the ~~Elementary and Secondary Education Act ESEA~~ **ESSA** as amended by ~~the ESSA NCLB~~; and/or
2. The NJDOE violated the administration of education programs required by the ~~ESEA Elementary and Secondary Education Act~~ as amended by the **ESSA** ~~NCLB~~.

**Complaints regarding nonpublic school officials alleging school district noncompliance must pertain to at least one of the following three specific reasons:**

1. **The school district did not engage in consultation that was meaningful and timely;**
2. **The school district did not give due consideration to the views of the nonpublic school officials; or**
3. **The school district did not make a decision that treats the nonpublic school or its students equitable and in accordance with ESEA Section 1117 or Section 8501.**

A ~~C~~complaint shall be a written **and must identify, at a minimum, the alleged ESEA violation; a description of previous steps taken to resolve the matter;** ~~allegation that shall identify the alleged NCLB violation,~~ the facts supporting the alleged violation **as understood by the complainant at the time of submission;** and any supporting documentation.

A ~~C~~complaint alleging a school in the district, school district, or other agency authorized by the school district, or the NJDOE violated the administration of a program must be submitted to the \_\_\_\_\_ **(district administrator responsible for ESSA NCLB compliance).** The \_\_\_\_\_ **(district administrator responsible for ESSA NCLB compliance)** shall be responsible to coordinate the investigation of the ~~C~~complaint. The \_\_\_\_\_ **(district**

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**Every Student Succeeds Act**  
~~No Child Left Behind~~ Complaints

**administrator responsible for ESSA NCLB compliance**) shall submit a written report regarding the outcome of the investigation to the complainant.

If the complainant is not satisfied with the outcome of the investigation **by the school district**, the complainant **must submit a written complaint** ~~may initiate a Complaint by submitting a written Complaint to the NJDOE to the attention of the Executive County Superintendent for the county where the school district is located.~~ **This process does not apply to alleged violations concerning participation of nonpublic school children.**

The **Executive** County Superintendent will coordinate the investigation of a ~~Complaint~~. When the investigation is complete, the **Executive** County Superintendent will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the **Executive County Superintendent will identify and impose the appropriate consequences or corrective action in accordance with statute and/or regulation to resolve the complaint.** ~~Assistant Commissioner assigned to oversee the matter shall identify and impose appropriate consequences or corrective actions as required by regulation to resolve the Complaint.~~ If the complainant **is not satisfied with the determination that is made by the Executive County Superintendent** ~~does not agree with the NJDOE's decision,~~ the complainant may **submit a written request for review of that determination to the Assistant Commissioner** ~~appeal to the United States Department of Education Secretary.~~

A ~~Complaint~~ alleging the NJDOE violated the administration of a program must be submitted to the **designated** New Jersey Department of Education **Assistant Commissioner** ~~Chief of Staff or the United States Department of Education Secretary.~~ ~~The NJDOE requests the complainant first contact the New Jersey Department of Education Chief of Staff to resolve the issue.~~ The **appropriate** NJDOE Office **assigned by the Assistant Commissioner** ~~of Strategic Initiatives and Accountability~~ will coordinate the investigation of a ~~Complaint~~. When the investigation is complete, the **Assistant Commissioner** ~~Chief of Staff~~ will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the **Assistant Commissioner** ~~Chief of Staff~~ **shall will identify and impose the identify and impose appropriate consequences or corrective actions as required by statute and/or regulation to resolve the Complaint.** If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the **Secretary of the** United States Department of Education ~~Secretary.~~

**To initiate a complaint regarding participation of nonpublic school children, a complainant must submit a written complaint to the NJDOE Nonpublic Ombudsman in accordance with NJDOE procedures.**

New Jersey Department of Education ~~4/26/07 Memorandum~~ ~~No Child Left Behind~~ **Elementary and Secondary Education Act (ESEA) Complaint Policy and Procedure**

Adopted: 7 December 2009

Revised:

4125 EMPLOYMENT OF SUPPORT STAFF MEMBERS

The Board of Education believes it is vital to the successful operation of the district that support staff positions be filled with highly qualified and competent employees.

In accordance with the provisions of N.J.S.A. 18A:27-4.1, the Board shall appoint, transfer, remove, or renew a certificated or non-certificated officer or employee only upon the recommendation of the Superintendent of Schools 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. The Board shall approve the employment, fix the compensation, and establish the term of employment for every support staff member employed by this district.

The Board ~~may will~~ employ substitutes **and/or contract for substitutes** for absent support staff members in order to ensure continuity in a program. **The Board and** will annually approve a list of substitutes and rate of pay **and/or the Board will approve a contract for a contracted service provider to provide substitute support staff members.** ~~The Superintendent or designee shall select substitutes from the list approved by the Board to serve in the place of an absent support staff member.~~

~~The Board may use a private contractor to secure a substitute support staff member.~~

The Board of Education shall not employ for pay or contract for the paid services of any support staff member or any other person serving in a position which involves regular contact with students unless the Board has first determined consistent with the requirements and standards of N.J.S.A. 18A:6-7.1 et seq. that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.

An individual employed by the Board or a school bus contractor holding a contract with the Board, in the capacity of a school bus driver, shall be required to meet the criminal history record requirements as outlined in N.J.S.A. 18A:39-19.1.

The Board will employ paraprofessional school aides and/or classroom aides to assist in the supervision of student activities under the direction of a Principal, teacher, or other designated certified professional personnel. Aides will serve the needs of students by performing nonprofessional duties and may work only under the direct supervision of a teaching staff member(s).

In accordance with the requirements of ~~No Child Left Behind Act of 2001~~, **the Every Student Succeeds Act (ESSA)**, paraprofessionals hired after January 8, 2002, who work in a program supported with Title I, Part A funds, with certain exceptions, must meet one of the following criteria:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an associate's (or higher) degree; or
3. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Paraprofessional staff working in a Title I school, and whose salary is paid for in whole or in part with Title I funds, must ~~meet~~ ~~have met~~ one of the criteria listed above ~~by the end of the 2005-2006 school year~~. The Superintendent **or designee** will ensure paraprofessionals working in a program supported with Title I funds meet the above stated requirements

An individual employed by the Board in any substitute capacity or position shall be required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1b.

An individual, except as provided in N.J.S.A. 18A:6-7.1g, shall be permanently disqualified from employment or service in the school district if the criminal history record check reveals a record of conviction for any crime or offense as defined in N.J.S.A. 18A:6-7.1 et seq.

The Board or contracted service provider may employ an applicant on an emergent basis for a period not to exceed three months, pending completion of a criminal history record check if the Board or contracted service provider demonstrates to the Commissioner of Education that special circumstances exist which justify the emergent employment as prescribed in N.J.S.A. 18A:6-7.1c. In the event the criminal history record check is not completed for an emergent hired employee within three months, the Board or contracted service provider may petition the Commissioner for an extension of time, not to exceed two months, in order to retain the employee.

No criminal history record check shall be performed unless the applicant shall have furnished written consent to such a check. The applicant shall bear the cost for the criminal history record check, including all costs for administering and processing the check. The district will deny employment to an applicant if the applicant is required and refuses to submit to a criminal history record check.

The Board of Education prohibits any relative of a Board member or the Superintendent of Schools from being employed in an office or position in the school district in accordance with the provisions of N.J.A.C. 6A:23A-6.2 and Board Policy 0142.1 – Nepotism.

A support staff member's misstatement of fact material to his/her qualifications for employment or the



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SUPPORT STAFF MEMBERS

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Employment of Support Staff Members

determination of his/her salary will be considered by the Board to constitute grounds for dismissal.

N.J.S.A. 18A:6-5; 18A:6-6; 18A:6-7.1; 18A:6-7.1b; 18A:6-7.1c; 18A:6-7.2; 18A:16-1 et seq.; 18A:26-1 et seq.; 18A:27-1 et seq.; 18A:27-4.1; 18A:27-7; 18A:27-8; 18A:39-19.1

Adopted: 9 December 2009

Revised: 23 June 2014

Revised:

**6360 POLITICAL CONTRIBUTIONS****Political Contribution Disclosure Requirements**

In accordance with the requirements of Section 2 of P.L. 2005, Chapter 271 (N.J.S.A. 19:44A-20.26), the Board of Education shall have on file, to be maintained with other documents related to a contract, the following documents to award a contract to any business entity receiving a contract with an anticipated value in excess of \$17,500, regardless of the basis upon which the contract is awarded:

1. A Political Contribution Disclosure (PCD) form submitted by the business entity (at least ten days prior to award); and
2. A Business Registration Certificate (anytime prior to award).

“Business entity” means a **for-profit entity that is a** natural or legal person, business corporation, professional services corporation, limited liability company, partnership, limited partnership, business trust, association or any other legal commercial entity organized under the laws of New Jersey or any other State or foreign jurisdiction.

The \$17,500 contract amount is not related to the Board’s bid threshold and does not exempt the district from the requirements of the Public School Contracts Law or other applicable purchasing statutes.

The \$17,500 contract amount threshold is subject to the principle of aggregation rules in accordance with the Division of Local Government Services guidance. Unlike the Public School Contracts Law, aggregation thresholds for this Policy and Chapter 271 purposes shall be calculated at the vendor level – meaning, when a vendor receives more than \$17,500 in a school district’s fiscal year, a PCD form shall be required.

The disclosure provisions of N.J.S.A. 19:44A-20.26 do not apply in cases where there is a “public emergency” that requires the immediate delivery of goods or services.

Insurance companies and banks are prohibited under State law from making political contributions. However, because the PCD form reflects contributions made by partners, Boards of Directors, spouses, etc., PCD forms are required ten days prior to the approval of a depository designation resolution or insurance company contract awarded by the Board. A PCD form is also required when a contract in excess of \$17,500 is made to an insurance broker. A PCD form is required from the company receiving the contract, regardless of the entity issuing an insurance policy.

PCD forms are required for Board of Education contracts in excess of \$17,500 with a New Jersey Department of Education “Approved In-State Private School for the Disabled.” Chapter 271 also applies to in-State private special education schools, ~~supplemental~~ educational services under **any Federally funded program NCLB**, early childhood school providers – DHS approved, and other similar programs.

If the school district spends more than \$17,500 in a school year with a newspaper, the selection of the newspaper is subject to the provisions of Chapter 271.

PCD forms are not required for regulated public utility services, as the Board is required by the Board of Public Utilities to use a specific utility. This exception does not apply to non-regulated public utility services, such as generated energy (not tariffed), or long-distance telephone services where other procurement practices are used.

PCD forms are not required for membership to the New Jersey School Boards Association.

A non-profit organization having proper documentation from the Internal Revenue Service (IRS) showing it is registered with the IRS as a 501(c) type corporation is not required to file a PCD form.

A PCD form is not required for contracts with governmental agencies, including State colleges and universities.

If the original contract provided for the possibility of an extension(s), Chapter 271 compliance is not required if the extension/continuation is based on that original contract.

N.J.S.A. 19:44A-1 et seq.

N.J.A.C. 6A:23A-6.3

New Jersey Department of Community Affairs Local Finance Notices - 6/4/07 & 1/15/10

Adopted: 7 December 2009

Revised: 17 May 2010

Revised: 19 July 2010

Revised: 9 May 2011

Revised:

**8330 STUDENT RECORDS**

The Board of Education believes that information about individual students must be compiled and maintained in the interest of the student's educational welfare and advancement. The Board will strive to balance the student's right to privacy against the district's need to collect, retain, and use information about individual students and groups of students. The Board authorizes the establishment and maintenance of student files that include only those records mandated by law, rules of the State Board of Education, authorized administrative directive, and those records permitted by this Board.

The Superintendent shall prepare, present to the Board for approval, and distribute regulations that implement this Policy and conform to applicable State and Federal law and rules of the State Board of Education.

**General Considerations**

The Board of Education shall compile and maintain student records and regulate access, disclosure, or communication of information contained in educational records in a manner that assures the security of such records in accordance with the provisions of N.J.A.C. 6A:32-7.1 et seq. Student records shall contain only such information as is relevant to the education of the student and is objectively based on the personal observations or knowledge of the certified school personnel who originate(s) the record. The school district shall provide annual, written notification to parents, adult students, and emancipated minors of their rights in regard to student records and student participation in educational, occupational, and military recruitment programs. Copies of the applicable State and Federal laws and local policies shall be made available upon request. The school district shall make every effort to notify parents and adult students in their dominant language.

**A nonadult student may assert rights of access only through his or her parent(s). However, Nothing in this Policy N.J.A.C. 6A:32-7 shall be construed to prohibit certified school personnel from disclosing at their discretion student records to non-adult students or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the student or other persons.**

No liability shall be attached to any member, officer, or employee of the Board of Education-permitting access or furnishing student records in accordance with N.J.A.C. 6A:32-7.1 et seq.

**Student Information Directory**

A student information directory is a publication of the Board of Education that includes information relating to a student as defined in N.J.A.C. 6A:32-2.1. This information includes: name; grade level; date and place of birth; dates of school attendance; major field of study; participation in officially recognized activities; weight and height relating to athletic team membership; degrees; awards; the most recent educational agency attended by the student; and other similar information. The student information directory shall be used only by authorized school district personnel and for designated official use by judicial, law enforcement, and medical personnel and not for general public consumption.

In the event the school district publishes a student information directory, the Superintendent or designee will provide a parent or adult student a ten-day period to submit to the Superintendent a written statement prohibiting the school district from including any or all types of information about the student in any student information directory before allowing access to such directory to educational, occupational, and military recruiters pursuant to N.J.S.A. 18A:36-19.1 and ~~P.L. 107-110 sec. 9528~~, **20 U.S.C. §8528 - Armed Forces Recruiter Access to Students and Student Recruiting Information of the Elementary and Secondary Education Act (ESEA) of 1965** ~~No Child Left Behind Act of 2001~~. **In accordance with N.J.S.A. 18A:36-19.1, military recruiters will be provided the same access to a student information directory that is provided to educational and occupational recruiters.**

#### School Contact Directory for Official Use

A school contact directory for official use is a compilation by the school district that includes the following information for each student: name; address; telephone number; date of birth; and school enrollment. The district shall compile and maintain a school contact directory for official use that is separate and distinct from the student information directory. The student contact directory may be provided for official use only to judicial and law enforcement personnel, and to medical personnel currently providing services to the student in question. To exclude any information from the school contact directory for official use the parent, adult student, or emancipated minor shall notify the Superintendent or designee in writing.

#### Mandated and Permitted Student Records

Mandated student records are those records school districts have been directed to compile by State statute, regulations, or authorized administrative directive in accordance with N.J.A.C. 6A:32-7.3.

Permitted student records are those student records not mandated pursuant to N.J.A.C. 6A:32-7.3, but authorized by the Board to promote the student's educational welfare. The Board shall authorize the permitted records to be collected by adopting Policy and Regulation 8330, which will list such permitted records.

#### Maintenance and Security of Student Records

The Superintendent or designee shall be responsible for the security of student records maintained in the school district. Policy and Regulation 8330 assure that access to such records is limited to authorized persons.

Records for each individual student may be stored electronically or in paper format. When student records are stored electronically, proper security and back-up procedures shall be administered.

Student health records, whether stored on paper or electronically, shall be maintained separately from other student records, until such time as graduation or termination, whereupon the health history and immunization record shall be removed from the student's health record and placed in the student's mandated record. Records shall be accessible during the hours in which the school program is in operation.

Any district internet website shall not disclose any personally identifiable information about a student without receiving prior written consent from the student's parent, in accordance with the provisions of N.J.S.A. 18A:36-35. Personally identifiable information means student names; student photos; student addresses; student e-mail addresses; student phone numbers; and locations and times of class trips.

#### Access to Student Records

Only authorized organizations, agencies, or persons as defined in N.J.A.C. 6A:32-7.5 shall have access to student records, including student health records. Access to student records shall be provided to persons authorized such access under N.J.A.C. 6A:32-7.1 et seq. within ten days of a request, but prior to any review or hearing conducted in accordance with N.J.A.C. 6A.

The district shall control access to, disclosure of, and communication regarding information contained in student health records to assure access only to people permitted by Federal and State statute and regulations in accordance with N.J.A.C. 6A:32-7.5.

The district may charge a reasonable fee for reproduction of student records, not to exceed the schedule of costs set forth in N.J.S.A. 47:1A-5, provided that the cost does not effectively prevent the parents or adult students from exercising their rights under N.J.A.C. 6A:32-7 or other Federal and State rules and regulations regarding students with disabilities, including N.J.A.C. 6A:14.

Access to and disclosure of a student's health record shall meet the requirements of the Family Education Rights and Privacy Act, 34 C.F.R. Part 99 (FERPA).

Only authorized organizations, agencies, or persons as defined in N.J.A.C. 6A:32-7.5 shall have access to student records, including student health records.

Nothing in N.J.A.C. 6A:32-7.1 et seq. or in Policy and Regulation 8330 shall be construed to prohibit school personnel from disclosing information contained in the student health record to students or adults in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the student or other persons.

In complying with N.J.A.C. 6A:32-7 – Student Records, individuals shall adhere to requirements pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act (OPRA) and 34 CFR Part 99, the Family Educational Rights and Privacy Act (FERPA).

#### Conditions for Access to Student Records

All authorized organizations, agencies, and persons defined in N.J.A.C. 6A:32-7.1 et seq. shall have access to the records of a student subject to conditions outlined in N.J.A.C. 6A:32-7.6(a).

#### Rights of Appeal for Parents and Adult Students

Student records are subject to challenge by parents and adult students on the grounds of inaccuracy, irrelevancy, impermissible disclosure, inclusion of improper information or denial of access to organizations, agencies, and persons in accordance with N.J.A.C. 6A:32-7.7(a).

To request a change in the record or to request a stay of disclosure pending final determination of the challenged procedure, the parent or adult student shall follow the procedures pursuant to N.J.A.C. 6A:32-7.7(b).

Appeals relating to student records for students with disabilities shall be processed in accordance with the requirements of N.J.A.C. 6A:32-7.7(b).

Regardless of the outcome of any appeal, a parent or adult student shall be permitted to place in the student record a statement commenting upon the information in the student record or setting forth any reasons for disagreement with the decision made in the appeal. Such statements shall be maintained as part of the student record as long as the contested portion of the record is maintained. If the contested portion of the record is disclosed to any party, the statement commenting upon the information shall also be disclosed to that party.

#### Retention and Disposal of Student Records

A student record is considered to be incomplete and not subject to the provisions of the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq., while the student is enrolled in the school district. The school district shall retain the student health record and the health history and immunization record according to the School District Records Retention Schedule, as determined by the New Jersey State Records Committee.

Student records of currently enrolled students, other than that described in N.J.A.C. 6A:32-7.8(e), may be disposed of after the information is no longer necessary to provide educational services to a student and in accordance with the provisions of N.J.A.C. 6A:32-7.8(b).

Upon graduation or permanent departure of a student from the school district, the parent or adult student shall be notified in writing that a copy of the entire student record will be provided to them upon request. Information in student records, other than that described in N.J.A.C. 6A:32-7.8(e), may be disposed of, but only in accordance with the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq. Such disposition shall be in accordance with the provisions of N.J.A.C. 6A:32-7.8(c)2.

No additions shall be made to the record after graduation or permanent departure without the prior written consent of the parent or adult student.

In accordance with N.J.A.C. 6A:32-7.8(e), the New Jersey public school district of last enrollment, graduation, or permanent departure of the student from the school district shall keep for 100 years a mandated record of a student's name, date of birth, name of parents, gender, health history and immunization, standardized assessment results, grades, attendance, classes attended, grade level completed, year completed, and years of attendance

N.J.S.A. 18A:36-19; 18A:36-19.1; 18A:40-4; 18A:40-19

N.J.A.C. 6A:32-7.1; 6A:32-7.2; 6A:32-7.3; 6A:32-7.4; 6A:32-7.5;

6A:32-7.6; 6A:32-7.7; 6A:32-7.8

**20 U.S.C. §8528**

Adopted: 7 December 2009

Revised: 27 June 2011

Revised: 27 February 2017

Revised:



9713 RECRUITMENT BY SPECIAL INTEREST GROUPS

~~[The Board of Education will permit access to school students on school premises and access to certain information about individual students for educational, occupational, and military recruitment activities. Access for recruitment purposes will be equally available to all recruitment agencies, in accordance with law.]~~

Representatives of bona fide educational institutions, occupational agencies, and the United States Armed Forces may recruit students on school premises by participation in assembly programs, career day activities, and the like and by distributing literature. Permission to recruit on school premises must be requested in writing thirty working days before the planned activity and must be approved in advance by the Superintendent **or designee**. The Superintendent **or designee** shall not favor one recruiter over another, but shall not approve an activity that, in the Superintendent's judgment **of the Superintendent or designee**, carries a substantial likelihood of disrupting the educational program of **the school or school this district**.

~~Each representative of a bona fide educational institution, occupational agency, and the United States Armed Forces will be given, on request, a copy of the student information directory, compiled in accordance with Policy No. 8330.]~~

~~Parent(s) or legal guardian(s) and adult students will be informed annually in writing of their right to request a student's excusal from participation in all recruitment activities and/or from a listing in the student information directory distributed for recruitment purposes.~~

Nothing in this Policy shall be construed as requiring the Board to approve or participate in an activity that appears to advance or inhibit any particular religious sect or religion generally.

N.J.S.A. 18A:36-19.1

Elementary and Secondary Education Act of 1965 – §8528

~~No Child Left Behind §9528~~

~~Cross reference: Policy Guide No. 8330~~

Adopted: 7 December 2009

Revised:

**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

FINANCES  
6620/page 1 of 2  
Petty Cash

**M**6620 PETTY CASH

The Board of Education authorizes the establishment of petty cash funds in accordance with this policy. The Board directs the implementation of appropriate controls to protect the funds from abuse.

The Board hereby establishes imprest petty cash funds in the care of the following persons and in the following amounts

Account	Amount	Maximum Disbursement	Custodian	Required Signatures
Districtwide	\$500	\$50	Assistant Business Administrator	School Business Administrator or Assistant Business Administrator
Hawes Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Orchard Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Ridge Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Travell Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Willard Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Benjamin Franklin Middle School	\$1,000	\$50	School Secretary	Principal or AP and Secretary
Ridgewood High School	\$1,000	\$50	School Secretary	Principal or AP and Secretary
Infant/Toddler	\$500	\$50	Special Services Secretary	Supervisor of Special Programs and Business Administrator
<b>STEPPS 18-21 Program</b>	<b>\$1,000</b>	<b>\$50</b>	<b>Special Services Secretary</b>	<b>Special Programs Director or Supervisor and Secretary</b>
<b>Ridgewood High School RISE Program</b>	<b>\$500</b>	<b>\$50</b>	<b>School Secretary</b>	<b>Special Programs Director or Principal and</b>
<b>BFMS RISE/SAIL Program</b>	<b>\$500</b>	<b>\$50</b>	<b>School Secretary</b>	<b>Special Programs Director or Principal and</b>

Petty cash funds may be disbursed only for the immediate payment of comparatively small expenditures and may not be used to circumvent the regular purchasing procedures of this district. Each request for petty cash funds must be in a written document that is signed by the person making the request; supporting documents, if any, will be affixed to the request.

The custodian of a petty cash fund shall submit to the Board Secretary a request for replenishment when the moneys available in the fund have declined to ten percent or less of the authorized amount of the fund. The Board Secretary shall prepare a voucher for approval by the Board. The voucher will include disbursement slips to support the amount of the replenishment and its allocation to any account.

The petty cash box must be secured daily. All petty cash funds will be closed out for audit at the end of the school year, and unused funds will be returned to the depository. The custodian of each fund will report to the Board on amounts disbursed from the fund not less than once each year.

N.J.S.A. 2C:21-15

N.J.S.A. 18A:19-13; 18A:23-2

N.J.A.C. 6A:23-2.9 et seq.

Adopted: 7 December 2009

Revised: 04 November 2019

Revised:

# RIDGEWOOD BOARD OF EDUCATION

## POLICY

OPERATIONS

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Emergency and Crisis Situations

M

### 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 written plans and procedures 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 supportive services for staff, students, and their families.

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 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 crisis, 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.

**POLICY****RIDGEWOOD  
BOARD OF EDUCATION**

OPERATIONS

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Emergency and Crisis Situations

**M**

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. 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 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:41-7**

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



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

**May 10, 2021**

**Bergen County, New Jersey**

Minutes of the Regular Public Meeting of the Board of Education held on May 10, 2021, at 7:00 p.m., at the Education Center.

The meeting was called to order by Mr. Michael Lembo, President.

**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

**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. Student Presentation**

Somerville Children's Theatre performed.

**B. Student Representative Report**

Zoe Kovac presented the following Ridgewood High School report:

**Academics:**

- In honor of Teacher Appreciation Week, several students showed their support to the teachers and staff by writing their teachers' emails, sending their teachers' gifts, and showing an extra appreciation for them this past week. Additionally, the Home and School Association gave thoughtful gifts to the teachers and staff to emphasize

just how grateful the community is for all that they do.

- The juniors who are enrolled in a foreign language class were recently invited to take the NJ Seal of Biliteracy exam. The Seal of Biliteracy seeks to encourage students to study languages, certify attainment of biliteracy, provide prospective employers and universities with a method of identifying people with advanced biliteracy skills, promote second language instruction in public schools, and affirm the value of diversity. There will be several foreign languages tested and the exam will be administered on June 19th at 8:00 am at RHS and the last day to sign up is tomorrow.
- A couple of the AP Exams will be administered this week but the majority of them will be administered starting next week and the week after that. The testing format varies throughout so some subjects need to be taken in person, while others can be taken digitally. Each foreign language exam must be taken in person but the other subjects are more flexible which raises questions about how the AP exams will be administered from now on.
- Last week the front lawn at RHS was covered with seniors wearing the shirts of the college or university they will be attending next school year.

#### **Arts:**

- The Ridgewood ARTBeat Organization has announced that their beloved bandshell event will be held this year on June 1st from 7-9 pm at Vets Field. They released the lineup and as of now, 7 different RHS student music groups will be performing.
- There are about 2 weeks until the debut of Asian Fest and they are now selling merchandise which was designed by RHS senior, Tammi David.

#### **Athletics:**

- The RHS Cheer team won the championship at Nationals for varsity music. They have worked so hard so congratulations to them.

#### **Activities:**

- The RHS Green Club has been hard at work lately. Recently, they worked with the Village Department of Public Works to spread compost in the school garden. As the weather warms up, composting is such a great way to get outside, maintain a healthy environment and promote healthy plant growth.

## **V. PRESENTATIONS**

### **A. Ridgewood High School Alumni Association**

Bill McCabe, President of the Ridgewood High School Alumni Association (RHSAA), and Tara Augustine, Past President of the RHSAA, provided an overview of their organization and made a historic announcement. Recognizing the strong affinity that generations of alumni have for RHS, Dr. Gorman, as the Principal of Ridgewood High School, spearheaded an effort to establish an alumni organization. The RHSAA formed as a 501(c)(3) in 2014.

To foster *A Tradition of Excellence*, the RHSAA strives to strengthen connections between alumni and the RHS community and enhance the student experience through various events and initiatives including Reunion Weekend, the Distinguished Alumni

Society, the RHS Alumni Externship Program, and the Alumni Career Speaker Series. This past weekend, members of the RHSAA hung senior banners around town to honor the Class of 2021.

Since 2014, RHSAA has gifted or facilitated over \$1 million to Ridgewood High School. The RHSAA announced the largest single gift in Ridgewood Public School's history, a \$635,000 grant from esteemed alumnus Dave Duffield (RHS '58) through the Dave & Cheryl Duffield Foundation. The Duffield STEAM Initiative encompasses significant enhancements and state-of-the-art upgrades to the Innovation & Makerspace Lab, the Media Lab, and the Culinary Arts Lab.

Dave Duffield is a tech entrepreneur who helped shape the software industry and founder of innovative companies including Workday, PeopleSoft, and Ridgeline. Mr. Duffield is the father of ten children, a husband, and a philanthropist. While at RHS, he won the school's highest honor in math and achieved a perfect math SAT score. He was also co-captain of the baseball team where he earned All State honors and threw the first no-hitter in RHS history. This generous gift was inspired by his parents, Albert and Mary.

To view this portion of the meeting scroll to 1:35.

## VI. COMMENTS FROM THE PUBLIC

Terry Miller, 14 Johns Street, Thanked Dr. Gorman and the Board members who supported the Infant Toddler Development center at the last meeting of the Infant Toddler Development Center. Shared that in one month, enrollment is up to 77 students which is an 18% increase from two months ago and 54% increase from September 2020. ITDC will be a financial success and its losses were due to the pandemic.

Laurie Weber, 327 South Irving Street, Discussed the board vote about the ITDC from the last meeting and it seems that the entire conversation was completed at an executive session. Questioned where is the transparency of this? Her OPRA request was not responded to within the deadline. Seems that the board is crusading to cut corners on state mandated health and safety requirements, in spite of Mr. Kaufman's statement, RPS does not meet the health and safety requirements for children aged 6 weeks to pre-K. Needs for younger children are different. She asked the Board to look at the court ruling that she provided to them. Can you confirm if the new plan includes budgeting for a nurse? Thanked Mr. Dani and Ms. Kwak for taking the unpopular information that was provided to the board and reviewing it.

The following callers addressed the board:

Jeni Amorosa, 71 Glenwood Rd., Supporting students going back to school full time as soon as possible.

## VII. PRESENTATIONS



**A. Mental Health Month**

Mr. Pizzuto and Ms. DePinto presented an update on School-Based Mental Health (SBMH) and Wellbeing during Phase II and beyond. The SBMH team continues to focus on school culture and climate, provide Social-Emotional Learning and counseling via a tiered continuum of support, and further develop a virtual platform to expand outreach. At all tiers, COVID-19 specific supportive practices have been implemented including student wellness check-ins, K-5 SEL program, small group teacher meetings focused on a trauma-sensitive classroom framework, and monitoring and screening of students.

At the elementary and middle school levels, students are participating in community assemblies, morning announcements, and a mental health month self-care challenge. At the high school, morning announcements include a daily self-care tip. The High Times is featuring student articles on mental health in the new wellbeing section. The RHS Mental Health Awareness Club is engaging students in a roundtable discussion. At the district level, the SBMH Monthly Newsletter will focus on a mental health awareness message. CarePlus will also be providing parent presentations.

To view this portion of the meeting scroll to 42:19.

**VI. SUPERINTENDENT REPORT**

The District has had several successful weeks of Phase II with students attending in-person instruction every day.

Last week, a survey was sent to parents, 6-12 students, and staff to gather feedback on the current school experience and the remainder of the school year.

The search for the next high principal has concluded, and the search for the principal of Ridge Elementary School is underway.

Governor Murphy has announced new guidance on proms, graduation, and other events. Once those details become available, further determinations can be made about how the District will proceed with these events.

The Ridgewood Alumni Association has been extremely successful with all of its recent initiatives, particularly the Duffield STEAM Initiative and the senior banners. The outpouring of support from the RPS community is tremendous, and we continue to see this through the hard work of the Ridgewood Education Foundation, the Home and School Associations, and individual donors.

Thursday is a professional development day for teachers.

In recognition of Eid al-Fitr, students do not have school on Thursday, May 13.

**VII. COMMITTEE OF THE WHOLE REPORTS**

- Finance
- Facilities

There was no discussion.

**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 Reports**

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. Approval: First Reading of Revisions to Policies/New Policies**

Approval of the first reading of revisions to policies and new policies listed below.

- Policy 0145 - Board Member Resignation and Removal, as listed on **Attachment B** (*revised*)
- Policy 1643 - Family Leave, as listed on **Attachment C** (*new*)
- Policy 3431.1 - Family Leave, as listed on **Attachment D** (*abolished*)
- Policy 4431.1 - Family Leave, as listed on **Attachment E** (*abolished*)
- Policy 3431.3 - New Jersey Family Leave Insurance Program, as listed on **Attachment F** (*abolished*)
- Policy 4431.3 - New Jersey Family Leave Insurance Program, as listed on **Attachment G** (*abolished*)
- Policy 5330.01 - Administration of Medical Cannabis, as listed on **Attachment H** (*revised*)
- Policy 7425 - Lead Testing of Water in Schools, as listed on **Attachment I** (*revised*)
- Policy 7430 School Safety, as listed on **Attachment J** (*abolished*)
- Policy 2415 - Every Student Succeeds Act, as listed on **Attachment K** (*revised*)
- Policy 2415.01 - Academic Standards, Academic Assessments, and Accountability, as listed on **Attachment L** (*abolished*)
- Policy 2415.02 - Title I - Fiscal Responsibilities, as listed on **Attachment M** (*revised*)
- Policy 2415.03 - Highly Qualified Teachers, as listed on **Attachment N** (*abolished*)
- Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations, as listed on **Attachment O** (*revised*)
- Policy 2415.20 - Every Student Succeeds Act Complaints, as listed on **Attachment P** (*revised*)
- Policy 4125 - Employment of Support Staff Members, as listed on **Attachment Q** (*revised*)
- Policy 6360 - Political Contributions, as listed on **Attachment R** (*revised*)

- Policy 8330 - Student Records, as listed on **Attachment S** (*revised*)
- Policy 9713 - Recruitment by Special Interest Groups, as listed on **Attachment T** (*revised*)
- Policy 6620 - Petty Cash, as listed on **Attachment U** (*revised*)
- Policy 8420 - Emergency and Crisis Situations, as listed on **Attachment V** (*revised*)

iii. **Approval: Agreement with Allied Universal for Additional Temporary Security Measures**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Allied Universal for additional temporary security measures effective May 7, 2021 through June 26, 2021, during the hours of 6:00 p.m to midnight on Friday and Saturday evenings, of one security guard per night at the rate of \$26.55 per hour.

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, Mr. Lembo, Ms. Kwak

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 W**.

ii. **Approval: Professional Development Agreement with Jennifer Goeke, Ph.D.**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the professional development agreement with Jennifer L. Goeke, Ph.D. for middle/high school special education teachers on May 13, 2021, in the amount of \$1,000.00

The Board has received background information.

iii. **Approval: RHS Senior Prom Contract with Cornucopia Cruise Line**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the RHS Senior Prom Contract with Cornucopia Cruise Line, Perth Amboy, NJ for the RHS Senior Prom on Friday June 4, 2021 in the amount of \$52,504.10. This event is student funded and there is no cost to the district.

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.

#### **D. HUMAN RESOURCES**

##### **i. Ridgewood Public Schools Salary List for the 2021-2022 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 10, 2021 for the 2021-2022 school year, as listed on **Attachment X**.

##### **ii. Renewals: Non-tenured Teachers, Administrators, and Staff Members for the 2021-2022 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 2021-2022 school year, as listed on **Attachment Y**.

##### **iii. Equal Educational Officer for the 2021-2022 School Year**

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

- Ridgewood High School: Meredith Yannone\*, Stipend \$3,081.

The Board has received background information.

Account # 11-000-251-104-00-23-023-001

##### **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.

##### **Administrator**

NYHUIS, Jeffrey - Principal, Ridgewood High School, effective July 1, 2021 through June 30, 2022.

Mr Nyhuis's credentials are as follows:

- Acting Principal High School, Ridgewood High School - 12/2020 to Present
- Assistant Principal High School/Director of Guidance, Ridgewood High School

- 7/2008 to Present

- Assistant Principal High School, Middle Creek High School - 9/2007 to 11/2007
- Mathematics Supervisor - 11/2007 to 6/2008
- Assistant Principal, Ridgewood High School - 7/2006 to 8/2007
- Guidance Counselor High School, Ridgewood High School - 9/2003 to 6/2006
- Mathematics Teacher, Ridgewood High School - 9/1996 to 6/2003
- Mathematics Teacher, Montville Township High School - 9/1995 to 6/1996

Education:

- College of Saint Elizabeth, MEDL: May, 2006
- Montclair State University, New Jersey Certificate in Guidance Student Personnel Services: Education Administration: May, 2004
- East Stroudsburg University, Bachelor of Science in Secondary Education-Mathematics: May, 1995

Possesses the following New Jersey Standard Certificates:

- Principal
- Supervisor
- Student Personnel
- Teacher of Mathematics

\$185,000 (\$183,400 + \$1,600 longevity)

Account # 11-000-240-103-00-10-019-000

**Long-term Substitute**

**Revision:** DOYLE, Christine - REACH 4 Preschool Teacher, Glen School, **from** effective June 15, 2021 through June 23, 2021, approved by the Board at its meeting on March 22, 2021, **to** effective May 28, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends.

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

**Field Placements**

CHO, Hannah - Rutgers University, Clinical Practice with Laura Calandra, First Grade Teacher, Somerville School, effective September 1, 2021 through December 23, 2021.

YU, Kaitlyn - Rutgers University, Clinical Practice with Shannon Pia, Kindergarten Teacher, Somerville School, effective September 1, 2021 through December 23, 2021.

**Classroom Aides**

DiBRITA, Christine - Resource Room Special Education Classroom Aide, Ridgewood

High School, effective May 11, 2021, or as soon after as possible, through June 22, 2021, 3 hours per day, 5 days per week, at an hourly rate of \$17.50.

Account # 11-213-100-106-00-10-024-001

HILLER, Ari - STEPSS Job Coach, Benjamin Franklin Middle School, effective May 11, 2021, or as soon after as possible, through June 22, 2021, 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

MAKSOU, Emily - Applied Behavior Analyst Aide (ABA), Glen School, effective May 11, 2021, or as soon after as possible, through June 22, 2021, 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

MINARDI, Jacqueline - Applied Behavior Analyst Aide (ABA), Ridge School, effective May 11, 2021, or as soon after as possible, through June 22, 2021, 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 # 11-000-217-106-00-04-024-001

WOOD, Noah\* - Applied Behavior Analyst Aide (ABA), Glen School, effective May 11, 2021, or as soon after as possible, through June 22, 2021, 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

**Revision: Spring 2021 Coaching Assignment, Board approved at its meeting on April 12, 2021**

**Assistant Boys Track**

**Remove: TBD**

**Replace: Joshua Saladino\***

Account # 11-402-100-101-00-10-034-001

**\*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 on **Attachment Z**.

**vi. Resignations**

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

**Teachers**

CUCCO-CAMPBELL, Erica - Leave of Absence Replacement Librarian/Media Specialist (non-tenure track), Hawes School, effective May 14, 2021.

LUCCI, Joseph - Latin Teacher, Benjamin Franklin Middle School and Ridgewood High School, effective July 1, 2021.

**Classroom Aide**

BUSHNAUSKAS, Thomas - Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective May 10, 2021.

**vii. Rescind Appointment**

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

KITCHINGS, Brandi - Applied Behavior Analyst Aide (ABA), Glen School, effective April 13, 2021, or as soon after as possible, through June 22, 2021, 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 Absences**

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

MAXWELL, Athena – Art Teacher, Ridgewood High School, effective September 8, 2021 through January 21, 2022, with a reinstatement date of January 24, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

DeRIENZO, Kristen – Special Education RISE (ABA) Teacher, Glen School, effective August 31, 2021 through January 11 2022, with a reinstatement date of January 12, 2022, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**ix. Increment Withholding**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves an increment withholding for the 2021-2022 school year for Employee No. 3715.

**x. Change of Assignments**

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

BEYER, James - **from** Resource Room Special Education Classroom Aide, one day per week, **to** Applied Behavior Analyst Aide (ABA), Ridgewood High School, effective May 24, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week.

**From:** \$17.50 per hour

**To:** \$21.23 per hour

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

COPPOLA, Jonathan - **from** STEPSS Job Coach, Benjamin Franklin Middle School, **to** Resource Room Special Education Classroom Aide, Ridgewood High School, effective April 26, 2021 through June 22, 2021, 5.75 hours per day, 5 days per week.

**From:** \$20.17 per hour

**To:** \$17.50 per hour

Account # 11-213-100-106-00-10-024-001

**xi. 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: Student Club Activity Advisors for the 2020-2021 School Year**

**Revision: Magic the Gathering, approved by the Board at meeting on April 26, 2021**

- **Remove:** Loren Hackett
- **Replace:** Riley Clark, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-08-008-001

**Green Club**

- **Molly VanHorne**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account # 11-401-100-101-00-08-008-001

**Ridgewood High School**

**Nurse - Contact Tracing - March 27, 2021 through June 23, 2021**

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

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

**ACT Administrative Duties - February 12, 2021**



- Amanda Valeri, total stipend of \$300.

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

**Before School Supervision, each at an hourly rate of \$40.17, each not to exceed 40 days, each not to exceed 45 minutes per day**

- Adam Brunner
- Craig Bunzey
- Linda Chamesian
- James Donnelly
- Raymond Lug
- Allison Mende
- Candace Mitola
- Margaret Schaefer

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

### **2021 Senior Award Support - June 10, 2021 (Virtual)**

- Larry Holand, not to exceed 6 hours, at an hourly rate of \$44.19 (\$265.14).

Account # 11-000-222-104-00-10-010-001

**Fitness Center Coverage, each not to exceed 40 hours, at an hourly rate of \$40.17 (\$1,606.80)**

- Peter Kay
- Candace Mitola
- Michael McDermott

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

### **Fitness Center Supervisor**

- Adam Scevola, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

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

### **Special Programs**

#### **STEPSS Program - April, 2021 - June, 2021**

- Christa Castelli and Joseph Crabbe, Applied Behavior Analyst Aide (ABA), each not to exceed 45 hours, each at an hourly rate of \$21.23 (\$1,910.70).

Account # 11-212-100-106-00-24-024-001

**Handle with Care Training - May 13, 2021, each not to exceed 5.75 hour, each at an hourly rate of \$20.17 (\$579.88)**

- Kimberly Amaral
- Nada Elieh
- Emily Maksoud
- Madison Perry
- Yanet Pollock

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

**Handle with Care Training - May 13, 2021, each not to exceed 5.75 hours, each at an hourly rate of \$21.23 (\$366.21)**

- Judy Fierro
- Joan Palazzola
- Laurie Pavero

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

**Human Resources Department**

**Clerical Support for High School Principal Interviews - Saturday, May 1, 2021**

- **Cynthia Delaney**, not to exceed 3.5 hours, at an hourly rate of \$34.33 (\$120.16).

Account # 11-000-251-105-00-23-023-001

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 read the Board resolution regarding the appointment of Mr. Jeffrey Nyhuis as the new Ridgewood High School Principal.

The Board congratulated Mr. Nyhuis.

Mr. Nyhuis thanked the Board and the community for their support.

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 **2020-2021** school year, to be used as indicated.

<b>Donations</b>			
<b>Donor</b>	<b>Amount</b>	<b>Use</b>	<b>Account Number</b>
Exxon/Mobil Corporation/ Petroleum Marketing Group	\$500.00	To be used to enhance the REACH, RED, RISE supply accounts in the area of math and science.	20-034-100-890-00-01-024-001

Ice Hockey Foundation	\$5,532.02	To be used to cover 2020-2021 ice hockey expenses.	20-025-200-220-00-10-034-148 (\$1,818.68) 20-025-200-441-00-10-034-148 (\$1,529.13) 20-025-200-512-00-10-034-148 (\$499.09) 20-025-200-520-00-10-034-148 (\$1,685.12)
Federated Home and School Association	\$2,500.00	To pay the \$250 stipend for each school's 2021 Teacher Recognition recipients.	20-056-100-890-00-24-024-002 20-056-100-890-00-02-002-002 20-056-100-890-00-03-003-002 20-056-100-890-00-04-004-002 20-056-100-890-00-05-005-002 20-056-100-890-00-06-006-002 20-056-100-890-00-07-007-002 20-056-100-890-00-08-008-002 20-056-100-890-00-09-009-002 20-056-100-890-00-10-010-002
Ridgewood Public Schools Lunch Ladies	\$100.00	To be used to enhance the RPS music program in memory of Warren and Elisa Grim.	20-031-100-610-00-10-010-000
Special Olympics New Jersey	\$10,832.48	To be used to enhance the district's unified champion school program.	20-035-100-101-00-10-010-002 (stipend - \$10,000)  20-035-200-220-00-10-010-002 (FICA/benefits - \$832.48)  <i>*This is not a new donation. Account numbers have been updated since the donation was approved on 4/26/21.</i>
Ridgewood Alpine Race Team Inc.	\$16,928.21	To be used to cover the cost of one coach bus and student accident insurance related to the Alpine Ski Team	20-027-100-101-00-10-034-001 (\$7,866) 20-027-200-220-00-10-034-001 (\$657.79) 20-027-200-512-00-10-034-001 (\$7,719.84) 20-027-200-520-00-10-034-001 (\$684.58)

v. **Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000**

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.

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**

None at this time.

**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.

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
April 21	Columbia Bank On-Line	101605-101621	320,391.92	Mr. Kaufman
April 23	Columbia Bank On-Line	101622	225.00	Mr. Kaufman
April 23	Columbia Bank On-Line	101623-101624	449.00	Mr. Kaufman
May 03	Columbia Bank On-Line	101625	12,000.00	Mr. Kaufman
May 03	Columbia Bank On-Line	101626-101670	627,067.60	Mr. Kaufman
April 27	Electronic Transfer	L34875-L34876	3,482.13	Mr. Kaufman
April 28	Electronic Transfer	R34878	832.14	Mr. Kaufman
April 30	Electronic Transfer	R34882-R34884	2,410.87	Mr. Kaufman
May 03	Electronic Transfer	C34891-C34892	38.09	Mr. Kaufman
May 03	Electronic Transfer	H34890	1,094,687.69	Mr. Kaufman
May 03	Electronic Transfer	F34938	23,580.14	Mr. Kaufman
May 03	Electronic Transfer	R34939	57,869.70	Mr. Kaufman

May 03	Food Service	620243-620246	8,079.03	Mr. Kaufman
April 22	Columbia Bank Void Check	101010	(385.00)	Mr. Kaufman
May 03	Columbia Bank Void Check	R34882	(21.45)	Mr. Kaufman
May 03	Columbia Bank Void Check	R34883	(16.64)	Mr. Kaufman
<b>TOTAL</b>			<b>2,150,690.22</b>	

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**

The senior banners that were a gift to the Class of 2021 from the Ridgewood High School Alumni Association were hung around town.

Ms. Brogan provided the Board with an article from the Start School Later website. There are currently 5 New Jersey school districts who have joined the group.

Mr. Kaufman brought up an incident regarding a Swastika painted outside of the Somerville School. Discussed the importance of educating young kids on implicit bias.

Mr. Lembo discussed the new safety measures taken to project the Ridgewood School Fields during the evening hours.

Board members toured the Ridgewood Water treatment plant with Congressman Josh Gottheimer, as this is one of the top infrastructure projects that he supports.

Last week was Teacher Appreciation Week, and the HSA's planned many things in recognition of the hard work of our teachers.

## **XII. BOARD COMMITTEE REPORTS**

The Alternative Schedules Committee is planning for the next meeting. The Alternative Schedules Task Force Parent Application that was emailed to parents must be completed by midnight on Wednesday, May 12. A small number of parents will be able to participate on the task force, but there will be other opportunities for parents to provide input throughout the process. The entire scope of planning for later start time will be analyzed during the process.

The Joint Review Committee brought up the possibility of adding the Zabriskie Schedler House to the tour of Ridgewood that is part of the third-grade curriculum.

**XIII. DISCUSSION ITEMS**

The Board discussed the Committee of a Whole for Finance and Facilities. The Facilities and Finance Committee of the Whole were created during a board meeting to allow for transparency of discussion items. Since the committees were formed, discussions have been minimal on facilities and finance.

Mr. Dani asked how can we make the facility project process more transparent and how do we select the projects?

Mr. Lembo confirmed that the district will go back to a two Board member committee for both Facilities and Finance. The committees will meet and then a discussion will take place during the board meetings.

Mr. Bisig and Dr. Gorman will create a list of facility needs and provide them to the Board.

To view this portion of the meeting scroll to 2:24.

The Board discussed exploring other options for the professional services contract for the auditing firm.

Mr. Dani proposed to contact other districts for recommendations on the firms that they use, not to do an RFP for a new firm due to time constraints.

Mr. Bisig and Dr. Gorman reviewed the procedure for financial review.

Ms. Kwak asked: If we switch to a different firm as of July 1, will the new firm be responsible for the current year, or will the new firm?

Mr. Bisig will research the answer.

Mr. Dani made a motion that before the Board finalizes an auditor for the 2021-2022 year the Board should research new firms.

Mr. Lembo questioned if the Board needs to have a vote to call other districts for opinions on Auditing Firms.

Ms. Brogan does not believe that it is professional to call other districts to ask about their opinions on the auditing form they are using.

Mr. Dani confirmed his motion to explore other auditing firms and discuss before the May meeting in which the Auditor will be approved.

Ms. Kwak seconded the motion, the following roll-call vote followed:

AYES: Mr. Dani, Ms. Kwak

NAYES: Ms. Brogan, Mr. Kaufman, Mr. Lembo

To view this portion of the meeting scroll to 2:31.

Ms. Kwak congratulated and thanked Dr. Gorman for his involvement in the Ridgewood

Alumni Association. The Alumni are the ambassadors in the real world.

Ms. Kwak applauded that enrollment went up in the ITDC. She asked: How will the district recapture profits from the ITDC if it is not part of the pilot program?

Mr. Bisig explained that profits from Enterprise funds come into the general budget and any extra funds can be taken to support or improve the building or can be pulled out at the Board’s discretion. The district is not in the business of making profit. He will find out additional details from the Auditor.

Conversation regarding the pilot program ensued.

This portion of the meeting can be viewed at 2:55.

<b>XIV.</b>	<p><b>ACCEPTANCE OF MINUTES</b></p> <ul style="list-style-type: none"> <li>• April 12, 2021 Regular Public Meeting</li> <li>• April 26, 2021 Executive Session Meeting</li> </ul> <p>Mr. Lembo moved acceptance of minutes. Ms. Brogan seconded the motion, which was unanimously approved.</p>
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**XV. OTHER BUSINESS**

None at this time.

**XVI. COMMENTS FROM THE PUBLIC**

Laurie Weber, 235 South Irving Street, Reminded Mr. Lembo that the reason those committees became a committee of the whole was because there was a transparency issue. The dates of the meetings, people who attended and the subject matter and minutes were not kept. In reference to ITDC, Dr. Fishbein filed an injunction to stop a 2019 trustee election because he did it for clarification. Mr. Kaufman had made a comment that he agreed with that. The documentation that she has provided is direct evidence regarding the legality of the program. Believes that we should defer to the courts, which is to file a complaint and the proper authorities can weigh in. She is happy to do it, if it will bring the final clarity. There is no excuse for avoiding state compliance for children 6 weeks to pre-K.

Kerry Miller, as parents of ITDC they are respectfully asking BOE members to focus their attention outside of matters about the ITDC. There are more urgent district matters. There is additional time tonight spent on ITDC questioning the auditors and business office which is a waste of taxpayer dollars. The BOE is confused about what tonight's motion is or was.

They are elated about ITDC and They are saddened about the divisive debates that have occurred tonight and the past three months. It is obvious to the community that the discourse is not about what is best for the education of our children. Would like on public record: “the BOE never asked questions about a pilot program until the ITDC delivered a viable plan for this coming year and subsequently two BOE members are moving the goal posts with comments about the program’s efficiency and inclusion in a pilot program that

is already well under way. The ITDC program has been politicized and the comments are divisive and that is disheartening to the community.”

Boyd Loving, 342 South Irving Street, called regarding the incident that happened at the High School on May 1, Thanked Mr. Dani for bringing up the incident. This was a serious incident and I'm thankful to the police department. The press release shows there were 8 local police departments that provided assistance to Ridgewood. There were 200 individuals in the area, in 2017 there was an extremely serious incident with a serious assault and hospitalization. The press release does not mention where the people came from. He read an excerpt from the letter from Dr. Gorman that identified they were teenagers from surrounding towns. He will get the OPRA request results to gather additional information regarding the source of where the individuals came from.

**XVII. ADJOURNMENT**

At 10:13 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



2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Odalys Romano	ISME Comprehensive Orton Gillingham Training Virtual Institute for Multi-Sensory Education, MI May 17 – 21, 2021	Professional Development	\$1,275.00	0
Lindsay Rubin	11 <sup>th</sup> Annual School Climate & Anti- Bullying Conference Virtual The Ceceilyn Miller Institute for Leadership & Diversity in America, NJ May 26, 2021	Professional Development	\$129.00	0
Jason Ordini	SNO Academy: Adviser Intensive Virtual SNO Sites, MN June 7, 9, 11, 2021	Professional Development	\$199.00	0

The total cost for these conferences is \$1,603.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$34,208.39 leaving a balance of \$165,791.61.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$2300.00.

0145 BOARD MEMBER RESIGNATION AND REMOVAL

The membership of a Board of Education member shall terminate immediately upon:

1. The cessation of the member's bona fide residency in the school district the member represents (N.J.S.A. 18A:12-2.2); or
2. The member's election or appointment to the office of mayor or member of the governing body Ridgewood. (N.J.S.A. 18A:12-2.2); or
3. The member's disqualification from voting pursuant to N.J.S.A. 19:4-1 (N.J.S.A. 18A:12-2.2); or
4. The member falsely affirms or declares that he/she is not disqualified as a voter pursuant to N.J.S.A. 19:4-1 or that he/she is not disqualified from membership on the Board due to conviction of a crime or offense listed in N.J.S.A. 18A:12-1; or
5. The removal of the member by the Commissioner of Education; or
6. Recall of a Board member pursuant to N.J.S.A. 19:27A-1 et seq.

A member who fails to attend three consecutive meetings of the Board without good cause may be removed from office on the affirmative votes by majority of the remaining Board members, provided that:

1. The member's removal was proposed at the immediately previous Board meeting; and
2. Notice of the proposed removal was given to the affected member at least forty-eight hours in advance of the meeting at which the vote will be taken.

N.J.S.A. 18A:12-2; 18A:12-2.2; 18A:12-3; 18A:12-29

N.J.S.A. 19:27A-1 et seq.

Adopted: 7 December 2009

Revised:

1643 FAMILY LEAVE

The Board of Education will provide family leave to staff members in accordance with the New Jersey Family Leave Act (NJFLA) and the Federal Family and Medical Leave Act (FMLA). These laws have similar and different provisions that provide different rights and obligations for a staff member and the Board.

If a staff member is eligible for leave for reasons recognized under both the FMLA and NJFLA, then the time taken shall run concurrently and be applied to both laws. The NJFLA provides twelve weeks leave in a twenty-four month period and the FMLA provides twelve weeks leave in a twelve month period

A. New Jersey Family Leave Act

1. Definitions Relative to New Jersey Family Leave Act

“Base Hours” means the hours of work for which a staff member receives compensation. Base hours shall include overtime hours for which a staff member is paid additional or overtime compensation, and hours for which a staff member receives workers’ compensation benefits. Base hours shall also include hours a staff member would have worked except for having been in military service. Base hours do not include hours for when a staff member receives other types of compensation, such as administrative, personal leave, vacation, or sick leave.

“Child” means a biological, adopted, foster child, or resource family child, stepchild, legal ward, or child of a parent, including a child who becomes the child of a parent pursuant to a valid written agreement between the parent and a gestational carrier.

“Eligible employee” means any individual employed by the same employer for twelve months or more, who has worked 1,000 or more base hours during the preceding twelve month period.

“Employer” includes the State, any political subdivision thereof, and all public offices, agencies, boards, or bodies.

“Family member” means a child, parent, parent-in-law, sibling, grandparent, grandchild, spouse, domestic partner, or one partner in a civil union couple, or any other individual related by blood to a staff member, and any other individual that a staff member shows to have a close association with a staff member which is the equivalent of a family relationship.

“Health care provider” means a duly licensed health care provider or other health care provider deemed appropriate by the Director of the Division on Civil Rights in the New Jersey Department of Law and Public Safety.

“Parent” means a person who is the biological parent, adoptive parent, foster parent, resource family parent, step-parent, parent-in-law, or legal guardian, having a “parent-child relationship” with a child as defined by law, or having sole or joint legal or physical custody, care, guardianship, or visitation with a child, or who became the parent of the child pursuant to a valid written agreement between the parent and a gestational carrier.

“Serious health condition” means an illness, injury, impairment, or physical or mental condition which requires:

- a. Inpatient care in a hospital, hospice, or residential medical care facility; or
- b. Continuing medical treatment or continuing supervision by a health care provider.

As used in the definition of a serious health condition, “continuing medical treatment or continuing supervision by a health care provider” means:

- a. A period of incapacity (that is, inability to work, attend school, or perform regular daily activities due to a serious health condition, treatment therefore, and recovery therefrom) of more than three consecutive days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves:
  - (1) Treatment two or more times by a health care provider; or
  - (2) Treatment by a health care provider on one occasion which results in a regimen of continuing treatment under the supervision of a health care provider;
- b. Any period of incapacity due to pregnancy, or for prenatal care;
- c. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition;
- d. A period of incapacity, which is permanent or long-term, due to a condition for which treatment may not be effective (such as Alzheimer's disease, a severe stroke, or the terminal stages of a disease) where the individual is under continuing supervision of, but need not be receiving active treatment by, a health care provider; or
- e. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days

in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

“Spouse” means a person to whom a staff member is lawfully married as defined by New Jersey law.

“State of emergency” means a natural or man-made disaster or emergency for which a state of emergency has been declared by the President of the United States or the Governor, or for which a state of emergency has been declared by a municipal emergency management coordinator.

## 2. Reasons for NJFLA Leave

- a. A staff member may take NJFLA leave to provide care made necessary by reason of:
  - (1) The birth of a child of the staff member, including a child born pursuant to a valid written agreement between the staff member and the gestational carrier;
  - (2) The placement of a child into foster care with the staff member or in connection with adoption of such child by a staff member;
  - (3) The serious health condition of a family member of the staff member; or
  - (4) A state of emergency declared by the Governor of New Jersey, or when indicated to be needed by the Commissioner of Health – New Jersey Department of Health or other public health authority, an epidemic or communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent spread of a communicable disease which:
    - (a) Requires in-home care or treatment of a child due to the closure of the school or place of care of the child of a staff member, by order of a public official due to the epidemic or other public health emergency;
    - (b) Prompts the issuance by a public health authority of a determination, including by mandatory quarantine, requiring or imposing responsive or prophylactic measures as a result of illness caused by an epidemic of a communicable disease or known or suspected exposure to the communicable disease because the presence in the

community of a family member in need of care by a staff member would jeopardize the health of others; or

- (c) Results in the recommendation of a health care provider or public health authority, that a family member in need of care by a staff member voluntarily undergo self-quarantine as a result of suspected exposure to a communicable disease because the presence in the community of that family member in need of care by a staff member, would jeopardize the health of others.

### 3. Staff Member Eligibility

- a. NJFLA leave may be taken for up to twelve weeks within any twenty-four month period. The NJFLA leave shall be unpaid with benefits subject to contributions required to be made by the staff member.
- b. A staff member is eligible for NJFLA leave if a staff member is employed by the same Board for twelve months or more, and has worked 1,000 or more base hours during the preceding twelve month period.
- c. The method to determine the twenty-four month period in which the twelve weeks of NJFLA leave entitlement occurs shall be a “rolling” twenty-four month period measured backward from the date a staff member uses any leave under NJFLA.
- d. This Policy shall serve as notice to all staff members of the method chosen in A.3.c. above. This method shall be applied consistently and uniformly to all staff members.
  - (1) If the Board transitions to another method, the Board is required to give at least sixty days’ notice to all staff members and the transition must take place in such a way that staff members retain their full benefit of twelve weeks of NJFLA leave under whichever method affords the greatest benefit to a staff member.

- e. The Board shall grant NJFLA leave to more than one staff member from the same family (for example, a husband and a wife, or a brother and a sister) at the same time, provided such staff members are otherwise eligible for NJFLA leave.
  - f. The fact that a holiday may occur within the week taken by a staff member as NJFLA leave has no effect and the week is counted as a week of NJFLA leave.
    - (1) However, if a staff member is out on NJFLA leave and the staff member is not regularly scheduled to work for one or more weeks, the weeks the staff member is not regularly scheduled to work do not count against their NJFLA leave entitlement.
4. Types of NJFLA Leave
- a. Staff members are required to provide notice in writing for any NJFLA leave requested. In emergent circumstances, a staff member may provide the Board with oral notice when written notice is impracticable.
    - (1) Staff members must provide the Board written notice after submitting oral notice in emergent circumstances.
  - b. Consecutive NJFLA leave is NJFLA leave that is taken without interruption based upon a staff member's regular work schedule and does not include breaks in employment in which a staff member is not regularly scheduled to work.
    - (1) A staff member must provide the Board with notice of consecutive NJFLA leave no later than thirty days prior to the commencement of consecutive NJFLA leave, except where emergent circumstances warrant shorter notice.
    - (2) A staff member shall provide the Board with certification pursuant to A.5. below.
  - c. Intermittent NJFLA leave is NJFLA leave due to a single qualifying reason, taken in separate periods of time, broken up by periods in which the staff member returns to work.

- (1) A staff member is entitled to take NJFLA leave intermittently for the birth of a child of the staff member, including a child born pursuant to a valid written agreement between the staff member and a gestational carrier or the placement of a child into foster care with the staff member or in connection with adoption of such child by the staff member.
  - (a) The staff member shall provide the Board with prior notice of not less than fifteen calendar days before the first day on which NJFLI benefits are paid for the intermittent NJFLA leave, unless an emergency or other unforeseen circumstance precludes prior notice.
  - (b) The staff member shall make a reasonable effort to schedule the intermittent NJFLA leave so as not to unduly disrupt the operations of the Board and, if possible, provide the Board, prior to the commencement of intermittent NJFLA leave, with a regular schedule of the days or days of the week on which the intermittent NJFLA leave will be taken.
  - (c) A staff member shall provide the Board with certification for intermittent NJFLA leave pursuant to A.5.b. below.
- (2) The staff member is entitled to take intermittent NJFLA leave for the serious health condition of a family member of the staff member when medically necessary if:
  - (a) The total time which the intermittent NJFLA leave is taken does not exceed twelve months if taken in connection with a single serious health condition. If the intermittent NJFLA leave is taken in connection with more than one serious health condition, the intermittent NJFLA leave must be taken within a consecutive twenty-four month period or until such time the twelve week NJFLA leave is exhausted, whichever is shorter;
  - (b) The staff member provides the Board with prior notice of not less than fifteen calendar days before the first day on which benefits are paid for the intermittent NJFLA leave.
    - (i) The staff member may provide notice less than fifteen days prior to the intermittent NJFLA leave if an emergency or other unforeseen circumstance precludes prior notice;
  - (c) The staff member makes a reasonable effort to schedule the intermittent NJFLA leave so as not to unduly disrupt the operations



of the school district and, if possible, provide the school district, prior to the commencement of intermittent NJFLA leave, with a regular schedule of the days or days of the week on which the intermittent NJFLA leave will be taken; and

- (d) The staff member provides the Board with a copy of the certification outlined in A.5.c. below.
- (3) In the case of NJFLA leave taken due to an epidemic of a communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent spread of the communicable disease, the NJFLA leave may only be taken intermittently if:
- (a) The staff member provides the Board with prior notice of the intermittent NJFLA leave as soon as practicable;
  - (b) The staff member makes a reasonable effort to schedule the NJFLA leave so as not to unduly disrupt the operations of the school district and, if possible, provide the school district prior to the commencement of the intermittent NJFLA leave, with a regular schedule of the day or days of the week on which the intermittent NJFLA leave will be taken; and
  - (c) A staff member provides the Board with a copy of the certification outlined in A.5.d. below.
- (4) Intermittent leave taken on a reduced leave schedule is NJFLA leave due to a single qualifying reason, that is scheduled for fewer than a staff member's usual number of hours worked per workweek, but not for fewer than a staff member's usual number of hours worked per workday and may only be taken to care for the serious health condition of a family member of a staff member when medically necessary, except that:
- (a) A staff member shall not be entitled to intermittent NJFLA leave on a reduced leave schedule for a period exceeding twelve consecutive months for any one period of NJFLA leave;
  - (b) The staff member must provide the Board with prior notice of the intermittent NJFLA leave on a reduced leave schedule as soon as practicable;

- (c) A staff member shall make a reasonable effort to schedule intermittent NJFLA leave on a reduced leave schedule so as not to disrupt unduly the operations of the school district. A staff member shall provide the school district with prior notice of the care, medical treatment, or continuing supervision by a health care provider necessary due to a serious health condition of a family member, in a manner which is reasonable and practicable; and
    - (d) A staff member must provide the Board with a copy of the certification outlined in A.5.c. below.
  - d. NJFLA leave taken because of the birth or placement for adoption of a child of the staff member may commence at any time within a year after the date of the foster care placement, birth, or placement for adoption.
  - e. A staff member shall not, during any period of NJFLA leave, perform services on a full-time basis for any person for whom a staff member did not provide those services immediately prior to commencement of the NJFLA leave.
    - (1) A staff member on NJFLA leave may not engage in other full-time employment during the term of the NJFLA leave, unless such employment commenced prior to the NJFLA leave and is not otherwise prohibited by law.
    - (2) During the term of NJFLA leave a staff member may commence part-time employment which shall not exceed half the regularly scheduled hours worked for the Board from whom a staff member requested NJFLA leave. A staff member may continue part-time employment which commenced prior to a staff member's NJFLA leave, at the same number of hours that a staff member was regularly scheduled prior to such NJFLA leave.
    - (3) The Board may not maintain a policy or practice which prohibits part-time employment during the course of a NJFLA leave.
- 5. Certification
  - a. The Board shall require a staff member who requests NJFLA leave to sign a form of certification established by the Board attesting that such staff member is taking NJFLA leave in accordance with the law.
    - (1) The Board may not require a staff member to sign or otherwise submit a form of certification attesting to additional facts, including a staff member's eligibility for NJFLA leave.

- (2) The Board may subject a staff member to reasonable disciplinary measures, depending on the circumstances, when a staff member intentionally misrepresents the reason that such staff member is taking NJFLA leave.
  - (3) The form of certification established by the Board shall contain a statement warning a staff member of the consequences of refusing to sign the certification or falsely certifying. Any staff member who refuses to sign the certification established by the Board may be denied the requested NJFLA leave.
  - (4) The Board requires that any period of NJFLA leave be supported by certification issued by a health care provider.
- b. Where the certification, issued by the health care provider, is for the birth of a child of a staff member, including a child born pursuant to a valid written agreement between the staff member and a gestational carrier or the placement of a child into foster care with the staff member or in connection with adoption of such child by the staff member, the certification need only state the date of birth or date of placement, whichever is appropriate.
- c. Any period of NJFLA leave for the serious health condition of a family member of a staff member shall be supported by certification provided by a health care provider. The certification shall be sufficient if it states:
- (1) The date, if known, on which the serious health condition commenced;
  - (2) The probable duration of the condition;
  - (3) The medical facts within the knowledge of the provider of the certification regarding the condition;
  - (4) The serious health condition warrants the participation of the staff member in providing health care to the family member, as provided in the "Family Leave Act," P.L. 1989, c.261 (C.34:11B-1 et seq.) and regulations adopted pursuant to the NJFLA;
  - (5) An estimate of the amount of time the staff member is needed for participation in the care of the family member;
  - (6) If the NJFLA leave is intermittent, a statement of the medical necessity for the intermittent NJFLA leave and the expected duration of the intermittent NJFLA leave; and

- (7) If NJFLA leave is intermittent and for planned medical treatment, the dates of the treatment.
- d. In any case in which the Board has reason to doubt the validity of the certification provided pursuant to A.5.c. above, the Board may require, at its own expense, that a staff member obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the Board. If the second opinion differs from the certification provided pursuant to A.5.c. above, the Board may require, at its own expense, that a staff member obtain the opinion of a third health care provider designated or approved jointly by the Board and a staff member concerning the serious health condition. The opinion of the third health care provider shall be considered to be final and shall be binding on the Board and a staff member.
- e. Where the certification is for an epidemic of a communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent the spread of the communicable disease, the certification shall be sufficient if it includes:
- (1) For NJFLA leave taken to provide in-home care or treatment of a child due to the closure of the school or place of care of the child of a staff member, by order of a public official due to the epidemic or other public health emergency, the date on which the closure of the school or place of care of the child of a staff member commenced and the reason for such closure.
  - (2) For NJFLA leave taken due to a public health authority's issuance of a determination requiring or imposing responsive or prophylactic measures as a result of illness caused by an epidemic of a communicable disease or known or suspected exposure to the communicable disease because the presence in the community of a family member in need of care by a staff member would jeopardize the health of others, the date of issuance of the determination, and the probable duration of the determination; or
  - (3) For NJFLA leave taken because a health care provider or public health authority recommends that a family member in need of care by a staff member voluntarily undergo self-quarantine as a result of suspected exposure to a communicable disease because the presence in the community of that family member in need of care by a staff member would jeopardize the health of others, the date of the recommendation, the probable duration of the condition, and the medical or other facts within the health care provider or public health authority's knowledge regarding the condition.
- f. The Board shall not use the certification requirements as outlined in A.5. to intimidate, harass, or otherwise discourage a staff member from requesting or taking NJFLA leave or asserting any of a staff member's rights to NJFLA leave.

6. Denial or Exemption of NJFLA Leave
  - a. Denial of NJFLA Leave
    - (1) The Board may deny NJFLA leave to a staff member if:
      - (a) A staff member is a salaried staff member who is among the highest paid 5% of the Board's staff members or the seven highest paid staff members of the Board, whichever is greater;
      - (b) The denial is necessary to prevent substantial and grievous economic injury to the Board's operations; and
      - (c) The Board notifies a staff member of its intent to deny the NJFLA leave at the time the Board determines that the denial is necessary.
    - (2) The provisions of A.6.a.(1) above shall not apply when, in the event of a state of emergency declared by the Governor of New Jersey or when indicated to be needed by the Commissioner of Health – New Jersey Department of Health or other public health authority, the NJFLA leave is for an epidemic of a communicable disease, a known or suspected exposure to a communicable disease, or efforts to prevent spread of a communicable disease.
    - (3) In any case in which NJFLA leave has already commenced at the time of the notification pursuant to A.6.a.(1)(c) above, a staff member shall return to work within ten working days of the date of notification.
7. Reinstatement from NJFLA Leave
  - a. Upon the expiration of a NJFLA leave, a staff member shall be restored to the position such staff member held immediately prior to the commencement of the NJFLA leave. If such position has been filled, the Board shall reinstate such staff member to an equivalent position of like seniority, status, employment benefits, pay, and other terms and conditions of employment.
  - b. If, during NJFLA leave, the Board experiences a reduction in force or layoff and a staff member would have lost their position had a staff member not been on NJFLA leave, as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under a collective bargaining agreement where applicable, a staff member shall not be entitled to reinstatement to the former or an equivalent position. A staff member shall retain all rights under any applicable layoff and recall system, including a system under a

collective bargaining agreement, as if a staff member had not taken the NJFLA leave.

8. Notice to Staff Members
  - a. The Board shall display the official Family Leave Act poster of the Division on Civil Rights in the New Jersey Department of Law and Public Safety (Division) in accordance with **N.J.A.C. 13:8-2.2**. The poster is available for printing from the Division's website.
  - b. Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights pursuant to N.J.A.C. 13:14-1.14.
9. Local Board of Education Practices
  - a. Accrued Paid NJFLA Leave
    - (1) Whether a staff member is required to use any other accrued leave time concurrent with NJFLA leave time will depend upon either the school district's practice or a provision in a collective bargaining agreement, if applicable.
      - (a) Sick leave may only be used concurrently with the NJFLA leave in accordance with the provisions of N.J.S.A. 18A:30-1 and N.J.S.A. 34:11B-3.
  - b. Multiple Leaves of Absence
    - (1) Where a Board maintains leaves of absence which provide benefits, other than health benefits, that differ depending upon the type of leave taken, the Board shall provide those benefits to a staff member on NJFLA leave in the same manner as it provides benefits to staff members who are granted other leaves of absence which most closely resemble NJFLA leave.
10. New Jersey Family Leave Insurance Program (NJFLI)
  - a. Board of Education staff members are eligible to apply for benefits under the NJFLI Program administered by the State of New Jersey Department of Labor and Workforce Development.
  - b. All applications for benefits under the NJFLI Program must be filed directly with the State of New Jersey Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI Program

as administered by the State of New Jersey Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.

- c. The NJFLI Program provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.
- d. A printed notification of staff members' rights relative to the receipt of benefits under the NJFLI Program will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite.
- e. Each staff member shall receive a copy of this notification in writing at the time of the staff member's hiring, whenever the staff member provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI Program, or at any time upon the first request of the staff member.
  - (1) The written notification may be transmitted to the staff member in electronic form.
  - (2) Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights under the NJFLI Program.

## B. Federal Family and Medical Leave Act

### 1. Definitions Relative to Federal Family and Medical Leave Act

“Covered Employer” means any public or private elementary or secondary school(s) regardless of the number of employees employed.

“Employee” means a staff member eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).

“Hours of Service” means hours actually worked by the employee. It does not mean hours paid. Thus, non-working time – such as vacations, holidays, furloughs, sick leave, or other time-off (paid or otherwise) – does not count for purposes of calculating FMLA eligibility for the employee.

“Parent” means a biological, adoptive, step, or foster father or mother, or any other individual who stood in loco parentis to a staff member when a staff member has a son or daughter as defined below. This term does not include parents “in law.”

“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider. “Serious health condition” may include treatment of substance abuse pursuant to 29 CFR §825.119.

“Son” or “daughter” means a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen or age eighteen or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.

“Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under State law in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same-sex marriage or common law marriage.

“Week” or “Workweek” means the number of days a staff member normally works each calendar week.

## 2. Qualifying Reasons for FMLA Leave

- a. A staff member may take FMLA leave to provide care made necessary:
  - (1) For the birth of a son or daughter of a staff member and in order to care for such son or daughter;
  - (2) For the placement of a son or daughter with a staff member for adoption or foster care;
  - (3) In order to care for the spouse, son, daughter, or parent of a staff member if such spouse, son, daughter, or parent has a serious health condition;
  - (4) For a serious health condition that makes a staff member unable to perform the functions of the position of such staff member.
- b. FMLA leave taken in relation to military service shall be in accordance with 29 CFR §825.112.
- c. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with a staff member for adoption or foster care shall expire at the end of the twelve month period beginning on the date of such birth or placement.



3. Staff Member Eligibility
  - a. A staff member is eligible for up to twelve weeks of FMLA leave in a twelve month period.
  - b. A staff member shall become eligible for FMLA leave after the staff member has been employed at least twelve months by the Board and employed for at least 1,250 hours of service during the twelve month period immediately preceding the commencement of the FMLA leave.
    - (1) The twelve months a staff member must have been employed need not be consecutive months pursuant to 29 CFR §825.110(b).
    - (2) The minimum 1,250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FLSA) for determining compensable hours of work pursuant to 29 CFR §785.
    - (3) The Board shall not provide pay for FMLA leave.
  - c. The method to determine the twelve month period in which the twelve weeks of FMLA leave entitlement occurs will be a “rolling” twelve month period measured backward from the date a staff member uses any FMLA leave.
  - d. Pursuant to 29 CFR §825.201, a husband and wife both employed by the Board are limited to a combined total of twelve weeks of FMLA leave during the twelve month period if the FMLA leave is taken for the birth of a son or daughter of a staff member or to care for such son or daughter after birth; for placement of a son or daughter with a staff member for adoption or foster care or in order to care for the son or daughter after placement; or to care for a staff member’s parent with a serious health condition.
4. Types of FMLA leave
  - a. Continuous FMLA leave is taken by staff members for a continuous period of time. Such FMLA leave is not broken up by a period of work and is continuous when a staff member is absent for three consecutive working days or more. Continuous FMLA leave may be taken for any qualifying reason.
  - b. Intermittent FMLA leave is FMLA leave taken in separate blocks of time due to a single qualifying reason. A reduced FMLA leave schedule is a FMLA leave schedule that reduces a staff member’s usual number of working hours per workweek, or hours per workday. A reduced FMLA leave schedule is a change in

a staff member's schedule for a period of time, normally from full-time to part-time.

- (1) Intermittent or reduced FMLA leave may be taken for the following qualifying reasons:
  - (a) For the serious health condition of the staff member or to care for a parent, son, or daughter with a serious health condition.
    - (i) For intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule taken for the reason outlined in B.4.b.(1)(a) above there must be a medical need for FMLA leave and it must be that such medical need can be best accommodated through an intermittent or reduced FMLA leave schedule.
    - (ii) The treatment regimen and other information described in the certification of a serious health condition and in the certification of a serious injury or illness, shall address the medical necessity of intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule.
    - (iii) Intermittent FMLA leave may be taken for a serious health condition of a parent, son, or daughter, for a staff member's own serious health condition, which requires treatment by a health care provider periodically, rather than for one continuous period of time, and may include FMLA leave of periods from an hour or more to several weeks.
  - (b) For planned and/or unanticipated medical treatment of a serious health condition when medically necessary.
  - (c) To provide care or psychological comfort to a covered family member with a serious health condition when medically necessary.
  - (d) For absences where a staff member or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition even if he or she does not receive treatment by a health care provider.
  - (e) For FMLA leave taken after the birth of a healthy child or placement of a healthy child for adoption or foster care, only if the Board agrees.

- (i) The Board's agreement is not required; however, for FMLA leave during which the mother has a serious health condition in connection with the birth of her child or if the newborn child has a serious health condition.
    - (2) If a staff member needs FMLA leave intermittently or on a reduced FMLA leave schedule for planned medical treatment, then a staff member must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations.
    - (3) When a staff member takes FMLA leave on an intermittent or reduced FMLA leave schedule basis, the Board must account for the FMLA leave using an increment no greater than the shortest period of time that the Board uses to account for use of other forms of leave provided that it is not greater than one hour and provided further that a staff member's FMLA leave entitlement may not be reduced by more than the amount of FMLA leave actually taken.
      - (a) If the Board accounts for use of leave in varying increments at different times of the day or shift, the Board may not account for FMLA leave in a larger increment than the shortest period used to account for other leave during the period in which the FMLA leave is taken.
      - (b) If the Board accounts for other forms of leave use in increments greater than one hour, the Board must account for FMLA leave use in increments no greater than one hour.
5. Staff Member Notice Requirements
- a. A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Superintendent or designee if the need for the FMLA leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of a staff member or a family member.
    - (1) If thirty days is not practical, a staff member must provide notice "as soon as practicable" which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case.
    - (2) Where it is not possible to give as much as thirty days' notice, "as soon as practical" ordinarily would mean at least verbal notification to the Superintendent or designee within one or two business days or when the need for FMLA leave becomes known to a staff member.

- (3) The written notice shall include the reasons for the FMLA leave, the anticipated duration of the FMLA leave, and the anticipated start of the FMLA leave.
  - (4) When planning medical treatment, a staff member must consult with the Superintendent or designee and make a reasonable effort to schedule the FMLA leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider.
    - (a) Staff members are ordinarily expected to consult with the Superintendent or designee prior to scheduling of treatment that would require FMLA leave for a schedule that best suits the needs of the Board and a staff member.
  - (5) Intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule must be medically necessary due to a serious health condition or a serious injury or illness. A staff member shall advise the Board of the reasons why the intermittent/reduced FMLA leave schedule is necessary and of the schedule for treatment, if applicable.
    - (a) A staff member and the Board shall attempt to work out a schedule for such FMLA leave that meets a staff member's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider.
  - (6) Where a staff member does not comply with the Board's usual notice and procedural requirements, and no unusual circumstances justify the failure to comply, FMLA-protected leave may be delayed or denied.
- b. When the approximate timing of the need for FMLA leave is not foreseeable, a staff member should give notice to the Superintendent or designee for FMLA leave as soon as practicable under the facts and circumstances of the particular case.
- (1) It is expected a staff member will give notice to the Superintendent or designee within no more than one or two business days of learning of the need for FMLA leave, except in extraordinary circumstances where such notice is not foreseeable.
  - (2) A staff member should provide notice to the Board either in person, by telephone, telegraph, fax machine, email, or other electronic means.

6. Outside Employment During FMLA Leave
  - a. A staff member during any period of FMLA leave is prohibited from performing any services on a full-time basis for any person for whom a staff member did not provide services immediately prior to commencement of the FMLA leave.
    - (1) A staff member using FMLA leave may commence part-time employment that shall not exceed half the regularly scheduled hours worked for the Board.
    - (2) A staff member may continue the part-time employment that commenced prior to the FMLA leave at the same number of hours that a staff member was regularly scheduled prior to such FMLA leave.
7. “Instructional Employees” Exceptions for FMLA Leave
  - a. “Instructional Employees” are those staff members whose principal function is to teach and instruct students in class, a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired.
    - (1) Teacher assistants or aides who do not have as their principal job actual teaching or instructing, guidance counselors, child study team members, curriculum specialists, cafeteria workers, maintenance workers, and/or bus drivers are not considered instructional staff members for the purposes of this Policy.
    - (2) For purposes of this Policy “Instructional Employees” shall be referred to as “Instructional Staff Members”.
  - b. “Semester” means the school semester that typically ends near the end of the calendar year and the end of the spring each school year. The Board can have no more than two semesters in a school year.
  - c. FMLA leave taken at the end of the school year and continues into the beginning of the next school year is considered consecutive FMLA leave.
  - d. Eligible instructional staff members that need intermittent or reduced FMLA leave to care for a family member or for a staff member’s own serious health condition which is foreseeable based on planned medical treatment and would be on FMLA leave more than twenty percent of the total number of working days over the period the FMLA leave would extend, the Board may:

- (1) Require a staff member to take the FMLA leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
  - (2) Transfer a staff member temporarily to an available alternative position for which a staff member is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of FMLA leave than does a staff member's regular position.
- e. If the instructional staff member does not give the required notice for FMLA leave that is foreseeable and desires the FMLA leave to be taken intermittently or on a reduced FMLA leave schedule, the Board may require a staff member to take FMLA leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the Board may require a staff member to delay taking the FMLA leave until the notice provision is met.
- f. If an instructional staff member begins FMLA leave more than five weeks before the end of the school year, the Board may require a staff member to continue taking FMLA leave until the end of the semester if:
- (1) The FMLA leave will last three weeks; and
  - (2) A staff member would return to work during the three-week period before the end of the semester.
- g. If an instructional staff member begins FMLA leave for a purpose other than a staff member's own serious health condition during the five week period before the end of the semester, the Board may require a staff member to continue taking FMLA leave until the end of the semester if:
- (1) The FMLA leave will last more than two weeks; and
  - (2) The staff member would return to work during the two week period before the end of the semester.
- h. If an instructional staff member begins FMLA leave for a purpose other than a staff member's own serious health condition during the three week period before the end of a semester, the Board may require a staff member to continue taking FMLA leave until the end of the semester if the FMLA leave will last more than five working days.
- i. An example of FMLA leave falling within the situations outlines in B.7.f., B.7.g., and B.7.h. above:

- (1) If a staff member plans two weeks of FMLA leave to care for a family member which will begin three weeks before the end of the term, the Board could require a staff member to stay out on FMLA leave until the end of the term.
- j. In the case of a staff member who is required to take FMLA leave until the end of an academic term, only the period of FMLA leave until a staff member is ready and able to return to work shall be charged against a staff member's FMLA leave entitlement.
- k. The Board may require a staff member to stay on FMLA leave until the end of the school term. Any additional leave required by the Board to the end of the school term is not counted as FMLA leave; however:
  - (1) The Board shall be required to maintain a staff member's group health insurance; and
  - (2) The Board shall be required to restore a staff member to the same or equivalent job including other benefits at the conclusion of the leave.
- 8. FMLA Leave Related to Military Service
  - a. Definitions for FMLA related to military service shall be in accordance with 29 CFR §§825.122; .126; .127; and .310.
  - b. The foreign deployment of the staff member's spouse, child, or parent in accordance with 29 CFR §§825.122 and .126:
    - (1) The district must grant an eligible staff member up to twelve work weeks of unpaid, job-protected FMLA leave during any twelve month period for qualifying exigencies that arise when the staff member's spouse, child, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty.
  - c. Military caregiver FMLA leave provides care for a covered servicemember with a serious injury or illness in accordance with 29 CFR §§825.122 and .127:
    - (1) The district must grant up to a total of twenty-six workweeks of unpaid, job-protected FMLA leave during a "single twelve month period" to care for a covered servicemember with a serious injury or illness.

## 9. Verification

- a. The Board shall require that a staff member's FMLA leave to care for a staff member's covered family member with a serious health condition, or due to a staff member's own serious health condition that makes a staff member unable to perform one or more of the essential functions of a staff member's position, be supported by a certification issued by the health care provider of a staff member or a staff member's family member.
  - (1) The Board must give written notice of a requirement for certification each time a certification is required. The Board's oral request to a staff member to furnish any subsequent certification is sufficient.
- b. The Board shall require a staff member furnish certification at the time a staff member gives notice of the need for FMLA leave or within five business days thereafter, or, in the case of unforeseen FMLA leave, within five business days after the FMLA leave commences.
  - (1) The Board may request certification at some later date if the Board later has reason to question the appropriateness of the FMLA leave or its duration.
  - (2) A staff member must provide the requested certification to the Board within fifteen calendar days after the Board's request, unless it is not practicable under the particular circumstances to do so despite a staff member's diligent, good faith efforts or the Board provides more than fifteen calendar days to return the requested certification.
- c. When FMLA leave is taken because of a staff member's own serious health condition, or the serious health condition of a family member, the Board shall require a staff member to obtain a medical certification from a health care provider that sets forth the following information:
  - (1) The name, address, telephone number, and fax number of the health care provider and type of medical practice/specialization;
  - (2) The approximate date on which the serious health condition commenced, and its probable duration;
  - (3) A statement or description of appropriate medical facts regarding the patient's health condition for which FMLA leave is requested. The medical facts must be sufficient to support the need for FMLA leave.
    - (a) Such medical facts may include information on symptoms, diagnosis, hospitalization, doctor visits, whether medication has



been prescribed, any referrals for evaluation or treatment (physical therapy, for example), or any other regimen of continuing treatment;

- (4) If a staff member is the patient, information sufficient to establish that a staff member cannot perform the essential functions of a staff member's job as well as the nature of any other work restrictions, and the likely duration of such inability;
  - (5) If the patient is a covered family member with a serious health condition, information sufficient to establish that the family member is in need of care, and an estimate of the frequency and duration of the FMLA leave required to care for the family member;
  - (6) If a staff member requests FMLA leave on an intermittent or reduced schedule basis for planned medical treatment of a staff member's or a covered family member's serious health condition, information sufficient to establish the medical necessity for such intermittent or reduced schedule FMLA leave and an estimate of the dates and duration of such treatments and any periods of recovery;
  - (7) If a staff member requests FMLA leave on an intermittent or reduced schedule basis for a staff member's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity, information sufficient to establish the medical necessity for such intermittent or reduced schedule FMLA leave and an estimate of the frequency and duration of the episodes of incapacity; and
  - (8) If a staff member requests FMLA leave on an intermittent or reduced schedule basis to care for a covered family member with a serious health condition, a statement that such FMLA leave is medically necessary to care for the family member, which can include assisting in the family member's recovery, and an estimate of the frequency and duration of the required FMLA leave.
- d. A staff member may choose to comply with the certification requirement by providing the Board with an authorization, release, or waiver allowing the Board to communicate directly with the health care provider of a staff member or his or her covered family member.
- (1) It is a staff member's responsibility to provide the Board with complete and sufficient certification and failure to do so may result in the denial of FMLA leave.

- e. If the Board has reason to doubt the validity of a medical certification, the Board may require a staff member to obtain a second opinion at the Board's expense.
    - (1) The Board may designate the health care provider to furnish the second opinion, but the selected health care provider may not be employed on a regular basis by the Board.
  - f. If the opinions of a staff member's and the Board's designated health care providers differ, the Board may require a staff member to obtain certification from a third health care provider, again at the Board's expense. This third opinion shall be final and binding. The third health care provider must be designated or approved jointly by the Board and the staff member.
10. Reinstatement Following FMLA Leave
- a. On return from FMLA leave a staff member is entitled to be returned to the same position a staff member held when FMLA leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.
    - (1) A staff member is entitled to such reinstatement even if a staff member has been replaced or his or her position has been restructured to accommodate for a staff member's absence.
    - (2) The requirement that a staff member be restored to the same or equivalent job with the same or equivalent pay, benefits, and terms and conditions of employment does not extend to de minimis, intangible, or unmeasurable aspects of the job.
  - b. Denial of Reinstatement
    - (1) A staff member has no greater right to reinstatement or to other benefits and conditions of employment that if a staff member had been continuously employed during the FMLA leave period.
      - (a) The Board must be able to show that a staff member would not otherwise have been employed at the time reinstatement is requested in order to deny restoration to employment.
    - (2) The Board may deny job restoration to "key employees", if such denial is necessary to prevent substantial and grievous economic injury to the operations of the Board.

- (a) A “key employee” is a salaried FMLA-eligible staff member who is among the highest paid ten percent of all staff members employed by the Board within seventy-five miles of a staff member's worksite.
    - (3) If a staff member is unable to perform an essential function of the position because of a physical or mental condition, including the continuation of a serious health condition or an injury or illness also covered by workers’ compensation, a staff member has no right to restoration to another position under the FMLA.
      - (a) The Board’s obligation may; however, be governed by the Americans with Disabilities Act, State leave law, or workers’ compensation laws.
    - (4) A staff member who fraudulently obtains FMLA leave from the Board is not protected by FMLA's job restoration or maintenance of health benefits provisions.
  - c. Intent to Return to Work
    - (1) The Board may require a staff member on FMLA leave to report periodically on a staff member's status and intent to return to work.
  - d. Fitness for Duty Certification
    - (1) As a condition of restoring a staff member whose FMLA leave was a result of a staff member's own serious health condition that made a staff member unable to perform a staff member's job, the Board shall require all similarly-situated staff members (i.e., same occupation, same serious health condition) who take FMLA leave for such conditions to obtain and present certification from a staff member's health care provider that a staff member is able to resume work.
    - (2) A staff member has the same obligations to participate and cooperate in the fitness-for-duty certification process as in the initial certification process.
11. The Board of Education Notice
- a. Notice of Staff Member Rights Under FMLA
    - (1) The Board shall post and keep posted on its premises, in conspicuous places where staff members are employed, a notice explaining the FMLA’s provisions and providing information concerning the procedures for filing

complaints of violations of the FMLA with the Wage and Hour Division.

- (a) The notice will be posted prominently where it can be readily seen by staff members and applicants for employment.
  - (b) The poster and the text will be large enough to be easily read and contain fully legible text.
  - (c) Electronic posting is sufficient to meet this posting requirement as long as it otherwise meets the requirements of B.11.
- (2) The Board shall also provide this general notice to each staff member by including the notice in staff members' handbooks or other written guidance to staff members concerning staff member benefits or FMLA leave rights, if such written materials exist, or by distributing a copy of the general notice to each new staff member upon hiring. In either case, distribution may be accomplished electronically.
  - (3) Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights pursuant to 29 CFR §825 et seq.
- b. Eligibility Notice
    - (1) When a staff member requests FMLA leave, or when the Board acquires knowledge that a staff member's FMLA leave may be for an FMLA-qualifying reason, the Board must notify the staff member of the staff member's eligibility to take FMLA leave within five business days, absent extenuating circumstances.
  - c. Designation Notice
    - (1) The Board is responsible in all circumstances for designating leave as FMLA-qualifying, and for giving notice of the designation to a staff member. The Board must notify a staff member whether the leave will be designated and will be counted as FMLA leave within five business days absent extenuating circumstances.
    - (2) If the Board requires paid leave to be substituted for unpaid FMLA leave, or that paid leave taken under an existing leave plan be counted as FMLA leave, the Board must inform a staff member of this designation at the time of designating the FMLA leave.

a. Substitution of Paid Leave

- (1) Whether a staff member is required to use sick time or any other accrued leave time concurrent with FMLA leave time will depend upon either the district's practice or a provision in the district's collective bargaining agreement, if applicable.

b. Maintenance of Staff Member Benefits

- (1) The Board must maintain a staff member's coverage under any group health plan on the same conditions as coverage would have been provided if a staff member had been continuously employed during the entire FMLA leave period.

C. Shared Provisions

1. Interference with Family Leave Rights

The NJFLA and the FMLA prohibit interference with a staff member's rights under the law, and with legal proceedings or inquiries relating to a staff member's rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the NJFLA and the FMLA nor discouraged from the use of family leave.

2. Non-Tenured Teaching Staff

Family leave granted to a nontenured staff member cannot extend a staff member's employment beyond the expiration of his/her employment contract.

3. Record Keeping

The Superintendent or designee shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave so a staff member's entitlement to NJFLA leave and FMLA leave can be properly determined.

4. Processing of Complaints

a. New Jersey Family Leave Act

- (1) Any complaint alleging a violation of the NJFLA shall be processed in the same manner as a complaint filed under the terms of N.J.S.A. 10:5-1 et seq. and N.J.A.C. 13:4 through the New Jersey Department of Law and Public Safety, Division on Civil Rights.

- b. Federal Family and Medical Leave Act (FMLA)
- (1) If there is a dispute between the Board and a staff member as to whether leave qualifies as FMLA leave, it should be resolved through discussion between the staff member and the Superintendent or designee. Such discussions and the decision shall be documented by the Superintendent or designee.
  - (2) A staff member also may file, or have another person file on his/her behalf, a complaint with the United States Secretary of Labor. A complaint may be filed in person, by mail, or by telephone with the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, at any local office of the Wage and Hour Division.
  - (3) This Policy 1643 shall be posted on the school district website, in a manner accessible to all staff members and a hard copy shall be provided to all staff members annually prior to the beginning of the school year and upon initial employment in the school district during the school year.

29 CFR §825 et seq.

29 CFR §785

N.J.S.A. 10:5-1;

N.J.S.A. 34:11B et seq.

N.J.A.C. 13:14-1 et seq.

Adopted:

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New Jersey's Family Leave Insurance Program

~~3431.3~~ — NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

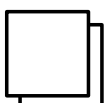
~~Board of Education employees are eligible to apply for benefits under New Jersey's Family Leave Insurance Program administered by the State of New Jersey "Department of Labor and Workforce Development. New Jersey's Family Leave Insurance Program (NJFLI) may provide up to six weeks of family leave insurance benefits payable to covered employees from either the New Jersey State Plan or an approved employer provided private plan.~~

~~A benefit provided through the NJFLI will be for the employee to bond with a child during the first twelve months after the child's birth, if the covered individual or the domestic partner or civil union partner of the covered individual is a biological parent of the child, or the first twelve months after the placement of the child for adoption with the covered individual. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI must provide the Superintendent of Schools written notice thirty calendar days prior to beginning the leave. Failure to provide this thirty day notice may result in a reduction in the employee's maximum family leave insurance benefits. Intermittent leave to bond with a newborn or newly adopted child must be agreed to by the Superintendent of Schools and the employee and, if agreed to, must be taken in periods of seven days or more.~~

~~A benefit provided through the NJFLI will also be to care for a family member with a serious health condition supported by a certification provided by a health care provider. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI for consecutive leave must provide the school district reasonable and practical notice unless the time of the leave is unexpected or the time of the leave changes for unforeseen reasons. An employee who intends to apply for benefits under this provision of the NJFLI for intermittent leave must provide the school district with a written notice at least fifteen calendar days prior to beginning the leave.~~

~~For the purposes of this Policy, a "family member" means a child, spouse, domestic partner, civil union partner, or parent of a covered individual. "Child" means a biological, adopted, or foster child, stepchild, or legal ward of a covered individual, child of a domestic partner of the covered individual, or child of a civil union partner of the covered individual, who is less than nineteen years of age or is nineteen years of age or older but incapable of self care because of mental or physical impairment.~~

~~An employee will be required to use ten workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.~~



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New Jersey's Family Leave Insurance Program

~~All applications for benefits under the NJFLI must be filed directly with the State of New Jersey—Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI as administered by the State of New Jersey—“Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey—“Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.~~

~~The NJFLI provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey—Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.~~

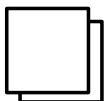
~~The Board may elect to provide employees with Family Leave Insurance benefits coverage under a private plan which must be approved by the State of New Jersey's Department of Labor and Workforce Development.~~

~~A printed notification of covered individuals' rights relative to the receipt of benefits under the NJFLI will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite. Each employee shall receive a copy of this notification in writing at the time of the employee's hiring, whenever the employee provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI, or at any time upon the first request of the employee. The written notification may be transmitted to the employee in electronic form.~~

~~N.J.S.A. 43:21-25 et seq.~~

~~N.J.A.C. 12:21-1.1 et seq.~~

Adopted: 22 February 2010





4431.1 FAMILY LEAVE

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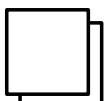
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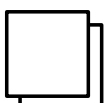
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**A. Introduction**

The Board will provide family leave in accordance with the Federal Family and Medical Leave Act (FMLA) and the New Jersey Family Leave Act (NJFLA).

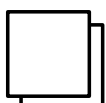
FMLA leave for eligible staff members shall be up to twelve weeks leave of absence in any twelve month period upon advance notice to the district for the birth of a son or daughter of the staff member and in order to care for such son or daughter; for the placement of a son or daughter with the staff member for adoption or foster care; in order to care for the spouse, son, daughter, or parent of the staff member if such spouse, son, daughter, or parent has a serious health condition; or for a serious health condition that makes the staff member unable to perform the functions of the position of such staff member, or because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on active duty or call to covered active duty status (or has been notified of an impending call or order to covered active duty). In addition, eligible employees may take up to a combined total of twenty six workweeks in a single twelve month period to care for a covered servicemember with a serious injury or illness.

NJFLA leave for eligible staff members shall be up to twelve weeks leave of absence in any twenty four month period upon advance notice to the district so that a staff member may provide care made necessary by the birth of a child of the staff member, the placement of a child with the staff member in connection with adoption of such child by the staff member, and the serious health condition of a spouse, parent, or child.

**B. Applicability**

The Board will comply with requirements of the New Jersey and Federal Family Leave laws. The laws have similar and different provisions that may provide different rights and obligations for the staff member and/or the Board. The staff member shall be afforded the most favorable rights if there is a conflict in the rights afforded to the staff member under the two laws.

1. If the staff member is eligible for leave for reasons provided under the FMLA and NJFLA, then the time taken shall be concurrent and be applied to both laws.
2. The NJFLA provides twelve weeks leave in a twenty four month period while the FMLA provides twelve weeks leave in a twelve month period. A staff member is eligible for up to twelve weeks leave in the first twelve months of the twenty four month period under the NJFLA. A staff member is eligible for up to twelve weeks leave in the second twelve month period under the FMLA.



3. ~~In the event the reason for the family leave is recognized under one law and not the other law, the staff member is eligible for each law's leave entitlements within one twelve-month period. (Example: A staff member may use their FMLA leave for a twelve-week family leave for their own pregnancy, which is considered a "serious health condition" under FMLA, and upon conclusion of the twelve-week FMLA leave, the staff member would be eligible for a twelve-week NJFLA leave to care for their newborn or any other reasons pursuant to the NJFLA.)~~

C. ~~Definitions~~

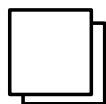
1. ~~Federal Family and Medical Leave Act (FMLA)~~

~~"Contingency operation" means a military operation that results in the call or order to, or retention on, active duty of members of the uniformed services during a war or during a national emergency declared by the President or Congress.~~

~~"Covered active duty" or "call to covered active duty" means duty during deployment of a member with the Armed Forces to a foreign country and, in the case of a member of the Reserve components of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation.~~

~~"Covered servicemember" means a current member of the Armed Forces (including National Guard or Reserves), who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran undergoing medical treatment, recuperation, or therapy for a serious injury or illness.~~

~~"Covered veteran" means an individual who was a member of the Armed Forces (including National Guard or Reserves), discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible staff member takes FMLA leave to care for the covered veteran. For a veteran discharged prior to March 8, 2013, the effective date of the FMLA Final Rule, the period between October 28, 2009 and March 8, 2013 will not count towards the determination of the five-year period. 29 CFR § 825.127(b)(2)~~



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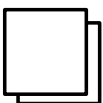
~~“Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness under FMLA. 29 CFR §825.127~~

~~“Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made, and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin and may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin. For example, if a covered servicemember has three siblings and has not designated a blood relative to provide care, all three siblings would be considered the covered servicemember's next of kin. Alternatively, where a covered servicemember has a sibling(s) and designates a cousin as his or her next of kin for FMLA purposes, then only the designated cousin is eligible as the covered servicemember's next of kin. An employer is permitted to require an employee to provide confirmation of covered family relationship to the covered servicemember pursuant to 29 CFR §825.122(k). 29 CFR §825.127(d)(3)~~

~~“Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to either a military medical treatment facility as an outpatient; or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. 29 CFR § 825.127(b)(1)~~

~~“Parent” means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter as defined below. This term does not include parents “in law.”~~

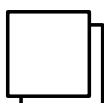
~~“Parent of a covered servicemember” means a covered servicemember’s biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered servicemember. This term does not include parents “in law.”~~



~~“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider. “Serious health condition” may include treatment of substance abuse pursuant to 29 CFR §825.119.~~

~~“Serious injury or illness,” only in the case of a veteran or current member of the Armed Forces, means:~~

- ~~a. In the case of a current member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness that was incurred by the covered servicemember in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank, or rating; and~~
- ~~b. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is:
 
  - ~~(1) A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or~~
  - ~~(2) A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service Related Disability Rating (VASRD) of fifty percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or~~
  - ~~(3) A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or~~~~



- (4) ~~An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers. 29 CFR 825 §127(e)~~

~~“Single twelve month period” means that a military caregiver’s leave begins on the first day the staff member takes FMLA leave and ends twelve months after that date, regardless of the twelve month period established by the district for other FMLA leave reasons. 29 CFR §825.127(e)(1)~~

~~“Son” or “daughter” means a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen or age eighteen or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.~~

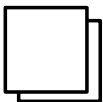
~~“Son or daughter of the covered servicemember” means a covered servicemember's biological, adopted or foster child, stepchild, legal ward, or a child for whom the covered servicemember stood in loco parentis, and who is of any age. 29 CFR §825.127(d)(1)~~

~~“Son or daughter on covered active duty or call to covered active duty status” means the staff member's biological, adopted or foster child, stepchild, legal ward, or a child for whom the staff member stood in loco parentis, who is on covered active duty or call to covered active duty status, and who is of any age. 29 CFR §825.126(a)(5)~~

~~“Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under State law in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same-sex marriage or common law marriage. 29 CFR §825.122~~

~~“Staff member” means an employee eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).~~

~~“Week” or “Workweek” means the number of days a staff member normally works each calendar week.~~



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Family Leave

## 2. ~~New Jersey Family Leave Act (NJFLA)~~

~~“Child” means a biological, adopted or foster child, stepchild, legal ward, child of a parent who is under eighteen years of age or a child eighteen years of age or older but incapable of self care because of a mental or physical impairment.~~

~~“Continuing medical treatment” or “continuing supervision by a health care provider” means a period of incapacity or a period of absence in accordance with N.J.A.C. 13:14.~~

~~“Parent” means a biological, adoptive, or foster parent; step parent; parent in law; a legal guardian having a “parent child relationship” with a child as defined by law; or a person who has sole or joint legal or physical custody, care, guardianship, or visitation with a child.~~

~~“Serious health condition” means an illness, injury, impairment, or physical or mental condition that requires inpatient care in a hospital, hospice, or residential medical facility or continuing medical treatment or continuing supervision by a health care provider.~~

~~“Spouse” means a person to whom a staff member is lawfully married as defined by New Jersey law.~~

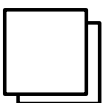
~~“Staff member” means an employee eligible for family leave in accordance with the New Jersey Family Leave Act.~~

~~“Week” or “Workweek” means the number of days a staff member normally works each calendar week.~~

## D. ~~Eligibility~~

### 1. ~~Federal Family and Medical Leave Act (FMLA)~~

~~A staff member shall become eligible for FMLA leave after he/she has been employed at least twelve months in this district and employed for at least 1250 hours of service during the twelve month period immediately preceding the commencement of the leave. The twelve months the staff member must have been employed need not be consecutive~~





~~months pursuant to 29 CFR §825.110(b). The minimum 1250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FLSA) for determining compensable hours of work pursuant to 29 CFR § 785. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care shall expire at the end of the twelve month period beginning on the date of such birth or placement.~~

~~Pursuant to 29 CFR §825.202, a husband and wife both employed by the district are limited to a combined total of twelve weeks of leave during the twelve month period if the leave is taken for the birth of a son or daughter of the staff member or to care for such son or daughter after birth; for placement of a son or daughter with the staff member for adoption or foster care or in order to care for the son or daughter after placement; or to care for the staff member's parent with a serious health condition.~~

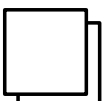
~~The method to determine the twelve month period in which the twelve weeks of FMLA leave entitlement occurs will be a "rolling" twelve month period measured backward from the date a staff member uses any family leave.~~

~~A staff member during any period of FMLA leave is prohibited from performing any services on a full time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member using FMLA leave may commence part time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part time employment that commenced prior to the FMLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.~~

## ~~2. New Jersey Family Leave Act (NJFLA)~~

~~A staff member shall become eligible for NJFLA leave after he/she has been employed at least twelve months in this district for not less than 1,000 base hours, excluding overtime, during the immediate preceding twelve month period. The calculation of the twelve month period to determine eligibility shall commence with the commencement of the NJFLA leave. NJFLA leave taken for the birth or adoption of a healthy child may commence at any time within a year after the date of the birth or placement for adoption.~~

~~The district shall grant a family leave under NJFLA to more than one staff member from the same family (for example, a husband and a wife, or a brother and a sister) at the same time, provided such staff members are otherwise eligible for the leave. N.J.A.C. 13:14-1.12~~



~~A staff member during any period of the NJFLA leave is prohibited from performing any services on a full time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member on NJFLA leave may commence part time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part time employment that commenced prior to the NJFLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.~~

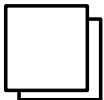
~~The method to determine the twenty four month period in which the twelve weeks of NJFLA leave entitlement occurs will be a “rolling” twenty four month period measured backward from the date a staff member uses any leave.~~

#### E. — Types of Leave

##### 1. — Federal Family and Medical Leave Act (FMLA)

~~A staff member may take FMLA leave to include servicemember qualifying exigency leave or military caregiver leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program.~~

- ~~a. — Leave for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care may not be taken by a staff member intermittently or on a reduced leave schedule.~~
- ~~b. — Leave may be taken intermittently or on a reduced leave schedule when medically necessary for planned and/or unanticipated medical treatment of a related serious health condition by or under the supervision of a health care provider, or for recovery from treatment or recovery from a serious health condition.~~
- ~~c. — Intermittent leave means leave scheduled for periods of time from one hour or more to several weeks; however, the total time within which the leave is taken can not exceed a twelve month period for each serious health condition episode. Intermittent leave may be taken for a serious health condition that requires~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION****SUPPORT STAFF MEMBERS**

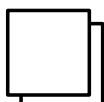
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**Family Leave**

~~periodic treatment by a health care provider, rather than one continuous period of time. Intermittent leave may also be taken for absences where the staff member is incapacitated or unable to perform the essential functions of the position because of a serious health condition even if the staff member does not receive treatment by a health care provider. The staff member shall make a reasonable effort to schedule intermittent leave so as not to unduly disrupt the operations of the instructional/educational program.~~

- ~~d. Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule not exceeding twenty-four consecutive weeks. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.~~
- ~~e. The fact that a holiday may occur within the week taken by a staff member as Family Leave has no effect and the week is counted as a week of Family Leave. However, if the staff member is out on Family Leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.~~

~~Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.~~



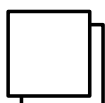
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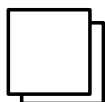
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- f. ~~Servicemember qualifying exigency leave may arise out of the foreign deployment of the staff member's spouse, child, or parent 29 CFR §§825.122 and 126:~~
- ~~(1) The district must grant an eligible staff member up to twelve work weeks of unpaid, job protected leave during a twelve month period for qualifying exigencies that arise when the staff member's spouse, child, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty.~~
  - ~~(2) The military member must be the spouse, son, daughter, or parent, of the staff member taking FMLA exigency leave.~~
  - ~~(3) FMLA leave can be granted for one or more of the following exigencies:
    - ~~(a) Short notice deployment:
      - ~~i. Notification of duty seven or less calendar days prior to date of deployment;~~
      - ~~ii. Leave can be used for a period of seven calendar days beginning on the date the military member is notified.~~~~
    - ~~(b) Military events and related activities, including official ceremonies, programs, or events sponsored by the military and related to the covered active duty or call to covered active duty status of the military member; and to attend family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross.~~~~



- ~~(c) — Childcare and school activities including arranging for alternative childcare; providing childcare on an urgent, immediate need basis (not routine, regular, or everyday basis); to enroll in or transfer to a new school or day care facility; or to attend meetings with staff at a school or day care facility:
  - ~~i. — The son or daughter must be the son or daughter of the covered servicemember.~~~~
- ~~(d) — Financial and legal arrangements made to address the military member's absence while on covered active duty or call to covered active duty status.~~
- ~~(e) — Counseling, provided by someone other than a health care provider for oneself, for the military member, or qualified child, if the need arises from the covered active duty or call to covered active duty status of the military member.~~
- ~~(f) — Rest and Recuperation (R&R) to spend time with the military member on short term, temporary R&R leave during a term of deployment:
  - ~~i. — Can be used for a period of fifteen calendar days beginning on the date the military member commences each instance of R&R leave.~~~~
- ~~(g) — Post deployment activities such as ceremonies or briefings including any that arise from the death of the military member while on covered active duty.~~
- ~~(h) — Parental care for one meeting the definition of a "parent" and incapable of self care including: arranging alternative care; providing care on an immediate need basis; and to attend meetings or arrange services at a care facility.~~



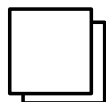
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- (i) ~~Additional activities in accordance with 29 CFR §825.126(b)(9).~~
- g. ~~Military caregiver leave provides care for a covered servicemember with a serious injury or illness 29 CFR §§825.122 and 127:~~
- (1) ~~The district must grant up to a total of twenty six workweeks of unpaid, job-protected leave during a “single twelve-month period” to care for a covered servicemember with a serious injury or illness.~~
- (a) ~~The eligible staff member must be the spouse, son, daughter, parent, or next of kin of the covered servicemember.~~
- (b) ~~The staff member is limited to a combined total of twenty-six workweeks for any FMLA-qualifying reasons during the single twelve-month period. Up to twelve of the twenty-six weeks may be for an FMLA-qualifying reason other than military caregiver leave.~~
- (c) ~~Spouses who are eligible for FMLA leave and are employed by the same covered employer may be limited to a combined total of twenty-six workweeks of leave during a single twelve-month period if the leave is taken for birth of the employee's son or daughter or to care for the child after birth, for placement of a son or daughter with the employee for adoption or foster care, or to care for the child after placement, to care for the employee's parent with a serious health condition, or to care for a covered servicemember with a serious injury or illness. If one spouse is ineligible for FMLA leave, the other spouse would be entitled to a full twenty-six workweeks of FMLA leave.~~

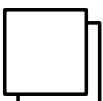


- ~~(2) Leave entitlement is applied on a per covered servicemember, per injury basis.~~
- ~~(a) The staff member may take an additional twenty six weeks of leave if the leave is to care for different covered servicemembers or to care for the same servicemember with a subsequent serious injury or illness, except that no more than twenty six weeks of leave may be taken within any single twelve month period.~~
- ~~(b) An eligible staff member may take military caregiver leave to care for more than one current service member or covered veteran at the same time or for the same family member with the same serious injury or illness both when the family member is a current servicemember and when the family member is a veteran.~~
- ~~(c) Military caregiver leave may be taken by eligible staff members whose family members are recent veterans with serious injuries or illnesses incurred or aggravated in the line of duty on active duty, and that manifested before or after the veteran left active duty.~~

~~2. New Jersey Family Leave Act (NJFLA)~~

~~A staff member may take NJFLA leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program. The district shall not require a staff member to take a leave of absence beyond the period of time the staff member requests family leave. N.J.A.C. 13:14 1.5(f)~~

- ~~a. In the case of a family member who has a serious health condition, leave may be taken intermittently when medically necessary. The total time within which the leave is taken, can not exceed a twelve month period for each serious health condition episode. The staff member will provide the district with prior notice of the leave in a manner which is reasonable and practicable; and the staff member shall make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the instructional/educational program. In the case of the birth or adoption of a healthy child, the leave may be taken intermittently only if agreed to by the staff member and the district.~~



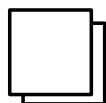
- b. ~~Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule for a period not exceeding twenty four consecutive weeks. The staff member is not entitled to take the leave on a reduced leave schedule without an agreement between the staff member and the district if the leave is taken for the birth or adoption of a healthy child. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.~~
- e. ~~The fact that a holiday may occur within the week taken by a staff member as family leave has no effect and the week is counted as a week of family leave. However, if the staff member is out on family leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.~~

~~Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.~~

F. ~~Notice~~

1. ~~Federal Family and Medical Leave Act (FMLA)~~

- a. ~~Foreseeable Leave—A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Manager of Human Resources if the~~



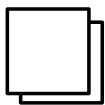


~~need for the leave is foreseeable based on an expected birth, placement for adoption of foster care, or planned medical treatment for a serious health condition of the staff member or a family member. If thirty days is not practical, the staff member must provide notice "as soon as practicable" which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case. For foreseeable leave where it is not possible to give as much as thirty days notice "as soon as practical" ordinarily would mean at least verbal notification to the Manager of Human Resources within one or two business days or when the need for leave becomes known to the staff member. The written notice shall include the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave.~~

~~When planning medical treatment, the staff member must consult with the Manager of Human Resources and make a reasonable effort to schedule the leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider. Staff members are ordinarily expected to consult with the Manager of Human Resources prior to scheduling of treatment that would require leave for a schedule that best suits the needs of the district and the staff member.~~

~~The district may delay the staff member taking leave for at least thirty days if the staff member fails to give thirty days notice for foreseeable leave with no reasonable excuse for the delay.~~

~~b. Unforeseeable Leave — When the approximate timing of the need for leave is not foreseeable, a staff member should give notice to the Manager of Human Resources for leave as soon as practicable under the facts and circumstances of the particular case. It is expected the staff member will give notice to the Manager of Human Resources within no more than one or two working days of learning of the need for leave, except in extraordinary circumstances where such notice is not foreseeable. The staff member should provide notice to the employer either in person or by telephone, telegraph, facsimile machine or other electronic means.~~



2. ~~New Jersey Family Leave Act (NJFLA)~~

a. ~~Foreseeable Leave~~—A staff member eligible for NJFLA leave must give at least a thirty day advance written notice to the Manager of Human Resources of the need to take family leave except where the need to take family leave is not foreseeable.

(1) ~~Notice for leave to be taken for the birth or placement of the child for adoption shall be given at least thirty days prior to the commencement of the leave, except that if the date of the birth or adoption requires leave to begin in less than thirty days, the staff member shall provide such notice that is reasonable and practicable.~~

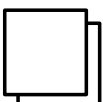
(2) ~~Notice for leave to be taken for the serious health condition of a family member shall be given at least fifteen days prior to the commencement of leave, except that if the date of the treatment or supervision requires leave to begin in less than fifteen days, the staff member shall provide such notice that is reasonable and practicable.~~

(3) ~~When the Manager of Human Resources is not made aware that a staff member was absent for family leave reasons and the staff member wants to request the leave be counted as family leave, the staff member must provide timely notice within two business days of returning to work to have the time considered for family leave in accordance with the Family Leave Act.~~

b. ~~Unforeseeable Leave~~—When the need for leave is not foreseeable, the staff member must provide notice “as soon as practicable” which shall be at least verbal notice to the Manager of Human Resources within one or two business days of the staff member learning of the need to take family leave. Whenever emergent circumstances make written notice impracticable, the staff member may give verbal notice to the Manager of Human Resources, but any verbal notice must be followed by written notice delivered within two working days.

G. ~~Leave Designation~~

~~An eligible staff member shall designate FMLA or NJFLA leave upon providing notice of the need for the leave or when the need for leave commences. The Manager of Human Resources shall provide the staff member with this Policy to assist the staff member in determining the type of leave.~~



**H. — Benefits**

~~Whether a staff member is required to use sick time or any other accrued leave time concurrent with FMLA or NJFLA leave time will depend upon either the district's practice or a provision in the district's collective bargaining agreement, if applicable. 29 CFR §825.100~~

~~The Board will maintain coverage under any group health insurance policy, group subscriber contract, or health care plan at the level and under the conditions coverage would have been provided if the staff member had continued to work instead of taking the leave. If the staff member was paying all or part of the premium payments prior to the leave, the staff member would continue to pay his/her share during the leave time. Any ten month staff member who is on leave under NJFLA or FMLA at the end of the school year will be provided with any benefits over the summer that the staff member would normally receive if they had been working at the end of the school year.~~

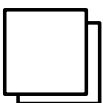
**I. — Returning from Leave**

~~The Federal Family and Medical Leave Act and/or the New Jersey Family Leave Act~~

~~A staff member returning from leave shall be entitled to the position he/she held when leave commenced or to an equivalent position of like seniority, status, employment benefits, pay and other conditions of employment. If the district experiences a reduction in force or layoff and the staff member would have lost his/her position had the staff member not been on family leave as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under any collective bargaining agreement, the staff member shall be entitled to reinstatement to the former or an equivalent position in accordance with applicable statutes, codes and laws. The staff member's tenure and seniority rights, if any, and other benefits shall be preserved, but the staff member shall accrue no additional time toward tenure or seniority for the period of the leave, except as may be provided by law.~~

~~The return of a staff member prior to the expiration of the requested family leave may be permitted by the Board if the return does not unduly disrupt the instructional program or require the Board to incur the cost of continuing the employment of a substitute under contract.~~

~~The Board may, in accordance with the provisions of 29 CFR §825.312 delay restoration of employment of a staff member using FMLA leave for the staff member's serious health condition until the staff member submits a fitness for duty examination from his/her health care~~



~~provider indicating that the staff member is able to resume work. In the event the Board requires such a fitness for duty examination before restoration of the staff member after leave, the Board will provide the staff member specific notice either at the time the staff member gives notice of the need for leave or immediately after the leave commences and the staff member advises the Board of the medical circumstances for the leave.~~

~~If leave is taken under FMLA, and the staff member does not return to work after the leave expires, the Board is entitled to recover health insurance costs paid while the staff member was on FMLA. The Board's right to recover premiums would not apply if the staff member fails to return to work due to:~~

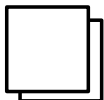
- ~~1. The continuation, onset or recurrence of a serious health condition of the staff member;  
or~~
- ~~2. Circumstances beyond the staff member's control.~~

#### ~~J. Ineligible Staff Members~~

- ~~1. Federal Family and Medical Leave Act (FMLA)~~

~~The district may deny job restoration after FMLA leave if the staff member is a "key employee" as defined in 29 CFR §825.217 if such denial is necessary to prevent substantial and grievous economic injury to the district or the district may delay restoration to a staff member who fails to provide a fitness for duty certificate to return to work for leave that was the staff member's own serious health condition. A "key employee" is a salaried, staff member who is among the highest paid ten percent of the school district staff employed by the district within 75 miles of the worksite. No more than ten percent of the school district staff within 75 miles of the worksite may be "key employees."~~

~~In the event the Manager of Human Resources believes that reinstatement may be denied to a key employee, the Manager of Human Resources must give written notice to the staff member at the time the staff member gives notice of the need for leave, or when the need for leave commences, if earlier, that he/she qualifies as a key employee. The key employee must be fully informed of the potential consequences with respect to reinstatement and maintenance of health benefits if the district should determine that~~



~~substantial and grievous economic injury to the district's operations will result if the staff member is reinstated from leave. The district's notice must explain the basis for the district's finding that substantial and grievous economic injury will result, and if leave has commenced, must provide the staff member a reasonable time in which to return to work. If the staff member on leave does not return to work in response to the notice of intent to deny restoration, the staff member continues to be entitled to maintenance of health insurance.~~

~~A key employee's rights under the FMLA continue unless and until the staff member either gives notice that he/she no longer wishes to return to work or the district actually denies reinstatement at the conclusion of the leave period. A staff member is still entitled to request reinstatement at the end of the leave period even if the staff member did not return to work in response to the district's notice. The district will then again determine whether there will be substantial and grievous economic injury from reinstatement based on the facts at that time. If it is determined that substantial and grievous economic injury will result, the district will notify the staff member in writing (in person or by certified mail) of the denial of the restoration.~~

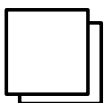
## ~~2. New Jersey Family Leave Act~~

~~The district may deny family leave to the staff member if the staff member is a salaried employee who is among the highest paid five percent of the school district staff or one of the seven highest paid employees of the district, whichever is greater, if the denial is necessary to prevent substantial and grievous economic injury to the school district's operations. The Manager of Human Resources shall notify the staff member of the intent to deny the leave at the time the Manager of Human Resources determines the denial is necessary. If the leave has already commenced at the time of the district's notification of denial, the staff member shall be permitted to return to work within ten working days of the date of notification.~~

## ~~K. Verification of Leave~~

### ~~1. Federal Family and Medical Leave Act (FMLA)~~

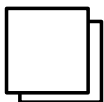
~~The Board requires a staff member's FMLA leave to care for the staff member's seriously ill spouse, son, daughter, or parent; or for a servicemember's qualifying~~



~~exigency or serious injury; or for illness due to the staff member's own serious health condition that makes the staff member unable to perform one or more of the essential functions of the staff member's position, be supported by a certification issued by the health care provider of the staff member or the staff member's ill family member. The medical certification required encompasses both physical and psychological care and includes situations where a family member is unable to care for his/her own basic medical, hygienic, or nutritional needs or safety, or is unable to transport himself/herself to the doctor. It can also include providing psychological comfort and reassurance beneficial to a child, spouse, or parent with a serious health condition who is receiving inpatient or home care and can include situations where the staff member may be needed to substitute for others who normally care for the family member or covered servicemember or to make arrangements for changes in care. The staff member need not be the only individual or family member available to care for the family member or covered servicemember. 29 CFR §825.124~~

~~The certification must meet the requirements of 29 CFR §§825.306, 309, and 310 to include: which part of the definition of "serious health condition" applies; the approximate date the serious health condition commenced and its probable duration; whether it will be necessary for the staff member to take intermittent and/or reduced leave; whether the patient is presently incapacitated and the likely duration and frequency of episodes of incapacity; if additional treatments will be required for the condition; and/or if the patient's incapacity will be intermittent or will require reduced leave. The certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider's knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement.~~

~~In the event the Manager of Human Resources doubts the validity of the certification, in accordance with 29 CFR § 825.307, the district may require, at the district's expense, the staff member obtain an opinion regarding the serious health condition from a second health care provider designated by the district, but not employed on a regular basis by the district. If the second opinion differs from the staff member's health care provider, the district may require, at the district's expense, the staff member obtain the opinion of a third health care provider designated by the district or approved jointly, in good faith, by the district and the staff member. The opinion of the third health care provider shall be final and binding on the district and the staff member.~~



# RIDGEWOOD BOARD OF EDUCATION

## POLICY

SUPPORT STAFF MEMBERS

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Family Leave

~~The district may require re-certification pursuant to the requirements of 29 CFR §825.308. In accordance with 29 CFR §825.309, the staff member on leave must provide a written report to the Manager of Human Resources every thirty workdays. The report shall include the staff member's status and intended date to return to work. In the event the staff member's circumstances change, the staff member must provide reasonable notice to the Manager of Human Resources if the staff member intends to return to work on a date sooner than previously noticed to the district. The staff member is not required to take more leave than necessary to resolve the circumstance that precipitated the need for leave. As a condition of returning to work after the leave for the staff member's own serious health condition, and in accordance with 29 CFR § 825.310, the district requires a staff member to provide a certification from their health care provider that the staff member is able to resume work.~~

~~In accordance with 29 CFR §825.311, the district may delay the taking of FMLA leave to a staff member who fails to provide certification within fifteen days after being requested to do so by the district. In accordance with 29 CFR §825.312, the district may delay the taking of leave until thirty days after the date the staff member provides notice to the district of foreseeable leave or the district may delay continuation of leave if a staff member fails to provide a requested medical certification in a timely manner.~~

### 2. ~~New Jersey Family Leave Act~~

~~The Board shall require the certification of a duly licensed health care provider verifying the purpose of requested NJFLA leave. Certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider's knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement, whichever is appropriate.~~

~~In the event the Manager of Human Resources doubts the validity of the certification for the serious health condition of a family member of the staff member, the district may require, at the district's expense, the staff member to obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the district. If the second opinion differs from the certification the district may require, at the district's expense, that the staff member obtain the opinion of a third health care provider designated or approved jointly by the district and the staff member concerning the serious health condition. The opinion of the third health care provider shall be final and binding on the district and the staff member.~~



**L. — Interference with Family Leave Rights**

~~The Federal Family and Medical Leave Act and the New Jersey Family Leave Act prohibit interference with a staff member's rights under the law, and with legal proceedings or inquiries relating to a staff member's rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the Federal Family and Medical Leave Act or the New Jersey Family Leave Act nor discouraged from the use of family leave.~~

**M. — Non-Tenured Teaching Staff**

~~Family leave granted to a nontenured staff member cannot extend the staff member's employment beyond the expiration of his/her employment contract.~~

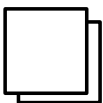
**N. — Record Keeping**

~~In order that staff member's entitlement to FMLA leave and NJFLA leave can be properly determined, the Superintendent shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave. The Superintendent will publish a notice explaining the Act's provisions and provide information concerning the procedures for filing complaints of violations of the FMLA and NJFLA.~~

~~Implementation of FMLA and NJFLA will be consistent with provisions in collective bargaining agreement(s) in the district.~~

**O. — Processing of Complaints****1. — Federal Family and Medical Leave Act (FMLA) 29 CFR §§825.400-401**

- a. —** ~~If there is a dispute between the district and a staff member as to whether leave qualifies as FMLA leave, it should be resolved through discussion between the staff member and the district. Such discussions and the decision shall be documented by the school district.~~





# RIDGEWOOD

# POLICY

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Family Leave

- b. ~~The staff member also may file, or have another person file on his/her behalf, a complaint with the United States Secretary of Labor. A complaint may be filed in person, by mail, or by telephone with the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, at any local office of the Wage and Hour Division.~~
  
- 2. ~~New Jersey Family Leave Act N.J.A.C. 13:14-1.16~~
  - a. ~~Any complaint alleging a violation of the Act shall be processed in the same manner as a complaint filed under the terms of N.J.S.A. 10:5-1 et seq. and N.J.A.C. 13:4 through the New Jersey Department of Law and Public Safety, Division on Civil Rights.~~

~~29 CFR §825 et seq.~~

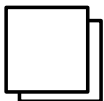
~~29 CFR §785~~

~~N.J.S.A. 10:5-1~~

~~N.J.A.C. 13:14-1 et seq.~~

~~Adopted: 7 December 2009~~

~~Revised: 22 February 2016~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

TEACHING STAFF MEMBERS

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New Jersey's Family Leave Insurance Program

~~3431.3~~ — NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

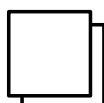
~~Board of Education employees are eligible to apply for benefits under New Jersey's Family Leave Insurance Program administered by the State of New Jersey "Department of Labor and Workforce Development. New Jersey's Family Leave Insurance Program (NJFLI) may provide up to six weeks of family leave insurance benefits payable to covered employees from either the New Jersey State Plan or an approved employer provided private plan.~~

~~A benefit provided through the NJFLI will be for the employee to bond with a child during the first twelve months after the child's birth, if the covered individual or the domestic partner or civil union partner of the covered individual is a biological parent of the child, or the first twelve months after the placement of the child for adoption with the covered individual. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI must provide the Superintendent of Schools written notice thirty calendar days prior to beginning the leave. Failure to provide this thirty day notice may result in a reduction in the employee's maximum family leave insurance benefits. Intermittent leave to bond with a newborn or newly adopted child must be agreed to by the Superintendent of Schools and the employee and, if agreed to, must be taken in periods of seven days or more.~~

~~A benefit provided through the NJFLI will also be to care for a family member with a serious health condition supported by a certification provided by a health care provider. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI for consecutive leave must provide the school district reasonable and practical notice unless the time of the leave is unexpected or the time of the leave changes for unforeseen reasons. An employee who intends to apply for benefits under this provision of the NJFLI for intermittent leave must provide the school district with a written notice at least fifteen calendar days prior to beginning the leave.~~

~~For the purposes of this Policy, a "family member" means a child, spouse, domestic partner, civil union partner, or parent of a covered individual. "Child" means a biological, adopted, or foster child, stepchild, or legal ward of a covered individual, child of a domestic partner of the covered individual, or child of a civil union partner of the covered individual, who is less than nineteen years of age or is nineteen years of age or older but incapable of self care because of mental or physical impairment.~~

~~An employee will be required to use ten workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.~~



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New Jersey's Family Leave Insurance Program

~~All applications for benefits under the NJFLI must be filed directly with the State of New Jersey—Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI as administered by the State of New Jersey—“Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey—“Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.~~

~~The NJFLI provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey—Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.~~

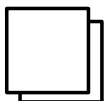
~~The Board may elect to provide employees with Family Leave Insurance benefits coverage under a private plan which must be approved by the State of New Jersey's Department of Labor and Workforce Development.~~

~~A printed notification of covered individuals' rights relative to the receipt of benefits under the NJFLI will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite. Each employee shall receive a copy of this notification in writing at the time of the employee's hiring, whenever the employee provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI, or at any time upon the first request of the employee. The written notification may be transmitted to the employee in electronic form.~~

~~N.J.S.A. 43:21-25 et seq.~~

~~N.J.A.C. 12:21-1.1 et seq.~~

~~Adopted: 22 February 2010~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

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New Jersey's Family Leave Insurance Program

4431.3 NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

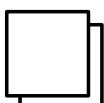
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~~An employee will be required to use ten workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

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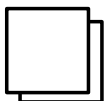
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~~N.J.S.A. 43:21-25 et seq.~~

~~N.J.A.C. 12:21-1.1 et seq.~~

Adopted: 22 February 2010



**5330.01 ADMINISTRATION OF MEDICAL CANNABIS**

The Board of Education, in accordance with the requirements of N.J.S.A. 18A:40-12.22, must adopt a Policy authorizing parents and designated caregiver(s) to administer medical cannabis to a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event. The parent of a qualifying student patient requesting the administration of medical cannabis to the student while on school grounds, aboard a school bus, or attending a school-sponsored event must comply with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq. and Policy and Regulation 5330.01.

A student enrolled in the school district must be authorized to engage in the medical use of cannabis pursuant to N.J.S.A. 24:6I-1 et seq. and that the parent or designated caregiver be authorized to assist the student with the medical use of cannabis pursuant to N.J.S.A. 24:6I-1 et seq. The student and the designated primary caregiver(s) must complete registration with the Cannabis Regulatory Commission in accordance with the requirements of N.J.S.A. 24:6I-4.

The parent of the student authorized to engage in the medical use of cannabis must submit a written request with supporting documentation to the Principal requesting approval to have a designated caregiver(s) assist in the administration of medical cannabis to the qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event. The Principal, in consultation with the school nurse, the school physician, and the Superintendent of Schools, will review each request and upon approval will inform the parent in writing of the approval with details for the administration of medical cannabis to the qualifying student patient. The medical use of cannabis by a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event will only be authorized after the written approval from the Principal is provided to the parent.

Medical cannabis may only be administered to the qualifying student patient while the student is on school grounds, aboard a school bus, or attending a school-sponsored event by the designated caregiver(s) in accordance with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq. The prescribed medical cannabis must be in the possession of the designated caregiver(s) at all times, except during the administration process. The designated caregiver(s) shall comply with the requirements of the Principal's written approval for the administration of medical cannabis to the qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event.

All health records related to the administration of medical cannabis to a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event shall be maintained in accordance with the requirements of N.J.A.C. 6A:16-2.4 and N.J.A.C. 6A:32-7.4.

No person shall be subject to arrest or prosecution for constructive possession, conspiracy, or any other offense for simply being in the presence or vicinity of the medical use of cannabis as authorized under N.J.S.A. 24:6I-1 et seq. or N.J.S.A. 18A:40-12.22. No custodial parent or person who has legal custody of a qualifying student patient who is a minor shall be subject to arrest or prosecution for constructive possession, conspiracy, or any other offense for assisting the minor in the medical use of cannabis as authorized under N.J.S.A. 24:6I-1 et seq. or N.J.S.A. 18A:40-12.22.

N.J.S.A. 18A:40-12.22

N.J.S.A. 24:6I-1 et seq.

N.J.A.C. 6A:16-2.4; 6A:32-7.4

Adopted: 18 July 2016

Revised:

7425 LEAD TESTING OF WATER IN SCHOOLS

The health, safety, and welfare of the children in the school district are of utmost importance to the Board of Education. The potential exposure to lead-contaminated drinking water poses serious health problems, particularly for children, as well as for teachers and school personnel, since the risk of lead contamination can come from pipe and plumbing fixtures in school facilities or on school grounds. The Board shall assure the availability of potable drinking water through sanitary means in school facilities or on school grounds. The Board of Education shall provide, in accordance with N.J.A.C. 6A:26-12.4, testing for lead in all district sources of drinking water.

The Board shall conduct lead sampling and analysis in all drinking water outlets to which a student or staff member has, or may have, access in each school facility, other facility, or temporary facility, as soon as practicable, but no later than July 13, 2017, unless the district qualifies for an exemption in accordance with N.J.A.C. 6A:26-12.4(j). This lead sampling and analysis shall be conducted with a lead sampling plan in accordance with N.J.A.C. 6A:26-12.4(d)1, 2, and 3, and shall be in accordance with the Safe Drinking Water Act, N.J.S.A. 58:12A-1.

The Superintendent of Schools or designee shall complete a review of the final laboratory results within seventy-two hours of receipt. Within twenty-four hours after the Superintendent or designee has completed a review of final laboratory results in accordance with the provisions of N.J.A.C. 6A:26-12.4(e), the test results shall be made publicly available at the school facility and on the Board of Education's website. If any results exceed the permissible lead action level, the Board shall provide written notification to the parents of all students attending the facility, facility staff, and the New Jersey Department of Education. This written notification shall include: a description of the measures taken by the Superintendent or designee to immediately end the use of each drinking water outlet where the water quality exceeded the permissible lead action level; any additional remedial action taken or planned by the Board of Education; the measures taken to ensure that alternate drinking water has been made available to all students and staff members; where the water outlet(s) is located; and information regarding the health effects of lead in accordance with N.J.A.C. 6A:26-12.4(e)1 and 2.

Notwithstanding the results or date of any prior testing, the Board shall continue to test drinking water outlets in the designated Statewide required testing year, which shall be every third school year beginning with the 2021-2022 school year and subsequently occurring in the 2024-2025 school year. By no later than June 30 of the designated Statewide required testing year, the Board shall test all drinking water outlets in accordance with N.J.A.C. 6A:26-12.4(g)1. The Board shall sample for lead after the replacement of any drinking water outlet or any other alteration to plumbing or service lines that may impact lead levels at the outlet, in accordance with N.J.A.C. 6A:26-12.4(g)2.



The Board shall submit to the New Jersey Department of Education by June 30 of each year a statement of assurance, that the school district completed lead testing in accordance with N.J.A.C. 6A:26-12.4; that notifications were provided consistent with N.J.A.C. 6A:26-12.4; and that alternative drinking water continues to be made available to all students and staff, if necessary, pursuant to N.J.A.C. 6A:26-12.4(i).

The Board may apply for reimbursement for the costs of any water supply testing and analysis conducted, in accordance with N.J.A.C. 6A:26-12.4(k).

N.J.S.A. 58:12A-1 et seq.

N.J.A.C. 6A:26-12.4

Adopted: 5 March 2018

Revised:

# POLICY

## RIDGEWOOD BOARD OF EDUCATION

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School Safety  
M

### 7430 SCHOOL SAFETY

~~The Board of Education recognizes that it is required by law to take measures for the safety of pupils and district employees.~~

~~The Board shall provide, publish, and post rules for safety and the prevention of accidents; instruct pupils in safety and accident prevention; provide protective devices where they are required by law for the safety of pupils and employees; and provide suitable and safe equipment where such equipment is necessary for the conduct of the educational program and the operation of the schools.~~

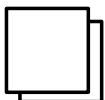
~~The Superintendent shall prepare regulations governing school safety and the prevention of accidents and fire that include as a minimum the requirements of law and the applicable rules of various departments of state government. Such regulations shall provide procedures and precautions for the safety of pupils in school, employees in the performance of their duties, users of school vehicles, pupils in transit to and from school, injured pupils and employees, and visitors to the school. Safety regulations shall be promulgated to all school employees and shall be reviewed and evaluated annually. The Superintendent is directed to instruct teaching staff members in proper safety precautions.~~

~~N.J.S.A. 18A:6-2; 18A:40-12.1; 18A:40-12.2~~

~~N.J.S.A. 40:67-16.7~~

~~N.J.A.C. 6A:16-1.4; 6A:26-12.5~~

Adopted: 7 December 2009



2415 EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve.. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA .

The district may be eligible for several grant programs funded through the ESSA , including, but not limited to, Title I through Title VII. Many of the Titles of the ESSA have several parts and subparts that provide a funding source for specific purposes.

**Application Procedure**

The district will submit an annual ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and the ESSA for the district to be considered for funding under the ESSA .

**Covered Programs**

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

**Title I**

The largest Federal program supporting elementary and secondary education is Title I. The ESSA strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also requires minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided

by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English Language Learner (ELL) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

#### Type of Title I Program

The school district will offer a Target Assistance program.

#### Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.]

#### New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education .

#### Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and the ESSA .

#### Staff

The district will comply with the staff certification requirements of the ESSA and the NJDOE . In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.

#### Parental Involvement

The district will comply with the requirements as outlined in Policy 2415.04 – Parental Involvement in accordance with the NJDOE and the ESSA .

#### Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance with the PPRA.

#### Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in the ESSA , the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA .

#### Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.

#### Capital Expenses

The Superintendent will assure the district abides by New Jersey’s Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

#### Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

#### Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA , shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made

available from State and local sources for the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.

#### Evaluation

The Superintendent or designee will evaluate the ESSA programs as required by the United States and the New Jersey Departments of Education.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

Adopted: 7 December 2009

Revised: 18 March 2013

Revised:

~~2415.01 ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS,  
AND ACCOUNTABILITY~~

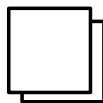
~~The *No Child Left Behind Act of 2001* (NCLB), a reauthorization of the *Elementary and Secondary Education Act* (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under NCLB were built on the foundation of the former *Improving America's Schools Act* (IASA).~~

~~To meet the Federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. All pupils enrolled in New Jersey public schools, plus all pupil subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Pupils must score either "proficient" or "advanced proficient" on the assessments to be counted toward meeting the benchmarks.~~

~~Schools are evaluated using adequate yearly progress (AYP) indicators. Pupil achievement is determined by grade span (Elementary School—grades three through five, Middle School—grades six through eight, and High School—grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates) plus a secondary indicator. A safe harbor calculation is applied to measure significant progress if the benchmark is missed. When a school does not meet AYP for two consecutive years in the same content area, it is designated as a "school in need of improvement."~~

~~AYP shall be calculated for all New Jersey schools under the provisions of NCLB. Schools that do not meet AYP as defined under NCLB are placed into one of the following categories. Title I schools in need of improvement must implement the sanctions for each category.~~

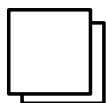
~~Year 1 – Early Warning: A school that does not make AYP for one year is placed into "early warning" status.~~



~~Year 2 – In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a “school in need of improvement.” Parents/legal guardians shall be promptly notified if their child’s school has been designated as in need of improvement. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available) and development of a school improvement plan (Title I Unified Plan). The district must offer the school technical assistance to address the areas that caused the school to be in need of improvement. Parents/legal guardians shall be notified of their right to request intradistrict public school choice and parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.~~

~~Year 3 – In Ne ed of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area shall continue to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must *also* offer SES to eligible pupils. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually. Parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.~~

~~The New Jersey Department of Education (NJDOE) offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.~~



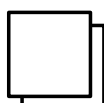


~~Year 4 – Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the NJDOE.~~

~~The district must take at least one of the following corrective actions:~~

- ~~1. Provide, for all relevant staff, appropriate, scientifically research based professional development that is likely to improve academic achievement of low performing pupils.~~
- ~~2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.~~
- ~~3. Extend the length of the school year or school day.~~
- ~~4. Replace the school staff who are deemed relevant to the school not making adequate progress.~~
- ~~5. Significantly decrease management authority at the school.~~
- ~~6. Restructure the internal organization of the school.~~
- ~~7. Appoint one or more outside experts to advise the school how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school’s continued inability to make AYP.~~

~~Year 5 – Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks and moves to Year 6. During the planning year, the Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status and invite parent input during the restructuring process, and receive technical assistance from the district and the NJDOE. The technical assistance design for a school being restructured emphasizes the following:~~



1. ~~The importance of improving instruction by using strategies grounded in scientifically-based research so that all children in the school achieve proficiency in the core academic subjects of language arts and mathematics.~~

2. ~~The importance of analyzing and applying data in decision making.~~

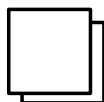
~~The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey practice and statutes:~~

1. ~~Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the *No Child Left Behind Act*.~~

2. ~~Re-open the school as a public charter school as defined by State statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).~~

3. ~~Replace all or most of the school staff, which may include the Principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).~~

~~Year 6—Restructuring 1: A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input and support during the implementation process, and receive technical assistance from the district and the NJDOE. Technical assistance is critical to help school staff remain focused on increasing pupil achievement while the school is adjusting to potentially radical changes in its administration and governance structures. A CAPA visit will occur at the school to determine the fidelity of implementation of the restructuring plans and to review the governance structure of the school.~~



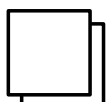
~~Year 7 (and over) — Restructuring 2 (and over): If the school has not made AYP for seven or more consecutive years, the NJDOE will meet with school and district administrators to continually review implementation of the restructuring plan/Title I Unified Plan. Benchmark meetings with NJDOE staff, the school, and the district will occur twice a year to assess and support implementation of the school improvement plan.~~

~~Removal from Early Warning/Improvement Status: To be removed from early warning or improvement status, the school must make AYP for two consecutive years in the content area that caused the school to go into status, providing the school makes AYP in the other content areas. The first year of making AYP is a “hold year” and the school does *not* progress to the next sanction level, but must continue to implement current interventions. If the school does not make AYP the year following “hold,” the school goes back into improvement status at the level prior to the hold year.~~

~~No Child Left Behind Act of 2001, §1111~~

Adopted: 7 December 2009

Revised: 9 May 2011



2415.02 TITLE I – FISCAL RESPONSIBILITIES

The Ridgewood Board of Education will comply with the requirements of the Elementary and Secondary Education Act (ESEA) of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act (ESSA) .

**Maintenance of Effort**

To be in compliance with the requirements of the ESEA as amended by the ESSA , the Ridgewood Board of Education will maintain either a combined fiscal effort per student or aggregate expenditures of State and local funds with respect to the provision of the free public education by the Local Education Agency (LEA) for the preceding fiscal year that is not less than ninety percent of the combined fiscal effort per student or the aggregate expenditures for the second preceding fiscal year.

**Comparability with Multiple Schools**

To be in compliance with the requirements of the ESEA as amended by the ESSA , the Ridgewood Board of Education directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools. The school district will ensure that State and local funds are used to provide comparable services for Title I and non-Title I schools.

**Comparability of Materials and Supplies**

To be in compliance with the requirements of the ESEA as amended by the ESSA , the Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

**Supplement, Not Supplant**

Grant funds provided under Federal programs, including the ESEA as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA as amended by the ESSA.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

Adopted: 7 December 2009

Revised:

2415.03 HIGHLY QUALIFIED TEACHERS

~~The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.~~

~~Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process.~~

~~The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.~~

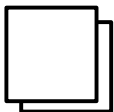
~~When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher's official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey's highly qualified teacher requirements. Out of State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.~~

~~All Title I schools must send out a Right to Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child's teacher. The letter should be sent by all Title I and non Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of pupils whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.~~

~~No Child Left Behind Act of 2001, §1119~~

~~Adopted: 7 December 2009~~

~~Revised: 22 February 2010~~



2415.05 STUDENT SURVEYS, ANALYSIS, AND/OR EVALUATIONS

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education.

**Consent**

PPRA requires written consent from parents of unemancipated minor students and students who are eighteen years old or emancipated minor students before such students are required to participate in a survey, analysis, or evaluation funded in whole or in part by a program of the United States Department of Education that concerns one or more of the following areas referred to as “protected information surveys”:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
9. Social security number.

This consent requirement also applies to the collection, disclosure or use of student information for marketing purposes, referred to as “marketing surveys”, and for certain physical examinations and screenings.

**“Opt a Student Out” Notice**

The parents of unemancipated minor students and students who are eighteen years old or emancipated minor students will be provided an opportunity to opt out of participating in:

1. The collection, disclosure, or use of personal information obtained from students for marketing, to sell, or otherwise distribute information to others;
2. The administration of any other “protected information survey” not funded in whole or in part by the United States Department of Education; and
3. Any non-emergency, invasive physical examination required as a condition of attendance, administered by the school district or its agents, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under State law.

### Inspection

The parents of unemancipated minor students and students who are eighteen years old or emancipated minor students, upon request and before administration or use, have the right to inspect:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Superintendent shall be responsible for obtaining the consent, annual direct notification to parents and eligible students at the start of each school year and after any substantive changes of the “opt a student out” rights, and the inspection rights provisions of PPRA and this Policy. The “opt a student out” notice shall include any specific or approximate dates of the activities eligible for a student to “opt out.”

### PPRA Consent/Opt Out Violations

Parents or students who believe their rights under PPRA may have been violated may file a complaint with United States Department of Education.

The Protection of Pupil Rights Amendment (PPRA)  
(20 U.S.C. §1232h; 34 CFR Part 98)

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

Adopted: 7 December 2009

Revised:

2415.20 EVERY STUDENT SUCCEEDS ACT COMPLAINTS

The Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). A Board of Education shall adopt a policy and written procedures for resolving a written complaint presented by an individual or organization that alleges violations in the administration of the ESSA programs as identified by the New Jersey Department of Education (NJDOE).

Policy and Regulation 2415.20 set forth the requirements for resolving complaints presented by any individual or organization that:

1. A school, school district, other agency authorized by the school district, or by the NJDOE violated the administration of education programs authorized by the ESEA as amended by the ESSA ; and/or
2. The NJDOE violated the administration of education programs required by the ESEA as amended by the ESSA .

Complaints regarding nonpublic school officials alleging school district noncompliance must pertain to at least one of the following three specific reasons:

1. The school district did not engage in consultation that was meaningful and timely;
2. The school district did not give due consideration to the views of the nonpublic school officials; or
3. The school district did not make a decision that treats the nonpublic school or its students equitable and in accordance with ESEA Section 1117 or Section 8501.

A complaint shall be written and must identify, at a minimum, the alleged ESEA violation; a description of previous steps taken to resolve the matter; the facts supporting the alleged violation as understood by the complainant at the time of submission; and any supporting documentation.

A complaint alleging a school in the district, school district, or other agency authorized by the school district, or the NJDOE violated the administration of a program must be submitted to the \_\_\_\_\_ (district administrator responsible for ESSA compliance). The \_\_\_\_\_ (district administrator responsible for ESSA compliance) shall be responsible to coordinate the investigation of the complaint. The \_\_\_\_\_ (district



administrator responsible for ESSA compliance) shall submit a written report regarding the outcome of the investigation to the complainant.

If the complainant is not satisfied with the outcome of the investigation by the school district, the complainant must submit a written complaint to the Executive County Superintendent for the county where the school district is located. This process does not apply to alleged violations concerning participation of nonpublic school children.

The Executive County Superintendent will coordinate the investigation of a complaint. When the investigation is complete, the Executive County Superintendent will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Executive County Superintendent will identify and impose the appropriate consequences or corrective action in accordance with statute and/or regulation to resolve the complaint. If the complainant is not satisfied with the determination that is made by the Executive County Superintendent, the complainant may submit a written request for review of that determination to the Assistant Commissioner.

A complaint alleging the NJDOE violated the administration of a program must be submitted to the designated New Jersey Department of Education Assistant Commissioner. The appropriate NJDOE Office assigned by the Assistant Commissioner will coordinate the investigation of a complaint. When the investigation is complete, the Assistant Commissioner will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Assistant Commissioner will identify and impose the appropriate consequences or corrective actions as required by statute and/or regulation to resolve the complaint. If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the Secretary of the United States Department of Education.

To initiate a complaint regarding participation of nonpublic school children, a complainant must submit a written complaint to the NJDOE Nonpublic Ombudsman in accordance with NJDOE procedures.

New Jersey Department of Education Elementary and Secondary Education Act (ESEA) Complaint Policy and Procedure

Adopted: 7 December 2009

Revised:

4125 EMPLOYMENT OF SUPPORT STAFF MEMBERS

The Board of Education believes it is vital to the successful operation of the district that support staff positions be filled with highly qualified and competent employees.

In accordance with the provisions of N.J.S.A. 18A:27-4.1, the Board shall appoint, transfer, remove, or renew a certificated or non-certificated officer or employee only upon the recommendation of the Superintendent of Schools 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. The Board shall approve the employment, fix the compensation, and establish the term of employment for every support staff member employed by this district.

The Board may employ substitutes and/or contract for substitutes for absent support staff members in order to ensure continuity in a program. The Board will annually approve a list of substitutes and rate of pay and/or the Board will approve a contract for a contracted service provider to provide substitute support staff members.

The Board of Education shall not employ for pay or contract for the paid services of any support staff member or any other person serving in a position which involves regular contact with students unless the Board has first determined consistent with the requirements and standards of N.J.S.A. 18A:6-7.1 et seq. that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.

An individual employed by the Board or a school bus contractor holding a contract with the Board, in the capacity of a school bus driver, shall be required to meet the criminal history record requirements as outlined in N.J.S.A. 18A:39-19.1.

The Board will employ paraprofessional school aides and/or classroom aides to assist in the supervision of student activities under the direction of a Principal, teacher, or other designated certified professional personnel. Aides will serve the needs of students by performing nonprofessional duties and may work only under the direct supervision of a teaching staff member(s).

In accordance with the requirements of , the Every Student Succeeds Act (ESSA), paraprofessionals hired after January 8, 2002, who work in a program supported with Title I, Part A funds, with certain exceptions, must meet one of the following criteria:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an associate's (or higher) degree; or
3. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Paraprofessional staff working in a Title I school, and whose salary is paid for in whole or in part with Title I funds, must meet one of the criteria listed above . The Superintendent or designee will ensure paraprofessionals working in a program supported with Title I funds meet the above stated requirements. An individual employed by the Board in any substitute capacity or position shall be required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1b.

An individual, except as provided in N.J.S.A. 18A:6-7.1g, shall be permanently disqualified from employment or service in the school district if the criminal history record check reveals a record of conviction for any crime or offense as defined in N.J.S.A. 18A:6-7.1 et seq.

The Board or contracted service provider may employ an applicant on an emergent basis for a period not to exceed three months, pending completion of a criminal history record check if the Board or contracted service provider demonstrates to the Commissioner of Education that special circumstances exist which justify the emergent employment as prescribed in N.J.S.A. 18A:6-7.1c. In the event the criminal history record check is not completed for an emergent hired employee within three months, the Board or contracted service provider may petition the Commissioner for an extension of time, not to exceed two months, in order to retain the employee.

No criminal history record check shall be performed unless the applicant shall have furnished written consent to such a check. The applicant shall bear the cost for the criminal history record check, including all costs for administering and processing the check. The district will deny employment to an applicant if the applicant is required and refuses to submit to a criminal history record check.

The Board of Education prohibits any relative of a Board member or the Superintendent of Schools from being employed in an office or position in the school district in accordance with the provisions of N.J.A.C. 6A:23A-6.2 and Board Policy 0142.1 – Nepotism.

A support staff member's misstatement of fact material to his/her qualifications for employment or the

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SUPPORT STAFF MEMBERS

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Employment of Support Staff Members

determination of his/her salary will be considered by the Board to constitute grounds for dismissal.

N.J.S.A. 18A:6-5; 18A:6-6; 18A:6-7.1; 18A:6-7.1b; 18A:6-7.1c; 18A:6-7.2; 18A:16-1 et seq.; 18A:26-1 et seq.; 18A:27-1 et seq.; 18A:27-4.1; 18A:27-7; 18A:27-8; 18A:39-19.1

Adopted: 9 December 2009

Revised: 23 June 2014

Revised:

6360 POLITICAL CONTRIBUTIONS

## Political Contribution Disclosure Requirements

In accordance with the requirements of Section 2 of P.L. 2005, Chapter 271 (N.J.S.A. 19:44A-20.26), the Board of Education shall have on file, to be maintained with other documents related to a contract, the following documents to award a contract to any business entity receiving a contract with an anticipated value in excess of \$17,500, regardless of the basis upon which the contract is awarded:

1. A Political Contribution Disclosure (PCD) form submitted by the business entity (at least ten days prior to award); and
2. A Business Registration Certificate (anytime prior to award).

“Business entity” means a for-profit entity that is a natural or legal person, business corporation, professional services corporation, limited liability company, partnership, limited partnership, business trust, association or any other legal commercial entity organized under the laws of New Jersey or any other State or foreign jurisdiction.

The \$17,500 contract amount is not related to the Board’s bid threshold and does not exempt the district from the requirements of the Public School Contracts Law or other applicable purchasing statutes.

The \$17,500 contract amount threshold is subject to the principle of aggregation rules in accordance with the Division of Local Government Services guidance. Unlike the Public School Contracts Law, aggregation thresholds for this Policy and Chapter 271 purposes shall be calculated at the vendor level – meaning, when a vendor receives more than \$17,500 in a school district’s fiscal year, a PCD form shall be required.

The disclosure provisions of N.J.S.A. 19:44A-20.26 do not apply in cases where there is a “public emergency” that requires the immediate delivery of goods or services.

Insurance companies and banks are prohibited under State law from making political contributions. However, because the PCD form reflects contributions made by partners, Boards of Directors, spouses, etc., PCD forms are required ten days prior to the approval of a depository designation resolution or insurance company contract awarded by the Board. A PCD form is also required when a contract in excess of \$17,500 is made to an insurance broker. A PCD form is required from the company receiving the contract, regardless of the entity issuing an insurance policy.

PCD forms are required for Board of Education contracts in excess of \$17,500 with a New Jersey Department of Education “Approved In-State Private School for the Disabled.” Chapter 271 also applies to in-State private special education schools, educational services under any Federally funded program, early childhood school providers – DHS approved, and other similar programs.

If the school district spends more than \$17,500 in a school year with a newspaper, the selection of the newspaper is subject to the provisions of Chapter 271.

PCD forms are not required for regulated public utility services, as the Board is required by the Board of Public Utilities to use a specific utility. This exception does not apply to non-regulated public utility services, such as generated energy (not tariffed), or long-distance telephone services where other procurement practices are used.

PCD forms are not required for membership to the New Jersey School Boards Association.

A non-profit organization having proper documentation from the Internal Revenue Service (IRS) showing it is registered with the IRS as a 501(c) type corporation is not required to file a PCD form.

A PCD form is not required for contracts with governmental agencies, including State colleges and universities.

If the original contract provided for the possibility of an extension(s), Chapter 271 compliance is not required if the extension/continuation is based on that original contract.

N.J.S.A. 19:44A-1 et seq.

N.J.A.C. 6A:23A-6.3

New Jersey Department of Community Affairs Local Finance Notices - 6/4/07 & 1/15/10

Adopted: 7 December 2009

Revised: 17 May 2010

Revised: 19 July 2010

Revised: 9 May 2011

Revised:

**8330 STUDENT RECORDS**

The Board of Education believes that information about individual students must be compiled and maintained in the interest of the student's educational welfare and advancement. The Board will strive to balance the student's right to privacy against the district's need to collect, retain, and use information about individual students and groups of students. The Board authorizes the establishment and maintenance of student files that include only those records mandated by law, rules of the State Board of Education, authorized administrative directive, and those records permitted by this Board.

The Superintendent shall prepare, present to the Board for approval, and distribute regulations that implement this Policy and conform to applicable State and Federal law and rules of the State Board of Education.

**General Considerations**

The Board shall compile and maintain student records and regulate access, disclosure, or communication of information contained in educational records in a manner that assures the security of such records in accordance with the provisions of N.J.A.C. 6A:32-7.1 et seq. Student records shall contain only such information as is relevant to the education of the student and is objectively based on the personal observations or knowledge of the certified school personnel who originate(s) the record. The school district shall provide annual, written notification to parents, adult students, and emancipated minors of their rights in regard to student records and student participation in educational, occupational, and military recruitment programs. Copies of the applicable State and Federal laws and local policies shall be made available upon request. The school district shall make every effort to notify parents and adult students in their dominant language.

A nonadult student may assert rights of access only through his or her parent(s). However, nothing in N.J.A.C. 6A:32-7 shall be construed to prohibit certified school personnel from disclosing at their discretion student records to non-adult students or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the student or other persons.

No liability shall be attached to any member, officer, or employee of the Board permitting access or furnishing student records in accordance with N.J.A.C. 6A:32-7.1 et seq.

**Student Information Directory**

A student information directory is a publication of the Board that includes information relating to a student as defined in N.J.A.C. 6A:32-2.1. This information includes: name; grade level; date and place of birth; dates of school attendance; major field of study; participation in officially recognized activities; weight and height relating to athletic team membership; degrees; awards; the most recent educational agency attended by the student; and other similar information. The student information directory shall be used only by authorized school district personnel and for designated official use by judicial, law enforcement, and medical personnel and not for general public consumption.

In the event the school district publishes a student information directory, the Superintendent or designee will provide a parent or adult student a ten-day period to submit to the Superintendent a written statement prohibiting the school district from including any or all types of information about the student in any student information directory before allowing access to such directory to educational, occupational, and military recruiters pursuant to N.J.S.A. 18A:36-19.1 and 20 U.S.C. §8528 - Armed Forces Recruiter Access to Students and Student Recruiting Information of the Elementary and Secondary Education Act (ESEA) of 1965 . In accordance with N.J.S.A. 18A:36-19.1, military recruiters will be provided the same access to a student information directory that is provided to educational and occupational recruiters.

#### School Contact Directory for Official Use

A school contact directory for official use is a compilation by the school district that includes the following information for each student: name; address; telephone number; date of birth; and school enrollment. The district shall compile and maintain a school contact directory for official use that is separate and distinct from the student information directory. The student contact directory may be provided for official use only to judicial and law enforcement personnel, and to medical personnel currently providing services to the student in question. To exclude any information from the school contact directory for official use the parent, adult student, or emancipated minor shall notify the Superintendent or designee in writing.

#### Mandated and Permitted Student Records

Mandated student records are those records school districts have been directed to compile by State statute, regulations, or authorized administrative directive in accordance with N.J.A.C. 6A:32-7.3.

Permitted student records are those student records not mandated pursuant to N.J.A.C. 6A:32-7.3, but authorized by the Board to promote the student's educational welfare. The Board shall authorize the permitted records to be collected by adopting Policy and Regulation 8330, which will list such permitted records.

#### Maintenance and Security of Student Records

The Superintendent or designee shall be responsible for the security of student records maintained in the school district. Policy and Regulation 8330 assure that access to such records is limited to authorized persons.

Records for each individual student may be stored electronically or in paper format. When student records are stored electronically, proper security and back-up procedures shall be administered.

Student health records, whether stored on paper or electronically, shall be maintained separately from other student records, until such time as graduation or termination, whereupon the health history and immunization record shall be removed from the student's health record and placed in the student's mandated record. Records shall be accessible during the hours in which the school program is in operation.



Any district internet website shall not disclose any personally identifiable information about a student without receiving prior written consent from the student's parent, in accordance with the provisions of N.J.S.A. 18A:36-35. Personally identifiable information means student names; student photos; student addresses; student e-mail addresses; student phone numbers; and locations and times of class trips.

#### Access to Student Records

Only authorized organizations, agencies, or persons as defined in N.J.A.C. 6A:32-7.5 shall have access to student records, including student health records. Access to student records shall be provided to persons authorized such access under N.J.A.C. 6A:32-7.1 et seq. within ten days of a request, but prior to any review or hearing conducted in accordance with N.J.A.C. 6A.

The district shall control access to, disclosure of, and communication regarding information contained in student health records to assure access only to people permitted by Federal and State statute and regulations in accordance with N.J.A.C. 6A:32-7.5.

The district may charge a reasonable fee for reproduction of student records, not to exceed the schedule of costs set forth in N.J.S.A. 47:1A-5, provided that the cost does not effectively prevent the parents or adult students from exercising their rights under N.J.A.C. 6A:32-7 or other Federal and State rules and regulations regarding students with disabilities, including N.J.A.C. 6A:14.

Access to and disclosure of a student's health record shall meet the requirements of the Family Education Rights and Privacy Act, 34 C.F.R. Part 99 (FERPA).

Only authorized organizations, agencies, or persons as defined in N.J.A.C. 6A:32-7.5 shall have access to student records, including student health records.

Nothing in N.J.A.C. 6A:32-7.1 et seq. or in Policy and Regulation 8330 shall be construed to prohibit school personnel from disclosing information contained in the student health record to students or adults in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the student or other persons.

In complying with N.J.A.C. 6A:32-7 – Student Records, individuals shall adhere to requirements pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act (OPRA) and 34 CFR Part 99, the Family Educational Rights and Privacy Act (FERPA).

#### Conditions for Access to Student Records

All authorized organizations, agencies, and persons defined in N.J.A.C. 6A:32-7.1 et seq. shall have access to the records of a student subject to conditions outlined in N.J.A.C. 6A:32-7.6(a).

#### Rights of Appeal for Parents and Adult Students

Student records are subject to challenge by parents and adult students on the grounds of inaccuracy, irrelevancy, impermissible disclosure, inclusion of improper information or denial of access to organizations, agencies, and persons in accordance with N.J.A.C. 6A:32-7.7(a).

To request a change in the record or to request a stay of disclosure pending final determination of the challenged procedure, the parent or adult student shall follow the procedures pursuant to N.J.A.C. 6A:32-7.7(b).

Appeals relating to student records for students with disabilities shall be processed in accordance with the requirements of N.J.A.C. 6A:32-7.7(b).

Regardless of the outcome of any appeal, a parent or adult student shall be permitted to place in the student record a statement commenting upon the information in the student record or setting forth any reasons for disagreement with the decision made in the appeal. Such statements shall be maintained as part of the student record as long as the contested portion of the record is maintained. If the contested portion of the record is disclosed to any party, the statement commenting upon the information shall also be disclosed to that party.

#### Retention and Disposal of Student Records

A student record is considered to be incomplete and not subject to the provisions of the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq., while the student is enrolled in the school district. The school district shall retain the student health record and the health history and immunization record according to the School District Records Retention Schedule, as determined by the New Jersey State Records Committee.

Student records of currently enrolled students, other than that described in N.J.A.C. 6A:32-7.8(e), may be disposed of after the information is no longer necessary to provide educational services to a student and in accordance with the provisions of N.J.A.C. 6A:32-7.8(b).

Upon graduation or permanent departure of a student from the school district, the parent or adult student shall be notified in writing that a copy of the entire student record will be provided to them upon request. Information in student records, other than that described in N.J.A.C. 6A:32-7.8(e), may be disposed of, but only in accordance with the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq. Such disposition shall be in accordance with the provisions of N.J.A.C. 6A:32-7.8(c)2.

No additions shall be made to the record after graduation or permanent departure without the prior written consent of the parent or adult student.

In accordance with N.J.A.C. 6A:32-7.8(e), the New Jersey public school district of last enrollment, graduation, or permanent departure of the student from the school district shall keep for 100 years a mandated record of a student's name, date of birth, name of parents, gender, health history and

immunization, standardized assessment results, grades, attendance, classes attended, grade level completed, year completed, and years of attendance

N.J.S.A. 18A:36-19; 18A:36-19.1; 18A:40-4; 18A:40-19

N.J.A.C. 6A:32-7.1; 6A:32-7.2; 6A:32-7.3; 6A:32-7.4; 6A:32-7.5;

6A:32-7.6; 6A:32-7.7; 6A:32-7.8

20 U.S.C. §8528

Adopted: 7 December 2009

Revised: 27 June 2011

Revised: 27 February 2017

Revised:

**9713 RECRUITMENT BY SPECIAL INTEREST GROUPS**

Representatives of bona fide educational institutions, occupational agencies, and the United States Armed Forces may recruit students on school premises by participation in assembly programs, career day activities, and the like and by distributing literature. Permission to recruit on school premises must be requested in writing thirty working days before the planned activity and must be approved in advance by the Superintendent or designee. The Superintendent or designee shall not favor one recruiter over another, but shall not approve an activity that, in the judgment of the Superintendent or designee, carries a substantial likelihood of disrupting the educational program of the school or school district.

Nothing in this Policy shall be construed as requiring the Board to approve or participate in an activity that appears to advance or inhibit any particular religious sect or religion generally.

N.J.S.A. 18A:36-19.1

Elementary and Secondary Education Act of 1965 – §8528

Adopted: 7 December 2009

Revised:

**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

FINANCES  
6620/page 1 of 2  
Petty Cash

**M**6620 PETTY CASH

The Board of Education authorizes the establishment of petty cash funds in accordance with this policy. The Board directs the implementation of appropriate controls to protect the funds from abuse.

The Board hereby establishes imprest petty cash funds in the care of the following persons and in the following amounts

Account	Amount	Maximum Disbursement	Custodian	Required Signatures
Districtwide	\$500	\$50	Assistant Business Administrator	School Business Administrator or Assistant Business Administrator
Hawes Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Orchard Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Ridge Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Travell Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Willard Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Benjamin Franklin Middle School	\$1,000	\$50	School Secretary	Principal or AP and Secretary
Ridgewood High School	\$1,000	\$50	School Secretary	Principal or AP and Secretary
Infant/Toddler	\$500	\$50	Special Services Secretary	Supervisor of Special Programs and Business Administrator
STEPPS 18-21 Program	\$1,000	\$50	Special Services Secretary	Special Programs Director or Supervisor and Secretary
Ridgewood High School RISE Program	\$500	\$50	School Secretary	Special Programs Director or Principal and Secretary
BFMS RISE/SAIL Program	\$500	\$50	School Secretary	Special Programs Director or Principal and Secretary

Petty cash funds may be disbursed only for the immediate payment of comparatively small expenditures and may not be used to circumvent the regular purchasing procedures of this district. Each request for petty cash funds must be in a written document that is signed by the person making the request; supporting documents, if any, will be affixed to the request.

The custodian of a petty cash fund shall submit to the Board Secretary a request for replenishment when the moneys available in the fund have declined to ten percent or less of the authorized amount of the fund. The Board Secretary shall prepare a voucher for approval by the Board. The voucher will include disbursement slips to support the amount of the replenishment and its allocation to any account.

The petty cash box must be secured daily. All petty cash funds will be closed out for audit at the end of the school year, and unused funds will be returned to the depository. The custodian of each fund will report to the Board on amounts disbursed from the fund not less than once each year.

N.J.S.A. 2C:21-15

N.J.S.A. 18A:19-13; 18A:23-2

N.J.A.C. 6A:23-2.9 et seq.

Adopted: 7 December 2009

Revised: 04 November 2019

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 written plans and procedures 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 supportive services for staff, students, and their families.

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 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 crisis, 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. 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.

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. 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 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:41-7**

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



**FIELD TRIPS FOR APPROVAL**

May 10, 2021

ONE DAY TRIPS								ATTACHMENT W	
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
5/11/21	RHS - Social Studies 12th Graders	Ed Center Ridgewood, NJ	17 Students	1	0	\$0	\$0	Yes	Yes
5/17/21	RHS - Social Studies 12th Graders	Train Station Ridgewood, NJ	17 Students	1	0	\$0	\$0	Yes	Yes
5/18/21	RHS - Social Studies 12th Graders	Van Neste Park Ridgewood, NJ	17 Students	1	0	\$0	\$0	Yes	Yes
5/18/21	BF - Guidance 8th Graders	Ridgewood HS Ridgewood, NJ	35 Students	3	0	\$0	\$0	Yes	Yes
5/20/21	RHS - Art 9-12th Graders	B.F. Middle School Ridgewood, NJ	16 Students	2	0	\$0	\$0	Yes	Yes
5/20/21	RHS - Social Studies 12th Graders	James Rose Center Ridgewood, NJ	17 Students	1	0	\$0	\$0	Yes	Yes
5/20/21	GW - Guidance 8th Graders	Ridgewood HS Ridgewood, NJ	40 Students	3	0	\$0	\$0	Yes	Yes
5/21/21	RHS - Art 9-12th Graders	B.F. Middle School Ridgewood, NJ	18 Students	2	0	\$0	\$0	Yes	Yes
6/4/21	RHS Senior Prom	Majesty Boat Hoboken, NJ	480 Students	19	0	\$0	\$0	Yes	Yes
6/11/21	Orchard 5th Graders	Graydon Pool Ridgewood, NJ	72 Students	6	0	\$0	\$0	Yes	Yes
6/16/21	Somerville 5th Graders	Graydon Pool Ridgewood, NJ	62 Students	7	0	\$0	\$0	Yes	Yes
6/17/21	Travell 5th Graders	Graydon Pool Ridgewood, NJ	75 Students	9	0	\$0	\$0	Yes	Yes

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
ABBATIello	DIANE	TEACH	GRADE 7 SCIENCE	GWMS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
ABRUNZO	GEORGIA	SUPPRT	DATA SYSTEMS ADMINISTRATOR	ED CENTER	1.00				119,332					119,332	122,196					122,196
ACOSTA	KATHLEEN	TEACH	LDT-C	WILLARD	1.00	5	5	MA+30	74,765				3,738	78,503	74,765				3,738	75,503
ACOSTA	SILVIA	TEACH	RESOURCE ROOM	HAWES	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
ADAY	DOUGLAS	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	12	12	MA+45	89,490		300		4,475	94,265	89,490		300		4,475	94,265
AGNELLO	KERI	TEACH	REACH 4PK TEACHER	GLEN	1.00	5	5	MA	71,215					71,215	71,215					71,215
ALBERGATE	ANTHONY	TEACH	ENGLISH	GWMS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
ALEXANDER	ELIANNE	TEACH	SPEECH LANGUAGE SPECIALIST	TRAVELL/RHS	1.00	5	5	MA	71,215					71,215	71,215					71,215
ALEXANDER	MARIE	SEC12	TRANSPORT COORD	ED CENTER	1.00	13	13	Sec 12 I	64,294			1,929		66,223	64,294			1,929		66,223
ALFUSO	LISA	TEACH	GUIDANCE	GWMS	1.00	2	2	MA	68,118				4,768	72,886	68,118				4,768	72,886
ALGOR	MONICA	SUPPRT	REGISTERED NURSE	GLEN	1.00				53,248					53,248	54,526					54,526
ALTOMARE	JACQUELYN	SEC12	ADMIN ASST TO ASST PRIN	RHS	1.00	3	3	Sec 12 II	49,314					49,314	49,314					49,314
AMES	LINDA	SEC10	ATTENDANCE	RHS	1.00	13	13	Sec 10 IV	48,745			975		49,720	48,745			975		49,720
AMOS	CASSANDRA	TEACH	ED SPECIALIST	WILLARD	1.00	7	7	MA	75,055		300			75,355	75,055		300			75,355
ANDERSON	CHRISTINE	TEACH	MATHEMATICS	RHS	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
APPEL	CHARLES	TEACH	SOCIAL STUDIES	RHS	1.00	12	12	MA	82,390					82,390	82,390					82,390
ARANA	ADA	TEACH	SPANISH	GWMS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
ARANEO	ANGELA	TEACH	SPEECH LANGUAGE SPECIALIST	GLEN	1.00	5	5	MA	71,215					71,215	71,215					71,215
ARDITO	JESSICA	TEACH	GRADE 2	RIDGE	1.00	16	16	MA	95,002					95,002	95,002					95,002
AROMANDO	KAREN	TEACH	ENGLISH	RHS	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
AZZOPARDI	DEIRDRE	TEACH	OT	GLEN/RIDGE	1.00	19	19	DR	121,012		300			121,312	121,012		300			121,312
BAILEY	DAVID	ADMN12	MS ASST. PRINC.	GWMS	1.00				128,000					128,000	131,072					131,072
BARBA	ALLISON	TEACH	SCHOOL PSYCHOLOGIST	GWMS	1.00	1	1	MA+30	71,168				3,558	74,726	71,168				3,558	74,726
BARBA	ASHLEY	TEACH	GRADE 3	RIDGE	1.00	5	5	BA	64,115					64,115	64,115					64,115
BARCLAY	LINDSEY	SEC11	CST/GUIDANCE SECRETARY	GWMS	1.00	4	4	Sec 11IV	42,592					42,592	42,592					42,592
BARKER	BARBARA	TEACH	SPANISH	RHS	1.00	18	18	MA	103,932					103,932	103,932					103,932
BARNETT	SHULA	TEACH	SPEECH	SOMERVILLE	0.80	18	18	MA+45	90,866		240			91,106	90,866		240			91,106
BATISTA	GISELLE	TEACH	SCHOOL PSYCHOLOGIST	RHS	1.00	6	6	MA+45	80,215		300		4,011	84,526	80,215		300		4,011	84,526
BERK	ASHLEY	TEACH	SPECIAL EDUCATION	BFMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
BERRY	JULIEANNA	TEACH	GRADE 5	HAWES	1.00	14	14	MA+45	95,435		300			95,735	95,435		300			95,735
BESSER	LAUREN	TEACH	SOCIAL STUDIES	RHS	1.00	2	2	BA	61,018					61,018	61,018					61,018
BETRUS	ROBERT	TEACH	GRADE 8 MATHEMATICS	GWMS	1.00	16	16	MA+30	100,502		300			100,802	100,502		300			100,802
BETSTADT	MOLLY	TEACH	RESOURCE ROOM	RIDGE	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
BIELICKY	KATHRYN	TEACH	GRADE 3	SOMERVILLE	1.00	9	9	MA	77,290		300			77,590	77,290		300			77,590
BISIG	SCOTT	CENTRL	SCHOOL BUSINESS ADMIN/BOARD SEC	ED CENTER	1.00				190,000					190,000	194,560					194,560
BLATT	NICOLE	TEACH	KINDERGARTEN	RIDGE	1.00	17	17	MA+30	104,172		300			104,472	104,172		300			104,472
BLINN	SUSAN	TEACH	SPECIAL EDUCATION	GWMS	1.00	17	17	BA	92,542			1,500		94,042	92,542			1,500		94,042
BLOIS	KEVIN	TEACH	GRADE 5	WILLARD	1.00	14	14	MA+45	95,435		300			95,735	95,435		300			95,735
BODART	KRISTEN	TEACH	KINDERGARTEN	HAWES	1.00	18	18	MA	103,932			1,600		105,532	103,932			1,600		105,532
BODIWALA	TULSI	TEACH	BIOLOGY	RHS	1.00	6	6	MA+30	76,665		300			76,965	76,665		300			76,965
BONFANTI	JILL	TEACH	GRADE 3	ORCHARD	1.00	18	18	BA+30	100,612			1,500		102,112	100,612			1,500		102,112
BOSHART	JASON	TEACH	GRADE 3	TRAVELL	1.00	11	11	MA	79,740					79,740	79,740					79,740
BOSTLER	MONICA	SEC11	ADMIN ASST TO PRIN-EL	WILLARD	1.00	13	13	Sec 11 II	57,222			1,717		58,939	57,222			1,717		58,939
BOURQUE	STEVEN	TEACH	GRADE ADVISOR	RHS	1.00	9	9	MA	77,290		300			77,590	77,290		300			77,590
BOVASSO	KENNETH	SUPPRT	PURCHASING COORD	ED CENTER	1.00				71,113					71,113	72,820					72,820
BRADY	KATHERINE	TEACH	SPEECH	ORC/GLEN	1.00	10	10	MA+30	80,840		300			81,140	80,840		300			81,140
BRAY	ARIANA	TEACH	BEHAVIORIST	DISTRICT	1.00	2	2	MA	68,118				3,406	71,524	68,118				3,406	71,524
BRAY	NATALIE	TEACH	FAMILY & CONSUMER SCIENCE	RHS	1.00	4	4	DR	80,266					80,266	80,266					80,266
BRIGGS	AMY	TEACH	GRADE 8 SPANISH	BFMS	1.00	17	17	BA	92,542			1,600		94,142	92,542			1,600		94,142
BROPHY	NANCY	TEACH	SPECIAL EDUCATION	BFMS	1.00	17	17	MA	98,802					98,802	98,802					98,802
BROWN	ANN	TEACH	LIBRARIAN/MEDIA SPEC	GWMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
BROWN	BRIAN	TEACH	MUSIC	GWMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
BRUNNER	ADAM	SUPPRT	DATA COORDINATOR	RHS	1.00				69,930					69,930	71,608					71,608
BRUNNER	DINA	TEACH	RESOURCE ROOM	WILLARD	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
BRUNNER	JULIANNE	SEC10	GENERAL SECRETARY-EL	RIDGE	1.00	8	8	Sec 10 IV	43,320					43,320	43,320					43,320
BUNZEY	CRAIG	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
BURGER	REBECCA	SEC10	GENERAL SECRETARY-EL	RIDGE/WILLD	1.00	6	6	Sec 10 IV	41,000					41,000	41,000					41,000
BURNETT	ALICE	TEACH	SOCIAL STUDIES	RHS	1.00	18	18	MA+30	110,262		300			110,562	110,262		300			110,562
BUZZARD	MIA	TEACH	ED SPECIALIST	SOMERVILLE	1.00	14	14	MA+30	92,905		300			93,205	92,905		300			93,205
CAHILL	WILLIAM	TEACH	ESL	ORC/RIDGE	1.00	17	17	MA	98,802					98,802	98,802					98,802
CALAMAN	KERRY	TEACH	GRADE 2	SOMERVILLE	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
CALANDRA	LAURA	TEACH	GRADE 1	SOMERVILLE	1.00	4	4	MA	69,616					69,616	69,616					69,616
CALIENDO	THERESE	SEC12	CST/GUIDANCE	BFMS	1.00	8	8	Sec 12 IV	51,484					51,484	51,484					51,484
CAMPBELL	BETH	TEACH	SPECIAL EDUCATION	BFMS	1.00	16	16	BA+30	92,662					92,662	92,662					92,662
CANNON	MARIA	TEACH	GRADE 6 ENGLISH	GWMS	1.00	17	17	BA	92,542			1,600		94,142	92,542			1,600		94,142
CARAFELLO	JULIET	TEACH	GRADE 2	WILLARD	1.00	6	6	BA	66,015					66,015	66,015					66,015
CAROLLO	ERIK	TEACH	ENGLISH	RHS	1.00	5	5	MA	71,215					71,215	71,215					71,215
CARR	LAUREN	TEACH	GRADE 3	SOMERVILLE	1.00	15	15	MA	91,565					91,565	91,565					91,565
CARRERA	AMY	TEACH	REACH 5TK	GLEN	1.00	17	17	MA	98,802					98,802	98,802					98,802
CARROLL	WENDY	TEACH	KINDERGARTEN	RIDGE	1.00	18	18	MA+30	110,262		300			110,562	110,262		300			110,562
CARUSO	DEBRA	TEACH	RESOURCE ROOM	HAWES	1.00	18	18	MA+30	110,262		300			110,562	110,262		300			110,562
CASATELLI	STACY	TEACH	SCIENCE	RHS	1.00	14	14	MA+45	95,435		300		5,726	101,461	95,435		300			95,735
CASEY	KIM	TEACH	RESOURCE ROOM	TRAVELL	1.00	18	18	MA	103,932					103,932	103,932					103,932
CATALANO	NANCI	TEACH	GRADE 1	RIDGE	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
CATANZARO	BECKY	TEACH	GRADE 1	HAWES	1.00	14	14	MA	88,335					88,335	88,335					88,335
CENTRELLI	ERICA	TEACH	GRADE 6 SCIENCE	BFMS	1.00	6	6	BA	66,015					66,015	66,015					66,015
CERBASI	JOYCE	TEACH	STAFF DEV	ED CENTER	1.00	18	18	MA+30	110,262		300		5,513	116,075	110,262		300		5,513	116,075
CHAKONIS	ASHLEY	SEC10	GUIDANCE SEC/CHILD STUDY TEAM SEC	RHS/SOMERVILLE	1.00		3	Sec 10 IV	38,012					38,012	38,012					38,012
CHAMESIAN	LINDA	TEACH	SOCIAL STUDIES	RHS	1.00	5	5	MA+30	74,765		300			75,065	74,765		300			75,065
CHAMPY	BRIANNA	TEACH	SPECIAL EDUCATION	GWMS	1.00	4	4	MA	69,616					69,616	69,616					69,616
CHANOD	MARGARET	TEACH	GRADE 1	WILLARD	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
CHEPLIC	MATTHEW	TEACH	ENGLISH	RHS	1.00	14	14	MA	88,335					88,335	88,335					88,335
CHIARAMONTE	MAUREEN	SEC12	SECY ATHLETIC DIR	RHS	1.00	8	8	Sec 12 II	55,684					55,684	55,684					55,684
CHICAS	CHRISTINA	TEACH	ART	ORC/WILLD	1.00	6	6	MA	73,115		300			73,415	73,115		300			73,415
CHRISTOPHER	SUSAN	SEC12	ADMIN ASST TO PRIN-MS	BFMS	1.00	13	13	Sec 12 II	62,194			3,110		65,304	62,194			3,110		65,304
CIGOLINI	LUCILLE	TEACH	GRADE 6 ENGLISH	BFMS	1.00	17	17	BA	92,542					92,542	92,542					92,542
CLARK	KELLY	TEACH	ART	BFMS/GWMS	0.40	17	17	BA	37,017					37,017	37,017					37,017
CLARKE	NOREEN	TEACH	SOCIAL STUDIES (ELECTIVE/BFBN)	BFMS	1.00	18	18	MA+30	110,262		300	1,600		112,162	110,262		300	1,600		112,162
CLARKE-ANDERSON	KATHLEEN	TEACH	ENGLISH (ELECTIVE)	BFMS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
COMMISSIONG	OLGA	TEACH	HEALTH	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
CONNELLY	MATTHEW	TEACH	GRADE 4	TRAVELL	1.00	16	16	MA	95,002					95,002	95,002					95,002
CONNOR	DANIELLE	TEACH	GRADE 5	WILLARD	1.00	13	13	BA	78,140					78,140	78,140					78,140
CONSOL	MARY	TEACH	PE/HEALTH	RHS	1.00	4	4	MA	69,616					69,616	69,616					69,616
CONTRERAS	COLLEEN	TEACH	SE COLL (ENG)	RHS	1.00	16	16	BA	87,902					87,902	87,902					87,902
COOK	KEITH	ADMN12	SUPV ATHLETICS	RHS	1.00				148,154					148,154	151,710					151,710
COPPOLA	MICHELE	TEACH	LIBRARIAN/MEDIA SPECIALIST	RIDGE	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
CORCORAN	ERIN	TEACH	GRADE 8 ENGLISH	BFMS	1.00	18	18	MA+30	110,262		300	1,500		112,062	110,262		300	1,500		112,062
CORLETT	SUSAN	TEACH	SPECIAL EDUCATION MATHEMATICS	BFMS	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
CORNACCHIA	VANESSA	TEACH	ENGLISH/BSI	RHS	1.00	16	16	MA	95,002					95,002	95,002					95,002
CORRELL	MOIRA	TEACH	NURSE/TEACHER	SOMERVILLE	1.00	17	17	BA	92,542					92,542	92,542					92,542
COUCH	ANDREW	TEACH	LATIN	GWMS	1.00	14	14	BA	81,235					81,235	81,235					81,235
CRAWFORD	RYAN	TEACH	ADAPTED PHYSICAL SAIL	BFMS	0.40	2	2	BA	24,407					24,407	24,407					24,407
CROCAMO	JANET	SEC12	MAIN OFFICE-LEAD SEC	RHS	1.00	5	5	Sec 12 III	49,529					49,529	49,529					49,529
CRONK	PAUL	TEACH	ART	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
CUELLAR	ANGELICA	TEACH	SPANISH	RHS	1.00	12	12	BA	75,290					75,290	75,290					75,290
CUNEO	TARA	TEACH	SPANISH	RHS	1.00	2	2	MA	68,118					68,118	68,118					68,118

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22	
CURCIO	JASON	TEACH	MUSIC	BFMS	1.00	18	18	MA	103,932					103,932	103,932					103,932	
CURRIER	ROBERT	TEACH	PHYSICAL EDUCATION	GWMS	1.00	18	18	MA	103,932			1,600		105,532	103,932					1,600	105,532
DABBY	MAXWELL	TEACH	MUSIC	BFMS/GWMS	1.00	2	2	BA	61,018					61,018	61,018						61,018
DAIDONE	BRITTANY	TEACH	SPECIAL EDUCATION	GWMS	1.00	8	8	MA+45	82,159		300			82,459	82,159		300				82,459
D'AMICO	ANNA	SEC12	GUIDANCE/REGISTRAR	RHS	1.00	10	10	Sec 12 IV	52,999					52,999	52,999						52,999
DANDREA	GABRIELLE	SUPPRT	ASSISTANT DATABASE SYSTEMS ADMINISTRATOR	ED CENTER	1.00				61,440					61,440	62,915						62,915
DASILVA	DANIEL	TEACH	ART	RHS	1.00	17	17	BA	91,542			1,500		93,042	91,542					1,500	93,042
DASTIS-BUCKLER	DARIEN	TEACH	GRADE 1	TRAVELL	1.00	16	16	BA+30	92,662					92,662	92,662						92,662
de VEGH	ANTONIA	TEACH	LATIN	BFMS/GWMS	0.80	13	13	MA+45	73,872					73,872	73,872						73,872
DeARAUJO	CHRISTIE	TEACH	MULTI-SENSORY READING	ED CENTER	1.00	12	12	MA+45	89,490				4,475	93,965	89,490					4,475	93,965
DEGROAT	LAURIE ANN	TEACH	MUSIC	GWMS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600			115,482
DEL ORBE-ANTHON	ANA	TEACH	GRADE 7 SPANISH	BFMS	1.00	11	11	MA	79,740					79,740	79,740						79,740
DELANEY	CYNTHIA	SUPPRT	CONF ADMIN ASST TO HR	ED CENTER	1.00				57,675					57,675	59,059						59,059
DELANEY	LYNNE	TEACH	GRADE 1	RIDGE	1.00	17	17	BA	92,542					92,542	92,542						92,542
DELIA	EILEEN	TEACH	ENGLISH	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300				113,882
DELIA	SUSAN	TEACH	ENGLISH	GWMS	1.00	17	17	DR	109,472		300			109,772	109,472		300				109,772
DEMBIN	ROSS	TEACH	GRADE 3	SOMERVILLE	1.00	2	2	MA	68,118					68,118	68,118						68,118
DEPINTO	LAUREN	TEACH	CRIS INTERVEN COUNS/DISTRICT COORDINATOR SCHOOL BASED MENTAL HEALTH SERVICES	BFMS/RHS	1.00	16	16	MA+45	102,612		300		12,314	115,226	102,612		300		12,314		115,226
DERIENZO	KRISTEN	TEACH	SPECIAL EDUCATION RISe ABA	GLEN	1.00	3	3	MA+30	72,168					72,168	72,168						72,168
DERISI	MICHAEL	TEACH	PHYSICAL EDUCATION	SOMERVILLE	1.00	7	7	MA+45	82,159		300			82,459	82,159		300				82,459
DEROCHE	ANDREW	SUPPRT	TECH/MEDIA TECH	HAWES/SOM/TRAV/GLEN	1.00				45,568					45,568	46,662						46,662
DESIMONE	ANGELO	SUPPRT	TREAS OF MONIES	ED CENTER	N/A				5,000					5,000	5,000						5,000
DETORA	CYNTHIA	TEACH	ENGLISH	RHS	1.00	10	10	MA	77,290		300			77,590	77,290		300				77,590
DEVANEY	EILEEN	TEACH	GRADE 1	WILLARD	1.00	18	18	MA+45	113,582		300			113,882	113,582		300				113,882
DIBRITA	CHRISTINE	TEACH	DANCE	RHS	0.50	1	1	MA	33,809					33,809	33,809						33,809
DIORIO	LINDA	TEACH	LIBRARIAN/MEDIA SPEC	WILLARD	1.00	18	18	BA+30	100,612					100,612	100,612						100,612
DISTEFANO	ALISSA	TEACH	SPECIAL EDUCATION (COLLAB)	GWMS	1.00	11	11	MA+45	86,840		300			87,140	86,840		300				87,140
DODD	REBECCA	TEACH	KINDERGARTEN	WILLARD	1.00	7	7	BA	67,955					67,955	67,955						67,955
DODD	STEPHANIE	TEACH	PE/HEALTH	GW/RIDGE/WILLD	1.00	6	6	BA	66,015					66,015	66,015						66,015
DOLBY	LUKE	TEACH	ENGLISH	RHS	1.00	5	5	MA+45	78,315					78,315	78,315						78,315
DOLFI	DAWN-LYN	TEACH	ED SPECIALIST	WILLARD	1.00	18	18	MA+30	110,262		300			110,562	110,262		300				110,562
DONNELLY	JAMES	TEACH	ENGLISH	RHS	1.00	14	14	MA+30	92,905		300			93,205	92,905		300				93,205
DONNELLY	TRECIA	TEACH	RESOURCE/SPECIAL EDUCATION	BFMS	1.00	18	18	MA	103,932					103,932	103,932						103,932
DONOVAN	SUZANNE	SUPPRT	SCHOOL NURSE/RN	RHS	1.00				55,054					55,054	56,375						56,375
DORIS	MICHELLE	TEACH	MATHEMATICS/BSI	RHS	1.00	16	16	MA+45	102,612		300			102,912	102,612		300				102,912
DRENNAN	ELIZABETH	TEACH	LIBRARIAN/MEDIA SPEC	SOMERVILLE	1.00	16	16	MA+45	102,612		300			102,912	102,612		300				102,912
DRISCOLL	SAMANTHA	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	7	7	MA	75,055		300			75,355	75,055		300				75,355
DROSKE	KATHRYN	TEACH	KINDERGARTEN	SOMERVILLE	1.00	13	13	MA	85,240					85,240	85,240						85,240
DURLING	DEREK	TEACH	GRADE 4	WILLARD	1.00	15	15	BA+30	88,695					88,695	88,695						88,695
EIDSCHUN	JILLIAN	TEACH	GUIDANCE COUNSELOR	RHS	1.00	4	4	MA+30	73,166				5,122	78,288	73,166					5,122	78,288
ELBAUM	GILA	TEACH	PSYCHOLOGIST	ORCH/RIDGE	0.95	18	18	MA+45	107,903		285		5,395	113,583	107,903		285		5,395		113,583
ELKINS	JANET	TEACH	ED SPECIALIST	TRAVELL	1.00	13	13	MA+30	89,520		300			89,820	89,520		300				89,820
ENMORE	JAESON	SUPPRT	ASSOC SYSTEM ADM	ED CENTER	1.00				87,063					87,063	89,153						89,153
ENRIGHT	SUSAN	TEACH	GRADE 2	HAWES	1.00	18	18	MA	103,932					103,932	103,932						103,932
ESCOBAR	ALEJANDRO	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	2	2	MA+30	71,668					71,668	71,668						71,668
ESPOSITO	ANNA LYNN	TEACH	GRADE 6 MATHEMATICS	BFMS	1.00	18	18	MA	103,932			1,600		105,532	103,932					1,600	105,532
FABISH	CASSANDRA	TEACH	RESOURCE ROOM	SOMERVILLE	1.00	15	15	MA	91,565					91,565	91,565						91,565
FABISH	CHRISTOPHER	TEACH	GUIDANCE	RHS	1.00	15	15	MA+30	95,185		300		6,663	102,148	95,185		300		6,663		102,148

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
FANOS	JACLYN	TEACH	RESOURCE ROOM	TRAV/WILLD	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
FARRAR	EVA	TEACH	SPECIAL EDUCATION (ENGLISH)	RHS	1.00	12	12	MA	82,390					82,390	82,390					82,390
FEDERICO	MILDRED	SEC12	LEAD SECY - C, I & A	ED CENTER	1.00	13	13	Sec 2 III	60,094					60,094	60,094					60,094
FEELEY	KEVIN	TEACH	CRIS INTERVEN COUNS	GWMS/RHS	1.00	18	18	MA+30	110,262		300		5,513	116,075	110,262		300		5,513	116,075
FEENEY	LYNNE	TEACH	SCIENCE	RHS	1.00	15	15	MA	91,565					91,565	91,565					91,565
FEIT	DEBORAH ANN	TEACH	GRADE 6 SCIENCE	GWMS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
FENWICK	MICHELLE	ADMN12	DIRECTOR SPECIAL PROGRAMS	DISTRICT	1.00				177,989	3,000				180,989	182,261	3,000				185,261
FERRARI KING	GABRIELLE	TEACH	GRADE 4	SOMERVILLE	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
FERRERI	MARK	ADMN12	SUPV WORLD LANG/SS	RHS	1.00				162,451			1,600		164,051	166,350			1,600		167,950
FERRERI	MARY	ADMN12	EL PRIN	ORCHARD	1.00				169,733					169,733	173,807					173,807
FERRERI	TODD	TEACH	SPECIAL EDUCATION (LLD)	BFMS	1.00	18	18	MA	103,932					103,932	103,932					103,932
FEUILLY	LAUREN	TEACH	GRADE 2	TRAVELL	1.00	11	11	MA	79,740					79,740	79,740					79,740
FINK	GARY	TEACH	MUSIC	RHS	0.30	3	3	BA+30	19,520					19,520	19,520					19,520
FINK	SUSAN	TEACH	SOCIAL WORKER	HAWES/TRAV	1.00	18	18	MA+30	110,262		300		5,513	116,075	110,262		300		5,513	116,075
FINUCANE	MELISSA	TEACH	ED SPECIALIST	TRAVELL	1.00	17	17	MA+30	104,172		300			104,472	104,172		300			104,472
FISCHER	KACEY	TEACH	GRADE 1	HAWES	1.00	8	8	BA	67,955					67,955	67,955					67,955
FISCHER	KATHERINE	TEACH	GRADE 5	ORCHARD	1.00	7	7	MA	75,055					75,055	75,055					75,055
FISCHETTI	ELIZABETH	TEACH	GRADE 4	SOMERVILLE	1.00	18	18	MA	103,932					103,932	103,932					103,932
FISHER	ISABELLE	TEACH	SCHOOL PSYCHOLOGIST	BFMS	1.00	1	1	MA+45	74,898				3,745	78,643	74,898				3,745	78,643
FLEMING	DAWN	TEACH	GRADE 5	TRAVELL	1.00	17	17	MA+30	104,172		300			104,472	104,172		300			104,472
FONTANA	ELISABETH	TEACH	ART	BFMS	1.00	3	3	MA	68,618					68,618	68,618					68,618
FORFA	JASON	SUPPRT	TECH/MEDIA TECH	GWMS	1.00				46,361					46,361	47,474					47,474
FOX	CHERYL	TEACH	KINDERGARTEN	HAWES	1.00	18	18	MA	103,932					103,932	103,932					103,932
FRIBERG	HONOR	SUPPRT	CORD GRANTS/TESTING	ED CENTER	1.00				68,608					68,608	70,255					70,255
FRIEL	DONALD	TEACH	GRADE 3	WILLARD	1.00	16	16	MA	95,002					95,002	95,002					95,002
FUNTSCHE	KAITLYN	TEACH	SPECIAL EDUCATION	GWMS	1.00	7	7	MA+45	82,159		300			82,459	82,159		300			82,459
GALANTI	MEGAN	TEACH	LDT-C	ORCHARD	1.00	14	14	DR	98,985		300		4,949	104,234	98,985		300		4,949	104,234
GALASSO	PATRICIA	TEACH	SPANISH	RHS	1.00	11	11	BA	72,640					72,640	72,640					72,640
GALEAZZA	LUCIA	TEACH	GRADE 2	RIDGE	1.00	17	17	BA	92,542					92,542	92,542					92,542
GARVIN	NATALIE	TEACH	SPECIAL EDUCATION	GWMS	1.00	6	6	MA	87,738		300		1,755	89,793	73,115		300		1,462	74,877
GATHRIGHT	DONNA	SUPPRT	CONF ADMIN ASST TO HR	ED CENTER	1.00				55,000					55,000	56,320					56,320
GATTONI	JESSICA	TEACH	MATHEMATICS	RHS	1.00	2	2	BA	61,018					61,018	61,018					61,018
GATTONI	REBECCA	TEACH	MATHEMATICS	RHS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
GELENIUS	MARIANN	TEACH	LDT-C	BFMS	1.00	18	18	MA+45	113,582		300		5,679	119,561	113,582		300		5,679	119,561
GELLMAN	JENNIFER	TEACH	REACH 4PK TEACHER	GLEN	1.00	15	15	BA	84,465					84,465	84,465					84,465
GERALD	JANE	TEACH	SOCIAL WORKER	SOM/WILLD	1.00	16	16	MA+30	100,502		300		5,025	105,827	100,502		300		5,025	105,827
GERARD	AMY	TEACH	SPECIAL EDUCATION K-2	WILLARD	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
GERONIMO	KRISTI	TEACH	MUSIC	RHS	1.00	13	13	MA	85,240					85,240	85,240					85,240
GERVOLINO	COLLEEN	TEACH	SCIENCE	RHS	1.00	16	16	BA+30	92,662					92,662	92,662					92,662
GIANNANTONIO	FRANK	TEACH	PE/HEALTH	RHS	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
GIANNETTI	COURTNEY	TEACH	GRADE 7 SCIENCE	GWMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
GIARDINA	ALYSSA	TEACH	GRADE 8 SCIENCE	BFMS	1.00	4	4	BA+30	66,066					66,066	66,066					66,066
GIARDINO	STACY	TEACH	BEHAVIOR THERAPIST	DISTRICT	1.00	18	18	MA+30	110,262		300		5,513	116,075	110,262		300		5,513	116,075
GIDICH	CASEY	TEACH	GRADE 4	RIDGE	1.00	11	11	BA+30	76,760					76,760	76,760					76,760
GIGANTE	STEFANIE	TEACH	LATIN	RHS	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
GIORDANO	NICOLE	TEACH	GRADE 8 SCIENCE	BFMS	1.00	3	3	BA	61,518					61,518	61,518					61,518
GIZZI	NICOLE	TEACH	RESOURCE ROOM	TRAVELL/WILLD	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
GOLDBERG	SARAH	TEACH	LDT-C	HAWES	1.00	2	2	MA	68,118				3,405	71,523	68,118				3,405	71,523
GORDON	JULIE	TEACH	SPECIAL EDUCATION (COLLAB - ENGLISH)	RHS	1.00	18	18	MA	103,932					103,932	103,932					103,932
GORMAN	BRANDI	TEACH	SPECIAL EDUCATION (LLD 3-5)	HAWES	1.00	11	11	MA	79,740					79,740	79,740					79,740
GORMAN	MICHELLE	TEACH	SPECIAL EDUCATION	RHS	1.00	3	3	MA	68,618					68,618	68,618					68,618
GORMAN	THOMAS	CENTRL	SUPERINTENDENT	ED CENTER	1.00				218,000					218,000	222,360					222,360
GOULD	ALEXANDRA	TEACH	GRADE 8 MATHEMATICS	GWMS	1.00	13	13	MA	85,240					85,240	85,240					85,240
GRABINSKI	LISA	TEACH	SCHOOL NURSE	TRAVELL	1.00	8	8	MA	75,055					75,055	75,055					75,055

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
GRASSO	LAURA	TEACH	PHYSICAL EDUCATION	GWMS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
GRAZIANO	NICOLE	TEACH	GRADE 5	TRAVELL	1.00	18	18	MA	103,932			1,600		105,532	103,932			1,600		105,532
GREGORY-FINK	DEBORAH	TEACH	MUSIC	HAWES	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
GRIFFEN	HAILEY	TEACH	KINDERGARTEN	ORCHARD	1.00	5	5	MA	71,215		300			71,515	71,215		300			71,515
GRIFFITH	ROSANNA	SEC10	ENGLISH/SOC ST-LEAD SEC	RHS	1.00	5	5	Sec 10 III	41,691					41,691	41,691					41,691
GROSS	STEVEN	TEACH	SPECIAL EDUCATION SCIENCE	RHS	1.00	5	5	MA+30	74,765					74,765	74,765					74,765
GRUDZIEN	JAIMEE	TEACH	SPECIAL EDUCATION (RISe)	GLEN	1.00	17	17	BA	92,542					92,542	92,542					92,542
GYULAY	JOSEPH	TEACH	MATHEMATICS	RHS	1.00	17	17	MA	98,802					98,802	98,802					98,802
HAAS	JEFFREY	TEACH	MUSIC	RHS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
HACKETT	LOREN	TEACH	GRADE 8 ENGLISH	BFMS	1.00	12	12	MA+45	89,490		300			89,790	89,490		300			89,790
HALTER	WESLEY	TEACH	GRADE 4	WILLARD	1.00	8	8	MA+30	78,605		300			78,905	78,605		300			78,905
HANDY	MARY LOUISE	TEACH	GRADE 6 SOCIAL STUDIES	GWMS	1.00	18	18	MA+45	113,582		300	1,500	6,815	122,197	113,582		300	1,500		115,382
HANS	PATRICIA	TEACH	ENGLISH	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
HARNEY	THOMAS	TEACH	GRADE 3	HAWES	1.00	11	11	MA	79,740					79,740	79,740					79,740
HEAD	EILEEN	TEACH	SPEECH	TRAVELL	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
HEGEWALD	PATRICIA	TEACH	LDT-C	RHS	1.00	18	18	MA+45	113,582		300		5,679	119,561	113,582		300		5,679	119,561
HEIDER	ERIN	TEACH	GRADE 4	ORCHARD	1.00	12	12	MA+45	89,490		300			89,790	89,490		300			89,790
HIGGINS	DANA	TEACH	ED SPECIALIST	RIDGE	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
HIGGINS	MOLLY	TEACH	GRADE 1	ORCHARD	1.00	6	6	MA+30	76,665		300			76,965	76,665		300			76,965
HIGGINS	PATRICIA	SEC10	GENERAL SECRETARY-EL	HAWES	1.00	13	13	Sec 10 IV	48,745			2,437		51,182	48,745			2,437		51,182
HOFFMAN	CAROLINE	ADMN12	EL PRIN	WILLARD	1.00				178,892			1,200		180,092	183,185			1,600		184,785
HOFFMANN	RICHARD	SUPPRT	ADMIN APPLICATION COORD	ED CENTER	1.00				92,793					92,793	95,020					95,020
HOLAND	LARRY	TEACH	ART/TV PROD	RHS	0.70	17	17	BA	64,779			1,500		66,279	64,779			1,500		66,279
HOOPERHYDE	MICHAEL	TEACH	SPECIAL EDUCATION (COLLAB - SCIENCE)	RHS	1.00	18	18	MA+30	110,262		300			110,562	110,262		300			110,562
HORTON	CHRISTINA	TEACH	SCHOOL NURSE	ORCHARD	1.00	2	2	BA	61,018					61,018	61,018					61,018
HOWELLS	LYNN	SUPPRT	K-12 TECH COORD	BFMS	1.00				97,017					97,017	99,345					99,345
HUBER	COURTNEY	TEACH	SPECIAL EDUCATION (STEPSS)	BFMS	1.00	1	1	MA	67,618					67,618	67,618					67,618
HUTCHISON	TARA	TEACH	MUSIC	WILLARD	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
IMBRUGLIA	LAUREN	TEACH	FRENCH	BFMS	1.00	16	16	BA+30	92,662					92,662	92,662					92,662
INGOGLIA	BRENDA	TEACH	MATHEMATICS	RHS	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
JAMES	KIMBERLY	SEC11	ADMIN ASST TO PRIN-EL	TRAVELL	1.00	4	4	Sec 11 II	46,442					46,442	46,442					46,442
JANOWSKI	ELIZABETH	TEACH	GRADE 1	SOMERVILLE	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
JAROSZ	KATHLEEN	TEACH	GRADE 2	RIDGE	1.00	13	13	BA+30	41,245					41,245	41,245					41,245
JASINSKI	DANIELLE	TEACH	KINDERGARTEN	ORCHARD	1.00	15	15	MA	91,565					91,565	91,565					91,565
JEREJIAN	LISBETH	TEACH	EDUCATION SPECIALIST	RIDGE/SOMERVILLE	1.00	18	18	BA+30	100,612			1,500	3,018	105,130	100,612			1,500	3,018	105,130
JOHN	CARLIN	TEACH	ENGLISH	RHS	1.00	4	4	BA	62,516					62,516	62,516					62,516
JONES	MICHELLE	TEACH	RESOURCE ROOM	ORCHARD	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
JOSEPH	ANDREA	TEACH	SCIENCE	RHS	1.00	18	18	MA	103,932					103,932	103,932					103,932
KABASH	VANESSA	TEACH	GRADE 8 ENGLISH	GWMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
KADUS	CHRISTOPHER	TEACH	GRADE 8 SOCIAL STUDIES	GWMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
KALEBIC	TAMARA	TEACH	SOCIAL STUDIES	RHS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
KAMENO	SUSAN	TEACH	PHYSICAL EDUCATION	HAWES	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
KAPLAN	NANCY	TEACH	GRADE 2	SOMERVILLE	1.00	12	12	MA	82,390					82,390	82,390					82,390
KAPLYSH	INGRI	TEACH	SPANISH	GWMS	1.00	4	4	BA	62,516					62,516	62,516					62,516
KARAN	ELIZABETH	TEACH	SCIENCE	RHS	1.00	19	19	DR	121,012		300			121,312	121,012		300			121,312
KARCH	ELISA	SEC12	ADMIN ASST TO PRIN-MS	BFMS	1.00	10	10	Sec 12 II	57,199			1,144		58,343	57,199			1,144		58,343
KARTEN	ELAINE	TEACH	ENGLISH	RHS	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
KASE	SEAN	TEACH	BUSINESS EDUCATION	RHS	1.00	13	13	MA	85,240					85,240	85,240					85,240
KASHMANIAN	KATHERINE	ADMN12	MS PRIN	GWMS	1.00				193,901	3,000				196,901	198,555	3,000				201,555
KAWASH	JUSTINE	TEACH	MUSIC	BFMS	1.00	14	14	BA	81,235					81,235	81,235					81,235
KAY	JAMES	TEACH	SCIENCE	RHS	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
KAY	PETER	TEACH	PE/HEALTH	RHS	1.00	5	5	BA	64,115					64,115	64,115					64,115
KAZMIERCZAK	JENNIFER	SEC10	ADMIN ASST TO ASST PRIN -HS	RHS	1.00	6	6	Sec 10 II	44,500					44,500	44,500					44,500
KEARNS	CHRISTOPHER	TEACH	GRADE 1	WILLARD	1.00	18	18	BA+30	100,612					100,612	100,612					100,612
KELLY	JOAN	TEACH	RESOURCE ROOM	TRAVELL	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
KEPPEL	KATHERINE	TEACH	SPECIAL EDUCATION (LLD)	GWMS	1.00	8	8	MA+45	82,159		300			82,459	82,159		300			82,459
KHALOYAN	SHIVA	TEACH	ED SPECIALIST	SOMERVILLE	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
KIELY	MICHELE	TEACH	ED SPECIALIST	RIDGE	1.00	14	14	BA+30	85,585					85,585	85,585					85,585
KIERNAN	MEREDITH	TEACH	GRADE 5	SOMERVILLE	1.00	13	13	MA+30	89,520		300			89,820	89,520		300			89,820
KILCULLEN	MICHAEL	TEACH	TRANSITION COORDINATOR	RHS	1.00	10	10	MA	77,290					77,290	77,290					77,290
KILDAY	DANIEL	ADMN12	SUPERVISOR OF WELLNESS	RHS	1.00				141,264					141,264	144,654					144,654
KILLBY	KATE	TEACH	SCHOOL PSYCHOLOGIST	SOM/WILLD	1.00	9	9	DR	87,940				4,397	92,337	87,940				4,397	92,337
KIM	LINDA	TEACH	GRADE 8 SOCIAL STUDIES	BFMS	1.00	15	15	BA	84,465					84,465	84,465					84,465
KIMBELL	TRACEE	TEACH	GRADE 3	RIDGE	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
KING	JANELLE	TEACH	MUSIC	GWMS	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
KIRTANE	MEDHA	TEACH	SOCIAL STUDIES	RHS	1.00	14	14	MA+45	95,435		300			95,735	95,435		300			95,735
KLEIN-HELLMAN	LAUREN	TEACH	GUIDANCE	RHS	1.00	14	14	MA	88,335				6,183	94,518	88,335				6,183	94,518
KLION	DANIELLE	TEACH	SPECIAL EDUCATION	BFMS	1.00	6	6	BA+30	69,565					69,565	69,565					69,565
KNEIS	DANA	TEACH	GUIDANCE	RHS	1.00	2	2	MA	68,118				4,768	72,886	68,118				4,768	72,886
KNOTT	RONALD	TEACH	PE/HEALTH	RHS	1.00	18	18	MA+30	110,262		300	1,600		112,162	110,262		300	1,600		112,162
KOROPCHAK	SABRINA	TEACH	GRADE 1	SOMERVILLE	1.00	1	1	BA	60,518					60,518	60,518					60,518
KOTT	GREGGORY	TEACH	SCIENCE	RHS	1.00	18	18	BA+30	100,612					100,612	100,612					100,612
KOWALCZYK	PATRICIA	SEC12	ADMIN ASST SPEC PRO (TECH ASST)	ED CENTER	1.00	13	13	Sec 12 II	62,194			1,866		64,060	62,194			1,866		64,060
KRASINSKI	KRISTEN	TEACH	GRADE 7 SOCIAL STUDIES	BFMS	1.00	8	8	MA+45	82,159		300			82,459	82,159		300			82,459
KREISMER	DREW	TEACH	MUSIC	ORC/WILLD	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
KROKUS	ROBERT	TEACH	ART	WILLARD	1.00	17	17	BA	92,542					92,542	92,542					92,542
KRSNAK	KATE	TEACH	GRADE 6 SCIENCE	BFMS	1.00	4	4	BA	62,516					62,516	62,516					62,516
KUBO	TOMOHIRO	SUPPRT	TECH/MEDIA TECH	BFMS	1.00				49,575					49,575	50,765					50,765
KUNZLE	SANDRA	TEACH	SCIENCE	RHS	1.00	18	18	MA	103,932			1,600	7,275	112,807	103,932			1,600	7,275	112,807
LABARR	MAUREEN	TEACH	LIBRARIAN/MEDIA SPEC	ORCHARD	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
LABENDA	CHARLENE	SUPPRT	PUBLIC INFO OFFICER AND SPECIAL PROJECTS	ED CENTER	1.00				82,944					82,944	84,935					84,935
LABOWSKY	HSUAN	TEACH	SCIENCE	RHS	1.00	17	17	DR	109,472		300			109,772	109,472		300			109,772
LAFEMINA	FRED	TEACH	SOCIAL STUDIES	RHS	1.00	7	7	MA+30	78,605		300			78,905	78,605		300			78,905
LAURO	LIVIA	TEACH	PHYSICAL EDUCATION	TRAVELL/GLEN	1.00	14	14	MA	88,335					88,335	88,335					88,335
LEBLANCQ	MARY	TEACH	GRADE 4	RIDGE	1.00	5	5	BA	64,115					64,115	64,115					64,115
LEE	BRIAN	TEACH	ENGLISH	RHS	1.00	18	18	MA	103,932					103,932	103,932					103,932
LEE	CHRISTINE	TEACH	CHINESE	RHS	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
LEONARD	MARK	TEACH	SPECIAL EDUCATION (COLLAB)	BFMS	1.00	10	10	BA	70,190					70,190	70,190					70,190
LETAVISH	KELLY	TEACH	REACH 4PK TEACHER	GLEN	1.00	17	17	BA+30	95,512					95,512	95,512					95,512
LITVAK	ROMAN	TEACH	MATHEMATICS	BFMS/GWMS	1.00	18	18	BA+30	100,612					100,612	100,612					100,612
LOHR	SARAH	TEACH	KINDERGARTEN	WILLARD	1.00	16	16	MA+30	100,502		300			100,802	100,502		300			100,802
LORA	CINDY	TEACH	BEHAVIORIST ANALYST (K-12)/BEHAVIOR ANALYST/COORDINATOR	DISTRICT/ED CENTER	1.00	12	12	MA	82,390				9,887	92,277	82,390				9,887	92,277
LOWICKI	BONNIE	TEACH	NURSE/TEACHER	WILLARD	1.00	13	13	MA+30	89,520		300			89,820	89,520		300			89,820
LUCCHESI	MICHAEL	TEACH	PHYSICAL EDUCATION	WILLARD	1.00	18	18	MA	103,932					103,932	103,932					103,932
LUCKENBILL	JOHN	TEACH	MUSIC	RHS	1.00	9	9	MA	77,290		300			77,590	77,290		300			77,590
LUO	MILES	TEACH	BIOLOGY	RHS	1.00	3	3	MA	68,618					68,618	68,618					68,618
LUPIA	SCOTT	TEACH	GRADE 4	SOMERVILLE	1.00	18	18	MA+30	110,262		300	1,500		112,062	110,262		300	1,500		112,062
LUTS	DANIEL	TEACH	ENGLISH	GWMS	1.00	5	5	MA	71,215		300			71,515	71,215		300			71,515
LYLE	ROSHANAK	TEACH	GRADE 3	WILLARD	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
LYNAUGH	SEAN	TEACH	SOCIAL STUDIES	RHS	1.00	13	13	BA+30	82,490					82,490	82,490					82,490
LYONS	KELLY	TEACH	SPECIAL EDUCATION 3-5	WILLARD	1.00	8	8	MA	75,055		300			75,355	75,055		300			75,355
MACOLINO	NADINE	SEC10	SECRETARY	GLEN	1.00	6	6	Sec 10 IV	41,000					41,000	41,000					41,000
MACRI	ELIZABETH	TEACH	RESOURCE ROOM	RIDGE	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
MAGER	ELYSE	TEACH	RiSe 4-5	RIDGE	1.00	9	9	MA	77,290		300			77,590	77,290		300			77,590
MAHLER	ALLISON	TEACH	KINDERGARTEN	TRAVELL	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
MAHLER	CRAIG	TEACH	PE/HEALTH	BFMS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
MAHONEY	MARISA	TEACH	GRADE 7 GUIDANCE	BFMS	1.00	11	11	MA+45	86,840		300		6,079	93,219	86,840		300		6,079	93,219
MAIN	LAURIE	TEACH	LDT-C	RIDGE	1.00	13	13	MA+45	92,340		300		4,617	97,257	92,340		300		4,617	97,257

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
MAKSIMOV	MELISSA	TEACH	ENGLISH	RHS	1.00	17	17	MA+30	104,172		300			104,472	104,172		300			104,472
MANERI	JESSICA	TEACH	SCHOOL PSYCHOLOGIST	HAWES/TRAVELL	1.00	2	2	MA+30	71,668				3,583	75,251	71,668				3,583	75,251
MANKE	COLLEEN	TEACH	NURSE/TEACHER	RIDGE	1.00	18	18	MA	103,932				7,275	111,207	103,932				7,275	111,207
MANKE	JENNIFER	TEACH	ART	GWMS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
MANNION	ERIN	SEC10	GENERAL SECRETARY-EL	SOMERVILLE	1.00	3	3	Sec 10 IV	38,012					38,012	38,012					38,012
MARCHIONI	ALICEN	TEACH	GRADE 5	SOMERVILLE	1.00	7	7	MA	75,055		300			75,355	75,055		300			75,355
MARGE	GEORGE	TEACH	SPEECH	WILLARD	1.00	18	18	MA+30	110,262		300	1,500		112,062	110,262		300	1,500		112,062
MARMO	JILL	TEACH	GRADE 4	RIDGE	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
MARTELL	MARISA	TEACH	PT	GLEN/WILLD/RIDGE	1.00	19	19	DR	121,012		300			121,312	121,012		300			121,312
MARTIN	ALLAN	SUPPRT	MANGER CUSTODIAL/MAINTENACE	ED CENTER	1.00				110,100					110,100	112,742					112,742
MARZLOFF	SCOTT	TEACH	PHYSICS	RHS	1.00	15	15	MA	91,565					91,565	91,565					91,565
MARZOCCHI	JAIME	TEACH	PE/HEALTH	BFMS	1.00	6	6	MA+30	76,665		300			76,965	76,665		300			76,965
MASSOUD	ERIN	TEACH	GRADE 7 ENGLISH	GWMS	1.00	6	6	MA	73,115		300			73,415	73,115		300			73,415
MAURER	LISA	SEC12	ADMIN ASST TO PRIN-MS	GWMS	1.00	8	8	Sec 12 II	55,684					55,684	55,684					55,684
MAXWELL	ATHENA	TEACH	ART	RHS	1.00	10	10	MA+30	80,840		300			81,140	80,840		300			81,140
MCALOON	STEPHANIE	TEACH	SOCIAL WORKER	RIDGE/ORCH	1.00	6	6	MA	73,115		300		3,656	77,071	73,115		300		3,656	77,071
MCCANN	MARISA	TEACH	GRADE 6 ENGLISH	BFMS	1.00	2	2	MA	68,118					68,118	68,118					68,118
MCCANN	MEREDITH	TEACH	GRADE 8 MATHEMATICS	BFMS	1.00	6	6	MA+45	80,215		300			80,515	80,215		300			80,515
MCCOY	LYDIA	TEACH	GRADE 4	WILLARD	1.00	18	18	BA+30	100,612			1,600		102,212	100,612			1,600		102,212
MCCULLOUGH	AMANDA	TEACH	MATHEMATICS	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
MCCULLOUGH	CHRISTOPHER	ADMN12	SUPV FINE/APPL ARTS	RHS	1.00				167,552			1,200		168,752	171,573			1,600		173,173
MCDERMOTT	MEGHAN	TEACH	GRADE 5	RIDGE	1.00	13	13	MA+45	92,340		300	1,500		94,140	92,340		300	1,500		94,140
MCDERMOTT	MICHAEL	TEACH	HEALTH/PE	RHS	1.00	1	1	MA	67,618					67,618	67,618					67,618
MCDONALD	GREGORY	ADMN12	SUPV. MATH/CS	RHS	1.00				180,665			1,200		181,865	185,001			1,200		186,201
McGOVERN	CHRISTINE	TEACH	GUIDANCE	RHS	1.00	10	10	MA+30	80,840				5,659	86,499	80,840				5,659	86,499
McGUIRE	ERIN	TEACH	BEHAVIORIST	DISTRICT	1.00	2	2	MA	68,118				3,406	71,524	68,118				3,406	71,524
MCKINNON	EVELYN	TEACH	GRADE 6 SOCIAL STUDIES	GWMS	1.00	14	14	MA	88,335					88,335	88,335					88,335
MCNAMEE	RICHARD	TEACH	MATHEMATICS	RHS	1.00	19	19	DR	121,012		300			121,312	121,012		300			121,312
MEAD	ROSANNE	SEC10	GENERAL SECRETARY-EL	TRAVELL	1.00	13	13	Sec 10 IV	48,745			1,462		50,207	48,745			1,462		50,207
MEANY	JUDITH	TEACH	KINDERGARTEN	ORCHARD	1.00	6	6	BA+30	69,565					69,565	69,565					69,565
MELE	LAUREN	TEACH	MATHEMATICS	RHS	1.00	11	11	MA+45	86,840		300			87,140	86,840		300			87,140
MELLOZZO	KAREN	TEACH	SOCIAL WORKER	RHS	1.00	18	18	MA+45	113,582		300		5,679	119,561	113,582		300		5,679	119,561
MENDE	ALLISON	TEACH	PE/HEALTH	RHS	1.00	4	4	BA	62,516					62,516	62,516					62,516
MENDEZ	KAREN	TEACH	BUSINESS EDUCATION	RHS	1.00	13	13	MA+45	92,340		300			92,640	92,340		300			92,640
MENZIES	LAUREN	TEACH	SPECIAL EDUCATION ENGLISH	BFMS	1.00	17	17	MA	98,802					98,802	98,802					98,802
MERHIGE-PETRICK	DONNA	TEACH	RESOURCE ROOM	SOMERVILLE	1.00	7	7	MA+30	78,605		300			78,905	78,605		300			78,905
MICHEL	JAMES	SUPPRT	TECH/MEDIA TECH	RHS	1.00				49,575					49,575	50,765					50,765
MINICHINI	GINA	TEACH	MATHEMATICS	RHS	1.00	2	2	MA	68,118					68,118	68,118					68,118
MIRKOVICH	JESSICA	TEACH	MATHEMATICS	RHS	1.00	6	6	MA+45	80,215		300			80,515	80,215		300			80,515
MITCHELL	CHRISTOPHER	TEACH	SCIENCE	RHS	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
MITCHELL	LINDSAY	TEACH	GRADE 5	RIDGE	1.00	12	12	MA+45	89,490		300			89,790	89,490		300			89,790
MITCHELL	MICHAEL	TEACH	GRADE 7 SOCIAL STUDIES	BFMS	1.00	8	8	MA+45	82,159		300			82,459	82,159		300			82,459
MITOLA	CANDACE	TEACH	PE/HEALTH	RHS	1.00	2	2	BA	61,018					61,018	61,018					61,018
MIXON	KARLA	TEACH	GRADE 7 SCIENCE	BFMS	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
MONAHAN	TIMOTHY	TEACH	SOCIAL STUDIES	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
MONNERAT	MARIA	SEC11	ADMIN ASST TO PRIN-EL	HAWES	1.00	8	8	Sec 11 II	51,255					51,255	51,255					51,255
MORAN	KATHLEEN	SEC11	ADMIM ASST TO PRIN-EL	ORCHARD	1.00	2	2	Sec 11 II	44,457					44,457	44,457					44,457
MORGAN	MAUREEN	TEACH	NURSE	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
MORHUN	SERHIY	SUPPRT	MGR IT	ED CENTER	1.00				146,653					146,653	150,173					150,173
MORRIS	KAREN	TEACH	OT	BFMS/GWMS/RHS	1.00	14	14	DR	98,985		300			99,285	98,985		300			99,285
MORRIS	LORI	TEACH	GRADE 6 SOCIAL STUDIES	BFMS	1.00	9	9	BA	70,190					70,190	70,190					70,190
MOSS-KELLER	CORRINA	TEACH	MEDIA SPECIALIST	RHS	1.00	8	8	MA+30	78,605					78,605	78,605					78,605
MOYER	PAMELA	SEC12	ADMIN ASST SPEC PRO (TECH ASST)	ED CENTER	1.00	5	5	Sec 12 II	51,629					51,629	51,629					51,629
MOYNIHAN	MARYJANE	SEC12	BENEFITS COORD	ED CENTER	1.00	13	13	Sec 12 I	64,294			1,929		66,223	64,294			1,929		66,223
MULLIN	MICHAEL	TEACH	GUIDANCE	GWMS	1.00	18	18	MA+30	110,262		300		7,718	119,880	110,262		300	1,600	7,718	119,880



Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
MURO	DANIEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	18	MA	103,932					103,932	103,932					103,932
MURPHY	LAURA	TEACH	OT	HAWES/SOMERVILLE	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
MURTHA	TIMOTHY	TEACH	BUSINESS EDUCATION	RHS	1.00	3	3	BA+30	65,068					65,068	65,068					65,068
MUSSO	CAITLIN	TEACH	SOCIAL STUDIES	RHS	1.00	7	7	MA+45	82,159		300			82,459	82,159		300			82,459
NADI	PAOLA	TEACH	GRADE 7 ENGLISH	BFMS	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
NAGY	ZSUZSANNA	TEACH	ESL	TRAV/SOM	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
NAST	JEANETTE	TEACH	LDT-C	SOMERVILLE	1.00	18	18	MA	103,932			1,500	5,197	110,629	103,932			1,500	5,197	110,629
NEBBIA	CHARLES	TEACH	GRADE 5	HAWES	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
NESE	JANEL	ADMN12	SUPV SPEC ED	ED CENTER	1.00				151,309					151,309	154,940					154,940
NEVILLE	BEN	TEACH	GRADE 7 SOCIAL STUDIES	GWMS	1.00	2	2	MA	68,118					68,118	68,118					68,118
NEVINS	LAUREN	TEACH	GRADE 3	TRAVELL	1.00	7	7	MA+30	78,605		300			78,905	78,605		300			78,905
NEYLAND	MARIA	TEACH	KINDERGARTEN	WILLARD	1.00	4	4	MA	69,616					69,616	69,616					69,616
NICHOLAIDES	NIKITAS	TEACH	ATHLETIC TRAINER	RHS	1.00	18	18	MA	103,932					103,932	103,932					103,932
NICHOLAS	KRISTEN	TEACH	PRESCHOOL DISABILITIES TEACHER	GLEN	1.00	1	1	MA	67,618					67,618	67,618					67,618
NIZZA	AMBER	TEACH	GRADE 7 ENGLISH	BFMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
NOLAN	AMY	TEACH	ESL	RHS	1.00	13	13	MA+30	89,520		300			89,820	89,520		300			89,820
NOLD	SUSAN	ADMN12	SUPV ENG/MEDIA	RHS	1.00				144,732					144,732	148,206					148,206
NOVAK	NICOLE	TEACH	SOCIAL STUDIES	RHS	1.00	14	14	MA+45	95,435		300			95,735	95,435		300			95,735
NUZZO	LAURA	SEC10	MEDIA SECRETARY	RHS	1.00	3	3	SEC 10 IV	38,012					38,012	38,012					38,012
NYHUIS	JEFFREY	ADMN12	HS PRIN SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00				171,892			1,600		173,492	183,400			1,600		185,000
NYHUIS	PHILIP	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	9	9	MA+30	80,840		300			81,140	80,840		300			81,140
OATES-SANTOS	LORNA JANE	ADMN12	EL PRIN	SOMERVILLE	1.00				187,358	3,000				190,358	191,855	3,000				194,855
O'BRIEN	SHERYL	TEACH	SPEECH	GLEN	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
O'HERLIHY	CHRISTOPHER	TEACH	GRADE 4	TRAVELL	1.00	6	6	MA	73,115		300			73,415	73,115		300			73,415
OJEA	CHRISTAL	TEACH	SPANISH	RHS	1.00	8	8	BA	67,955					67,955	67,955					67,955
ONEILL	JEAN-ANNE	ADMN12	SUPRV. ELEM ED	ED CENTER	1.00				155,254					155,254	158,980					158,980
ONG	JEROME	TEACH	GRADE 5	WILLARD	1.00	13	13	MA+45	92,340		300			92,640	92,340		300			92,640
ORDINI	JASON	TEACH	ENGLISH (ELECTIVE)	BFMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
ORSINI	ANTHONY	ADMN12	MS PRIN	BFMS	1.00				197,401			1,200		198,601	202,139			1,200		203,339
ORTEGA	CELINETT	SEC12	ADMIN ASST TO PRINCIPAL-HS	RHS	1.00	8	8	Sec 12 II	55,684					55,684	55,684					55,684
QSENBRUCK	JENNIFER	TEACH	SPECIAL EDUCATION (RED)	GLEN	1.00	9	9	BA+30	74,000					74,000	74,000					74,000
OTTERSTEDT	JOHN	TEACH	GRADE 3	HAWES	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
OZAYDIN	MEAGHAN	TEACH	GRADE 8 ENGLISH	GWMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
PADYKULA	WENDY	TEACH	SPEECH	BFMS/GWMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
PALMER	MEAGHAN	TEACH	GRADE 8 SCIENCE	GWMS	1.00	14	14	MA+45	95,435		300			95,735	95,435		300			95,735
PALUMBO	HELENE	TEACH	FRENCH	RHS	1.00	11	11	MA	79,740					79,740	79,740					79,740
PAPAMICHAEL	LUCY	SUPPRT	EX CONF ADMIN ASST TO SUPT AND ASSISTANT BOARD SECRETARY	ED CENTER	1.00				75,626					75,626	77,441					77,441
PARIGI	JANE	SEC10	GENERAL SECRETARY-EL	WILLARD	1.00	11	11	Sec 10 IV	45,908					45,908	45,908					45,908
PARKS	RUTH	TEACH	GERMAN	RHS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
PARRASCH	KELSEY	TEACH	GRADE 4	WILLARD	1.00	2	2	MA	68,118					68,118	68,118					68,118
PAULEY	SUSAN	SEC11	ADMIN ASST TO PRIN-EL	SOMERVILLE	1.00	11	11	Sec 11 II	54,101			1,082		55,183	54,101			1,082		55,183
PECORELLI	ANNMARIE	TEACH	MUSIC	RIDGE	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
PEDERSEN	DONNA	TEACH	GRADE 1	RIDGE	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
PEPE	MICHAEL	TEACH	GRADE 7 MATHEMATICS	GWMS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
PERVIZI	ALIM	SUPPRT	WAN MGR.	ED CENTER	1.00				119,413					119,413	122,279					122,279
PETITT	CAROL	TEACH	GRADE 6 MATHEMATICS	GWMS	1.00	18	18	BA+30	100,612					100,612	100,612					100,612
PFEIFFER	COURTNEY	TEACH	GRADE 6 MATHEMATICS	BFMS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
PFEIFFER	DAVID	TEACH	GUIDANCE	TRAVELL/WILLD	1.00	18	18	MA+45	113,582		300		7,951	121,833	113,582		300		7,951	121,833
PHELAN-HEBDITCH	ALICE	TEACH	GRADE 2	WILLARD	1.00	17	17	BA	92,542			1,600		94,142	92,542			1,600		94,142
PHILBRICK	SKYE	SEC10	LEAD SEC/FINE APP. ART	RHS	1.00	7	7	Sec 10 III	43,879					43,879	43,879					43,879
PIA	SHANNON	TEACH	KINDERGARTEN	SOMERVILLE	1.00	18	18	MA+30	110,262		300	1,500		112,062	110,262		300	1,500		112,062
PIACENZA	MICHAEL	ADMN12	GW ASST PRIN	GWMS	1.00				156,826					156,826	160,590					160,590
PIFHER	ERIKA	TEACH	ART	TRAVELL	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
PINCHES	KATHARINE	TEACH	ENGLISH	RHS	1.00	18	18	MA	103,932					103,932	103,932					103,932
PISANI	LAURIE	TEACH	GRADE 2	WILLARD	1.00	18	18	MA+30	110,262		300	1,500		112,062	110,262		300	1,500		112,062
PIZZUTO	BASIL	ADMN12	HS ASST PRIN	RHS	1.00				169,109			1,600		170,709	173,168			1,600		174,768
POELSTRA	STACIE	CENTRL	ASST SUPT C,I,A	ED CENTER	1.00				176,610					176,610	180,849					180,849
POLANIN	STEPHEN	TEACH	MUSIC	TRAVELL/GWMS	1.00	9	9	MA	77,290		300			77,590	77,290		300			77,590
POLAY	JESSICA	TEACH	SPEECH LANGUAGE THERAPIST	RIDGE	1.00	2	2	MA	68,118					68,118	68,118					68,118
POLK	LAURA	TEACH	FRENCH	RHS	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
POLLITT	ASHLEY	TEACH	SPECIAL EDUCATION ENGLISH	RHS	1.00	6	6	MA+30	76,665		300			76,965	76,665		300			76,965
PONCHAK	JAMES	TEACH	GRADE 7 MATHEMATICS	GWMS	1.00	16	16	BA+30	92,662					92,662	92,662					92,662
POROD	JASON	TEACH	GRADE 7 MATH/SCIENCE ELECTIVE	BFMS/GWMS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
POROD	LEIGH	TEACH	GRADE 3	ORCHARD	1.00	18	18	MA+30	110,262		300	1,500		112,062	110,262		300	1,500		112,062
POSILLICO	KERRY	TEACH	GRADE 2	TRAVELL	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
POSPISCHIL	LEANNE	TEACH	SAIL K-5	HAWES	1.00	4	4	MA	69,616					69,616	69,616					69,616
POULIS	DESPINA	TEACH	KINDERGARTEN	RIDGE	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
POUNDS	MICHAEL	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	18	MA+30	110,262		300			110,562	110,262		300			110,562
PRICE	MEGAN	TEACH	GRADE 2	ORCHARD	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
PRIMAVERA	MICHELLE	TEACH	GRADE 7 ENGLISH	GWMS	1.00	10	10	MA	77,290		300			77,590	77,290		300			77,590
PURRINOS	DAMARY	TEACH	SPANISH	RHS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
QUINLAN	MARGRET	SEC11	ADMIN ASST TO PRIN-EL	RIDGE	1.00	13	13	Sec 11 II	57,222			2,289		59,511	57,222			2,289		59,511
QUINONES	RAMON	SUPPRT	TECH/MEDIA TECH	RHS	1.00				46,871					46,871	47,996					47,996
QUIRK	BRIAN	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
RAIANI	AMY	TEACH	SCIENCE	RHS	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
RAN	BENJAMIN	TEACH	GRADE 7 SCIENCE	BFMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
RAN	SALLIANN	TEACH	GRADE 3	WILLARD	1.00	2	2	MA	68,118					68,118	68,118					68,118
RANSOM	ROBERT	TEACH	PHYSICAL EDUCATION	GWMS	1.00	17	17	MA+30	104,172		300			104,472	104,172		300			104,472
RATHGEBER	JOSEPH	TEACH	ENGLISH	RHS	1.00	7	7	MA	75,055					75,055	75,055					75,055
RAUPP	ANDREW	TEACH	GRADE 5	HAWES	1.00	17	17	MA	98,802					98,802	98,802					98,802
RAUPP	ELLEN	TEACH	GRADE 4	HAWES	1.00	16	16	MA	95,002					95,002	95,002					95,002
REDFERN	NICOLE	TEACH	GRADE 1	ORCHARD	1.00	12	12	MA+45	89,490		300			89,790	89,490		300			89,790
REILLY	KERRIANN	TEACH	NURSE	BFMS	1.00	18	18	BA+30	100,612					100,612	100,612					100,612
REILLY	NANCY	TEACH	SPECIAL EDUCATION (COLLAB-SCIENCE)	RHS	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
REINKE	MICHAEL	SUPPRT	SCHOOL SAFETY SECURITY OFFICER	DISTRICT	1.00				45,185					45,185	46,269					46,269
RICHARDS	CAROLINE	TEACH	ENGLISH	RHS	1.00	16	16	MA	95,002					95,002	95,002					95,002
RICHARDSON	MONIKA	TEACH	COMP SCI/MATHEMATICS	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
RILEY	CELESTE	TEACH	FRENCH	GWMS	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
RINALDI	ROBERT	TEACH	PE/HEALTH	RHS	1.00	7	7	MA	75,055					75,055	75,055					75,055
RIORDAN	NICOLE	TEACH	SOCIAL STUDIES	RHS	1.00	18	18	MA+30	110,262		300			110,562	110,262		300			110,562
RISPOLI	KAREN	TEACH	COMPUTER EDUCATION	BFMS	1.00	18	18	MA+45	113,582		300	1,600	6,815	122,297	113,582		300	1,600		115,482
ROBERTS	DEIRDRE	TEACH	ESL	BFMS/GWMS	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
ROCKEY	COLLEEN	TEACH	GRADE 3	WILLARD	1.00	6	6	BA	66,015					66,015	66,015					66,015
ROESEMANN	MEGAN	TEACH	Rise K-1	RIDGE	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
ROMANO	ODALYS	TEACH	SPECIAL EDUCATION (LLD)	GWMS	1.00	18	18	MA+30	110,262		300			110,562	110,262		300			110,562
ROONEY	MICHAEL	TEACH	SPECIAL EDUCATION	BFMS	1.00	13	13	MA+30	89,520		300			89,820	89,520		300			89,820
ROSADO	JAIME	SEC12	ADMIN ASST TO ACCOUNT PAYABLE	ED CENTER	1.00	5	5	Sec 12 II	51,629					51,629	51,629					51,629
ROSENFELD	LAUREN	TEACH	SPECIAL EDUCATION MATHEMATICS	RHS	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
ROSENFELD	PATRICIA	TEACH	SPECIAL EDUCATION (RED)	GLEN	1.00	18	18	BA+30	100,612					100,612	100,612					100,612
ROSOLANKO	KRISTEN	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
ROSS	BRIAN	ADMN12	EL PRIN	TRAVELL	1.00				157,000					157,000	160,768					160,768
ROSS	THERESA	TEACH	KINDERGARTEN	SOMERVILLE	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
ROTA	JILL	TEACH	GRADE 3	HAWES	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
ROTELLA	MEGAN	TEACH	SPANISH	RHS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
ROTH	JESSICA	TEACH	ART	HAWES	1.00	3	3	MA	68,618					68,618	68,618					68,618

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
ROTHSCHILD	LINDA	TEACH	LIBRARIAN/MEDIA SPEC	BFMS	1.00	18	18	MA+45	113,582					113,882	113,582					113,882
RUBIN	LINDSAY	TEACH	ELEMENTARY GUIDANCE	ORC/RIDGE	1.00	8	8	MA+45	82,159				5,751	87,910	82,159				5,751	87,910
RUSSO	JUDITH	SEC12	AMIN ASST TO BUSINESS OFFICE	ED CENTER	1.00	2	2	Sec 12 III	46,169					46,169	46,169					46,169
SABATINO	ROBERT	TEACH	GRADE 3	TRAVELL	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
SAGLIMBENI	MARY	TEACH	GRADE 5	ORCHARD	1.00	7	7	MA	75,055		300			75,355	75,055		300			75,355
SALADINO	ALLYSON	TEACH	SOCIAL STUDIES	RHS	1.00	14	14	MA+45	95,435		300			95,735	95,435		300			95,735
SANSONE	KIMBERLY	TEACH	OT	RIDGE/WILLARD	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
SARGENTI	LISA	TEACH	GRADE 1	HAWES	1.00	15	15	BA	84,465					84,465	84,465					84,465
SASON	BETSY	TEACH	GRADE 2	RIDGE	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
SCEVOLA	ADAM	TEACH	MATHEMATICS	RHS	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
SCHAEFER	MARGARET	TEACH	GRADE ADVISOR/ENGLISH	RHS	1.00	19	19	DR	121,012		300	1,600	9,681	132,593	121,012		300	1,600	9,681	132,593
SCHAEFER	AMY	TEACH	GRADE 2	ORCHARD	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
SCHEMMEL	RACHEL	TEACH	ENGLISH	GWMS	1.00	16	16	MA+45	102,612		300			102,912	102,612		300			102,912
SCHICK	CASEY	TEACH	GRADE 4	TRAVELL	1.00	7	7	BA	67,955					67,955	67,955					67,955
SCHMARAK	JONATHAN	TEACH	MUSIC	WILLD/RIDGE/HAW	1.00	9	9	BA	70,190					70,190	70,190					70,190
SCHOENLANK	JEAN	ADMN12	EL PRIN	RIDGE	1.00				187,358	3,000		1,600		191,958	187,358	3,000		1,600		196,455
SCHULKE	KYLE	TEACH	GRADE 8 SOCIAL STUDIES	BFMS	1.00	14	14	MA+30	92,905		300			93,205	92,905		300			93,205
SCIRE-BANCHITTA	VICTORIA	TEACH	GRADE 3	RIDGE	1.00	2	2	MA+30	71,668					71,668	71,668					71,668
SCOTT	ELLEN	TEACH	GRADE 1	ORCHARD	1.00	9	9	MA	77,290		300			77,590	77,290		300			77,590
SEMENDINGER	PAUL	ADMN12	EL PRIN	HAWES	1.00				199,548	3,000				202,548	199,548	3,000				207,337
SHAH	ANJALI	TEACH	SCIENCE	RHS	1.00	18	18	BA+30	100,612					100,612	100,612					100,612
SHARAR	CAROL	TEACH	MUSIC	BFMS	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
SHEER	LARA	TEACH	GRADE 8 GUIDANCE	BFMS	1.00	18	18	MA	103,932			1,500	7,275	112,707	103,932			1,500	7,275	112,707
SHINE	KRISTEN	TEACH	SPECIAL EDUCATION	GWMS	1.00	14	14	MA	88,335					88,335	88,335					88,335
SIECK	ALISON	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	8	8	MA+45	82,159		300			82,459	82,159		300			82,459
SILVERSTEIN	STACI	TEACH	GRADE 2	HAWES	1.00	5	5	BA	64,115					64,115	64,115					64,115
SIMONE	SUZANNE	TEACH	SPECIAL EDUCATION (COLLAB)	GWMS	1.00	9	9	BA	70,190					70,190	70,190					70,190
SIMPSON	VICTORIA	SEC12	ASST PAYROLL ACCOUNTANT	ED CENTER	1.00	13	13	Sec 12 II	62,194			1,866		64,060	62,194			1,866		64,060
SIOK	SUSAN	TEACH	MATHEMATICS	RHS	1.00	18	18	BA+30	100,612					100,612	100,612					100,612
SKETTINI	DONNA	TEACH	PE/HEALTH	BFMS	1.00	18	18	MA+30	110,262		300	1,600		112,162	110,262		300	1,600		112,162
SKETTINI	KELLY	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	3	3	MA	68,618					68,618	68,618					68,618
SPECTOR	STEFANIE	TEACH	MULTI-SENSORY READING	DISTRICT	1.00	7	7	MA+45	82,159					82,159	82,159					82,159
SPINO	DIANE	TEACH	RESOURCE ROOM	HAWES	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
STADULIS	JULIE	TEACH	NURSE/TEACHER	GWMS	1.00	15	15	BA+30	88,695					88,695	88,695					88,695
STAHL	DAVID	TEACH	PHYSICAL EDUCATION	ORC/GLEN	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
STANKIEWICZ	SAMANTHA	TEACH	ART	SOMERVILLE	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
STANTON	MICHELLE	SUPPRT	COORD RCS	ED CENTER	1.00				87,540					87,540	89,641					89,641
STAUNTON	JOSEPH	TEACH	GRADE 4	HAWES	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
STEWART	GAVIN	TEACH	ENGLISH	RHS	1.00	18	18	MA	103,932			1,600		105,532	103,932			1,600		105,532
STEWART	NICOLA	TEACH	ART	RIDGE	1.00	15	15	MA+45	98,665		300			98,965	98,665		300			98,965
STIPANOV	BARBARA	TEACH	GRADE 1	TRAVELL	1.00	16	16	MA+30	100,502		300			100,802	100,502		300			100,802
STOVELL	SHAUNA	ADMN12	MS ASST. PRINC.	BFMS	1.00				165,518			1,200		166,718	165,518			1,200		170,690
STREITMAN	RACHEL	TEACH	MATHEMATICS	RHS	1.00	5	5	MA	71,215		300			71,515	71,215		300			71,515
STUCKE	MALLORY	TEACH	CHEMISTRY	RHS	1.00	5	5	MA+30	74,765		300			75,065	74,765		300			75,065
SUDOL	ELIZA	SUPPRT	REGISTRAR RCS	ED CENTER	1.00				43,008					43,008	44,040					44,040
SULLIVAN	DOLORES	TEACH	GRADE 2	WILLARD	1.00	18	18	MA+30	110,262		300			110,562	110,262		300			110,562
SULLIVAN	JACQUELINE	TEACH	GRADE 3	RIDGE	1.00	8	8	MA	75,055		300			75,355	75,055		300			75,355
SUTERA	LISA	TEACH	SPECIAL EDUCATION	BFMS	1.00	16	16	MA+30	100,502		300			100,802	100,502		300			100,802
SWEENEY	MARIA	TEACH	ESL	HAWES	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
SVVRET	MARK	TEACH	SCIENCE	RHS	1.00	18	18	MA	103,932					103,932	103,932					103,932
TAMUZZA	LINDSAY	TEACH	GRADE 5	WILLARD	1.00	4	4	BA	62,516					62,516	62,516					62,516
TAN	XUE	TEACH	ED SPECIALIST	ORCHARD	1.00	7	7	MA	75,055		300			75,355	75,055		300			75,355
TARULLI	MATTHEW	TEACH	GRADE 5	RIDGE	1.00	2	2	MA	68,118					68,118	68,118					68,118
TASHIAN	DAVID	TEACH	GUIDANCE	HAWES/SOM	1.00	18	18	MA+45	113,582		300		7,951	121,833	113,582		300		7,951	121,833

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
TAYLOR	TARA	ADMN12	SUPRV SCIENCE	RHS	1.00				151,309					151,309	154,940					154,940
TELL	JENA	TEACH	GRADE 4	ORCHARD	1.00	16	16	MA	95,002					95,002	95,002					95,002
THOMAS-CANDRILLI	ANNA	SEC12	ADMIN ASST TO PRIN-MS	GWMS	1.00	4	4	Sec 12 II	50,434					50,434	50,434					50,434
THORNTON	JENNIFER	TEACH	LIBRARIAN/MEDIA SPEC	HAWES	1.00	12	12	MA+45	89,490		300			89,790	89,490		300			89,790
THURLOW	PATRICK	TEACH	SOCIAL STUDIES	RHS	1.00	2	2	BA	61,018					61,018	61,018					61,018
TOBIN	DEIRDRE	TEACH	PHYSICAL EDUCATION	RIDGE	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
TOLVE	LAURA	TEACH	SPECIAL EDUCATION	RHS	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
TORMEY	MELANIE	TEACH	KINDERGARTEN	TRAVELL	1.00	17	17	BA	92,542			1,600		94,142	92,542			1,600		94,142
TOWNES	QIETTA	CENTRL	MGR. HUM. RES.	ED CENTER	1.00				160,001					160,001	163,841					163,841
TRACY	NATALIE	TEACH	GRADE 1	TRAVELL	1.00	9	9	MA	77,290		300			77,590	77,290		300			77,590
TREIBLE	CAROLYN	TEACH	GRADE 2	TRAVELL	1.00	14	14	MA+45	95,435		300			95,735	95,435		300			95,735
TRINGALI	JUDITH	SEC10	CST	RHS	1.00	13	13	Sec 10 IV	48,745			975		49,720	48,745			975		49,720
TROY	MICHAEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
TRUBAC	THOMAS	TEACH	GRADE 4	HAWES	1.00	13	13	MA	85,240					85,240	85,240					85,240
TRUNCALE	LAUREN	TEACH	MATHEMATICS	RHS	1.00	11	11	MA+45	86,840		300			87,140	86,840		300			87,140
TUCKER	ERIKA	TEACH	PE/HEALTH	GWMS	1.00	5	5	BA	64,115					64,115	64,115					64,115
TUFFY	MELISSA	TEACH	GRADE 2	HAWES	1.00	4	4	BA	62,516					62,516	62,516					62,516
TURANO	REBECCA	TEACH	GUIDANCE COUNSELOR	RHS	1.00	6	6	MA	73,115				5,118	78,233	73,115				5,118	78,233
TURCHIOE	KRISTEN	TEACH	SPECIAL EDUCATION	BFMS	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
TURKINGTON	SEAN	TEACH	MATHEMATICS	RHS	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
UPTON	LAUREN	TEACH	GRADE 8 SOCIAL STUDIES	GWMS	1.00	13	13	MA+45	92,340		300			92,640	92,340		300			92,640
VALENTI	LISA	TEACH	ART	RHS	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
VALENTINE	CHRISTA	TEACH	GRADE 1	WILLARD	1.00	18	18	MA+45	113,582		300	1,600		115,482	113,582		300	1,600		115,482
VALERE	NEIL	SUPPRT	TECH/MEDIA TECH	BFMS	1.00				53,035					53,035	54,308					54,308
VALERI	AMANDA	TEACH	LDT-C	RHS	1.00	7	7	MA+45	82,159				4,108	86,267	82,159				4,108	86,267
VAN HISE	BRIAN	TEACH	MATHEMATICS	RHS	1.00	12	12	MA+45	89,490		300			89,790	89,490		300			89,790
VAN TREUREN	RYAN	TEACH	SCIENCE	RHS	1.00	1	1	MA	67,618					67,618	67,618					67,618
VAN ZILE	KELLY	TEACH	THEATER	RHS	0.10	1	1	BA	6,518					6,518	6,518					6,518
VANDERVELT	DANIELLE	TEACH	GRADE 1	RIDGE	1.00	14	14	BA+30	85,585					85,585	85,585					85,585
VANHORNE	MARY	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
VASI	GILDA	TEACH	SPECIAL EDUCATION SAIL	BFMS	1.00	11	11	MA+30	83,290		300			83,590	83,290		300			83,590
VASQUEZ	JESSICA	TEACH	PT	DISTRICT	1.00	5	5	DR	81,865					81,865	81,865					81,865
VELAZQUEZ-WALTERS	MARIA	TEACH	OT	TRAVELL/ORC	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
VILLOSLADA	SAMANTHA	TEACH	SPECIAL EDUCATION (LD)	GWMS	1.00	13	13	MA	85,240					85,240	85,240					85,240
VITALE	ALICIA	TEACH	MUSIC	SOMERVILLE	1.00	3	3	MA	68,618					68,618	68,618					68,618
VLAJIC-STEVANOVIC	PETRA	TEACH	COMP SCIENCE	GWMS	1.00	9	9	MA+45	84,390		300			84,690	84,390		300			84,690
VRACHIMIS	PEGGY	TEACH	GRADE 5	TRAVELL	1.00	15	15	MA+30	95,185		300			95,485	95,185		300			95,485
WALKER	CHRISTINE	TEACH	GRADE 6 MATHEMATICS	GWMS	1.00	18	18	MA	103,932					103,932	103,932					103,932
WALSH	PAIGE	TEACH	KINDERGARTEN	TRAVELL	1.00	1	1	MA	67,618					67,618	67,618					67,618
WALTERS	KAREN	TEACH	SCIENCE	RHS	1.00	15	15	DR	102,215		300			102,515	102,215		300			102,515
WARD	TRACY	TEACH	KINDERGARTEN	WILLARD	1.00	12	12	BA	75,290					75,290	75,290					75,290
WARNER	HUE	SUPPRT	PAYROLL SUPRV.	ED CENTER	1.00				87,000					87,000	89,088					89,088
WATKINS	CHRISTOPHER	TEACH	GRADE 7 SOCIAL STUDIES	GWMS	1.00	14	14	MA+45	95,435		300			95,735	95,435		300			95,735
WATSON	ANDREA	TEACH	GUIDANCE COUNSELOR	RHS	1.00	2	2	MA+45	75,298				5,271	80,569	75,298				5,271	80,569
WATSON	TORRANCE	TEACH	PE/HEALTH	BFMS	1.00	15	15	MA	91,565					91,565	91,565					91,565
WEARLEY	MEREDITH	TEACH	GRADE 6 GUIDANCE	BFMS	1.00	18	18	MA	103,932				7,275	111,207	103,932				7,275	111,207
WEHMEYER	NICOLE	SEC10	MATHEMATICS/SCIENCE-Lead SEC	RHS	1.00	5	5	Sec 10 III	41,691					41,691	41,691					41,691
WEINKAUFF	JENNIFER	SUPPRT	CONF ADMIN ASST TO ASST SUPT	ED CENTER	1.00				58,502					58,502	59,906					59,906
WEINSTEIN	LAURA	TEACH	MATHEMATICS	RHS	1.00	13	13	MA+45	92,340		300			92,640	92,340		300			92,640
WEISS-CHROMECK	COURTNEY	TEACH	LDT-C	GWMS	1.00	4	4	MA+30	73,166				3,658	76,824	73,166				3,658	76,824
WHYARD	LESLEY	SEC12	GENERAL SECRETARY	RHS	1.00	11	11	Sec 12 IV	54,589					54,589	54,589					54,589
WIATER	LISA	TEACH	SPECIAL EDUCATION ENGLISH	RHS	1.00	17	17	MA+45	106,292		300			106,592	106,292		300			106,592
WILLIAMS	JENNIFER	TEACH	Rise 2-3	RIDGE	1.00	10	10	MA	77,290		300			77,590	77,290		300			77,590
WITHAM	LYNNE	TEACH	GRADE 2	SOMERVILLE	1.00	18	18	MA	103,932					103,932	103,932					103,932
WOHNER	JOHN	TEACH	STEAM/TECHNOLOGY & INNOVATION	RHS	1.00	4	4	BA	62,516					62,516	62,516					62,516

Last Name	First Name	Category Na	Assignment	Location	FTE 21-22	Step 20-21	New Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
WOLFF	ELLEN	TEACH	GRADE 5	ORCHARD	1.00	17	17	BA+30	95,512			1,500		97,012	95,512			1,500		97,012
WONDRA	THOMAS	TEACH	GRADE 6 SCIENCE	GWMS	1.00	13	13	BA	78,140					78,140	78,140					78,140
WOOD	DANIELLE	ADMN12	SUPV. SP ED	ED CENTER	1.00				148,154					148,154	151,710					151,710
WU	GREGORY	ADMN12	MS ASST. PRINC.	BFMS	1.00				165,518			1,600		167,118	169,490			1,600		171,090
YANKUS	WAYNE	SUPPRT	SCHOOL PHYSICIAN	DISTRICT	N/A				26,000					26,000	26,000					26,000
YANNONE	MEREDITH	TEACH	GRADE ADVISOR	RHS	1.00	18	18	MA	103,932			1,600	8,315	113,847	103,932			1,600	8,315	113,847
YANNONE	MICHAEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	18	MA	103,932			1,500		105,432	103,932			1,500		105,432
YOHANA	JULIA	SUPPRT	ASSISTANT TO THE BUSINESS ADMINISTRATOR AND MANAGE OF INFORMATION TECHNOLOGY	ED CENTER	1.00				69,299					69,299	70,962					70,962
YOOK	HAEJIN	SEC10	CST/GENERAL-EL	ORCHARD	1.00	10	10	Sec 10 IV	44,583					44,583	44,583					44,583
ZAINO	GREGORY	TEACH	SPECIAL EDUCATION - SOCIAL STUDIES	RHS	1.00	11	11	MA+45	86,840		300			87,140	86,840		300			87,140
ZIELINSKI	LAUREN	TEACH	GRADE 6 SOCIAL STUDIES	BFMS	1.00	7	7	MA+30	78,605		300			78,905	78,605		300			78,905
ZILVETTI	SUZANNE	TEACH	GRADE 8 SCIENCE	GWMS	1.00	18	18	MA+45	113,582		300	1,500		115,382	113,582		300	1,500		115,382
ZLOTKIN	AMANDA	TEACH	MUSIC	ORC/SOM/TRAV	1.00	18	18	MA+45	113,582		300			113,882	113,582		300			113,882
ZWICKER	WILLIAM	SUPPRT	UTILITYPERSON	ED CENTER	1.00				48,734					48,734	49,904					49,904
ZYSK	BONNIE	SEC12	ADMIN ASST TO ACCOUNT PAYABLE	ED CENTER	1.00	13	13	Sec 12 II	62,194			1,866		64,060	62,194			1,866		64,060
REA salary guide subject to chane upon ratification of contract and approval of guide																				
Leave of Absence 2021-2022 School Year																				
ALVAREZ	LISSETTE	TEACH	SCHOOL PSYCHOLOGIST	RHS	1.00	12	12	DR	93,040				4,652	97,692	93,040				4,652	97,692
DERASMO	JACQUELINE	TEACH	SPECIAL EDUCATION (SCIENCE)	RHS	1.00	9	9	MA	77,290		300			77,590	77,290		300			77,590
FRIEDMAN	LAURA	TEACH	LDT-C	RHS	1.00	10	10	MA+45	84,390		300		4,220	88,910	84,390		300		4,220	88,910
LISA	ERICA	TEACH	RESOURCE ROOM	HAWES	1.00	10	10	MA+45	84,390		300			84,690	84,390		300			84,690
MOLLEMA	KRISTINE	TEACH	RESOURCE ROOM	WILLARD	1.00	10	10	BA	70,190					70,190	70,190					70,190
FLANAGAN	MARION	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00			10M	34,477					34,477	34,477					34,477
KONTOS	LISA	ITDC	DIRECTOR	ITD-C - GLEN	1.00			12M	58,148					58,148	58,148					58,148
MIDDLEBROOKS	KATRINA	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00			10M	33,025					33,025	33,025					33,025
PISANI	LYNDA	ITDC	ADMIN ASST	ITD-C - GLEN	1.00			11M	38,547					38,547	38,547					38,547
SOUTHEY	DAWN	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00			10M	32,207					32,207	32,207					32,207
STEVENS	BARBARA	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00			10M	33,999					33,999	33,999					33,999
STEVENS	MACKENZIE	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00				33,000					33,000	33,000					33,000
VASSALLO	STEPHANIE	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00			10M	35,142					35,142	35,142					35,142

## Renewals – 2021-2022 - Nontenured Staff Members

Location	Staff Member	Assignment	Year - Tenure
<b>District</b>	Ariana Bray	Behaviorist	09.01.23
	Christie (Mortara) DeAraujo	Multi-Sensory Reading Instructor/Staff Developer	09.02.21
	Stefanie Spector	Multi-Sensory Teacher	09.06.21
	Jessica Vasquez	Physical Therapist	09.02.21
<b>Glen</b>	Keri Agnello	REACH Teacher	03.30.23
	Angela Araneo	Speech Language Specialist	03.03.25
	Kristen DeRienzo	Special Education RISE ABA	09.01.23
	Kristen Nicholas	Preschool Disabilities	02.10.25
<b>Hawes</b>	Sarah Goldberg	Learning Disabilities Teacher-Consultant	09.02.24
	Brandi Gorman	Special Education	09.02.21
	Jessica Maneri (Hawes/Travell)	School Psychologist	09.02.24
	Leanne Pospischil	SAIL K-2	09.02.22
	Jessica Roth	Art	09.01.23
	Staci (Ryan) Silverstein	Grade 2	09.02.21
	Melissa Tuffy	Kindergarten	09.02.22
<b>Orchard</b>	Katherine Fischer	Grade 5	09.02.22
	Christina Horton	School Nurse	09.02.24
	Judith Meany	Kindergarten	09.01.23
	Lindsay Rubin (Orchard/Ridge)	Elementary Guidance Counselor	09.01.23
<b>Ridge</b>	Ashley Barba	Grade 3	09.02.21
	Mary LeBlancq	Grade 4	09.02.21
	Jessica Polay	Speech Language Therapist	09.02.24
	Lindsay Rubin (Orchard/Ridge)	Elementary Guidance Counselor	09.01.23
	Victoria Scire-Banchitta	Grade 3	09.01.23
	Matthew Tarulli	Grade 5	09.01.23
<b>Somerville</b>	Kate Killby (Somerville/Willard)	School Psychologist	12.19.22
	Laura Calandra	Grade 1	09.02.21
	Ross Dembin	Grade 3	09.01.23
	Sabrina Koropchak	Grade 1	09.02.24
	Alicia Vitale	Music	09.02.22
<b>Travell</b>	Elianne Alexander (Travell and RHS)	Speech Language Specialist	02.03.25
	Jason Boshart	Grade 3	09.02.21
	Paige (Cattani) Walsh	Kindergarten	09.02.24
	Lisa (Ciliberto) Grabinski	School Nurse	02.08.22
	Jessica Maneri (Hawes/Travell)	School Psychologist	09.02.24
<b>Willard</b>	Kathleen Acosta	Learning Disabilities Teacher Consultant	09.02.21
	Eileen Devaney	Grade 1	09.02.22
	Kate Killby (Somerville/Willard)	School Psychologist	12.19.22
	Maria Neyland	Kindergarten	09.02.21
	Kelsey Parrasch	Grade 4	09.01.23
	Salliann Ran	Grade 3	09.01.23

Location	Staff Member	Assignment	Year - Tenure
	Lindsay Tamuzza	Grade 5	09.02.21
<b>BFMS</b>	Ryan Crawford	0.40 FTE Adapted Physical Education SAIL	09.01.23
	Maxwell Dabby (BFMS/GWMS)	Music	09.02.24
	Nicole (Derise) Giordano	Grade 8 Science	09.01.23
	Antonia de Vegh	0.80 FTE Latin Teacher	11.06.22
	Isabelle Fisher	School Psychologist	09.02.24
	Elisabeth Fontana	Art	09.02.24
	Courtney Huber	Special Education (STEPSS)	09.02.24
	Alyssa Giardina	Grade 8 Science	09.02.21
	Kate Krsnak	Grade 6 Science	09.01.23
	Marisa McCann	Grade 6 English	09.01.23
	Marisa Mahoney	Guidance Counselor	09.01.21
	Kelly Skettini	Grade 7 Mathematics	09.02.22
	Gilda Vasi	Special Education SAIL	09.01.21
	Lauren Zielinski	Grade 6 Social Studies	09.02.22
<b>GWMS</b>	Lisa Alfuso	Guidance Counselor	09.01.23
	Allison Barba	School Psychologist	09.02.24
	Brianna Champy	Special Education	09.02.21
	Maxwell Dabby (BFMS/GWMS)	Music	09.02.24
	Ingri Kaplysh	Spanish	09.02.22
	Ben Neville	Grade 7 Social Studies	09.01.23
	Courtney Weiss-Chromeck	Learning Disabilities Teacher-Consultant	09.02.22
<b>RHS</b>	Elianne Alexander (Travell and RHS)	Speech Language Specialist	02.03.25
	Lauren Besser	Social Studies	09.01.23
	Natalie Bray	Family & Consumer Science	09.06.21
	Erik Carollo	English	09.02.21
	Mary Consol	Physical Education/Health	09.02.22
	Luke Dolby	English	10.02.20
	Christine DiBrita	0.50 FTE	11.12.24
	Michelle Gorman	Special Education	09.02.24
	Tara Cuneo	Spanish	09.01.23
	Christal (Delgado) Ojea	Spanish	09.02.21
	Jillian Eidschun	Guidance Counselor	09.02.22
	Alejandro Escobar	Special Education Social Studies	09.01.23
	Gary Fink	0.30 FTE Music	09.01.23
	Patricia Galasso	Spanish	09.02.21
	Jessica Gattoni	Mathematics	09.01.23
	Steven Gross	Special Education Science	10.18.21
	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	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
	Corrina Moss-Keller	Media Specialist	09.02.21
	Timothy Murtha	Business Education	09.02.22
	Carlin (O'Hagan) John	English	09.02.22
	Joseph Rathgeber	English	09.02.21

Location	Staff Member	Assignment	Year - Tenure
	Patrick Thurlow	Social Studies	09.02.24
	Rebecca Turano	Guidance Counselor	12.19.21
	Amanda Valeri	Learning Disabilities Teacher-Consultant	09.01.21
	Ryan Van Treuren	Science	09.02.24
	Kelly Van Zile	.10 FTE Theater Teacher	02.10.25
	Andrea Watson	Guidance Counselor	09.02.24
	John Wohner	STEAM/Technology & Innovation Teacher	09.02.22

**Administrators**

Location	Administrator	Assignment	Year - Tenure
<b>District</b>	Scott Bisig	School Business Administrator/Board Sec	12.20.23
	Michelle Fenwick	Director of Special Programs	08.23.23
<b>Travell</b>	Brian Ross	Principal	07.22.24
<b>GWMS</b>	David Bailey	Assistant Principal	07.05.22
<b>RHS</b>	Daniel Kilday	Supervisor of Wellness/Health and PE	08.08.21

**Unaffiliated**

Location	Staff Member	Assignment	Year - Tenure
<b>Glen</b>	Monica Algor	Registered Nurse	None
<b>Ed Center</b>	Honor Friberg	Coordinator of Federal Grants & Standardized Testing	None
	Cindy Lora	Behaviorist Analyst (K-12) - BCBA	None
	Erin McGuire	Behaviorist Analyst (K-12) - BCBA	None

**Secretaries**

Location	Secretary	Assignment	Year - Tenure
<b>Orchard Somerville</b>	Kathleen Moran	Administrative Assistant to Principal	08.25.23
	Ashley Chakonis	Guidance Secretary/Child Study Team Secretary	04.15.24
	Erin Mannion	General Secretary	02.03.24
<b>Travell</b>	Kimberly James	Administrative Assistant to Principal	12.18.22
<b>Ridge/Willard</b>	Rebecca Burger	General Secretary	09.25.22
<b>GWMS</b>	Lindsey Barclay	CST/Guidance Secretary	08.20.22
<b>RHS</b>	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
	Nicole Wehmeyer	Math/Science Lead Secretary Sec.	12.19.22
<b>Ed Center</b>	Donna Gathright	Admin. Asst./ Conf. Secy HR	02.20.23
	Pamela Moyer	Admin. Asst./Special Programs	05.24.21
	Judith Russo	Admin. Asst. Business Office	07.09.23



Staff Member	From Location	To Location	Assignment From	Assignment To
Azzopardi, Deirdre	Glen/BFMS/RHS	Glen/Ridge	OT	OT
Bourque, Steven	RHS	RHS	Music Teacher	Grade Advisor
Donnelly, Trecia	BFMS	BFMS	Special Education Teacher	Resource/Special Education
Garvin, Natalie	GWMS	GWMS	0.40 FTE Title 1/0.60 FTE Special Education Teacher	Special Education Teacher
Hegewald, Patricia	Travell	RHS	LDT-C	LDT-C
Jarosz, Kathleen	Ridge	Ridge	0.50 FTE Education Specialist	Grade 2
Jerejian, Lisbeth	Orchard/Hawes/GWMS	Ridge/Somerville	0.60 FTE Title 1/0.40 FTE Special Education Teacher	Education Specialist
Khaloyan, Shiva	Ridge/Somerville	Somerville	Education Specialist	Education Specialist
McKinnon, Evelyn	GWMS	GWMS	Grade 6 English	Grade 6 Social Studies
Morris, Karen	Hawes/Willard	BFMS/GWMS/RHS	OT	OT
Murphy, Laura	Hawes/Ridge/Somerville	Hawes/Somerville	OT	OT
Nyhuis, Jeffrey	RHS	RHS	Acting Principal	Principal
Osenbruck, Jennifer	Hawes	Glen	K-2 LLD	Special Education (RED)
Sansone, Kimberly	Ridge/GWMS	Ridge/Willard	OT	OT
Tuffy, Melissa	Hawes	Hawes	Kindergarten	Grade 2



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

**May 24, 2021**

**Bergen County, New Jersey**

**I. CALL TO ORDER AND ROLL CALL**

**Present:**

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

**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 7:01 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. Christopher 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 30 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. Student Representative Report**

Students from Travell Elementary School, Riley Lubkemann and Luan Song, presented current events at Travell.

**B. RESOLUTION HONORING SCHOOL HEALTH PROFESSIONALS**

School health professionals were recognized for their outstanding work. This year, they served as contact tracers and main points of contact regarding COVID-related issues in addition to all of their responsibilities.

Mr. Kilday, Supervisor of Wellness, named the team members being recognized and read the Resolution Honoring School Health Professionals.

**School Nurses**

- Monica Algor - Glen
- Linda Goldberg - Hawes
- Christina Horton - Orchard
- Colleen Manke - Ridge
- Moira Correll - Somerville
- Lisa Grabinski - Travell
- Bonnie Lowicki - Willard
- Kerriann Reilly - BFMS
- Julie Stadulis - GWMS
- Suzanne Donovan - RHS
- Maureen Morgan - RHS

**District School Physician**

- Dr. Wayne Yankus

**Village of Ridgewood Health Department**

- Dawn Cetrulo
- Annette Tolomeo
- Dian Sabbagh

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

WHEREAS, students are the future and, by investing in them today, we are ensuring our world for tomorrow; and

WHEREAS, families deserve to feel confident that their children will be cared for when they are at school; and

WHEREAS, all students have a right to have their physical and mental health needs safely met while in the school setting; and

WHEREAS, students today face more complex and life-threatening health problems requiring care in school; and

WHEREAS, the COVID-19 pandemic has emphasized the essential role school nurses play in student health and academic success; and

WHEREAS, school health professionals have served a critical role in improving public health and in ensuring student's academic success for more than 100 years; and

WHEREAS, school health professionals address the home and community factors (e.g., social determinants) that impact students' health; and

WHEREAS, school nurses act as a liaison to the school community, families, and healthcare providers on behalf of children's health by promoting wellness and improving health outcomes for our nation's children; and

WHEREAS, school nurses support the health and educational success of children and youth by providing access to care when children's cognitive development is at its peak; and

WHEREAS, school health professionals are members of school-based teams (e.g., school health services, 504/IEP, disaster/emergency planning) to address the school population; and

WHEREAS, school health professionals understand the link between health and learning and are in a position to make a positive difference for children every day, therefore be it

RESOLVED, that the Ridgewood Public School District celebrates and acknowledges the accomplishments of school health professionals and their efforts of meeting the needs of today's students by improving the delivery of healthcare in our schools and offers gratitude for the school health professionals, who contribute to our local community by helping students stay healthy, in school, and ready to learn.

RESOLVED, That this resolution be entered into the official minutes of the Board of Education meeting held on the 24<sup>th</sup> day of May, 2021.

**C. DECA Club High School Presentation**

Ridgewood High School students; Cole Cunningham, Caroline Loscalzo and Emily Schmitt provided an overview of DECA, the requirements to participate, and the types of competitions. DECA is a global organization that prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges. At RHS, over 180 students participate in DECA.

Cole, Caroline, and Emily shared what DECA means to each of them, highlighting leadership experience, connections with students in all grades, and the development of valuable communication and public speaking skills. Despite the challenges of this year, the RHS results from all three phases of competition were remarkable.

#### **D. COVID Updates**

Dr. Yankus, District School Physician, and Mr. Kilday, Supervisor of Wellness, gave an informal update on the local COVID activity and answered questions from the Board.

Although the state remains in moderate COVID transmission, numbers have been steadily declining. Based on information shared at the Governor's conference today, nothing has changed regarding wearing masks or social distancing for PreK-12 schools. Dr. Yankus noted that guidance is fluid, and the District must be nimble.

Dr. Yankus and Mr. Kilday expressed their appreciation for the great team of school health professionals who have collaborated throughout the year.

The Governor indicated that the NJDOE is expected to release another "return to learn" document with guidance over the summer.

To view this portion of the meeting scroll to 29:28.

#### **E. 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 Zoe Kovac.

WHEREAS, Zoe has served as the student representative to the Board of Education during the 2020-2021 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, Zoe has conducted herself with poise and courtesy while listening attentively to many lengthy discussions pertaining to the governance of the school district; and

WHEREAS, Zoe has presented thoughtful and informative reports to the Board of Education on issues and events at the high school; and

WHEREAS, Zoe is a member of the RHS Speech and Debate team; and

WHEREAS, Zoe is an actor for the RHS New Players and writer for the RHS High Times, and

WHEREAS, Zoe is the leader of the RHS Democrats; and

WHEREAS, Zoe is an active volunteer for NYC food banks and homeless shelters and has worked as an intern for two congressional campaigns; and

WHEREAS, Zoe has consistently maintained high honors through her high school career; and

WHEREAS, Zoe 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 Zoe'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 Zoe Kovac 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 24<sup>th</sup> day of May, 2021.

#### **F. Introduction of New Ridgewood High School Student Representative**

Zoe Kovac introduced Norah Train, the incoming Ridgewood High School Representative to the Board of Education

#### **G. Student Representative Report**

Zoe Kovac provided the following Ridgewood High Student Representative Report:

Academics:

- RHS reintroduced the beloved open campus to all in-person students. The students have reported that their days are even more enjoyable with this privilege but the seniors are especially grateful that they get to enjoy the open campus rule one last time before graduating.
- The National Honor Society had its 2021-2022 induction ceremony for the new members.
- With AP exams in full swing, I am thankful to report that the teachers are being cognizant of the stress, fatigue, and anxiety that students are facing at the moment.
- Governor Murphy has stated that virtual school will not be offered next school year, concerning some about what guidelines will be put in place for students and staff.
- On June 10th the graduating seniors will find out which awards and scholarships they have been granted. There are 524 awards and over 50 scholarships being given to end their high school chapter on a high note and begin their next chapter

strong as well.

Arts:

- The New Players just wrapped up a successful showing of their One-act plays. The audience got to view the performance in-person and there has been nothing but positive reviews of the show. They also held Concert auditions last week to kick off the best part of Newplayers, according to those in the organization.

Athletics:

- The Track and Field teams had their final meet of the season last Monday.

Activities:

- There is a new club at RHS called the Coexist Club that provides a safe space for discussions regarding different religions, faiths, cultures, and backgrounds.
- The Psychology Club is planning an informative and fun-filled Mental Health Day for students at RHS with the hopes of inspiring other local high schools to do the same.
- The Students for Social Justice Club has partnered with The Cookie Connect to raise money for the Stop Asian Hate movement. Specifically, the proceeds will be going to an organization called Welcome to Chinatown. This fundraiser is taking place on June 4th which also happens to be the day of the senior prom

## V. SUPERINTENDENT REPORT

This school year, Ridgewood Public Schools has taken a phase-in approach to educating the students. Each decision weighed numerous factors, analyzed survey data, and collected input from all stakeholders including the HSAs, Pandemic Response Teams, emails, and public comments to name a few. The two top priorities in selecting this phase-in approach were the health and safety of students and staff, along with an instructional model that provided ample in-person instruction.

After Phase II of everyday in-person learning was implemented on April 19, the District immediately began working on the Phase III plan to offer full-day instruction with lunch. If Phase II did not work as well as it did, the District might not have been able to even consider a transition to Phase III. The administrators worked with their teachers to figure out the best ways to offer instruction, move classrooms, make accommodations, offer lunch, and provide supervision for the students. The custodial, food service, and bus vendors were also looking into whether they could accommodate the District's needs. The data were being collected, and all factors were being considered simultaneously and in real time. There was no reason to assume that any of the vendors would not be able to accommodate a change in the schedule.

Unfortunately, the bus vendors could not accommodate the District's request for 3:00 bus runs due to their own challenges and a shortage of drivers. The District has reached out to County and State officials for guidance on whether there can be a waiver available to not offer transportation for eligible students; however, there is no pending legislation as of now to allow districts to be granted this waiver. The District is waiting to hear back on a final decision on this question.

Going out for Request for Proposal for different bus companies at this time could require

cancellation of the current contracts with the bus vendors and take several weeks to complete. Furthermore, this still may not be a feasible option due to the shortage of bus drivers. Another alternative could be to pay aid in lieu of transportation if all eligible parents agreed to find their own transportation in a very short amount of time. This would be an additional cost to the District since the contract with the bus companies would still be in effect.

The Governor has announced that schools statewide will fully reopen in September. Additionally, he indicated that parents or guardians will not be able to opt out of in-person instruction during the 2021-2022 school year, but in the event of a localized outbreak, remote learning may be permitted. While many families hoped to transition to Phase III in the coming weeks, the journey forward is bright. We are fortunate to have reached a point where some end-of-year activities and milestone events can be held according to the current guidelines.

We look forward to making the full transition in September 2021. An RPSeAlert regarding mask wearing and travel guidelines was emailed last Thursday and an FAQ went out on Friday to assist the community with many of their questions.

## VI. COMMENTS FROM THE PUBLIC

Tara Hastings 150 Woodland Ave., Framing of science matters, talking about transition of the virus and not discussing student mental health is not in the right context. A year ago we learned that parents were not involved in the return to school plan. Parent representation was asked at the district level. Parents want to be collaborative. She has not heard anything in response to her suggestions for various strategies. Not confident that there will be parent input and there will be transparency in the plan for the next school year.

Colette Tratolla, Dr. Yankus said you don't have the authority to make the decisions on items that we are asking about; according to the Bergen County Board of Commissioner says the opposite; those concerned were asked to reach out to the local school boards, superintendent and State Legislators. NJ leaves decisions on the local school boards.

Alioson Harris. 58 Phelps Road, spoke about reopening plans in September, requesting parent involvement in making decisions for the September reopening plan. Consider students first, everyone and everything else should be second.

Kristen Heitman, 2020 West End Avenue, since she transitioned her children to private school they have been in school full time with lunch. Would like them to be transitioned back to Ridgewood Schools. Wants more details about the September plan. Echoed Mr. Lembo that a scenario analysis should be provided in June.

Susan Madison, 428 Linwood Ave., asked questions: why did the BOE wait until May 24 to provide a public presentation from the Health Official? Why was his presentation not noticed? How many people/staff the Ridgewood Dept. of Health have? Do any of those people hold medical degrees or are experts in infectious disease? How much lower does Dr. Yankus think numbers need to be in order to drop the restrictions? How many children were quarantined due to close contact in schools? Of those children, how many tested positive? What is Dr. Yankus opinion on the impact on quarantine, remote learning and the impact on



mental health? What is the scientific basis to mask children outdoors? Why isn't our district taking advantage of our operational ability to drop the mask mandate? What is the scientific basis for social distancing? What is the problem with lunch if there is no scientific basis? Dr. Gorman: She has been told by many politicians that NJ is a home rule state and the superintendent is the final authority on policies and procedures. Is this correct?

Laura Grasso, 136 Circle Ave., As the Chief Negotiator for the Ridgewood Education Association, thanked the BOE negotiating team for their efforts on reaching a 3 year settlement and the entire Board's support. Thanked Mr. Bisig and Ms. Poelstra and Ms. Townes for their efforts on the negotiating efforts. She looks forward to starting the 21-22 school year with a settled contract. As a parent, she thanked Dr. Gorman for his work and research on the scenarios and concerns raised by the public that he spends endless hours looking into while running the district.

Laura McKenna 861 Bingham Road, only one person in two weeks tested positive in Ridgewood, she believes we need a second opinion. The children, families and teachers have endured months of hybrid education. Many kids will return in September with learning loss and mental issues, reduced muscle strength when sitting in a desk all day. Kids and teens are struggling. Case managers/teachers in the district will be able to discuss the long waiting list for students looking for help. Other districts have school psychologists in the buildings, train teachers on mental issues. What percentage of students participate in the RHS clubs? How many clubs have more than 10 students and how often do they meet? We need after school clubs that meet every week and are staffed by mental health professionals.

Kerry Miller, 141 John Street, parents are dismayed that we are not reopening for phase 3 due to bussing issues. If 3:00 pm is an issue, let's look at a 2:00 pm dismissal. The community will also volunteer and feels has not had a seat at the table for making these decisions. How can parents help and be part of the process?

Deborah Liguori, 319 Meadowbrook Ave., The superintendent has the authority to loosen restrictions as the governor and other districts have. SHE has not heard anything from the Dr. in keeping the restrictions the way they are, since we only have one case in the district. Parents and teachers can choose to vaccinate, if you choose to vaccinate you can choose to keep your kid home. Wants child to be in school and travel requirements reduced.

Gassia Fox, 325 Crest Road, 5 days a week has been a home run for her family. Thanked the teachers. Students need to be back full time for as much as the school year as possible. Quoted parents from other districts whose children's returned to school full day. Looking at Dr. Gorman and the full board for a return to school in a collaborative effort.

## **VII. Phase II Survey Results and Transition to September**

Ms. Poelstra shared an overview of the Phase II survey results. Approximately 1800 parents responded to the PreK-5 survey. The middle school and high school surveys each received approximately 600 responses. Overall, at all three levels, the feedback was largely positive with some areas that can be addressed. The samples for the student surveys were much smaller with 183 responses to the middle school survey and 275 responses to the

high school survey.

In terms of summer programming, ESSER II grants are allocated for learning acceleration. The District would like to offer the Summer Adventure program tuition-free to certain students who qualify as per the criteria of the grant. A summer Academy Transition Program is being planned for students in grades 6-12. This program will combine academics, counseling, community connections, and transition back to school.

The summer professional development offerings will support the goals of the strategic plan, as well as incorporate strategies based on this year's learning experience.

The Diversity, Equity, and Inclusion Subcommittee has met several times, and a staff survey will be administered in June. Summer curriculum writing will incorporate content and standards to support NJ Law A4454. New texts will be purchased for elementary classroom libraries. The new RHS courses, *Philosophy of Race* and *The Power of One*, will be developed over the summer. The District is reapplying for the Unified Sports Program grant and exploring a new quarter elective physical education course to be offered in 2022-2023.

The Start Strong Assessments will take place in the early fall since NJSLA was canceled this spring.

To view this portion of this meeting scroll to 1:48:40.

## 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

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. Dani asked a question regarding item viii. Designation of Newspapers. He believes there was legislation to allow online newspapers to be the designated newspapers. Does it have to be in print?

Mr. Bisig is not aware of anything online and that's why we do it in the newspaper in print. The goal is to get the largest distribution of our ad.

Ms. Kwak moved to amend B. xi. Appointment of Auditor, to read "not to exceed \$54,000" instead of "not to exceed \$58,000".

Mr. Dani seconded the motion, which carried by the following roll call vote:

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

NAYS: none

Ms. Brogan asked to pull for separate vote items: ix. Approval: Appointment of Architect and x. Approval: Appointment of General Board Counsel

Mr. Dani requested to pull for separate vote item xi. Approval: Appointment of Auditor.

Mr. Lembo request to pull for separate vote item vii. Adoption: NJSBA Code of Ethics.

Dr. Gorman presented B. Administration for consideration, excluding ix., x., ix., and vii.

## B. ADMINISTRATION

### i. Approval: Receipt of Suspension Reports

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. Approval: Second Reading and adoption of Revisions to Policies/New Policies

Approval of the second reading and adoption of revisions to policies and new policies listed below.

- Policy 0145 - Board Member Resignation and Removal, as listed on **Attachment B** (*revised*)
- Policy 1643 - Family Leave, as listed on **Attachment C** (*new*)
- Policy 3431.1 - Family Leave, as listed on **Attachment D** (*abolished*)
- Policy 4431.1 - Family Leave, as listed on **Attachment E** (*abolished*)
- Policy 3431.3 - New Jersey Family Leave Insurance Program, as listed on **Attachment F** (*abolished*)
- Policy 4431.3 - New Jersey Family Leave Insurance Program, as listed on **Attachment G** (*abolished*)
- Policy 5330.01 - Administration of Medical Cannabis, as listed on **Attachment H** (*revised*)
- Policy 7425 - Lead Testing of Water in Schools, as listed on **Attachment I** (*revised*)
- Policy 7430 - School Safety, as listed on **Attachment J** (*abolished*)
- Policy 2415 - Every Student Succeeds Act, as listed on **Attachment K** (*revised*)
- Policy 2415.01 - Academic Standards, Academic Assessments, and Accountability, as listed on **Attachment L** (*abolished*)
- Policy 2415.02 - Title I - Fiscal Responsibilities, as listed on **Attachment M** (*revised*)
- Policy 2415.03 - Highly Qualified Teachers, as listed on **Attachment N** (*abolished*)
- Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations, as listed on **Attachment O** (*revised*)
- Policy 2415.20 - Every Student Succeeds Act Complaints, as listed on **Attachment P** (*revised*)
- Policy 4125 - Employment of Support Staff Members, as listed on **Attachment**

**Q (revised)**

- Policy 6360 - Political Contributions, as listed on **Attachment R (revised)**
- Policy 8330 - Student Records, as listed on **Attachment S (revised)**
- Policy 9713 - Recruitment by Special Interest Groups, as listed on **Attachment T (revised)**
- Policy 6620 - Petty Cash, as listed on **Attachment U (revised)**
- Policy 8420 - Emergency and Crisis Situations, as listed on **Attachment V (revised)**

**iii. Approval: Memorandum of Agreement Between the Ridgewood Board of Education and the Ridgewood Education Association**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a Memorandum of Agreement, subject to mutually agreed-upon contract language establishing the terms and conditions for a successor collective negotiations agreement between the Ridgewood Board of Education and the Ridgewood Education Association (REA), effective July 1, 2021 through June 30, 2024.

The Memorandum of Agreement was ratified by the REA on April 28, 2021.

**iv. Approval: Settlement Agreement SE#8/2020-2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#8/2020-2021 between the parents of Student #905925 and the Ridgewood Board of Education.

The Board has received background information.

**v. 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 W**. The original proposal was approved on May 16, 1977. It is recommended that the student may leave at 10:00 p.m.

**vi. Adoption: Current Board Policy Manual**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the adoption of the current Board Policy Manual.

**viii. 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 2021-2022 school year.

**xii. Appointment of Bond 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

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 24, 2021, 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, 2021 through June 30, 2022, 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 2020-2021 school year.

There is no increase in fee from the 2020-2021 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.

**xiii. 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 24, 2021, 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, 2021 through June 30, 2022, at the rate of \$180 per hour, not to exceed \$110,000.

There is no increase in fee from the 2020-2021 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.

**xiv. 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 24, 2021, 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, 2021 through June 30, 2022, at the rate of \$180 per hour, not to exceed \$25,000. There is no increase in the hourly rate from the 2020-2021 school year.

There is no increase in fee from the 2020-2021 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.

**xv. 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 24, 2021, 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, 2021 through June 30, 2022 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

\$2,000 per Lease Financing up to \$1,000,000 Financed

\$3,500 per Lease Financing over \$1,000,000 Financed

There is no increase in fee from the 2020-2021 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.

**xvi. Appointment of Continuing Disclosure Agent and Independent Registered Municipal Advisor of Record for the 2021-2022 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 2021-2022 School Year, at a base fee of \$1,000 and a \$200 initial setup fee for each new bond issue set up during the year.

There is no increase in fee from the 2020-2021 school year.

**xvii. 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, 2021 through September 30, 2022, in the amount of \$29,500. There is no increase in fee from the 2020-2021 school year.

The Board has received background information.

**xviii. 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, 2021 through June 30, 2022.

**xix. 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, 2021 through June 30, 2022 in

accordance with N.J.A.C. 5:35-5 et. seq.

**xx. 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, 2021 through June 30, 2022.

**xxi. Appointment of Treasurer of School Monies**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the appointment of Angelo DeSimone as Treasurer of School Monies at a rate of \$5,000 for the 2021-2022 school year. There is no increase from the 2021-22 school year.

**xxii. 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 Z**.

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](http://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 26, 2021 *5:00 pm start time	Regular Public Meeting	Videoconference/Ed Center
August 30, 2021 *5:00 pm start time	Regular Public Meeting	Videoconference/Ed Center
September 13, 2021	Regular Public Meeting	Videoconference/Ed Center
September 20, 2021	Regular Public Meeting	Videoconference/Ed Center
October 4, 2021	Regular Public Meeting	Videoconference/Ed Center
October 18, 2021	Regular Public Meeting	Videoconference/Ed Center
November 1, 2021	Regular Public Meeting	Videoconference/Ed Center
November 15, 2021	Regular Public Meeting	Videoconference/Ed Center
December 6, 2021	Regular Public Meeting	Videoconference/Ed Center
December 20, 2021	Regular Public Meeting	Videoconference/Ed Center
January 10, 2022	Regular Public Meeting	Videoconference/Ed Center
January 31, 2022	Regular Public Meeting	Videoconference/Ed Center
February 14, 2022	Regular Public Meeting	Videoconference/Ed Center
March 7, 2022	Regular Public Meeting	Videoconference/Ed Center
March 21, 2022	Regular Public Meeting	Videoconference/Ed Center
April 4, 2022	Regular Public Meeting	Videoconference/Ed Center
April 25, 2022	Regular Public Meeting	Videoconference/Ed Center
May 9, 2022	Regular Public Meeting	Videoconference/Ed Center
May 23, 2022	Regular Public Meeting	Videoconference/Ed Center
June 13, 2022	Regular Public Meeting	Videoconference/Ed Center
June 27, 2022 *5:00 pm start time	Regular Public Meeting	Videoconference/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.

**xxiii. 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 AA**.

**xxiv. 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 2021-2022 school year.

**xxv. 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:

- Shauna Stovell, elementary schools
- Gregory Wu, middle schools
- Meredith Yannone, high school

**xxvi. 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 2021-2022 school year.

**xxvii. 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 2021-2022 school year.

**xxviii. Appointments: Civil Rights Coordinators for the 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Coordinators for the 2021- 2022 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

**xxix. 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 2021-2022 school year.

**xxx. 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 2021-2022 school year.

- xxx. **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 2021-2022 school year.
- xxxii. **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 2021-2022 school year.
- xxxiii. **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 2021-2022 school year.
- xxxiv. **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 2021-2022 school year.
- xxxv. **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 2021-2022 school year.
- xxxvi. **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 2021-2022 school year.
- xxxvii. **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 2021- 2022 school year.
- xxxviii. **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 2021-2022 school year.
- xxxix. **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 with the approval of two Board members.
- xl. **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, 2021 through June 30, 2022.

The Board has received background information.

Mr. Lembo moved approval of B. Administration, excluding ix., x., ix., and vii.  
Ms. Kwak seconded the motion, which was carried by the following roll-call vote:

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

Ms. Kwak recognized that the district successfully resolved the REA contract ahead of expiration. She stated that this settlement removes uncertainty as we navigate the pandemic and we could not have accomplished this without the whole team.

As per the annual requirement, the Board read the NJSBA Code of Ethics.

Dr. Gorman presented for consideration vii. Adoption: NJSBA Code of Ethics.

Mr. Lembo moved approval of viii. Adoption: NJSBA Code of Ethics, which was carried by the following roll-call vote:

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

**vii. Adoption: 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 X**.

Dr. Gorman presented for consideration ix. Approval: Appointment of Architect.

**ix. 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 24, 2021, 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 January 1, 2021 through June 30, 2022, at fees negotiated for each individual project, and as per the rates listed on **Attachment Y**, not to exceed \$50,000 from July 1, 2021 through June 30, 2022.

There is no increase in fee from the 2020-2021 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.

Ms. Kwak moved approval of ix. Appointment of Architect.

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

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

NAYS: Ms. Brogan

Dr. Gorman presented for consideration x. Approval: Appointment of General Board Counsel

**x. 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 24, 2021, 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 January 1, 2021 through June 30, 2022, not to exceed \$125,000 from July 1, 2021 through June 30, 2022.

Hourly rates are as follows:

All Attorneys: \$165 per hour

All Law Clerks and Paralegals: \$90 per hour

There is no increase in fee from the 2020-2021 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.

Ms. Kwak moved approval of x. Approval: Appointment of General Board Counsel  
Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

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

NAYS: Ms. Brogan

Dr. Gorman presented for consideration xi. Appointment of Auditor

**xi. Approval: Appointment of Auditor**

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 Auditor, 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;

NOW, THEREFORE, BE IT RESOLVED by the Ridgewood Board of Education as follows:

ACCORDINGLY, the Ridgewood Board of Education, at the public meeting held on May 24, 2021, authorizes the award of the following professional services appointment and contract:

That the Board Secretary is hereby authorized and directed to execute an agreement with the firm of Lerch, Vinci & Higgins, Fair Lawn, NJ, to serve as Board of Education Auditor and provide accounting services to the Board for the period July 1, 2021 through June 30, 2022 and to conduct the 2021-2022 audit of the Ridgewood Board of Education for a fee not to exceed \$54,000.

Hourly rates if needed are as follows:

Partners: \$150 - \$175 per hour

Managers: \$125 - \$140 per hour

Senior Accountants/Supervisors: \$90 - \$115 per hour  
 Staff Accountants: \$75 - \$85 per hour  
 Other Personnel: \$45 per hour

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.

Mr. Lembo moved approval of xi. Approval: Appointment of Auditor  
 Mr. Kaufman seconded the motion, which was carried by the following roll-call vote:

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

NAYS: Mr. Dani - he would prefer an auditor who takes accountability for their work instead of assigning the responsibility to district employees with disclaimers.

Dr. Gorman noted the change on page 18, numbers 12 and 13 those programs are tuition free. They are updated in the minutes. Middle School and High School Rise programs are for six weeks of instruction.

Mr. Dani asked if AP courses for statistics were approved for 10th grade.

Ms. Poelstra will confirm with Mr. Nyhuis and provide an update.

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 AB**.

### ii. Approval: Existing Curriculum for the 2021-2022 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 **Attachment AC**, for the 2021-2022 school year, in accordance with N.J.S.A.18A:33-1 and the Thorough & 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.

### iii. Approval: Textbooks for the 2021-2022 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 the continuation of the

existing textbooks and new textbooks as listed on **Attachment AD**, for the 2021-2022 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.

iv. **Approval: Renewal of District Membership in the TMI Professional Learning Consortium for the 2021-2022 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 2021-2022 school year, in the amount of \$4,950.

The Board has received background information.

v. **Approval: Comprehensive Guidance & Academic Counseling Program**

The Ridgewood Board of Education, upon the Recommendation of the Superintendent of Schools, approves the Comprehensive Guidance & Academic Counseling Program.

**Approval: 2021 New Players Summer Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 New Players Summer Program, an intensive theater experience for students in Grades 4 through 12. The program will run June 28, 2021 through August 4, 2021. The Senior Company, a group of over 50 high school students, will produce a play and two musical productions.

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.

vi. **Approval: 2021 Elementary Summer Enrichment Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 Elementary Summer Enrichment Program (Summer Adventure 2021) 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 28, 2021 through August 6, 2021, 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.



**vii. Approval: 2021 Ridgewood 6-12 Summer Academy Transition Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 6-12 Summer Academy Transition program. This program will run August 10-12, 2021 and August 23-25, 2021 from 10:00 a.m. to 1:00 p.m. Location will be determined dependent upon enrollment.

This program will be paid for with ESSER II Learning Acceleration Grant funds.

**viii. Approval: 2021 Ridgewood High School Summer School Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 Ridgewood High School Summer School Program. Summer School will run June 28, 2021 through July 29, 2021. If testing is required it will take place July 26, 2021 through July 28, 2021.

There are two class periods. The first period will be held from 8:00 a.m. - 11:00 a.m. and the second period will be held from 11:30 a.m. - 2:30 p.m.

This is a tuition based program.

**ix. Approval: 2021 Preschool Special Needs Summer Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 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 28, 2021 through July 23, 2021.

The program will be held at Glen School and is tuition free.

**x. Approval: 2021 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 28, 2021 through July 23, 2021.

This program will be held at Glen School and is tuition free.

**xi. Approval: 2021 Middle School Grades 6-8 Special Needs Summer Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 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 Benjamin Franklin Middle School from 8:30 a.m. to 11:30 a.m., five days per week, for four weeks, June 28, 2021 through July 23, 2021.

This program will be held at Benjamin Franklin Middle School and is tuition free.

**xii. Approval: 2021 Middle School Grades 6-8 Enrichment Summer Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 Middle School Grades 6-8 Enrichment Summer Program for students currently in Grades 6 through 8 in a special education program during the school year at BFMS and GWMS. This program is tuition free.

The summer program will meet at Benjamin Franklin Middle School from 8:30 a.m. to 11:30 a.m., five days per week, for four weeks, June 28, 2021 through July 23, 2021.

**xiii. Approval: 2021 Grades K-8 Social Emotional Learning Club Summer Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 Grades K-8 Social Emotional Learning Club Program for students currently in Grades Kindergarten through 8. This program is tuition free.

The summer program will meet at Ridge School from 8:30 a.m. to 11:30 a.m., five days per week, for four weeks, June 28, 2021 through July 23, 2021.

**xiv. Approval: 2021 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. The programs are tuition free.

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 28, 2021 through August 6, 2021.

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 28, 2021 through August 6, 2021.

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 28, 2021 through July 30, 2021.

Classes for the middle school SAIL program will meet at Benjamin Franklin Middle School, five days per week, from 8:30 a.m. to 12:30 p.m. on Monday, Tuesday, Thursday and Friday, and 8:30 am to 2:00 pm on Wednesday, for five weeks, June 28, 2021 through July 30, 2021.

Classes for the middle school RISE program will meet at Benjamin Franklin Middle School, five days per week, from 8:30 a.m. to 12:30 p.m., on Monday, Tuesday, Thursday and Friday, and 8:30 am to 2:00 pm on Wednesday, for six weeks, June 28, 2021 through August 6, 2021.

Classes for the high school RISE program will meet at Benjamin Franklin Middle School, five days per week, from 8:30 a.m. to 12:30 p.m. on Monday, Tuesday, Thursday and Friday, and 8:30 am to 2:00 pm on Wednesday, for six weeks, June 28, 2021 through August 6, 2021.

**xv. Approval: 2021 Multisensory Reading Program**

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

of Schools, approves the 2021 Multisensory Reading Program. The program is tuition free.

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 28, 2021 through July 22, 2021.

Classes for the 6-12 Multisensory Reading Program will meet at Benjamin Franklin Middle 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 28, 2021 through July 22, 2021.

**xvi. Approval: 2021 Summer NOVA Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 Summer NOVA Program for students who are currently in the NOVA Program. The programs are tuition free.

Classes for the elementary NOVA program will meet at Benjamin Franklin Middle School, five days per week, from 8:45 a.m. to 11:45 a.m., for five weeks, June 28, 2021 through July 30, 2021.

**xvii. Approval: 2021 Summer STEPSS (18-21) Program**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021 STEPSS Program for students who are currently in the STEPSS Program. The programs are tuition free.

Classes for the STEPSS program will meet at Benjamin Franklin Middle School, five days per week, from 8:30 a.m. to 12:30 p.m., for five weeks, June 28, 2021 through July 30, 2021.

**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 delivery of ABA technologies through Extended School Year Services for STEPSS, Transition Prep and Planning for PERL for the period June 28, 2021 through July 30, 2021 at the sum of \$105.00 per hour, not to exceed 12 hours per week for STEPSS and not to exceed 10 hours total for Transition Prep and Planning for PERL.

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, Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

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

**i. Abolishment of the following Positions**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the abolishment of the positions of the Energy Specialist and Teacher Staff Developer, effective June 30, 2021.

The Board has received background information.

**ii. Creation of Positions for the 2021-2022 School Year**

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

- **3 Elementary Guidance Counselors**

The Board has received background information.

**iii. 2020-2021 Teacher Recognition Nominees**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following nominees for the 2020-2021 Teacher Recognition Program.

Educational Services Professional	Colleen Manke
Hawes School	Debra Caruso
Orchard School	Molly Higgins
Ridge School	Danielle Vandervelt
Somerville School	Lauren Carr
Travell School	Casey Schick
Willard School	Rebecca Dodd
Benjamin Franklin Middle School	Trecia Donnelly
George Washington Middle School	Deborah Feit
Ridgewood High School	Christine Lee

The members of the panel who reviewed and approved the nominations were Ms. Kelly Buchsbaum, Ms. Colleen Tansey, Ms. Juliane Cho, Mr. David Bailey, Mr. Mark Ferreri, Ms. Meredith Yannone, Ms. Mary Van Horne and Ms. Ojetta Townes, Facilitator. The Ridgewood Teacher Recognition Award Reception will be held at Benjamin Franklin Middle School Auditorium on Tuesday, June 15, 2021 at 7:00 pm for the award recipients, their families, school parents, teachers and friends (space

will be limited). 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. Approval: 2022-2023 Holiday Calendar for 12-Month Employees**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2022-2023 Holiday Calendar for 12-Month Employees, as listed on **Attachment AE**.

**v. 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 24, 2021 for the 2021-2022 school year, as listed on **Attachment AF**.

**vi. 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**

DINO, Deanna - Fourth Grade Teacher (tenure track), Orchard School, effective August 31, 2021 through June 30, 2022. Ms. Dino possesses an NJDOE Standard Certificate as an Elementary School Teacher.

Salary: \$62,142  
Cl. BA, St. 2  
Account # 11-120-100-101-09-03-019-000

FORGASH, Drew - 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. Forgash possesses an NJDOE Standard Certificate as a Teacher of Social Studies.

Salary: \$68,742  
Cl. MA, St. 1  
Account # 11-140-100-101-05-10-019-000

GAO, Jeanne - School Nurse (tenure track), Hawes School, effective August 31, 2021 through June 30, 2022. Ms. Gao is pending issuance of an NJDOE Emergency Certificate as a School Nurse. Ms. Gao will be registered into the NJDOE Provisional Program.

Salary: \$65,392  
Cl. BA+30, St. 1

Account # 11-000-213-104-00-02-019-000

HOFF, Erica - Education Specialist (tenure track), Orchard School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Hoff possesses an NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities. Ms. Hoff will be registered into the NJDOE Provisional Teacher Program.

Salary: \$68,742

Cl. MA, St. 1

Account # 11-000-219-104-00-03-019-000

JANNONE, Christina - Health and Physical Education Teacher (tenure track), Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Jannone is pending issuance of an NJDOE Standard Certificate as a Teacher of Health and Physical Education.

Salary: \$62,142

Cl. BA, St. 2

Account # 11-140-100-101-06-10-019-000

MADISON, Marissa - Resource Room Teacher (tenure track), Orchard School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Madison possesses an NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6 and Standard Certificate is pending issuance as a Teacher of Students with Disabilities.

Salary: \$72,492

Cl. MA+30, St. 1

Account # 11-213-100-101-00-03-019-000

PILKINGTON, Jaclyn - Fifth Grade Teacher (tenure track), Somerville School, effective August 31, 2021 through June 30, 2022. Ms. Pilkington pending issuance of an NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities.

Salary: \$69,242

Cl. MA, St. 2

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

VEENSTRA, Vanessa - Second Grade Teacher (tenure track), Orchard School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Veenstra is pending issuance of an NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities.

Salary: \$68,742

Cl. MA, St. 1

Account # 11-120-100-101-09-03-019-000

WINE, Rae - Special Education Teacher (tenure track), Somerville School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Wine possesses an NJDOE Standard Certificate as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities.

Salary: \$68,742

Cl. MA, St. 1

Account # 11-000-219-104-00-05-019-000

### **Field Placements**

CHLEWICKI, Payton - Montclair State University, Practicum placement, to shadow Theresa Ross, Kindergarten Teacher, Somerville School, effective September 1, 2021 through June 22, 2022.

COSTE-DISLA, Dulce - Montclair State University, Practicum placement, to shadow Elizabeth Fischetti, Fourth Grade Teacher, Somerville School, effective September 1, 2021 through June 22, 2022.

FARRELL, Hannah - UCL Institute of Education, Clinical Observation with Lynn Delaney, First Grade Teacher, Ridge School, effective May 24, 2021 through May 27, 2021 and June 1, 2021.

### **Additional: Ridgewood Community School Employees – Spring Semester 2021**

#### **Junior Edition (Irish Basketball Clinic)**

- DeRisi, Michael
- Sullivan, Matthew
- Troy, Michael

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

#### **Spring Season Site Manager(s)**

- Currier, Robert: \$5,000 stipend
- Lucchesi, Michael: \$5,000 stipend

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

#### **vii. 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.

BARNETT, Shula - **from** 0.80 FTE Speech Language Specialist, Somerville School, **to** 0.95 FTE Speech Language Specialist, Somerville School, effective August 31, 2021 to June 23, 2022.

**From:** \$91,946 (\$91,706 + \$240 CP)

**To:** \$109,185 (\$108,900 + \$285 CP)  
 Cl. MA+45, St. 18  
Account # Remains the same

Employee #6558 - **from** Special Education (RISe) Teacher, Benjamin Franklin Middle School, **to** Special Education Teacher, Benjamin Franklin Middle School, effective August 31, 2021 through June 23, 2022.

Salary will remain the same.  
Account # 11-000-219-104-00-08-019-000

**viii. Rescind Appointment**

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

**Long-term Substitute**

HAMILTON, Elizabeth - Special Education (RISe) Teacher, Glen School, effective May 12, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends. Ms. Hamilton possesses a NJDOE Certificate of Eligibility with Advance Standing as an Elementary School Teacher in Grades K-6 and Certificate of Eligibility as a Teacher of Students with Disabilities.

**ix. Leave of Absences**

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

AGNELLO, Keri - REACH 4 Pre-K Teacher, Glen School, **from** effective August 31, 2021 through November 24, 2021, with a reinstatement date of November 29, 2021, approved by the Board on April 12, 2021, **to** effective June 1, 2021 through November 24, 2021, with a reinstatement date of November 29, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

HACKETT, Loren – Eighth Grade English Teacher, Benjamin Franklin Middle School, effective August 31, 2021 through November 30, 2021, with a reinstatement date of December 1, 2021, using sick days in accordance with the REA/Board Agreement and utilizing the FMLA and/or NJFLA leave entitlement.

**x. Change of Assignment**

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

ROSADO, Jaime - **from** Administrative Assistant Accounts Payable, Education Center, **to** Assistant Business Administrator-Finance, Education Center, effective May 17, 2021 through June 30, 2021 and July 1, 2021 through June 30, 2022.  
 Ms. Rosado's credentials are as follows:



- Accounts Payable, Ridgewood Board of Education - 2017 to Present
- Dr. Barry Prystowsky, Bookkeeper - 2005 to Present
- Prudential Financial, Senior Accounting Associate - 2001 to 2005
- Lerch, Vinci & Higgins - Registered Municipal Accountants, Staff Accountant - 2000 to 2001

## Education:

- University of Northwestern Ohio, Masters of Business Administration: August 2020
- Rutgers University, School of Management, Bachelor of Science: May 2000

## Possesses the following New Jersey Certificate of Eligibility:

- School Business Administrator

**From:** \$51,626

Cl. SEC12, II, St. 5

**To:** \$91,000Account # 11-000-251-104-00-40-019-000**xi. 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.

**Ridgewood High School****Professional Development Day - May 13, 2021**

- DiBrita, Christine - for a total stipend of \$84.52.

**Secretarial and Technology Support for 2021 Graduation, June 22, 2021, each not to exceed six hours, each at the contracted hourly rate (\$2,174.28)**

- Brunner, Adam - \$41.63 (\$249.78)
- Altomare, Jacquelyn - \$29.35 (\$176.10)
- Crocamo, Janet - \$29.48 (\$176.88)
- D'Amico, Anna - \$31.55 (\$189.30)
- Holand, Larry - \$44.19 (\$265.14)
- Kazmierczak, Jennifer - \$31.79 (\$190.74)
- Michels, James - \$29.51 (\$177.06)
- Ortega, Celinett - \$33.15 (\$198.90)
- Philbrick, Skye - \$31.34 (\$188.04)
- Quinones, Ramon - \$27.90 (\$167.40)
- Whyard, Lesley - \$32.49 (\$194.94)

Account # Secretary 11-000-240-105-00-10-010-001Account # Technology 11-000-222-104-00-10-010-001**Music Support – Graduation – June 22, 2021, each not to exceed 4 hours, each at the contracted hourly rate (\$721.80)**

- Bourque, Steven - \$51.73 (\$206.92)
- Haas, Jeffrey - \$76.99 (\$307.96)
- Luckenbill, John - \$51.73 (\$206.92)

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

#### **2021 Project Graduation - June 22, 2021**

- Four Chaperones (TBD), each not to exceed 6 hours, each at an hourly rate of \$40.17 (\$964.08)

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

#### **Senior Prom Cornucopia Cruise Line – June 4, 2021, to be funded by student fundraising**

- Four Chaperones (TBD), for the district provided bus, each not to exceed 6 hours, each at an hourly rate of \$40.17 (\$964.08).
- Ten Chaperones (TBD), each not to exceed 5 hours, each at an hourly rate of \$40.17 (\$2,008.50).

Account # 11-000-222-104-00-10-010-001

#### **Revision/Addition: Co-Curricular Advisors 2020-2021 School Year**

##### **Drama Director, Play 4**

Remove: TBD

Replace: Schaefer, Margaret - for a total stipend of \$1,296.

##### **Drama Director, Play 4**

- Van Zile, Kelly - for a total stipend of \$1,296.

##### **Drama Musical Assistant**

Remove: TBD

Replace: Cicchino, Maxwell - for a total stipend of \$1,620.

##### **Drama Musical Assistant**

- Cicchino, Maxwell - for a total stipend of \$1,620.
- Frey, Troy - for a total stipend of \$864.
- Schaefer, Margaret - for a total stipend of \$864.
- Sheehan, Hennessey - for a total stipend of \$864.

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

#### **Revision: ACT Administrative Duties - from February 12, 2021, approved by the Board at its meeting on May 10, 2021, to June 12, 2021**

- Valeri, Amanda - total stipend of \$300.

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

#### **Information Technology Department**

**District-Wide Camera Repair and Cleaning**

- **Michaels, James**, Instructional Technology Technician, effective May 25, 2021 through June 30, 2021, not to exceed 50 hours, at a base hourly rate of \$29.51 (Total \$1,475.50) and a maximum overtime hourly rate of \$44.26 (Total \$2,213.00).

Account # 11-000-252-104-08-31-031-001

**xii. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teacher: Anthony Carpentieri, Troy Frey, and Elizabeth Hamilton**

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. Kaufman, Ms. Kwak, Mr. Lembo  
Mr. Dani; except item ii.

NAYS: Mr. Dani for item ii.; requested his comment be included in the minutes: "he is conflicted because he understands the value but after the last presentation he was hoping that there are some responsibilities that were transferred, there would be reduction in the expense. He wanted to see something that would have been outsourced would not be outsourced. This year we are pulling 408,000 from reserve, we can pull from reserve one time, we cannot pull money as a recurring expense. A full time position is recurring. He is hoping that anything we bring in the future will come with a corresponding offset to expenses."

Mr. Dani asked to discuss item vi. Student Activity Fee; did not make a formal motion but asked if anyone would like to increase the fee.

Ms. Brogan requested to pull for discussion xix.

Ms. Kwak requested to pull for a separate vote items xi., xii.

Dr. Gorman presented for consideration E. Finance, with the addendum regarding Alphabest; excluding items xx. xii. and xiv. the bid thresholds have increased to \$43,000 as per the change in the law; remove for discussion and separate vote items xix. xi., xii.

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

**E. FINANCE****Dr. Gorman****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
Hawes Dad's Night and Hawes HSA	\$109,969	To be used for new playground equipment for Hawes Elementary School.	20-024-400-731-00-02-002-000 20-025-400-731-00-02-002-002
Edward and Frances Dowell	\$100.00	To be used for the Music Department in memory of Elisa Grim.	20-153-100-610-00-10-010-000

ii. **Approval: Budget Appropriation Transfers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves transfers for **April 2021** as shown in the Journal Entry listing pursuant to Policy 6422.

The Board has received background information.

iii. **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 **April 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. **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 **April 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: Agreement with AlphaBest for Before and After School Program**

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

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

1. Ridgewood and AlphaBEST agree that the term of the Existing Agreement is hereby extended through June 30, 2023 (the “Extended Term”), unless earlier terminated in accordance with the provisions of the Existing Agreement.
2. During the Extended Term, the fees for the Before and After School Child Care Services provided by AlphaBEST shall be as follows:

Registration	\$50.00 per student
Siblings*	10%
Reduced Lunch*	12%
Free Lunch*	15%
District Employee*	35%
Late payment fee per occurrence	\$15.00
Late pick-up fee for 1 – 15 minutes	\$15.00
Late pick-up fee for 16 – 30 minutes	\$30.00
Late pick-up fee for 31 or more minutes (each additional minute per family)	\$1.00
Returned check fee	\$25.00
NSF fees	Maximum allowable by law
Credit card processing fee	\$1.00 per transaction

\*Only applicable to five-day care. Families may elect only one discount option. Discounts do not apply to punch pass.

3. During the extended term of the contract; the Contractor will pay the Board of Education a revenue share of 12% net tuition (gross tuition and fees less all discounts, bank card fees and refunds) to be paid on a monthly basis.

4. Pursuant to Section 4(i) of the existing agreement, the Board of Education does not waive the guaranteed minimum revenue share requirements during the extension period of this contract which expires on June 30, 2023.

The Board has received background information.

**vi. 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 2021-2022 school year.

**vii. 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 2021-2022 school year as listed below:

<b>Teachers</b> <i>(1st five days of one consecutive assignment)</i>	\$115 per diem
Daily/Permanent Teacher <i>(6th day of consecutive assignment in system)</i>	\$150 per diem
Long-term	\$150 per diem
<b>Nurse</b>	\$170 per diem
<b>Secretaries</b>	\$12.50 per hour
Former RAES/REAS members	\$13.25 per hour
Long-term	\$17.00 per hour

**viii. Approval of Depositories of School Funds Including State of New Jersey Cash Management**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following banking institutions as depositories of school funds: Columbia Bank, Morgan Stanley, and authorizes the Board Secretary to invest idle funds of the Board of Education in said depository and to transfer funds in and out of the accounts listed below.

The following are the authorized accounts and the required signatures:

Depository	Required # of Signatures
------------	--------------------------

<i>Columbia Bank</i> General Funds	<b>Three:</b> Board President <b>and</b> Business Administrator <b>or</b> Assistant Business Administrator <b>and</b> Treasurer of School Monies
<i>Columbia Bank</i> Salary Funds	<b>One:</b> Treasurer of School Monies
<i>Columbia Bank</i> Salary Deduction Funds	<b>One:</b> Treasurer of School Monies
<i>Columbia Bank</i> RHS Memorial Fund and other scholarship funds	<b>Three:</b> Board President <b>and</b> Business Administrator <b>or</b> Assistant Business Administrator <b>and</b> Treasurer of School Monies
<i>Columbia Bank</i> Ridgewood Public Schools Cafeteria Fund	<b>Three:</b> Board President <b>and</b> Treasurer of School Monies and Business Administrator <b>or</b> Assistant Business Administrator
<i>Columbia Bank</i> Employees' Share of State Unemployment Insurance Contributions	<b>Three:</b> Board President <b>and</b> Business Administrator <b>or</b> Assistant Business Administrator <b>and</b> Treasurer of School Monies
<i>Columbia Bank</i> RHS Athletic Department for Athletic Events	<b>Two:</b> Athletic Director <b>and/or</b> Business Administrator <b>and</b> Supervisor of Wellness
<i>Columbia Bank</i> RHS Athletic Department Hall of Fame Funds	<b>Two of three:</b> Business Administrator <b>and/or</b> Assistant Principal <b>and/or</b> Athletic Director
<i>Columbia Bank</i> Referendum Funds	<b>Three:</b> Business Administrator <b>and</b> Assistant Business Administrator <b>and</b> Treasure of School Monies
<i>Columbia Bank</i> Capital Reserve Account	<b>Three:</b> Board President <b>and</b> Business Administrator <b>or</b> Assistant Business Administrator <b>and</b> Treasurer of School Monies
<i>Columbia Bank</i> Employees' Flexible Spending Plan	<b>Three:</b> Board President <b>and</b> Business Administrator <b>or</b> Assistant Business Administrator <b>and</b> Treasure of School Monies
<i>Columbia Bank</i> Ridgewood High School Association Funds	<b>Two:</b> Principal <b>and/or</b> Assistant Principal for Guidance <b>and/or</b> Assistant to the Principal
<i>Columbia Bank</i> BFMS Association Funds	<b>Two:</b> Principal and Secretary

<i>Columbia Bank</i> BFMS Association Funds	<b>Two:</b> Principal <b>and</b> Secretary
<i>Columbia Bank</i> GWMS Association Funds	<b>Two:</b> Principal <b>and</b> Secretary
<i>Columbia Bank</i> Hawes School Association Funds	<b>Two:</b> Principal <b>and</b> Secretary
<i>Columbia Bank</i> Orchard School Association Funds	<b>Two:</b> Principal <b>and</b> Secretary
<i>Columbia Bank</i> Ridge Schools Association Funds	<b>Two:</b> Principal <b>and</b> Secretary
<i>Columbia Bank</i> Somerville Schools Association Funds	<b>Two:</b> Principal <b>and</b> Secretary
<i>Columbia Bank</i> Travell Schools Association Funds	<b>Two:</b> Principal <b>and</b> Secretary
<i>Columbia Bank</i> Willard Schools Association Funds	<b>Two:</b> Principal <b>and</b> Secretary
<i>Columbia Bank</i> STEPSS 18-21 Program	<b>Two:</b> Special Programs Director or Supervisor and Secretary
<i>Columbia Bank</i> Ridgewood High School RISE Program	<b>Two:</b> Special Programs Director or Principal and Secretary
<i>Columbia Bank</i> BFMS RISE/SAIL Program	<b>Two:</b> Special Programs Director or 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. Authorization of Petty Cash Columbia Bank Checking Accounts**

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	<b>Two:</b> Principal <b>or</b> Assistant Principal <b>and</b> School Secretary
Hawes School	\$500	<b>Two:</b> Principal <b>and</b> School Secretary
Orchard School	\$500	<b>Two:</b> Principal <b>and</b> School Secretary
Infant Toddler Program	\$500	<b>Two:</b> Business Administrator <b>and</b> Director of Special Programs
Ridge School	\$500	<b>Two:</b> Principal <b>and</b> School Secretary
Ridgewood High School	\$1,000	<b>Two:</b> Principal <b>or</b> Assistant Principal <b>and</b> Secretary
Travell School	\$500	<b>Two:</b> Principal <b>and</b> School Secretary
Willard School	\$500	<b>Two:</b> Principal <b>and</b> School Secretary
Central Business Office	\$500	<b>One:</b> Business Administrator <b>or</b> Assistant Business Administrator
STEPSS 18-21 Program	\$1,000	<b>Two:</b> Special Programs Director or Supervisor and Secretary
Ridgewood High School RISE Program	\$500	<b>Two:</b> Special Programs Director or Principal and Secretary
BFMS RISE/SAIL Program	\$500	<b>Two:</b> Special Programs Director or Principal and Secretary

x. **Authorization to Use State and County Contracts and NJ and National Cooperative Purchasing Agreements**

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)

**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 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the bid threshold of \$43,000 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 2021-2022 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 2021-2022 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 2021-2022 school year.

**xvii. Approval: Tax Shelter Annuity Brokers for the 2021-22 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Tax Shelter Annuity Brokers for the 2021-2022 school year as listed below:

- Ameritas (Union Central)
- Equitable
- Franklin Templeton
- Lincoln Investment
- Omni Financial Group
- Prudential
- Security Benefit
- VALIC/AIG
- Invesco

**xviii. Approval: Renewal of Contract with Educational Data Services for Bidding and Purchase Services**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the renewal of cooperative bidding services for the district with Educational Data Services, Inc., Saddle Brook, NJ, for the 2021-2022 school year, for a fee of \$19,590. There is no increase from the 2021-2022 school year.

**xxi. Approval: Additional Insured for General Liability**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves all Ridgewood Board of Education Home and School Associations to be considered as Additional Insured under the district's General Liability Policy from July 1, 2021 through June 30, 2022 for activities they perform on behalf of and authorized by the school district.

**xxii. 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.

The Board has received background information.

**xxiii. 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 2021-2022 school year.

**xxiv. Approval: Toilet Room Facilities for Early Intervention, Pre-Kindergarten and Kindergarten Classrooms at Glen and Willard Schools for the 2021-2022 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.

**xxv. Approval: Disposal of Equipment**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of the equipment listed on **Attachment AI** through [www.govdeals.org](http://www.govdeals.org). These items are obsolete and no longer needed.

**xxvi. 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, 2021 to June 22, 2022, 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.

Ms. Brogan moved approval of E. Finance with the addendum and the exclusion of xix., xi., and xii.

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

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

NAYS: none

Item xx. was removed from consideration

**xx. Approval of Renewal Agreement with Pomptonian Food Service for the 2021-2022 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 2021-2022 school year. This represents the fourth year of a maximum of 5 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 \$0.2608 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 fee 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 \$0.2608 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 2021-2022.

The student price list is included in **ATTACHMENT AH**.

Ms. Kwak stated since we meet one time per month during the summer she does not feel that items xi. And xii. are necessary.

Mr. Bisig stated since we meet every month that is fine.

Items xi. and xii below were removed from consideration.

**xi. Authorization for the Business Administrator/Board Secretary to Make Payments to Contractors During the Summer Months**

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 29, 2021 through August 30, 2021 after review by the Business Administrator and with approval of the Superintendent and one member of the Finance Committee.

**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 \$43,000. All awards will be placed on the next agenda for ratification.

A discussion ensued regarding item xix. Approval: Rental Fees for Use of Facilities

**xix. 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 2021-2022 school year, as listed on **Attachment AG**.

Ms. Brogan had a concern about the rental rate increases. Suggested that the rental fee be different for groups that are nonprofit versus for profit.

The Board discussed the facility rental fees.

Ms. Brogan moved to have the rates remain flat and not increase for the 2021-2022 SY.

There was no second to the motion.

Ms. Kwak made a motion to revise the rates to a 2% increase.

Mr. Dani seconded the motion which carried by the following roll-call vote:

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

NAYES: none

**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.

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
May 13	Columbia Bank On-Line	101671-101764	598,328.09	Ms. Kwak
May 17	Columbia Bank On-Line	101765-101822	622,981.26	Ms. Kwak
May 14	Electronic Transfer	B35054	81,550.00	Ms. Kwak
May 17	Food Service	620247	18,267.49	Ms. Kwak
May 4	Columbia Bank Void Check	101135	(3,744.00)	Ms. Kwak
May 5	Columbia Bank Void Check	101320	(777.90)	Ms. Kwak
May 5	Columbia Bank Void Check	101322	(181.00)	Ms. Kwak
<b>TOTAL</b>			<b>1,316,423.94</b>	

Ms. Kwak moved approval of bills reviewed by her.

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

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

NAYES: None

#### **X. BOARD MEMBER ANNOUNCEMENTS**

Ms. Brogan announced that the RHS acapella groups performed on the lawn of the high school on Sunday, and it was a great day for the performance. Seniors were recognized at the event.

Mr. Dani mentioned that during tonight's meeting there were many negative questions, concerns, etc. since we only have a small amount of time we cannot discuss all of the positive things.

Ms. Kwak announced that the Joint Review committee meeting was very positive.

Mr. Lembo announced Dad's Night 77 was held this past weekend, and it was a huge success. Throughout the year, organizers host various fundraisers, and the show is prepared in just eight weeks.

#### **XI. BOARD COMMITTEE REPORTS**

Ms. Brogan followed up regarding the JRC Meeting. Aramark has received many positive comments regarding their work.

Mr. Kaufman discussed the Alternative Schedule Meeting, there is a roadmap that will be

distributed when the details are finalized.

## **XII. DISCUSSION ITEMS**

The Board discussed Phase III, planning for the transition to September, committee meetings, parent involvement and a change in quarantine times for students who travel.

To view this portion of the meeting scroll to 3:07.

Ms. Kwak presented a motion that unvaccinated students that travel outside the tri-state area for more than 24 hours must provide a negative test upon return, a ten day quarantine is required if the individual is not tested.

Mr. Lembo stated that you should be tested 3-5 days after exposure.

Mr. Dani stated that he understands the intent and it is noble, however believes the final decision should be on Dr. Gorman. Does not believe the Board should vote on the motion.

Dr. Gorman stated we must be careful what guidance we follow from the NJ Department of Health, we should not cherry pick which part of the guidance is chosen. This may open up the district to liability.

Ms. Kwak withdrew her motion and asked Dr. Gorman to review.

## **XIII. ACCEPTANCE OF MINUTES**

None at this time.

## **XIV. OTHER BUSINESS**

None at this time.

## **XV. COMMENTS FROM THE PUBLIC**

None at this time.

## **XVI. ADJOURNMENT**

At 10:28 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

## 2020-2021 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Ariana Bray	Handle With Care Instructor and Re-Certification Program Virtual Handle With Care Behavior Management System, NY May 20, 2021	Professional Development	\$450.00	0
Cindy Lora	Handle With Care Instructor and Re-Certification Program Virtual Handle With Care Behavior Management System, NY	Professional Development	\$450.00	0
Erin McGuire	Handle With Care Instructor and Re-Certification Program Virtual Handle With Care Behavior Management System, NY May 20, 2021	Professional Development	\$450.00	0
Michael Kilcullen	CDL Class C+ Passenger (Bus) Union City, NJ E-Z Wheels Driving School, Inc. June 7 – 11, 2021	Professional Development	\$750.00	0
Maureen Chiaramonte	Intermediate/Advanced Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Mildred Federico	Advanced Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Susan Christopher	Intermediate Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Patricia Higgins	Intermediate Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
ElizaKarch	Intermediate Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0



Maria Monnerat	Intermediate Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Patricia Kowalczyk	Advanced Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Julie Yohana	Advanced Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Nadine Macolino	Advanced Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Jennifer Weinkauff	Advanced Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Laura Nuzzo	Intermediate Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Rosanna Griffith	Advanced Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Kimberly James	Intermediate Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0

The total cost for these conferences is \$4180.00. Upon Board approval of these conferences, the total expenditure for travel and conferences for 2020-2021 will be \$38,388.39 leaving a balance of \$161,611.61.

The total cost of substitutes for these conferences is \$0.00. Upon Board approval of these conferences, the total expenditure for substitutes for travel and conferences for 2020-2021 will be \$2300.00.

0145 BOARD MEMBER RESIGNATION AND REMOVAL

The membership of a Board of Education member shall terminate immediately upon:

1. The cessation of the member's bona fide residency in the school district the member represents (N.J.S.A. 18A:12-2.2); or
2. The member's election or appointment to the office of mayor or member of the governing body Ridgewood. (N.J.S.A. 18A:12-2.2); or
3. The member's disqualification from voting pursuant to N.J.S.A. 19:4-1 (N.J.S.A. 18A:12-2.2); or
4. The member falsely affirms or declares that he/she is not disqualified as a voter pursuant to N.J.S.A. 19:4-1 or that he/she is not disqualified from membership on the Board due to conviction of a crime or offense listed in N.J.S.A. 18A:12-1; or
5. The removal of the member by the Commissioner of Education; or
6. Recall of a Board member pursuant to N.J.S.A. 19:27A-1 et seq.

A member who fails to attend three consecutive meetings of the Board without good cause may be removed from office on the affirmative votes by majority of the remaining Board members, provided that:

1. The member's removal was proposed at the immediately previous Board meeting; and
2. Notice of the proposed removal was given to the affected member at least forty-eight hours in advance of the meeting at which the vote will be taken.

N.J.S.A. 18A:12-2; 18A:12-2.2; 18A:12-3; 18A:12-29

N.J.S.A. 19:27A-1 et seq.

Adopted: 7 December 2009

Revised:

1643 FAMILY LEAVE

The Board of Education will provide family leave to staff members in accordance with the New Jersey Family Leave Act (NJFLA) and the Federal Family and Medical Leave Act (FMLA). These laws have similar and different provisions that provide different rights and obligations for a staff member and the Board.

If a staff member is eligible for leave for reasons recognized under both the FMLA and NJFLA, then the time taken shall run concurrently and be applied to both laws. The NJFLA provides twelve weeks leave in a twenty-four month period and the FMLA provides twelve weeks leave in a twelve month period

A. New Jersey Family Leave Act

1. Definitions Relative to New Jersey Family Leave Act

“Base Hours” means the hours of work for which a staff member receives compensation. Base hours shall include overtime hours for which a staff member is paid additional or overtime compensation, and hours for which a staff member receives workers’ compensation benefits. Base hours shall also include hours a staff member would have worked except for having been in military service. Base hours do not include hours for when a staff member receives other types of compensation, such as administrative, personal leave, vacation, or sick leave.

“Child” means a biological, adopted, foster child, or resource family child, stepchild, legal ward, or child of a parent, including a child who becomes the child of a parent pursuant to a valid written agreement between the parent and a gestational carrier.

“Eligible employee” means any individual employed by the same employer for twelve months or more, who has worked 1,000 or more base hours during the preceding twelve month period.

“Employer” includes the State, any political subdivision thereof, and all public offices, agencies, boards, or bodies.

“Family member” means a child, parent, parent-in-law, sibling, grandparent, grandchild, spouse, domestic partner, or one partner in a civil union couple, or any other individual related by blood to a staff member, and any other individual that a staff member shows to have a close association with a staff member which is the equivalent of a family relationship.

“Health care provider” means a duly licensed health care provider or other health care provider deemed appropriate by the Director of the Division on Civil Rights in the New Jersey Department of Law and Public Safety.

“Parent” means a person who is the biological parent, adoptive parent, foster parent, resource family parent, step-parent, parent-in-law, or legal guardian, having a “parent-child relationship” with a child as defined by law, or having sole or joint legal or physical custody, care, guardianship, or visitation with a child, or who became the parent of the child pursuant to a valid written agreement between the parent and a gestational carrier.

“Serious health condition” means an illness, injury, impairment, or physical or mental condition which requires:

- a. Inpatient care in a hospital, hospice, or residential medical care facility; or
- b. Continuing medical treatment or continuing supervision by a health care provider.

As used in the definition of a serious health condition, “continuing medical treatment or continuing supervision by a health care provider” means:

- a. A period of incapacity (that is, inability to work, attend school, or perform regular daily activities due to a serious health condition, treatment therefore, and recovery therefrom) of more than three consecutive days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves:
  - (1) Treatment two or more times by a health care provider; or
  - (2) Treatment by a health care provider on one occasion which results in a regimen of continuing treatment under the supervision of a health care provider;
- b. Any period of incapacity due to pregnancy, or for prenatal care;
- c. Any period of incapacity or treatment for such incapacity due to a chronic serious health condition;
- d. A period of incapacity, which is permanent or long-term, due to a condition for which treatment may not be effective (such as Alzheimer's disease, a severe stroke, or the terminal stages of a disease) where the individual is under continuing supervision of, but need not be receiving active treatment by, a health care provider; or
- e. Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider or by a provider of health care services under orders of, or on referral by a health care provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three consecutive calendar days

in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

“Spouse” means a person to whom a staff member is lawfully married as defined by New Jersey law.

“State of emergency” means a natural or man-made disaster or emergency for which a state of emergency has been declared by the President of the United States or the Governor, or for which a state of emergency has been declared by a municipal emergency management coordinator.

## 2. Reasons for NJFLA Leave

- a. A staff member may take NJFLA leave to provide care made necessary by reason of:
  - (1) The birth of a child of the staff member, including a child born pursuant to a valid written agreement between the staff member and the gestational carrier;
  - (2) The placement of a child into foster care with the staff member or in connection with adoption of such child by a staff member;
  - (3) The serious health condition of a family member of the staff member; or
  - (4) A state of emergency declared by the Governor of New Jersey, or when indicated to be needed by the Commissioner of Health – New Jersey Department of Health or other public health authority, an epidemic or communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent spread of a communicable disease which:
    - (a) Requires in-home care or treatment of a child due to the closure of the school or place of care of the child of a staff member, by order of a public official due to the epidemic or other public health emergency;
    - (b) Prompts the issuance by a public health authority of a determination, including by mandatory quarantine, requiring or imposing responsive or prophylactic measures as a result of illness caused by an epidemic of a communicable disease or known or suspected exposure to the communicable disease because the presence in the

community of a family member in need of care by a staff member would jeopardize the health of others; or

- (c) Results in the recommendation of a health care provider or public health authority, that a family member in need of care by a staff member voluntarily undergo self-quarantine as a result of suspected exposure to a communicable disease because the presence in the community of that family member in need of care by a staff member, would jeopardize the health of others.

### 3. Staff Member Eligibility

- a. NJFLA leave may be taken for up to twelve weeks within any twenty-four month period. The NJFLA leave shall be unpaid with benefits subject to contributions required to be made by the staff member.
- b. A staff member is eligible for NJFLA leave if a staff member is employed by the same Board for twelve months or more, and has worked 1,000 or more base hours during the preceding twelve month period.
- c. The method to determine the twenty-four month period in which the twelve weeks of NJFLA leave entitlement occurs shall be a “rolling” twenty-four month period measured backward from the date a staff member uses any leave under NJFLA.
- d. This Policy shall serve as notice to all staff members of the method chosen in A.3.c. above. This method shall be applied consistently and uniformly to all staff members.
  - (1) If the Board transitions to another method, the Board is required to give at least sixty days’ notice to all staff members and the transition must take place in such a way that staff members retain their full benefit of twelve weeks of NJFLA leave under whichever method affords the greatest benefit to a staff member.

- e. The Board shall grant NJFLA leave to more than one staff member from the same family (for example, a husband and a wife, or a brother and a sister) at the same time, provided such staff members are otherwise eligible for NJFLA leave.
  - f. The fact that a holiday may occur within the week taken by a staff member as NJFLA leave has no effect and the week is counted as a week of NJFLA leave.
    - (1) However, if a staff member is out on NJFLA leave and the staff member is not regularly scheduled to work for one or more weeks, the weeks the staff member is not regularly scheduled to work do not count against their NJFLA leave entitlement.
4. Types of NJFLA Leave
- a. Staff members are required to provide notice in writing for any NJFLA leave requested. In emergent circumstances, a staff member may provide the Board with oral notice when written notice is impracticable.
    - (1) Staff members must provide the Board written notice after submitting oral notice in emergent circumstances.
  - b. Consecutive NJFLA leave is NJFLA leave that is taken without interruption based upon a staff member's regular work schedule and does not include breaks in employment in which a staff member is not regularly scheduled to work.
    - (1) A staff member must provide the Board with notice of consecutive NJFLA leave no later than thirty days prior to the commencement of consecutive NJFLA leave, except where emergent circumstances warrant shorter notice.
    - (2) A staff member shall provide the Board with certification pursuant to A.5. below.
  - c. Intermittent NJFLA leave is NJFLA leave due to a single qualifying reason, taken in separate periods of time, broken up by periods in which the staff member returns to work.

- (1) A staff member is entitled to take NJFLA leave intermittently for the birth of a child of the staff member, including a child born pursuant to a valid written agreement between the staff member and a gestational carrier or the placement of a child into foster care with the staff member or in connection with adoption of such child by the staff member.
  - (a) The staff member shall provide the Board with prior notice of not less than fifteen calendar days before the first day on which NJFLI benefits are paid for the intermittent NJFLA leave, unless an emergency or other unforeseen circumstance precludes prior notice.
  - (b) The staff member shall make a reasonable effort to schedule the intermittent NJFLA leave so as not to unduly disrupt the operations of the Board and, if possible, provide the Board, prior to the commencement of intermittent NJFLA leave, with a regular schedule of the days or days of the week on which the intermittent NJFLA leave will be taken.
  - (c) A staff member shall provide the Board with certification for intermittent NJFLA leave pursuant to A.5.b. below.
- (2) The staff member is entitled to take intermittent NJFLA leave for the serious health condition of a family member of the staff member when medically necessary if:
  - (a) The total time which the intermittent NJFLA leave is taken does not exceed twelve months if taken in connection with a single serious health condition. If the intermittent NJFLA leave is taken in connection with more than one serious health condition, the intermittent NJFLA leave must be taken within a consecutive twenty-four month period or until such time the twelve week NJFLA leave is exhausted, whichever is shorter;
  - (b) The staff member provides the Board with prior notice of not less than fifteen calendar days before the first day on which benefits are paid for the intermittent NJFLA leave.
    - (i) The staff member may provide notice less than fifteen days prior to the intermittent NJFLA leave if an emergency or other unforeseen circumstance precludes prior notice;
  - (c) The staff member makes a reasonable effort to schedule the intermittent NJFLA leave so as not to unduly disrupt the operations



of the school district and, if possible, provide the school district, prior to the commencement of intermittent NJFLA leave, with a regular schedule of the days or days of the week on which the intermittent NJFLA leave will be taken; and

- (d) The staff member provides the Board with a copy of the certification outlined in A.5.c. below.
- (3) In the case of NJFLA leave taken due to an epidemic of a communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent spread of the communicable disease, the NJFLA leave may only be taken intermittently if:
- (a) The staff member provides the Board with prior notice of the intermittent NJFLA leave as soon as practicable;
  - (b) The staff member makes a reasonable effort to schedule the NJFLA leave so as not to unduly disrupt the operations of the school district and, if possible, provide the school district prior to the commencement of the intermittent NJFLA leave, with a regular schedule of the day or days of the week on which the intermittent NJFLA leave will be taken; and
  - (c) A staff member provides the Board with a copy of the certification outlined in A.5.d. below.
- (4) Intermittent leave taken on a reduced leave schedule is NJFLA leave due to a single qualifying reason, that is scheduled for fewer than a staff member's usual number of hours worked per workweek, but not for fewer than a staff member's usual number of hours worked per workday and may only be taken to care for the serious health condition of a family member of a staff member when medically necessary, except that:
- (a) A staff member shall not be entitled to intermittent NJFLA leave on a reduced leave schedule for a period exceeding twelve consecutive months for any one period of NJFLA leave;
  - (b) The staff member must provide the Board with prior notice of the intermittent NJFLA leave on a reduced leave schedule as soon as practicable;

- (c) A staff member shall make a reasonable effort to schedule intermittent NJFLA leave on a reduced leave schedule so as not to disrupt unduly the operations of the school district. A staff member shall provide the school district with prior notice of the care, medical treatment, or continuing supervision by a health care provider necessary due to a serious health condition of a family member, in a manner which is reasonable and practicable; and
    - (d) A staff member must provide the Board with a copy of the certification outlined in A.5.c. below.
  - d. NJFLA leave taken because of the birth or placement for adoption of a child of the staff member may commence at any time within a year after the date of the foster care placement, birth, or placement for adoption.
  - e. A staff member shall not, during any period of NJFLA leave, perform services on a full-time basis for any person for whom a staff member did not provide those services immediately prior to commencement of the NJFLA leave.
    - (1) A staff member on NJFLA leave may not engage in other full-time employment during the term of the NJFLA leave, unless such employment commenced prior to the NJFLA leave and is not otherwise prohibited by law.
    - (2) During the term of NJFLA leave a staff member may commence part-time employment which shall not exceed half the regularly scheduled hours worked for the Board from whom a staff member requested NJFLA leave. A staff member may continue part-time employment which commenced prior to a staff member's NJFLA leave, at the same number of hours that a staff member was regularly scheduled prior to such NJFLA leave.
    - (3) The Board may not maintain a policy or practice which prohibits part-time employment during the course of a NJFLA leave.
- 5. Certification
  - a. The Board shall require a staff member who requests NJFLA leave to sign a form of certification established by the Board attesting that such staff member is taking NJFLA leave in accordance with the law.
    - (1) The Board may not require a staff member to sign or otherwise submit a form of certification attesting to additional facts, including a staff member's eligibility for NJFLA leave.

- (2) The Board may subject a staff member to reasonable disciplinary measures, depending on the circumstances, when a staff member intentionally misrepresents the reason that such staff member is taking NJFLA leave.
  - (3) The form of certification established by the Board shall contain a statement warning a staff member of the consequences of refusing to sign the certification or falsely certifying. Any staff member who refuses to sign the certification established by the Board may be denied the requested NJFLA leave.
  - (4) The Board requires that any period of NJFLA leave be supported by certification issued by a health care provider.
- b. Where the certification, issued by the health care provider, is for the birth of a child of a staff member, including a child born pursuant to a valid written agreement between the staff member and a gestational carrier or the placement of a child into foster care with the staff member or in connection with adoption of such child by the staff member, the certification need only state the date of birth or date of placement, whichever is appropriate.
- c. Any period of NJFLA leave for the serious health condition of a family member of a staff member shall be supported by certification provided by a health care provider. The certification shall be sufficient if it states:
- (1) The date, if known, on which the serious health condition commenced;
  - (2) The probable duration of the condition;
  - (3) The medical facts within the knowledge of the provider of the certification regarding the condition;
  - (4) The serious health condition warrants the participation of the staff member in providing health care to the family member, as provided in the "Family Leave Act," P.L. 1989, c.261 (C.34:11B-1 et seq.) and regulations adopted pursuant to the NJFLA;
  - (5) An estimate of the amount of time the staff member is needed for participation in the care of the family member;
  - (6) If the NJFLA leave is intermittent, a statement of the medical necessity for the intermittent NJFLA leave and the expected duration of the intermittent NJFLA leave; and

- (7) If NJFLA leave is intermittent and for planned medical treatment, the dates of the treatment.
- d. In any case in which the Board has reason to doubt the validity of the certification provided pursuant to A.5.c. above, the Board may require, at its own expense, that a staff member obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the Board. If the second opinion differs from the certification provided pursuant to A.5.c. above, the Board may require, at its own expense, that a staff member obtain the opinion of a third health care provider designated or approved jointly by the Board and a staff member concerning the serious health condition. The opinion of the third health care provider shall be considered to be final and shall be binding on the Board and a staff member.
- e. Where the certification is for an epidemic of a communicable disease, a known or suspected exposure to the communicable disease, or efforts to prevent the spread of the communicable disease, the certification shall be sufficient if it includes:
- (1) For NJFLA leave taken to provide in-home care or treatment of a child due to the closure of the school or place of care of the child of a staff member, by order of a public official due to the epidemic or other public health emergency, the date on which the closure of the school or place of care of the child of a staff member commenced and the reason for such closure.
  - (2) For NJFLA leave taken due to a public health authority's issuance of a determination requiring or imposing responsive or prophylactic measures as a result of illness caused by an epidemic of a communicable disease or known or suspected exposure to the communicable disease because the presence in the community of a family member in need of care by a staff member would jeopardize the health of others, the date of issuance of the determination, and the probable duration of the determination; or
  - (3) For NJFLA leave taken because a health care provider or public health authority recommends that a family member in need of care by a staff member voluntarily undergo self-quarantine as a result of suspected exposure to a communicable disease because the presence in the community of that family member in need of care by a staff member would jeopardize the health of others, the date of the recommendation, the probable duration of the condition, and the medical or other facts within the health care provider or public health authority's knowledge regarding the condition.
- f. The Board shall not use the certification requirements as outlined in A.5. to intimidate, harass, or otherwise discourage a staff member from requesting or taking NJFLA leave or asserting any of a staff member's rights to NJFLA leave.

6. Denial or Exemption of NJFLA Leave
    - a. Denial of NJFLA Leave
      - (1) The Board may deny NJFLA leave to a staff member if:
        - (a) A staff member is a salaried staff member who is among the highest paid 5% of the Board's staff members or the seven highest paid staff members of the Board, whichever is greater;
        - (b) The denial is necessary to prevent substantial and grievous economic injury to the Board's operations; and
        - (c) The Board notifies a staff member of its intent to deny the NJFLA leave at the time the Board determines that the denial is necessary.
      - (2) The provisions of A.6.a.(1) above shall not apply when, in the event of a state of emergency declared by the Governor of New Jersey or when indicated to be needed by the Commissioner of Health – New Jersey Department of Health or other public health authority, the NJFLA leave is for an epidemic of a communicable disease, a known or suspected exposure to a communicable disease, or efforts to prevent spread of a communicable disease.
      - (3) In any case in which NJFLA leave has already commenced at the time of the notification pursuant to A.6.a.(1)(c) above, a staff member shall return to work within ten working days of the date of notification.
    - b. Upon the expiration of a NJFLA leave, a staff member shall be restored to the position such staff member held immediately prior to the commencement of the NJFLA leave. If such position has been filled, the Board shall reinstate such staff member to an equivalent position of like seniority, status, employment benefits, pay, and other terms and conditions of employment.
    - c. If, during NJFLA leave, the Board experiences a reduction in force or layoff and a staff member would have lost their position had a staff member not been on NJFLA leave, as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under a collective bargaining agreement where applicable, a staff member shall not be entitled to reinstatement to the former or an equivalent position. A staff member shall retain all rights under any applicable layoff and recall system, including a system under a
7. Reinstatement from NJFLA Leave
  - a. Upon the expiration of a NJFLA leave, a staff member shall be restored to the position such staff member held immediately prior to the commencement of the NJFLA leave. If such position has been filled, the Board shall reinstate such staff member to an equivalent position of like seniority, status, employment benefits, pay, and other terms and conditions of employment.
  - b. If, during NJFLA leave, the Board experiences a reduction in force or layoff and a staff member would have lost their position had a staff member not been on NJFLA leave, as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under a collective bargaining agreement where applicable, a staff member shall not be entitled to reinstatement to the former or an equivalent position. A staff member shall retain all rights under any applicable layoff and recall system, including a system under a

collective bargaining agreement, as if a staff member had not taken the NJFLA leave.

8. Notice to Staff Members
  - a. The Board shall display the official Family Leave Act poster of the Division on Civil Rights in the New Jersey Department of Law and Public Safety (Division) in accordance with **N.J.A.C. 13:8-2.2**. The poster is available for printing from the Division's website.
  - b. Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights pursuant to N.J.A.C. 13:14-1.14.
9. Local Board of Education Practices
  - a. Accrued Paid NJFLA Leave
    - (1) Whether a staff member is required to use any other accrued leave time concurrent with NJFLA leave time will depend upon either the school district's practice or a provision in a collective bargaining agreement, if applicable.
      - (a) Sick leave may only be used concurrently with the NJFLA leave in accordance with the provisions of N.J.S.A. 18A:30-1 and N.J.S.A. 34:11B-3.
  - b. Multiple Leaves of Absence
    - (1) Where a Board maintains leaves of absence which provide benefits, other than health benefits, that differ depending upon the type of leave taken, the Board shall provide those benefits to a staff member on NJFLA leave in the same manner as it provides benefits to staff members who are granted other leaves of absence which most closely resemble NJFLA leave.
10. New Jersey Family Leave Insurance Program (NJFLI)
  - a. Board of Education staff members are eligible to apply for benefits under the NJFLI Program administered by the State of New Jersey Department of Labor and Workforce Development.
  - b. All applications for benefits under the NJFLI Program must be filed directly with the State of New Jersey Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI Program

as administered by the State of New Jersey Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.

- c. The NJFLI Program provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.
- d. A printed notification of staff members' rights relative to the receipt of benefits under the NJFLI Program will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite.
- e. Each staff member shall receive a copy of this notification in writing at the time of the staff member's hiring, whenever the staff member provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI Program, or at any time upon the first request of the staff member.
  - (1) The written notification may be transmitted to the staff member in electronic form.
  - (2) Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights under the NJFLI Program.

## B. Federal Family and Medical Leave Act

### 1. Definitions Relative to Federal Family and Medical Leave Act

“Covered Employer” means any public or private elementary or secondary school(s) regardless of the number of employees employed.

“Employee” means a staff member eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).

“Hours of Service” means hours actually worked by the employee. It does not mean hours paid. Thus, non-working time – such as vacations, holidays, furloughs, sick leave, or other time-off (paid or otherwise) – does not count for purposes of calculating FMLA eligibility for the employee.

“Parent” means a biological, adoptive, step, or foster father or mother, or any other individual who stood in loco parentis to a staff member when a staff member has a son or daughter as defined below. This term does not include parents “in law.”

“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider. “Serious health condition” may include treatment of substance abuse pursuant to 29 CFR §825.119.

“Son” or “daughter” means a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen or age eighteen or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.

“Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under State law in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same-sex marriage or common law marriage.

“Week” or “Workweek” means the number of days a staff member normally works each calendar week.

## 2. Qualifying Reasons for FMLA Leave

- a. A staff member may take FMLA leave to provide care made necessary:
  - (1) For the birth of a son or daughter of a staff member and in order to care for such son or daughter;
  - (2) For the placement of a son or daughter with a staff member for adoption or foster care;
  - (3) In order to care for the spouse, son, daughter, or parent of a staff member if such spouse, son, daughter, or parent has a serious health condition;
  - (4) For a serious health condition that makes a staff member unable to perform the functions of the position of such staff member.
- b. FMLA leave taken in relation to military service shall be in accordance with 29 CFR §825.112.
- c. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with a staff member for adoption or foster care shall expire at the end of the twelve month period beginning on the date of such birth or placement.



3. Staff Member Eligibility
  - a. A staff member is eligible for up to twelve weeks of FMLA leave in a twelve month period.
  - b. A staff member shall become eligible for FMLA leave after the staff member has been employed at least twelve months by the Board and employed for at least 1,250 hours of service during the twelve month period immediately preceding the commencement of the FMLA leave.
    - (1) The twelve months a staff member must have been employed need not be consecutive months pursuant to 29 CFR §825.110(b).
    - (2) The minimum 1,250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FLSA) for determining compensable hours of work pursuant to 29 CFR §785.
    - (3) The Board shall not provide pay for FMLA leave.
  - c. The method to determine the twelve month period in which the twelve weeks of FMLA leave entitlement occurs will be a “rolling” twelve month period measured backward from the date a staff member uses any FMLA leave.
  - d. Pursuant to 29 CFR §825.201, a husband and wife both employed by the Board are limited to a combined total of twelve weeks of FMLA leave during the twelve month period if the FMLA leave is taken for the birth of a son or daughter of a staff member or to care for such son or daughter after birth; for placement of a son or daughter with a staff member for adoption or foster care or in order to care for the son or daughter after placement; or to care for a staff member’s parent with a serious health condition.
4. Types of FMLA leave
  - a. Continuous FMLA leave is taken by staff members for a continuous period of time. Such FMLA leave is not broken up by a period of work and is continuous when a staff member is absent for three consecutive working days or more. Continuous FMLA leave may be taken for any qualifying reason.
  - b. Intermittent FMLA leave is FMLA leave taken in separate blocks of time due to a single qualifying reason. A reduced FMLA leave schedule is a FMLA leave schedule that reduces a staff member’s usual number of working hours per workweek, or hours per workday. A reduced FMLA leave schedule is a change in

a staff member's schedule for a period of time, normally from full-time to part-time.

- (1) Intermittent or reduced FMLA leave may be taken for the following qualifying reasons:
  - (a) For the serious health condition of the staff member or to care for a parent, son, or daughter with a serious health condition.
    - (i) For intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule taken for the reason outlined in B.4.b.(1)(a) above there must be a medical need for FMLA leave and it must be that such medical need can be best accommodated through an intermittent or reduced FMLA leave schedule.
    - (ii) The treatment regimen and other information described in the certification of a serious health condition and in the certification of a serious injury or illness, shall address the medical necessity of intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule.
    - (iii) Intermittent FMLA leave may be taken for a serious health condition of a parent, son, or daughter, for a staff member's own serious health condition, which requires treatment by a health care provider periodically, rather than for one continuous period of time, and may include FMLA leave of periods from an hour or more to several weeks.
  - (b) For planned and/or unanticipated medical treatment of a serious health condition when medically necessary.
  - (c) To provide care or psychological comfort to a covered family member with a serious health condition when medically necessary.
  - (d) For absences where a staff member or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition even if he or she does not receive treatment by a health care provider.
  - (e) For FMLA leave taken after the birth of a healthy child or placement of a healthy child for adoption or foster care, only if the Board agrees.

- (i) The Board's agreement is not required; however, for FMLA leave during which the mother has a serious health condition in connection with the birth of her child or if the newborn child has a serious health condition.
- (2) If a staff member needs FMLA leave intermittently or on a reduced FMLA leave schedule for planned medical treatment, then a staff member must make a reasonable effort to schedule the treatment so as not to disrupt unduly the Board's operations.
- (3) When a staff member takes FMLA leave on an intermittent or reduced FMLA leave schedule basis, the Board must account for the FMLA leave using an increment no greater than the shortest period of time that the Board uses to account for use of other forms of leave provided that it is not greater than one hour and provided further that a staff member's FMLA leave entitlement may not be reduced by more than the amount of FMLA leave actually taken.
  - (a) If the Board accounts for use of leave in varying increments at different times of the day or shift, the Board may not account for FMLA leave in a larger increment than the shortest period used to account for other leave during the period in which the FMLA leave is taken.
  - (b) If the Board accounts for other forms of leave use in increments greater than one hour, the Board must account for FMLA leave use in increments no greater than one hour.

#### 5. Staff Member Notice Requirements

- a. A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Superintendent or designee if the need for the FMLA leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of a staff member or a family member.
  - (1) If thirty days is not practical, a staff member must provide notice "as soon as practicable" which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case.
  - (2) Where it is not possible to give as much as thirty days' notice, "as soon as practical" ordinarily would mean at least verbal notification to the Superintendent or designee within one or two business days or when the need for FMLA leave becomes known to a staff member.

- (3) The written notice shall include the reasons for the FMLA leave, the anticipated duration of the FMLA leave, and the anticipated start of the FMLA leave.
  - (4) When planning medical treatment, a staff member must consult with the Superintendent or designee and make a reasonable effort to schedule the FMLA leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider.
    - (a) Staff members are ordinarily expected to consult with the Superintendent or designee prior to scheduling of treatment that would require FMLA leave for a schedule that best suits the needs of the Board and a staff member.
  - (5) Intermittent FMLA leave or FMLA leave on a reduced FMLA leave schedule must be medically necessary due to a serious health condition or a serious injury or illness. A staff member shall advise the Board of the reasons why the intermittent/reduced FMLA leave schedule is necessary and of the schedule for treatment, if applicable.
    - (a) A staff member and the Board shall attempt to work out a schedule for such FMLA leave that meets a staff member's needs without unduly disrupting the Board's operations, subject to the approval of the health care provider.
  - (6) Where a staff member does not comply with the Board's usual notice and procedural requirements, and no unusual circumstances justify the failure to comply, FMLA-protected leave may be delayed or denied.
- b. When the approximate timing of the need for FMLA leave is not foreseeable, a staff member should give notice to the Superintendent or designee for FMLA leave as soon as practicable under the facts and circumstances of the particular case.
- (1) It is expected a staff member will give notice to the Superintendent or designee within no more than one or two business days of learning of the need for FMLA leave, except in extraordinary circumstances where such notice is not foreseeable.
  - (2) A staff member should provide notice to the Board either in person, by telephone, telegraph, fax machine, email, or other electronic means.

6. Outside Employment During FMLA Leave
  - a. A staff member during any period of FMLA leave is prohibited from performing any services on a full-time basis for any person for whom a staff member did not provide services immediately prior to commencement of the FMLA leave.
    - (1) A staff member using FMLA leave may commence part-time employment that shall not exceed half the regularly scheduled hours worked for the Board.
    - (2) A staff member may continue the part-time employment that commenced prior to the FMLA leave at the same number of hours that a staff member was regularly scheduled prior to such FMLA leave.
7. “Instructional Employees” Exceptions for FMLA Leave
  - a. “Instructional Employees” are those staff members whose principal function is to teach and instruct students in class, a small group, or in an individual setting. This term includes teachers, athletic coaches, driving instructors, and special education assistants, such as signers for the hearing impaired.
    - (1) Teacher assistants or aides who do not have as their principal job actual teaching or instructing, guidance counselors, child study team members, curriculum specialists, cafeteria workers, maintenance workers, and/or bus drivers are not considered instructional staff members for the purposes of this Policy.
    - (2) For purposes of this Policy “Instructional Employees” shall be referred to as “Instructional Staff Members”.
  - b. “Semester” means the school semester that typically ends near the end of the calendar year and the end of the spring each school year. The Board can have no more than two semesters in a school year.
  - c. FMLA leave taken at the end of the school year and continues into the beginning of the next school year is considered consecutive FMLA leave.
  - d. Eligible instructional staff members that need intermittent or reduced FMLA leave to care for a family member or for a staff member’s own serious health condition which is foreseeable based on planned medical treatment and would be on FMLA leave more than twenty percent of the total number of working days over the period the FMLA leave would extend, the Board may:

- (1) Require a staff member to take the FMLA leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
  - (2) Transfer a staff member temporarily to an available alternative position for which a staff member is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of FMLA leave than does a staff member's regular position.
- e. If the instructional staff member does not give the required notice for FMLA leave that is foreseeable and desires the FMLA leave to be taken intermittently or on a reduced FMLA leave schedule, the Board may require a staff member to take FMLA leave of a particular duration, or to transfer temporarily to an alternative position. Alternatively, the Board may require a staff member to delay taking the FMLA leave until the notice provision is met.
- f. If an instructional staff member begins FMLA leave more than five weeks before the end of the school year, the Board may require a staff member to continue taking FMLA leave until the end of the semester if:
- (1) The FMLA leave will last three weeks; and
  - (2) A staff member would return to work during the three-week period before the end of the semester.
- g. If an instructional staff member begins FMLA leave for a purpose other than a staff member's own serious health condition during the five week period before the end of the semester, the Board may require a staff member to continue taking FMLA leave until the end of the semester if:
- (1) The FMLA leave will last more than two weeks; and
  - (2) The staff member would return to work during the two week period before the end of the semester.
- h. If an instructional staff member begins FMLA leave for a purpose other than a staff member's own serious health condition during the three week period before the end of a semester, the Board may require a staff member to continue taking FMLA leave until the end of the semester if the FMLA leave will last more than five working days.
- i. An example of FMLA leave falling within the situations outlines in B.7.f., B.7.g., and B.7.h. above:

- (1) If a staff member plans two weeks of FMLA leave to care for a family member which will begin three weeks before the end of the term, the Board could require a staff member to stay out on FMLA leave until the end of the term.
- j. In the case of a staff member who is required to take FMLA leave until the end of an academic term, only the period of FMLA leave until a staff member is ready and able to return to work shall be charged against a staff member's FMLA leave entitlement.
- k. The Board may require a staff member to stay on FMLA leave until the end of the school term. Any additional leave required by the Board to the end of the school term is not counted as FMLA leave; however:
  - (1) The Board shall be required to maintain a staff member's group health insurance; and
  - (2) The Board shall be required to restore a staff member to the same or equivalent job including other benefits at the conclusion of the leave.
- 8. FMLA Leave Related to Military Service
  - a. Definitions for FMLA related to military service shall be in accordance with 29 CFR §§825.122; .126; .127; and .310.
  - b. The foreign deployment of the staff member's spouse, child, or parent in accordance with 29 CFR §§825.122 and .126:
    - (1) The district must grant an eligible staff member up to twelve work weeks of unpaid, job-protected FMLA leave during any twelve month period for qualifying exigencies that arise when the staff member's spouse, child, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty.
  - c. Military caregiver FMLA leave provides care for a covered servicemember with a serious injury or illness in accordance with 29 CFR §§825.122 and .127:
    - (1) The district must grant up to a total of twenty-six workweeks of unpaid, job-protected FMLA leave during a "single twelve month period" to care for a covered servicemember with a serious injury or illness.

## 9. Verification

- a. The Board shall require that a staff member's FMLA leave to care for a staff member's covered family member with a serious health condition, or due to a staff member's own serious health condition that makes a staff member unable to perform one or more of the essential functions of a staff member's position, be supported by a certification issued by the health care provider of a staff member or a staff member's family member.
  - (1) The Board must give written notice of a requirement for certification each time a certification is required. The Board's oral request to a staff member to furnish any subsequent certification is sufficient.
- b. The Board shall require a staff member furnish certification at the time a staff member gives notice of the need for FMLA leave or within five business days thereafter, or, in the case of unforeseen FMLA leave, within five business days after the FMLA leave commences.
  - (1) The Board may request certification at some later date if the Board later has reason to question the appropriateness of the FMLA leave or its duration.
  - (2) A staff member must provide the requested certification to the Board within fifteen calendar days after the Board's request, unless it is not practicable under the particular circumstances to do so despite a staff member's diligent, good faith efforts or the Board provides more than fifteen calendar days to return the requested certification.
- c. When FMLA leave is taken because of a staff member's own serious health condition, or the serious health condition of a family member, the Board shall require a staff member to obtain a medical certification from a health care provider that sets forth the following information:
  - (1) The name, address, telephone number, and fax number of the health care provider and type of medical practice/specialization;
  - (2) The approximate date on which the serious health condition commenced, and its probable duration;
  - (3) A statement or description of appropriate medical facts regarding the patient's health condition for which FMLA leave is requested. The medical facts must be sufficient to support the need for FMLA leave.
    - (a) Such medical facts may include information on symptoms, diagnosis, hospitalization, doctor visits, whether medication has



been prescribed, any referrals for evaluation or treatment (physical therapy, for example), or any other regimen of continuing treatment;

- (4) If a staff member is the patient, information sufficient to establish that a staff member cannot perform the essential functions of a staff member's job as well as the nature of any other work restrictions, and the likely duration of such inability;
  - (5) If the patient is a covered family member with a serious health condition, information sufficient to establish that the family member is in need of care, and an estimate of the frequency and duration of the FMLA leave required to care for the family member;
  - (6) If a staff member requests FMLA leave on an intermittent or reduced schedule basis for planned medical treatment of a staff member's or a covered family member's serious health condition, information sufficient to establish the medical necessity for such intermittent or reduced schedule FMLA leave and an estimate of the dates and duration of such treatments and any periods of recovery;
  - (7) If a staff member requests FMLA leave on an intermittent or reduced schedule basis for a staff member's serious health condition, including pregnancy, that may result in unforeseeable episodes of incapacity, information sufficient to establish the medical necessity for such intermittent or reduced schedule FMLA leave and an estimate of the frequency and duration of the episodes of incapacity; and
  - (8) If a staff member requests FMLA leave on an intermittent or reduced schedule basis to care for a covered family member with a serious health condition, a statement that such FMLA leave is medically necessary to care for the family member, which can include assisting in the family member's recovery, and an estimate of the frequency and duration of the required FMLA leave.
- d. A staff member may choose to comply with the certification requirement by providing the Board with an authorization, release, or waiver allowing the Board to communicate directly with the health care provider of a staff member or his or her covered family member.
- (1) It is a staff member's responsibility to provide the Board with complete and sufficient certification and failure to do so may result in the denial of FMLA leave.

- e. If the Board has reason to doubt the validity of a medical certification, the Board may require a staff member to obtain a second opinion at the Board's expense.
    - (1) The Board may designate the health care provider to furnish the second opinion, but the selected health care provider may not be employed on a regular basis by the Board.
  - f. If the opinions of a staff member's and the Board's designated health care providers differ, the Board may require a staff member to obtain certification from a third health care provider, again at the Board's expense. This third opinion shall be final and binding. The third health care provider must be designated or approved jointly by the Board and the staff member.
10. Reinstatement Following FMLA Leave
- a. On return from FMLA leave a staff member is entitled to be returned to the same position a staff member held when FMLA leave commenced, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment.
    - (1) A staff member is entitled to such reinstatement even if a staff member has been replaced or his or her position has been restructured to accommodate for a staff member's absence.
    - (2) The requirement that a staff member be restored to the same or equivalent job with the same or equivalent pay, benefits, and terms and conditions of employment does not extend to de minimis, intangible, or unmeasurable aspects of the job.
  - b. Denial of Reinstatement
    - (1) A staff member has no greater right to reinstatement or to other benefits and conditions of employment that if a staff member had been continuously employed during the FMLA leave period.
      - (a) The Board must be able to show that a staff member would not otherwise have been employed at the time reinstatement is requested in order to deny restoration to employment.
    - (2) The Board may deny job restoration to "key employees", if such denial is necessary to prevent substantial and grievous economic injury to the operations of the Board.

- (a) A “key employee” is a salaried FMLA-eligible staff member who is among the highest paid ten percent of all staff members employed by the Board within seventy-five miles of a staff member's worksite.
- (3) If a staff member is unable to perform an essential function of the position because of a physical or mental condition, including the continuation of a serious health condition or an injury or illness also covered by workers’ compensation, a staff member has no right to restoration to another position under the FMLA.
  - (a) The Board’s obligation may; however, be governed by the Americans with Disabilities Act, State leave law, or workers’ compensation laws.
- (4) A staff member who fraudulently obtains FMLA leave from the Board is not protected by FMLA's job restoration or maintenance of health benefits provisions.
- c. Intent to Return to Work
  - (1) The Board may require a staff member on FMLA leave to report periodically on a staff member's status and intent to return to work.
- d. Fitness for Duty Certification
  - (1) As a condition of restoring a staff member whose FMLA leave was a result of a staff member's own serious health condition that made a staff member unable to perform a staff member's job, the Board shall require all similarly-situated staff members (i.e., same occupation, same serious health condition) who take FMLA leave for such conditions to obtain and present certification from a staff member's health care provider that a staff member is able to resume work.
  - (2) A staff member has the same obligations to participate and cooperate in the fitness-for-duty certification process as in the initial certification process.
- 11. The Board of Education Notice
  - a. Notice of Staff Member Rights Under FMLA
    - (1) The Board shall post and keep posted on its premises, in conspicuous places where staff members are employed, a notice explaining the FMLA’s provisions and providing information concerning the procedures for filing

complaints of violations of the FMLA with the Wage and Hour Division.

- (a) The notice will be posted prominently where it can be readily seen by staff members and applicants for employment.
  - (b) The poster and the text will be large enough to be easily read and contain fully legible text.
  - (c) Electronic posting is sufficient to meet this posting requirement as long as it otherwise meets the requirements of B.11.
- (2) The Board shall also provide this general notice to each staff member by including the notice in staff members' handbooks or other written guidance to staff members concerning staff member benefits or FMLA leave rights, if such written materials exist, or by distributing a copy of the general notice to each new staff member upon hiring. In either case, distribution may be accomplished electronically.
  - (3) Access to and/or distribution of this Policy shall serve as school district notice to staff members of their rights pursuant to 29 CFR §825 et seq.
- b. Eligibility Notice
    - (1) When a staff member requests FMLA leave, or when the Board acquires knowledge that a staff member's FMLA leave may be for an FMLA-qualifying reason, the Board must notify the staff member of the staff member's eligibility to take FMLA leave within five business days, absent extenuating circumstances.
  - c. Designation Notice
    - (1) The Board is responsible in all circumstances for designating leave as FMLA-qualifying, and for giving notice of the designation to a staff member. The Board must notify a staff member whether the leave will be designated and will be counted as FMLA leave within five business days absent extenuating circumstances.
    - (2) If the Board requires paid leave to be substituted for unpaid FMLA leave, or that paid leave taken under an existing leave plan be counted as FMLA leave, the Board must inform a staff member of this designation at the time of designating the FMLA leave.

a. Substitution of Paid Leave

- (1) Whether a staff member is required to use sick time or any other accrued leave time concurrent with FMLA leave time will depend upon either the district's practice or a provision in the district's collective bargaining agreement, if applicable.

b. Maintenance of Staff Member Benefits

- (1) The Board must maintain a staff member's coverage under any group health plan on the same conditions as coverage would have been provided if a staff member had been continuously employed during the entire FMLA leave period.

C. Shared Provisions

1. Interference with Family Leave Rights

The NJFLA and the FMLA prohibit interference with a staff member's rights under the law, and with legal proceedings or inquiries relating to a staff member's rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the NJFLA and the FMLA nor discouraged from the use of family leave.

2. Non-Tenured Teaching Staff

Family leave granted to a nontenured staff member cannot extend a staff member's employment beyond the expiration of his/her employment contract.

3. Record Keeping

The Superintendent or designee shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave so a staff member's entitlement to NJFLA leave and FMLA leave can be properly determined.

4. Processing of Complaints

a. New Jersey Family Leave Act

- (1) Any complaint alleging a violation of the NJFLA shall be processed in the same manner as a complaint filed under the terms of N.J.S.A. 10:5-1 et seq. and N.J.A.C. 13:4 through the New Jersey Department of Law and Public Safety, Division on Civil Rights.

- b. Federal Family and Medical Leave Act (FMLA)
- (1) If there is a dispute between the Board and a staff member as to whether leave qualifies as FMLA leave, it should be resolved through discussion between the staff member and the Superintendent or designee. Such discussions and the decision shall be documented by the Superintendent or designee.
  - (2) A staff member also may file, or have another person file on his/her behalf, a complaint with the United States Secretary of Labor. A complaint may be filed in person, by mail, or by telephone with the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, at any local office of the Wage and Hour Division.
  - (3) This Policy 1643 shall be posted on the school district website, in a manner accessible to all staff members and a hard copy shall be provided to all staff members annually prior to the beginning of the school year and upon initial employment in the school district during the school year.

29 CFR §825 et seq.

29 CFR §785

N.J.S.A. 10:5-1;

N.J.S.A. 34:11B et seq.

N.J.A.C. 13:14-1 et seq.

Adopted:

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New Jersey's Family Leave Insurance Program

~~3431.3~~ — NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

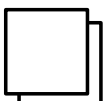
~~Board of Education employees are eligible to apply for benefits under New Jersey's Family Leave Insurance Program administered by the State of New Jersey "Department of Labor and Workforce Development. New Jersey's Family Leave Insurance Program (NJFLI) may provide up to six weeks of family leave insurance benefits payable to covered employees from either the New Jersey State Plan or an approved employer provided private plan.~~

~~A benefit provided through the NJFLI will be for the employee to bond with a child during the first twelve months after the child's birth, if the covered individual or the domestic partner or civil union partner of the covered individual is a biological parent of the child, or the first twelve months after the placement of the child for adoption with the covered individual. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI must provide the Superintendent of Schools written notice thirty calendar days prior to beginning the leave. Failure to provide this thirty day notice may result in a reduction in the employee's maximum family leave insurance benefits. Intermittent leave to bond with a newborn or newly adopted child must be agreed to by the Superintendent of Schools and the employee and, if agreed to, must be taken in periods of seven days or more.~~

~~A benefit provided through the NJFLI will also be to care for a family member with a serious health condition supported by a certification provided by a health care provider. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI for consecutive leave must provide the school district reasonable and practical notice unless the time of the leave is unexpected or the time of the leave changes for unforeseen reasons. An employee who intends to apply for benefits under this provision of the NJFLI for intermittent leave must provide the school district with a written notice at least fifteen calendar days prior to beginning the leave.~~

~~For the purposes of this Policy, a "family member" means a child, spouse, domestic partner, civil union partner, or parent of a covered individual. "Child" means a biological, adopted, or foster child, stepchild, or legal ward of a covered individual, child of a domestic partner of the covered individual, or child of a civil union partner of the covered individual, who is less than nineteen years of age or is nineteen years of age or older but incapable of self care because of mental or physical impairment.~~

~~An employee will be required to use ten workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.~~



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New Jersey's Family Leave Insurance Program

~~All applications for benefits under the NJFLI must be filed directly with the State of New Jersey—Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI as administered by the State of New Jersey—“Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey—“Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.~~

~~The NJFLI provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey—Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.~~

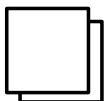
~~The Board may elect to provide employees with Family Leave Insurance benefits coverage under a private plan which must be approved by the State of New Jersey's Department of Labor and Workforce Development.~~

~~A printed notification of covered individuals' rights relative to the receipt of benefits under the NJFLI will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite. Each employee shall receive a copy of this notification in writing at the time of the employee's hiring, whenever the employee provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI, or at any time upon the first request of the employee. The written notification may be transmitted to the employee in electronic form.~~

~~N.J.S.A. 43:21-25 et seq.~~

~~N.J.A.C. 12:21-1.1 et seq.~~

Adopted: 22 February 2010





4431.1 FAMILY LEAVE

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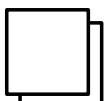
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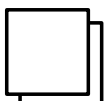
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**A. Introduction**

The Board will provide family leave in accordance with the Federal Family and Medical Leave Act (FMLA) and the New Jersey Family Leave Act (NJFLA).

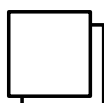
FMLA leave for eligible staff members shall be up to twelve weeks leave of absence in any twelve month period upon advance notice to the district for the birth of a son or daughter of the staff member and in order to care for such son or daughter; for the placement of a son or daughter with the staff member for adoption or foster care; in order to care for the spouse, son, daughter, or parent of the staff member if such spouse, son, daughter, or parent has a serious health condition; or for a serious health condition that makes the staff member unable to perform the functions of the position of such staff member, or because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on active duty or call to covered active duty status (or has been notified of an impending call or order to covered active duty). In addition, eligible employees may take up to a combined total of twenty six workweeks in a single twelve month period to care for a covered servicemember with a serious injury or illness.

NJFLA leave for eligible staff members shall be up to twelve weeks leave of absence in any twenty four month period upon advance notice to the district so that a staff member may provide care made necessary by the birth of a child of the staff member, the placement of a child with the staff member in connection with adoption of such child by the staff member, and the serious health condition of a spouse, parent, or child.

**B. Applicability**

The Board will comply with requirements of the New Jersey and Federal Family Leave laws. The laws have similar and different provisions that may provide different rights and obligations for the staff member and/or the Board. The staff member shall be afforded the most favorable rights if there is a conflict in the rights afforded to the staff member under the two laws.

1. If the staff member is eligible for leave for reasons provided under the FMLA and NJFLA, then the time taken shall be concurrent and be applied to both laws.
2. The NJFLA provides twelve weeks leave in a twenty four month period while the FMLA provides twelve weeks leave in a twelve month period. A staff member is eligible for up to twelve weeks leave in the first twelve months of the twenty four month period under the NJFLA. A staff member is eligible for up to twelve weeks leave in the second twelve month period under the FMLA.



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3. ~~In the event the reason for the family leave is recognized under one law and not the other law, the staff member is eligible for each law's leave entitlements within one twelve-month period. (Example: A staff member may use their FMLA leave for a twelve-week family leave for their own pregnancy, which is considered a "serious health condition" under FMLA, and upon conclusion of the twelve-week FMLA leave, the staff member would be eligible for a twelve-week NJFLA leave to care for their newborn or any other reasons pursuant to the NJFLA.)~~

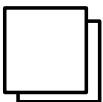
C. ~~Definitions~~1. ~~Federal Family and Medical Leave Act (FMLA)~~

~~"Contingency operation" means a military operation that results in the call or order to, or retention on, active duty of members of the uniformed services during a war or during a national emergency declared by the President or Congress.~~

~~"Covered active duty" or "call to covered active duty" means duty during deployment of a member with the Armed Forces to a foreign country and, in the case of a member of the Reserve components of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation.~~

~~"Covered servicemember" means a current member of the Armed Forces (including National Guard or Reserves), who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness; or a covered veteran undergoing medical treatment, recuperation, or therapy for a serious injury or illness.~~

~~"Covered veteran" means an individual who was a member of the Armed Forces (including National Guard or Reserves), discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible staff member takes FMLA leave to care for the covered veteran. For a veteran discharged prior to March 8, 2013, the effective date of the FMLA Final Rule, the period between October 28, 2009 and March 8, 2013 will not count towards the determination of the five-year period. 29 CFR § 825.127(b)(2)~~



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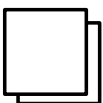
~~“Military caregiver leave” means leave taken to care for a covered servicemember with a serious injury or illness under FMLA. 29 CFR §825.127~~

~~“Next of kin of a covered servicemember” means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made, and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin and may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin. For example, if a covered servicemember has three siblings and has not designated a blood relative to provide care, all three siblings would be considered the covered servicemember's next of kin. Alternatively, where a covered servicemember has a sibling(s) and designates a cousin as his or her next of kin for FMLA purposes, then only the designated cousin is eligible as the covered servicemember's next of kin. An employer is permitted to require an employee to provide confirmation of covered family relationship to the covered servicemember pursuant to 29 CFR §825.122(k). 29 CFR §825.127(d)(3)~~

~~“Outpatient status” means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to either a military medical treatment facility as an outpatient; or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients. 29 CFR § 825.127(b)(1)~~

~~“Parent” means a biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter as defined below. This term does not include parents “in law.”~~

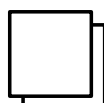
~~“Parent of a covered servicemember” means a covered servicemember’s biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered servicemember. This term does not include parents “in law.”~~



~~“Serious health condition” means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical facility or continuing treatment by a health care provider. “Serious health condition” may include treatment of substance abuse pursuant to 29 CFR §825.119.~~

~~“Serious injury or illness,” only in the case of a veteran or current member of the Armed Forces, means:~~

- ~~a. In the case of a current member of the Armed Forces, including a member of the National Guard or Reserves, an injury or illness that was incurred by the covered servicemember in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank, or rating; and~~
- ~~b. In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran, and is:
 
  - ~~(1) A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or~~
  - ~~(2) A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service Related Disability Rating (VASRD) of fifty percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or~~
  - ~~(3) A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or~~~~



(4) ~~An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers. 29 CFR 825 §127(e)~~

~~“Single twelve month period” means that a military caregiver’s leave begins on the first day the staff member takes FMLA leave and ends twelve months after that date, regardless of the twelve month period established by the district for other FMLA leave reasons. 29 CFR §825.127(e)(1)~~

~~“Son” or “daughter” means a biological, adopted, or foster child, stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen or age eighteen or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.~~

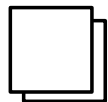
~~“Son or daughter of the covered servicemember” means a covered servicemember’s biological, adopted or foster child, stepchild, legal ward, or a child for whom the covered servicemember stood in loco parentis, and who is of any age. 29 CFR §825.127(d)(1)~~

~~“Son or daughter on covered active duty or call to covered active duty status” means the staff member’s biological, adopted or foster child, stepchild, legal ward, or a child for whom the staff member stood in loco parentis, who is on covered active duty or call to covered active duty status, and who is of any age. 29 CFR §825.126(a)(5)~~

~~“Spouse” means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under State law in the State in which the marriage was entered into or, in the case of a marriage entered into outside of any State, if the marriage is valid in the place where entered into and could have been entered into in at least one State. This definition includes an individual in a same-sex marriage or common law marriage. 29 CFR §825.122~~

~~“Staff member” means an employee eligible for family and medical leave in accordance with the Federal Family and Medical Leave Act (FMLA).~~

~~“Week” or “Workweek” means the number of days a staff member normally works each calendar week.~~



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## 2. ~~New Jersey Family Leave Act (NJFLA)~~

~~“Child” means a biological, adopted or foster child, stepchild, legal ward, child of a parent who is under eighteen years of age or a child eighteen years of age or older but incapable of self care because of a mental or physical impairment.~~

~~“Continuing medical treatment” or “continuing supervision by a health care provider” means a period of incapacity or a period of absence in accordance with N.J.A.C. 13:14.~~

~~“Parent” means a biological, adoptive, or foster parent; step parent; parent in law; a legal guardian having a “parent child relationship” with a child as defined by law; or a person who has sole or joint legal or physical custody, care, guardianship, or visitation with a child.~~

~~“Serious health condition” means an illness, injury, impairment, or physical or mental condition that requires inpatient care in a hospital, hospice, or residential medical facility or continuing medical treatment or continuing supervision by a health care provider.~~

~~“Spouse” means a person to whom a staff member is lawfully married as defined by New Jersey law.~~

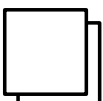
~~“Staff member” means an employee eligible for family leave in accordance with the New Jersey Family Leave Act.~~

~~“Week” or “Workweek” means the number of days a staff member normally works each calendar week.~~

## D. ~~Eligibility~~

### 1. ~~Federal Family and Medical Leave Act (FMLA)~~

~~A staff member shall become eligible for FMLA leave after he/she has been employed at least twelve months in this district and employed for at least 1250 hours of service during the twelve month period immediately preceding the commencement of the leave. The twelve months the staff member must have been employed need not be consecutive~~





~~months pursuant to 29 CFR §825.110(b). The minimum 1250 hours of service shall be determined according to the principles established under the Fair Labor Standards Act (FLSA) for determining compensable hours of work pursuant to 29 CFR § 785. Entitlement to FMLA leave taken for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care shall expire at the end of the twelve month period beginning on the date of such birth or placement.~~

~~Pursuant to 29 CFR §825.202, a husband and wife both employed by the district are limited to a combined total of twelve weeks of leave during the twelve month period if the leave is taken for the birth of a son or daughter of the staff member or to care for such son or daughter after birth; for placement of a son or daughter with the staff member for adoption or foster care or in order to care for the son or daughter after placement; or to care for the staff member's parent with a serious health condition.~~

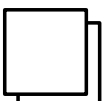
~~The method to determine the twelve month period in which the twelve weeks of FMLA leave entitlement occurs will be a "rolling" twelve month period measured backward from the date a staff member uses any family leave.~~

~~A staff member during any period of FMLA leave is prohibited from performing any services on a full time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member using FMLA leave may commence part time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part time employment that commenced prior to the FMLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.~~

## ~~2. New Jersey Family Leave Act (NJFLA)~~

~~A staff member shall become eligible for NJFLA leave after he/she has been employed at least twelve months in this district for not less than 1,000 base hours, excluding overtime, during the immediate preceding twelve month period. The calculation of the twelve month period to determine eligibility shall commence with the commencement of the NJFLA leave. NJFLA leave taken for the birth or adoption of a healthy child may commence at any time within a year after the date of the birth or placement for adoption.~~

~~The district shall grant a family leave under NJFLA to more than one staff member from the same family (for example, a husband and a wife, or a brother and a sister) at the same time, provided such staff members are otherwise eligible for the leave. N.J.A.C. 13:14-1.12~~



~~A staff member during any period of the NJFLA leave is prohibited from performing any services on a full time basis for any person for whom the staff member did not provide services immediately prior to commencement of the leave. A staff member on NJFLA leave may commence part time employment that shall not exceed half the regularly scheduled hours worked for the district. The staff member may continue the part time employment that commenced prior to the NJFLA leave at the same number of hours that the staff member was regularly scheduled prior to such leave.~~

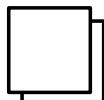
~~The method to determine the twenty four month period in which the twelve weeks of NJFLA leave entitlement occurs will be a “rolling” twenty four month period measured backward from the date a staff member uses any leave.~~

#### E. — Types of Leave

##### 1. — Federal Family and Medical Leave Act (FMLA)

~~A staff member may take FMLA leave to include servicemember qualifying exigency leave or military caregiver leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program.~~

- a. — ~~Leave for the birth of a son or daughter or placement of a son or daughter with the staff member for adoption or foster care may not be taken by a staff member intermittently or on a reduced leave schedule.~~
- b. — ~~Leave may be taken intermittently or on a reduced leave schedule when medically necessary for planned and/or unanticipated medical treatment of a related serious health condition by or under the supervision of a health care provider, or for recovery from treatment or recovery from a serious health condition.~~
- c. — ~~Intermittent leave means leave scheduled for periods of time from one hour or more to several weeks; however, the total time within which the leave is taken can not exceed a twelve month period for each serious health condition episode. Intermittent leave may be taken for a serious health condition that requires~~



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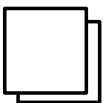
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**Family Leave**

~~periodic treatment by a health care provider, rather than one continuous period of time. Intermittent leave may also be taken for absences where the staff member is incapacitated or unable to perform the essential functions of the position because of a serious health condition even if the staff member does not receive treatment by a health care provider. The staff member shall make a reasonable effort to schedule intermittent leave so as not to unduly disrupt the operations of the instructional/educational program.~~

- ~~d. Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule not exceeding twenty-four consecutive weeks. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.~~
- ~~e. The fact that a holiday may occur within the week taken by a staff member as Family Leave has no effect and the week is counted as a week of Family Leave. However, if the staff member is out on Family Leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.~~

~~Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.~~

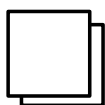


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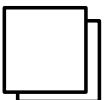
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- f. ~~Servicemember qualifying exigency leave may arise out of the foreign deployment of the staff member's spouse, child, or parent 29 CFR §§825.122 and 126:~~
- ~~(1) The district must grant an eligible staff member up to twelve work weeks of unpaid, job protected leave during a twelve month period for qualifying exigencies that arise when the staff member's spouse, child, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty.~~
  - ~~(2) The military member must be the spouse, son, daughter, or parent, of the staff member taking FMLA exigency leave.~~
  - ~~(3) FMLA leave can be granted for one or more of the following exigencies:~~
    - ~~(a) Short notice deployment:
 
      - ~~i. Notification of duty seven or less calendar days prior to date of deployment;~~
      - ~~ii. Leave can be used for a period of seven calendar days beginning on the date the military member is notified.~~~~
    - ~~(b) Military events and related activities, including official ceremonies, programs, or events sponsored by the military and related to the covered active duty or call to covered active duty status of the military member; and to attend family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross.~~



- ~~(c) — Childcare and school activities including arranging for alternative childcare; providing childcare on an urgent, immediate need basis (not routine, regular, or everyday basis); to enroll in or transfer to a new school or day care facility; or to attend meetings with staff at a school or day care facility:
  - ~~i. — The son or daughter must be the son or daughter of the covered servicemember.~~~~
- ~~(d) — Financial and legal arrangements made to address the military member's absence while on covered active duty or call to covered active duty status.~~
- ~~(e) — Counseling, provided by someone other than a health care provider for oneself, for the military member, or qualified child, if the need arises from the covered active duty or call to covered active duty status of the military member.~~
- ~~(f) — Rest and Recuperation (R&R) to spend time with the military member on short term, temporary R&R leave during a term of deployment:
  - ~~i. — Can be used for a period of fifteen calendar days beginning on the date the military member commences each instance of R&R leave.~~~~
- ~~(g) — Post deployment activities such as ceremonies or briefings including any that arise from the death of the military member while on covered active duty.~~
- ~~(h) — Parental care for one meeting the definition of a "parent" and incapable of self care including: arranging alternative care; providing care on an immediate need basis; and to attend meetings or arrange services at a care facility.~~



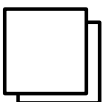
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- (i) ~~Additional activities in accordance with 29 CFR §825.126(b)(9).~~
- g. ~~Military caregiver leave provides care for a covered servicemember with a serious injury or illness 29 CFR §§825.122 and 127:~~
- (1) ~~The district must grant up to a total of twenty six workweeks of unpaid, job-protected leave during a “single twelve-month period” to care for a covered servicemember with a serious injury or illness.~~
- (a) ~~The eligible staff member must be the spouse, son, daughter, parent, or next of kin of the covered servicemember.~~
- (b) ~~The staff member is limited to a combined total of twenty-six workweeks for any FMLA-qualifying reasons during the single twelve-month period. Up to twelve of the twenty-six weeks may be for an FMLA-qualifying reason other than military caregiver leave.~~
- (c) ~~Spouses who are eligible for FMLA leave and are employed by the same covered employer may be limited to a combined total of twenty-six workweeks of leave during a single twelve-month period if the leave is taken for birth of the employee's son or daughter or to care for the child after birth, for placement of a son or daughter with the employee for adoption or foster care, or to care for the child after placement, to care for the employee's parent with a serious health condition, or to care for a covered servicemember with a serious injury or illness. If one spouse is ineligible for FMLA leave, the other spouse would be entitled to a full twenty-six workweeks of FMLA leave.~~

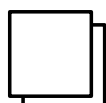


- ~~(2) Leave entitlement is applied on a per covered servicemember, per injury basis.~~
- ~~(a) The staff member may take an additional twenty six weeks of leave if the leave is to care for different covered servicemembers or to care for the same servicemember with a subsequent serious injury or illness, except that no more than twenty six weeks of leave may be taken within any single twelve month period.~~
- ~~(b) An eligible staff member may take military caregiver leave to care for more than one current service member or covered veteran at the same time or for the same family member with the same serious injury or illness both when the family member is a current servicemember and when the family member is a veteran.~~
- ~~(c) Military caregiver leave may be taken by eligible staff members whose family members are recent veterans with serious injuries or illnesses incurred or aggravated in the line of duty on active duty, and that manifested before or after the veteran left active duty.~~

~~2. New Jersey Family Leave Act (NJFLA)~~

~~A staff member may take NJFLA leave in consecutive weeks, as intermittent leave, or as reduced leave. A staff member who requests intermittent or reduced leave shall make a reasonable effort to schedule such leave so as not to unduly disrupt the instructional/educational program. The district shall not require a staff member to take a leave of absence beyond the period of time the staff member requests family leave. N.J.A.C. 13:14 1.5(f)~~

- ~~a. In the case of a family member who has a serious health condition, leave may be taken intermittently when medically necessary. The total time within which the leave is taken, can not exceed a twelve month period for each serious health condition episode. The staff member will provide the district with prior notice of the leave in a manner which is reasonable and practicable; and the staff member shall make a reasonable effort to schedule the leave so as not to unduly disrupt the operations of the instructional/educational program. In the case of the birth or adoption of a healthy child, the leave may be taken intermittently only if agreed to by the staff member and the district.~~



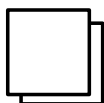
- b. ~~Reduced leave means leave scheduled for fewer than the staff member's usual number of hours worked per workweek, but not fewer than a staff member's usual number of hours worked per workday, unless otherwise agreed to by the staff member and the district. A staff member is entitled, at the option of the staff member, to take leave on a reduced leave schedule for a period not exceeding twenty four consecutive weeks. The staff member is not entitled to take the leave on a reduced leave schedule without an agreement between the staff member and the district if the leave is taken for the birth or adoption of a healthy child. The staff member shall make a reasonable effort to schedule reduced leave so as not to unduly disrupt the operations of the instructional/educational program. The staff member shall provide the district prior notice of the care, medical treatment or continuing supervision by a health care provider necessary due to a serious health condition of a family member in a manner that is reasonable and practicable. Leave taken on a reduced leave schedule shall not result in a reduction of the total amount of leave to which a staff member is entitled.~~
- e. ~~The fact that a holiday may occur within the week taken by a staff member as family leave has no effect and the week is counted as a week of family leave. However, if the staff member is out on family leave and the school district is closed and the staff member would not be expected to report for work for one or more weeks, the weeks the school district is closed for this staff member do not count against the staff member's family leave entitlement.~~

~~Any leave time remaining after a staff member has exhausted his/her entitlement to intermittent leave in any twelve month period may be taken as consecutive leave or reduced leave, and any leave time remaining after a staff member has exhausted his/her entitlement to reduced leave in any twelve month period may be taken as consecutive leave or intermittent leave.~~

F. ~~Notice~~

1. ~~Federal Family and Medical Leave Act (FMLA)~~

- a. ~~Foreseeable Leave—A staff member eligible for FMLA leave must give at least a thirty day written advance notice to the Manager of Human Resources if the~~





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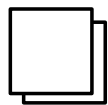
Family Leave

~~need for the leave is foreseeable based on an expected birth, placement for adoption of foster care, or planned medical treatment for a serious health condition of the staff member or a family member. If thirty days is not practical, the staff member must provide notice "as soon as practicable" which means as soon as both possible and practical, taking into account all the facts and circumstances in the individual case. For foreseeable leave where it is not possible to give as much as thirty days notice "as soon as practical" ordinarily would mean at least verbal notification to the Manager of Human Resources within one or two business days or when the need for leave becomes known to the staff member. The written notice shall include the reasons for the leave, the anticipated duration of the leave and the anticipated start of the leave.~~

~~When planning medical treatment, the staff member must consult with the Manager of Human Resources and make a reasonable effort to schedule the leave so as not to unduly disrupt the educational program, subject to the approval of the health care provider. Staff members are ordinarily expected to consult with the Manager of Human Resources prior to scheduling of treatment that would require leave for a schedule that best suits the needs of the district and the staff member.~~

~~The district may delay the staff member taking leave for at least thirty days if the staff member fails to give thirty days notice for foreseeable leave with no reasonable excuse for the delay.~~

~~b. Unforeseeable Leave — When the approximate timing of the need for leave is not foreseeable, a staff member should give notice to the Manager of Human Resources for leave as soon as practicable under the facts and circumstances of the particular case. It is expected the staff member will give notice to the Manager of Human Resources within no more than one or two working days of learning of the need for leave, except in extraordinary circumstances where such notice is not foreseeable. The staff member should provide notice to the employer either in person or by telephone, telegraph, facsimile machine or other electronic means.~~



2. ~~New Jersey Family Leave Act (NJFLA)~~

a. ~~Foreseeable Leave~~—A staff member eligible for NJFLA leave must give at least a thirty day advance written notice to the Manager of Human Resources of the need to take family leave except where the need to take family leave is not foreseeable.

(1) ~~Notice for leave to be taken for the birth or placement of the child for adoption shall be given at least thirty days prior to the commencement of the leave, except that if the date of the birth or adoption requires leave to begin in less than thirty days, the staff member shall provide such notice that is reasonable and practicable.~~

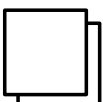
(2) ~~Notice for leave to be taken for the serious health condition of a family member shall be given at least fifteen days prior to the commencement of leave, except that if the date of the treatment or supervision requires leave to begin in less than fifteen days, the staff member shall provide such notice that is reasonable and practicable.~~

(3) ~~When the Manager of Human Resources is not made aware that a staff member was absent for family leave reasons and the staff member wants to request the leave be counted as family leave, the staff member must provide timely notice within two business days of returning to work to have the time considered for family leave in accordance with the Family Leave Act.~~

b. ~~Unforeseeable Leave~~—When the need for leave is not foreseeable, the staff member must provide notice “as soon as practicable” which shall be at least verbal notice to the Manager of Human Resources within one or two business days of the staff member learning of the need to take family leave. Whenever emergent circumstances make written notice impracticable, the staff member may give verbal notice to the Manager of Human Resources, but any verbal notice must be followed by written notice delivered within two working days.

G. ~~Leave Designation~~

~~An eligible staff member shall designate FMLA or NJFLA leave upon providing notice of the need for the leave or when the need for leave commences. The Manager of Human Resources shall provide the staff member with this Policy to assist the staff member in determining the type of leave.~~



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**H. — Benefits**

~~Whether a staff member is required to use sick time or any other accrued leave time concurrent with FMLA or NJFLA leave time will depend upon either the district's practice or a provision in the district's collective bargaining agreement, if applicable. 29 CFR §825.100~~

~~The Board will maintain coverage under any group health insurance policy, group subscriber contract, or health care plan at the level and under the conditions coverage would have been provided if the staff member had continued to work instead of taking the leave. If the staff member was paying all or part of the premium payments prior to the leave, the staff member would continue to pay his/her share during the leave time. Any ten month staff member who is on leave under NJFLA or FMLA at the end of the school year will be provided with any benefits over the summer that the staff member would normally receive if they had been working at the end of the school year.~~

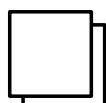
**I. — Returning from Leave**

~~The Federal Family and Medical Leave Act and/or the New Jersey Family Leave Act~~

~~A staff member returning from leave shall be entitled to the position he/she held when leave commenced or to an equivalent position of like seniority, status, employment benefits, pay and other conditions of employment. If the district experiences a reduction in force or layoff and the staff member would have lost his/her position had the staff member not been on family leave as a result of the reduction in force or pursuant to the good faith operation of a bona fide layoff and recall system including a system under any collective bargaining agreement, the staff member shall be entitled to reinstatement to the former or an equivalent position in accordance with applicable statutes, codes and laws. The staff member's tenure and seniority rights, if any, and other benefits shall be preserved, but the staff member shall accrue no additional time toward tenure or seniority for the period of the leave, except as may be provided by law.~~

~~The return of a staff member prior to the expiration of the requested family leave may be permitted by the Board if the return does not unduly disrupt the instructional program or require the Board to incur the cost of continuing the employment of a substitute under contract.~~

~~The Board may, in accordance with the provisions of 29 CFR §825.312 delay restoration of employment of a staff member using FMLA leave for the staff member's serious health condition until the staff member submits a fitness for duty examination from his/her health care~~



~~provider indicating that the staff member is able to resume work. In the event the Board requires such a fitness for duty examination before restoration of the staff member after leave, the Board will provide the staff member specific notice either at the time the staff member gives notice of the need for leave or immediately after the leave commences and the staff member advises the Board of the medical circumstances for the leave.~~

~~If leave is taken under FMLA, and the staff member does not return to work after the leave expires, the Board is entitled to recover health insurance costs paid while the staff member was on FMLA. The Board's right to recover premiums would not apply if the staff member fails to return to work due to:~~

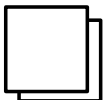
- ~~1. The continuation, onset or recurrence of a serious health condition of the staff member;  
or~~
- ~~2. Circumstances beyond the staff member's control.~~

#### ~~J. Ineligible Staff Members~~

- ~~1. Federal Family and Medical Leave Act (FMLA)~~

~~The district may deny job restoration after FMLA leave if the staff member is a "key employee" as defined in 29 CFR §825.217 if such denial is necessary to prevent substantial and grievous economic injury to the district or the district may delay restoration to a staff member who fails to provide a fitness for duty certificate to return to work for leave that was the staff member's own serious health condition. A "key employee" is a salaried, staff member who is among the highest paid ten percent of the school district staff employed by the district within 75 miles of the worksite. No more than ten percent of the school district staff within 75 miles of the worksite may be "key employees."~~

~~In the event the Manager of Human Resources believes that reinstatement may be denied to a key employee, the Manager of Human Resources must give written notice to the staff member at the time the staff member gives notice of the need for leave, or when the need for leave commences, if earlier, that he/she qualifies as a key employee. The key employee must be fully informed of the potential consequences with respect to reinstatement and maintenance of health benefits if the district should determine that~~



~~substantial and grievous economic injury to the district's operations will result if the staff member is reinstated from leave. The district's notice must explain the basis for the district's finding that substantial and grievous economic injury will result, and if leave has commenced, must provide the staff member a reasonable time in which to return to work. If the staff member on leave does not return to work in response to the notice of intent to deny restoration, the staff member continues to be entitled to maintenance of health insurance.~~

~~A key employee's rights under the FMLA continue unless and until the staff member either gives notice that he/she no longer wishes to return to work or the district actually denies reinstatement at the conclusion of the leave period. A staff member is still entitled to request reinstatement at the end of the leave period even if the staff member did not return to work in response to the district's notice. The district will then again determine whether there will be substantial and grievous economic injury from reinstatement based on the facts at that time. If it is determined that substantial and grievous economic injury will result, the district will notify the staff member in writing (in person or by certified mail) of the denial of the restoration.~~

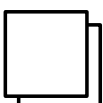
## 2. ~~New Jersey Family Leave Act~~

~~The district may deny family leave to the staff member if the staff member is a salaried employee who is among the highest paid five percent of the school district staff or one of the seven highest paid employees of the district, whichever is greater, if the denial is necessary to prevent substantial and grievous economic injury to the school district's operations. The Manager of Human Resources shall notify the staff member of the intent to deny the leave at the time the Manager of Human Resources determines the denial is necessary. If the leave has already commenced at the time of the district's notification of denial, the staff member shall be permitted to return to work within ten working days of the date of notification.~~

## K. ~~Verification of Leave~~

### 1. ~~Federal Family and Medical Leave Act (FMLA)~~

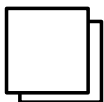
~~The Board requires a staff member's FMLA leave to care for the staff member's seriously ill spouse, son, daughter, or parent; or for a servicemember's qualifying~~



~~exigency or serious injury; or for illness due to the staff member's own serious health condition that makes the staff member unable to perform one or more of the essential functions of the staff member's position, be supported by a certification issued by the health care provider of the staff member or the staff member's ill family member. The medical certification required encompasses both physical and psychological care and includes situations where a family member is unable to care for his/her own basic medical, hygienic, or nutritional needs or safety, or is unable to transport himself/herself to the doctor. It can also include providing psychological comfort and reassurance beneficial to a child, spouse, or parent with a serious health condition who is receiving inpatient or home care and can include situations where the staff member may be needed to substitute for others who normally care for the family member or covered servicemember or to make arrangements for changes in care. The staff member need not be the only individual or family member available to care for the family member or covered servicemember. 29 CFR §825.124~~

~~The certification must meet the requirements of 29 CFR §§825.306, 309, and 310 to include: which part of the definition of "serious health condition" applies; the approximate date the serious health condition commenced and its probable duration; whether it will be necessary for the staff member to take intermittent and/or reduced leave; whether the patient is presently incapacitated and the likely duration and frequency of episodes of incapacity; if additional treatments will be required for the condition; and/or if the patient's incapacity will be intermittent or will require reduced leave. The certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider's knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement.~~

~~In the event the Manager of Human Resources doubts the validity of the certification, in accordance with 29 CFR § 825.307, the district may require, at the district's expense, the staff member obtain an opinion regarding the serious health condition from a second health care provider designated by the district, but not employed on a regular basis by the district. If the second opinion differs from the staff member's health care provider, the district may require, at the district's expense, the staff member obtain the opinion of a third health care provider designated by the district or approved jointly, in good faith, by the district and the staff member. The opinion of the third health care provider shall be final and binding on the district and the staff member.~~



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## POLICY

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Family Leave

~~The district may require re-certification pursuant to the requirements of 29 CFR §825.308. In accordance with 29 CFR §825.309, the staff member on leave must provide a written report to the Manager of Human Resources every thirty workdays. The report shall include the staff member's status and intended date to return to work. In the event the staff member's circumstances change, the staff member must provide reasonable notice to the Manager of Human Resources if the staff member intends to return to work on a date sooner than previously noticed to the district. The staff member is not required to take more leave than necessary to resolve the circumstance that precipitated the need for leave. As a condition of returning to work after the leave for the staff member's own serious health condition, and in accordance with 29 CFR § 825.310, the district requires a staff member to provide a certification from their health care provider that the staff member is able to resume work.~~

~~In accordance with 29 CFR §825.311, the district may delay the taking of FMLA leave to a staff member who fails to provide certification within fifteen days after being requested to do so by the district. In accordance with 29 CFR §825.312, the district may delay the taking of leave until thirty days after the date the staff member provides notice to the district of foreseeable leave or the district may delay continuation of leave if a staff member fails to provide a requested medical certification in a timely manner.~~

### ~~2. New Jersey Family Leave Act~~

~~The Board shall require the certification of a duly licensed health care provider verifying the purpose of requested NJFLA leave. Certification of a serious health condition of a family member of the staff member shall be sufficient if it states the date on which the condition commenced, the probable duration of the condition, and the medical facts within the provider's knowledge regarding the condition. Certification for the birth or placement of a child need only state the date of birth or date of placement, whichever is appropriate.~~

~~In the event the Manager of Human Resources doubts the validity of the certification for the serious health condition of a family member of the staff member, the district may require, at the district's expense, the staff member to obtain an opinion regarding the serious health condition from a second health care provider designated or approved, but not employed on a regular basis, by the district. If the second opinion differs from the certification the district may require, at the district's expense, that the staff member obtain the opinion of a third health care provider designated or approved jointly by the district and the staff member concerning the serious health condition. The opinion of the third health care provider shall be final and binding on the district and the staff member.~~



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Family Leave

**L. — Interference with Family Leave Rights**

~~The Federal Family and Medical Leave Act and the New Jersey Family Leave Act prohibit interference with a staff member's rights under the law, and with legal proceedings or inquiries relating to a staff member's rights. Unless permitted by the law, no staff member shall be required to take family leave or to extend family leave beyond the time requested. A staff member shall not be discriminated against for having exercised his/her rights under the Federal Family and Medical Leave Act or the New Jersey Family Leave Act nor discouraged from the use of family leave.~~

**M. — Non-Tenured Teaching Staff**

~~Family leave granted to a nontenured staff member cannot extend the staff member's employment beyond the expiration of his/her employment contract.~~

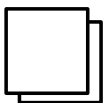
**N. — Record Keeping**

~~In order that staff member's entitlement to FMLA leave and NJFLA leave can be properly determined, the Superintendent shall ensure the keeping of accurate attendance records that distinguish family leave from other kinds of leave. The Superintendent will publish a notice explaining the Act's provisions and provide information concerning the procedures for filing complaints of violations of the FMLA and NJFLA.~~

~~Implementation of FMLA and NJFLA will be consistent with provisions in collective bargaining agreement(s) in the district.~~

**O. — Processing of Complaints****1. — Federal Family and Medical Leave Act (FMLA) 29 CFR §§825.400-401**

- a. —** ~~If there is a dispute between the district and a staff member as to whether leave qualifies as FMLA leave, it should be resolved through discussion between the staff member and the district. Such discussions and the decision shall be documented by the school district.~~





- b. ~~The staff member also may file, or have another person file on his/her behalf, a complaint with the United States Secretary of Labor. A complaint may be filed in person, by mail, or by telephone with the Wage and Hour Division, Employment Standards Administration, U.S. Department of Labor, at any local office of the Wage and Hour Division.~~
  
- 2. ~~New Jersey Family Leave Act N.J.A.C. 13:14-1.16~~
  - a. ~~Any complaint alleging a violation of the Act shall be processed in the same manner as a complaint filed under the terms of N.J.S.A. 10:5-1 et seq. and N.J.A.C. 13:4 through the New Jersey Department of Law and Public Safety, Division on Civil Rights.~~

~~29 CFR §825 et seq.~~

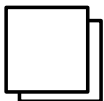
~~29 CFR §785~~

~~N.J.S.A. 10:5-1~~

~~N.J.A.C. 13:14-1 et seq.~~

~~Adopted: 7 December 2009~~

~~Revised: 22 February 2016~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

TEACHING STAFF MEMBERS

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New Jersey's Family Leave Insurance Program

~~3431.3~~ — NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

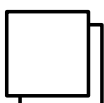
~~Board of Education employees are eligible to apply for benefits under New Jersey's Family Leave Insurance Program administered by the State of New Jersey "Department of Labor and Workforce Development. New Jersey's Family Leave Insurance Program (NJFLI) may provide up to six weeks of family leave insurance benefits payable to covered employees from either the New Jersey State Plan or an approved employer provided private plan.~~

~~A benefit provided through the NJFLI will be for the employee to bond with a child during the first twelve months after the child's birth, if the covered individual or the domestic partner or civil union partner of the covered individual is a biological parent of the child, or the first twelve months after the placement of the child for adoption with the covered individual. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI must provide the Superintendent of Schools written notice thirty calendar days prior to beginning the leave. Failure to provide this thirty day notice may result in a reduction in the employee's maximum family leave insurance benefits. Intermittent leave to bond with a newborn or newly adopted child must be agreed to by the Superintendent of Schools and the employee and, if agreed to, must be taken in periods of seven days or more.~~

~~A benefit provided through the NJFLI will also be to care for a family member with a serious health condition supported by a certification provided by a health care provider. An employee who intends to apply to the State of New Jersey for benefits under this provision of the NJFLI for consecutive leave must provide the school district reasonable and practical notice unless the time of the leave is unexpected or the time of the leave changes for unforeseen reasons. An employee who intends to apply for benefits under this provision of the NJFLI for intermittent leave must provide the school district with a written notice at least fifteen calendar days prior to beginning the leave.~~

~~For the purposes of this Policy, a "family member" means a child, spouse, domestic partner, civil union partner, or parent of a covered individual. "Child" means a biological, adopted, or foster child, stepchild, or legal ward of a covered individual, child of a domestic partner of the covered individual, or child of a civil union partner of the covered individual, who is less than nineteen years of age or is nineteen years of age or older but incapable of self care because of mental or physical impairment.~~

~~An employee will be required to use ten workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

TEACHING STAFF MEMBERS

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New Jersey's Family Leave Insurance Program

~~All applications for benefits under the NJFLI must be filed directly with the State of New Jersey—Department of Labor and Workforce Development. The eligibility requirements, wage requirements, benefit duration and amounts, and benefit limitations shall be in accordance with the provisions of the NJFLI as administered by the State of New Jersey—“Department of Labor and Workforce Development. A formal appeal may be submitted to the State of New Jersey—“Department of Labor and Workforce Development if an employee or the Board disagrees with a determination on a claim.~~

~~The NJFLI provides eligible individuals a monetary benefit and not a leave benefit. The school district administrative and related staff will comply with the State of New Jersey—Department of Labor and Workforce Development requests for information in accordance with the provisions of N.J.A.C. 12:21-3.9.~~

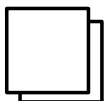
~~The Board may elect to provide employees with Family Leave Insurance benefits coverage under a private plan which must be approved by the State of New Jersey's Department of Labor and Workforce Development.~~

~~A printed notification of covered individuals' rights relative to the receipt of benefits under the NJFLI will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite. Each employee shall receive a copy of this notification in writing at the time of the employee's hiring, whenever the employee provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI, or at any time upon the first request of the employee. The written notification may be transmitted to the employee in electronic form.~~

~~N.J.S.A. 43:21-25 et seq.~~

~~N.J.A.C. 12:21-1.1 et seq.~~

~~Adopted: 22 February 2010~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

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New Jersey's Family Leave Insurance Program

4431.3 NEW JERSEY'S FAMILY LEAVE INSURANCE PROGRAM

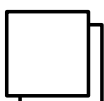
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~~An employee will be required to use ten workdays of earned vacation, personal, or other earned leave in connection with a period of paid leave from the NJFLI. In accordance with N.J.S.A. 18A:30-1, sick leave is only to be used for personal disability due to illness or injury and therefore may not be used for NJFLI purposes.~~



**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

TEACHING STAFF MEMBERS

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New Jersey's Family Leave Insurance Program

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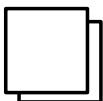
~~The Board may elect to provide employees with Family Leave Insurance benefits coverage under a private plan which must be approved by the State of New Jersey—Department of Labor and Workforce Development.~~

~~A printed notification of covered individuals' rights relative to the receipt of benefits under the NJFLI will be posted in each of the school district worksites and in a place or places accessible to all employees at the worksite. Each employee shall receive a copy of this notification in writing at the time of the employee's hiring, whenever the employee provides written notice to the Superintendent of their intention to apply for benefits under the NJFLI, or at any time upon the first request of the employee. The written notification may be transmitted to the employee in electronic form.~~

~~N.J.S.A. 43:21-25 et seq.~~

~~N.J.A.C. 12:21-1.1 et seq.~~

Adopted: 22 February 2010



5330.01 ADMINISTRATION OF MEDICAL CANNABIS

The Board of Education, in accordance with the requirements of N.J.S.A. 18A:40-12.22, must adopt a Policy authorizing parents and designated caregiver(s) to administer medical cannabis to a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event. The parent of a qualifying student patient requesting the administration of medical cannabis to the student while on school grounds, aboard a school bus, or attending a school-sponsored event must comply with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq. and Policy and Regulation 5330.01.

A student enrolled in the school district must be authorized to engage in the medical use of cannabis pursuant to N.J.S.A. 24:6I-1 et seq. and that the parent or designated caregiver be authorized to assist the student with the medical use of cannabis pursuant to N.J.S.A. 24:6I-1 et seq. The student and the designated primary caregiver(s) must complete registration with the Cannabis Regulatory Commission in accordance with the requirements of N.J.S.A. 24:6I-4.

The parent of the student authorized to engage in the medical use of cannabis must submit a written request with supporting documentation to the Principal requesting approval to have a designated caregiver(s) assist in the administration of medical cannabis to the qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event. The Principal, in consultation with the school nurse, the school physician, and the Superintendent of Schools, will review each request and upon approval will inform the parent in writing of the approval with details for the administration of medical cannabis to the qualifying student patient. The medical use of cannabis by a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event will only be authorized after the written approval from the Principal is provided to the parent.

Medical cannabis may only be administered to the qualifying student patient while the student is on school grounds, aboard a school bus, or attending a school-sponsored event by the designated caregiver(s) in accordance with the provisions of N.J.S.A. 18A:40-12.22 and N.J.S.A. 24:6I-1 et seq. The prescribed medical cannabis must be in the possession of the designated caregiver(s) at all times, except during the administration process. The designated caregiver(s) shall comply with the requirements of the Principal's written approval for the administration of medical cannabis to the qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event.

All health records related to the administration of medical cannabis to a qualifying student patient while on school grounds, aboard a school bus, or attending a school-sponsored event shall be maintained in accordance with the requirements of N.J.A.C. 6A:16-2.4 and N.J.A.C. 6A:32-7.4.

No person shall be subject to arrest or prosecution for constructive possession, conspiracy, or any other offense for simply being in the presence or vicinity of the medical use of cannabis as authorized under N.J.S.A. 24:6I-1 et seq. or N.J.S.A. 18A:40-12.22. No custodial parent or person who has legal custody of a qualifying student patient who is a minor shall be subject to arrest or prosecution for constructive possession, conspiracy, or any other offense for assisting the minor in the medical use of cannabis as authorized under N.J.S.A. 24:6I-1 et seq. or N.J.S.A. 18A:40-12.22.

N.J.S.A. 18A:40-12.22

N.J.S.A. 24:6I-1 et seq.

N.J.A.C. 6A:16-2.4; 6A:32-7.4

Adopted: 18 July 2016

Revised:

7425 LEAD TESTING OF WATER IN SCHOOLS

The health, safety, and welfare of the children in the school district are of utmost importance to the Board of Education. The potential exposure to lead-contaminated drinking water poses serious health problems, particularly for children, as well as for teachers and school personnel, since the risk of lead contamination can come from pipe and plumbing fixtures in school facilities or on school grounds. The Board shall assure the availability of potable drinking water through sanitary means in school facilities or on school grounds. The Board of Education shall provide, in accordance with N.J.A.C. 6A:26-12.4, testing for lead in all district sources of drinking water.

The Board shall conduct lead sampling and analysis in all drinking water outlets to which a student or staff member has, or may have, access in each school facility, other facility, or temporary facility, as soon as practicable, but no later than July 13, 2017, unless the district qualifies for an exemption in accordance with N.J.A.C. 6A:26-12.4(j). This lead sampling and analysis shall be conducted with a lead sampling plan in accordance with N.J.A.C. 6A:26-12.4(d)1, 2, and 3, and shall be in accordance with the Safe Drinking Water Act, N.J.S.A. 58:12A-1.

The Superintendent of Schools or designee shall complete a review of the final laboratory results within seventy-two hours of receipt. Within twenty-four hours after the Superintendent or designee has completed a review of final laboratory results in accordance with the provisions of N.J.A.C. 6A:26-12.4(e), the test results shall be made publicly available at the school facility and on the Board of Education's website. If any results exceed the permissible lead action level, the Board shall provide written notification to the parents of all students attending the facility, facility staff, and the New Jersey Department of Education. This written notification shall include: a description of the measures taken by the Superintendent or designee to immediately end the use of each drinking water outlet where the water quality exceeded the permissible lead action level; any additional remedial action taken or planned by the Board of Education; the measures taken to ensure that alternate drinking water has been made available to all students and staff members; where the water outlet(s) is located; and information regarding the health effects of lead in accordance with N.J.A.C. 6A:26-12.4(e)1 and 2.

Notwithstanding the results or date of any prior testing, the Board shall continue to test drinking water outlets in the designated Statewide required testing year, which shall be every third school year beginning with the 2021-2022 school year and subsequently occurring in the 2024-2025 school year. By no later than June 30 of the designated Statewide required testing year, the Board shall test all drinking water outlets in accordance with N.J.A.C. 6A:26-12.4(g)1. The Board shall sample for lead after the replacement of any drinking water outlet or any other alteration to plumbing or service lines that may impact lead levels at the outlet, in accordance with N.J.A.C. 6A:26-12.4(g)2.



The Board shall submit to the New Jersey Department of Education by June 30 of each year a statement of assurance, that the school district completed lead testing in accordance with N.J.A.C. 6A:26-12.4; that notifications were provided consistent with N.J.A.C. 6A:26-12.4; and that alternative drinking water continues to be made available to all students and staff, if necessary, pursuant to N.J.A.C. 6A:26-12.4(i).

The Board may apply for reimbursement for the costs of any water supply testing and analysis conducted, in accordance with N.J.A.C. 6A:26-12.4(k).

N.J.S.A. 58:12A-1 et seq.

N.J.A.C. 6A:26-12.4

Adopted: 5 March 2018

Revised:

# POLICY

## RIDGEWOOD BOARD OF EDUCATION

PROPERTY  
7430/page 1 of 1  
School Safety  
M

### 7430 SCHOOL SAFETY

~~The Board of Education recognizes that it is required by law to take measures for the safety of pupils and district employees.~~

~~The Board shall provide, publish, and post rules for safety and the prevention of accidents; instruct pupils in safety and accident prevention; provide protective devices where they are required by law for the safety of pupils and employees; and provide suitable and safe equipment where such equipment is necessary for the conduct of the educational program and the operation of the schools.~~

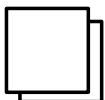
~~The Superintendent shall prepare regulations governing school safety and the prevention of accidents and fire that include as a minimum the requirements of law and the applicable rules of various departments of state government. Such regulations shall provide procedures and precautions for the safety of pupils in school, employees in the performance of their duties, users of school vehicles, pupils in transit to and from school, injured pupils and employees, and visitors to the school. Safety regulations shall be promulgated to all school employees and shall be reviewed and evaluated annually. The Superintendent is directed to instruct teaching staff members in proper safety precautions.~~

~~N.J.S.A. 18A:6-2; 18A:40-12.1; 18A:40-12.2~~

~~N.J.S.A. 40:67-16.7~~

~~N.J.A.C. 6A:16-1.4; 6A:26-12.5~~

Adopted: 7 December 2009



2415 EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve.. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA .

The district may be eligible for several grant programs funded through the ESSA , including, but not limited to, Title I through Title VII. Many of the Titles of the ESSA have several parts and subparts that provide a funding source for specific purposes.

**Application Procedure**

The district will submit an annual ESSA Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and the ESSA for the district to be considered for funding under the ESSA .

**Covered Programs**

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

**Title I**

The largest Federal program supporting elementary and secondary education is Title I. The ESSA strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also requires minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided

by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English Language Learner (ELL) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

#### Type of Title I Program

The school district will offer a Target Assistance program.

#### Target Assistance Program

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.]

#### New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education .

#### Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and the ESSA .

#### Staff

The district will comply with the staff certification requirements of the ESSA and the NJDOE . In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.

#### Parental Involvement

The district will comply with the requirements as outlined in Policy 2415.04 – Parental Involvement in accordance with the NJDOE and the ESSA .

#### Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance with the PPRA.

#### Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in the ESSA , the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA .

#### Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.

#### Capital Expenses

The Superintendent will assure the district abides by New Jersey’s Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

#### Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

#### Supplement, Not Supplant

Grant funds provided under Federal programs, including the ESEA of 1965 as amended by the ESSA , shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made

available from State and local sources for the education of students participating in programs assisted under the ESEA of 1965 as amended by the ESSA.

#### Evaluation

The Superintendent or designee will evaluate the ESSA programs as required by the United States and the New Jersey Departments of Education.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

Adopted: 7 December 2009

Revised: 18 March 2013

Revised:

2415.01 ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS,  
AND ACCOUNTABILITY

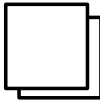
~~The *No Child Left Behind Act of 2001* (NCLB), a reauthorization of the *Elementary and Secondary Education Act* (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under NCLB were built on the foundation of the former *Improving America’s Schools Act* (IASA).~~

~~To meet the Federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. All pupils enrolled in New Jersey public schools, plus all pupil subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Pupils must score either “proficient” or “advanced proficient” on the assessments to be counted toward meeting the benchmarks.~~

~~Schools are evaluated using adequate yearly progress (AYP) indicators. Pupil achievement is determined by grade span (Elementary School—grades three through five, Middle School—grades six through eight, and High School—grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates) plus a secondary indicator. A safe harbor calculation is applied to measure significant progress if the benchmark is missed. When a school does not meet AYP for two consecutive years in the same content area, it is designated as a “school in need of improvement.”~~

~~AYP shall be calculated for all New Jersey schools under the provisions of NCLB. Schools that do not meet AYP as defined under NCLB are placed into one of the following categories. Title I schools in need of improvement must implement the sanctions for each category.~~

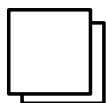
~~Year 1 – Early Warning: A school that does not make AYP for one year is placed into “early warning” status.~~



~~Year 2 – In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a “school in need of improvement.” Parents/legal guardians shall be promptly notified if their child’s school has been designated as in need of improvement. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available) and development of a school improvement plan (Title I Unified Plan). The district must offer the school technical assistance to address the areas that caused the school to be in need of improvement. Parents/legal guardians shall be notified of their right to request intradistrict public school choice and parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.~~

~~Year 3 – In Ne ed of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area shall continue to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must *also* offer SES to eligible pupils. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually. Parents/legal guardians of eligible pupils shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.~~

~~The New Jersey Department of Education (NJDOE) offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.~~



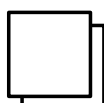


~~Year 4 – Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the NJDOE.~~

~~The district must take at least one of the following corrective actions:~~

- ~~1. Provide, for all relevant staff, appropriate, scientifically research based professional development that is likely to improve academic achievement of low performing pupils.~~
- ~~2. Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.~~
- ~~3. Extend the length of the school year or school day.~~
- ~~4. Replace the school staff who are deemed relevant to the school not making adequate progress.~~
- ~~5. Significantly decrease management authority at the school.~~
- ~~6. Restructure the internal organization of the school.~~
- ~~7. Appoint one or more outside experts to advise the school how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school’s continued inability to make AYP.~~

~~Year 5 – Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks and moves to Year 6. During the planning year, the Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status and invite parent input during the restructuring process, and receive technical assistance from the district and the NJDOE. The technical assistance design for a school being restructured emphasizes the following:~~



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1. ~~The importance of improving instruction by using strategies grounded in scientifically-based research so that all children in the school achieve proficiency in the core academic subjects of language arts and mathematics.~~

2. ~~The importance of analyzing and applying data in decision making.~~

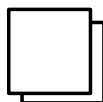
~~The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey practice and statutes:~~

1. ~~Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the *No Child Left Behind Act*.~~

2. ~~Re-open the school as a public charter school as defined by State statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).~~

3. ~~Replace all or most of the school staff, which may include the Principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).~~

~~Year 6—Restructuring 1: A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input and support during the implementation process, and receive technical assistance from the district and the NJDOE. Technical assistance is critical to help school staff remain focused on increasing pupil achievement while the school is adjusting to potentially radical changes in its administration and governance structures. A CAPA visit will occur at the school to determine the fidelity of implementation of the restructuring plans and to review the governance structure of the school.~~



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Academic Standards, Academic Assessments,  
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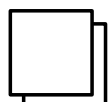
~~Year 7 (and over) — Restructuring 2 (and over): If the school has not made AYP for seven or more consecutive years, the NJDOE will meet with school and district administrators to continually review implementation of the restructuring plan/Title I Unified Plan. Benchmark meetings with NJDOE staff, the school, and the district will occur twice a year to assess and support implementation of the school improvement plan.~~

~~Removal from Early Warning/Improvement Status: To be removed from early warning or improvement status, the school must make AYP for two consecutive years in the content area that caused the school to go into status, providing the school makes AYP in the other content areas. The first year of making AYP is a “hold year” and the school does *not* progress to the next sanction level, but must continue to implement current interventions. If the school does not make AYP the year following “hold,” the school goes back into improvement status at the level prior to the hold year.~~

~~No Child Left Behind Act of 2001, §1111~~

Adopted: 7 December 2009

Revised: 9 May 2011



2415.02 TITLE I – FISCAL RESPONSIBILITIES

The Ridgewood Board of Education will comply with the requirements of the Elementary and Secondary Education Act (ESEA) of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act (ESSA) .

**Maintenance of Effort**

To be in compliance with the requirements of the ESEA as amended by the ESSA , the Ridgewood Board of Education will maintain either a combined fiscal effort per student or aggregate expenditures of State and local funds with respect to the provision of the free public education by the Local Education Agency (LEA) for the preceding fiscal year that is not less than ninety percent of the combined fiscal effort per student or the aggregate expenditures for the second preceding fiscal year.

**Comparability with Multiple Schools**

To be in compliance with the requirements of the ESEA as amended by the ESSA , the Ridgewood Board of Education directs the Superintendent to assign teachers, administrators, and auxiliary personnel to the schools in such a way that the equivalence of personnel is ensured among schools. The school district will ensure that State and local funds are used to provide comparable services for Title I and non-Title I schools.

**Comparability of Materials and Supplies**

To be in compliance with the requirements of the ESEA as amended by the ESSA , the Board of Education directs the Superintendent to distribute curriculum materials and instructional supplies to the schools in such a way that the equivalence of such material is ensured among schools.

**Supplement, Not Supplant**

Grant funds provided under Federal programs, including the ESEA as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under the ESEA as amended by the ESSA.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

Adopted: 7 December 2009

Revised:

2415.03 HIGHLY QUALIFIED TEACHERS

~~The No Child Left Behind Act (NCLB) requires all teachers be or become highly qualified in the core academic content area(s) they teach in accordance with the United States Department of Education and the New Jersey Department of Education highly qualified teacher requirements.~~

~~Teachers who have achieved highly qualified status retain highly qualified status permanently for the teaching assignment designated on the approved highly qualified teacher forms. No teacher providing direct instruction in core content areas is grandfathered or exempt from this process.~~

~~The district shall maintain the appropriate highly qualified documentation for all teachers who provide direct instruction in core content areas. When a teacher changes teaching assignments, which requires different content expertise, additional highly qualified teacher forms must be completed and kept on file within the district. Highly qualified teacher documentation should be completed for all new teachers and for those with new teaching assignments at the beginning of each school year.~~

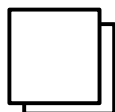
~~When a teacher obtains employment in a new school district, the new district must contact the previous place of employment to have the teacher's official highly qualified teacher forms sent to the new district. A teacher hired from another State must hold New Jersey certification and must meet New Jersey's highly qualified teacher requirements. Out of State teachers may provide documentation to support their highly qualified teacher status from the previous State in which they taught.~~

~~All Title I schools must send out a Right to Know letter in the beginning of every school year informing parent(s) or legal guardian(s) that they have the right to know the qualifications of their child's teacher. The letter should be sent by all Title I and non Title I districts. In addition, in all Title I schools, the parent(s) or legal guardian(s) of pupils whose teacher is not yet highly qualified must be notified. Copies of these letters must be kept on file in the school.~~

~~No Child Left Behind Act of 2001, §1119~~

~~Adopted: 7 December 2009~~

~~Revised: 22 February 2010~~



2415.05 STUDENT SURVEYS, ANALYSIS, AND/OR EVALUATIONS

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; 34 CFR Part 98) applies to school districts that receive funding from the United States Department of Education.

## Consent

PPRA requires written consent from parents of unemancipated minor students and students who are eighteen years old or emancipated minor students before such students are required to participate in a survey, analysis, or evaluation funded in whole or in part by a program of the United States Department of Education that concerns one or more of the following areas referred to as “protected information surveys”:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as with lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents;
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
9. Social security number.

This consent requirement also applies to the collection, disclosure or use of student information for marketing purposes, referred to as “marketing surveys”, and for certain physical examinations and screenings.

## “Opt a Student Out” Notice

The parents of unemancipated minor students and students who are eighteen years old or emancipated minor students will be provided an opportunity to opt out of participating in:

1. The collection, disclosure, or use of personal information obtained from students for marketing, to sell, or otherwise distribute information to others;
2. The administration of any other “protected information survey” not funded in whole or in part by the United States Department of Education; and
3. Any non-emergency, invasive physical examination required as a condition of attendance, administered by the school district or its agents, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, scoliosis screenings, or any physical examination or screening permitted or required under State law.

### Inspection

The parents of unemancipated minor students and students who are eighteen years old or emancipated minor students, upon request and before administration or use, have the right to inspect:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The Superintendent shall be responsible for obtaining the consent, annual direct notification to parents and eligible students at the start of each school year and after any substantive changes of the “opt a student out” rights, and the inspection rights provisions of PPRA and this Policy. The “opt a student out” notice shall include any specific or approximate dates of the activities eligible for a student to “opt out.”

### PPRA Consent/Opt Out Violations

Parents or students who believe their rights under PPRA may have been violated may file a complaint with United States Department of Education.

The Protection of Pupil Rights Amendment (PPRA)  
(20 U.S.C. §1232h; 34 CFR Part 98)

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

Adopted: 7 December 2009

Revised:

2415.20 EVERY STUDENT SUCCEEDS ACT COMPLAINTS

The Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). A Board of Education shall adopt a policy and written procedures for resolving a written complaint presented by an individual or organization that alleges violations in the administration of the ESSA programs as identified by the New Jersey Department of Education (NJDOE).

Policy and Regulation 2415.20 set forth the requirements for resolving complaints presented by any individual or organization that:

1. A school, school district, other agency authorized by the school district, or by the NJDOE violated the administration of education programs authorized by the ESEA as amended by the ESSA ; and/or
2. The NJDOE violated the administration of education programs required by the ESEA as amended by the ESSA .

Complaints regarding nonpublic school officials alleging school district noncompliance must pertain to at least one of the following three specific reasons:

1. The school district did not engage in consultation that was meaningful and timely;
2. The school district did not give due consideration to the views of the nonpublic school officials; or
3. The school district did not make a decision that treats the nonpublic school or its students equitable and in accordance with ESEA Section 1117 or Section 8501.

A complaint shall be written and must identify, at a minimum, the alleged ESEA violation; a description of previous steps taken to resolve the matter; the facts supporting the alleged violation as understood by the complainant at the time of submission; and any supporting documentation.

A complaint alleging a school in the district, school district, or other agency authorized by the school district, or the NJDOE violated the administration of a program must be submitted to the \_\_\_\_\_ (district administrator responsible for ESSA compliance). The \_\_\_\_\_ (district administrator responsible for ESSA compliance) shall be responsible to coordinate the investigation of the complaint. The \_\_\_\_\_ (district



administrator responsible for ESSA compliance) shall submit a written report regarding the outcome of the investigation to the complainant.

If the complainant is not satisfied with the outcome of the investigation by the school district, the complainant must submit a written complaint to the Executive County Superintendent for the county where the school district is located. This process does not apply to alleged violations concerning participation of nonpublic school children.

The Executive County Superintendent will coordinate the investigation of a complaint. When the investigation is complete, the Executive County Superintendent will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Executive County Superintendent will identify and impose the appropriate consequences or corrective action in accordance with statute and/or regulation to resolve the complaint. If the complainant is not satisfied with the determination that is made by the Executive County Superintendent, the complainant may submit a written request for review of that determination to the Assistant Commissioner.

A complaint alleging the NJDOE violated the administration of a program must be submitted to the designated New Jersey Department of Education Assistant Commissioner. The appropriate NJDOE Office assigned by the Assistant Commissioner will coordinate the investigation of a complaint. When the investigation is complete, the Assistant Commissioner will notify the complainant in writing regarding the outcome of the investigation. If it is determined a violation has occurred, the Assistant Commissioner will identify and impose the appropriate consequences or corrective actions as required by statute and/or regulation to resolve the complaint. If a complainant does not agree with the NJDOE's decision, the complainant may appeal to the Secretary of the United States Department of Education.

To initiate a complaint regarding participation of nonpublic school children, a complainant must submit a written complaint to the NJDOE Nonpublic Ombudsman in accordance with NJDOE procedures.

New Jersey Department of Education Elementary and Secondary Education Act (ESEA) Complaint Policy and Procedure

Adopted: 7 December 2009

Revised:

**4125 EMPLOYMENT OF SUPPORT STAFF MEMBERS**

The Board of Education believes it is vital to the successful operation of the district that support staff positions be filled with highly qualified and competent employees.

In accordance with the provisions of N.J.S.A. 18A:27-4.1, the Board shall appoint, transfer, remove, or renew a certificated or non-certificated officer or employee only upon the recommendation of the Superintendent of Schools 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. The Board shall approve the employment, fix the compensation, and establish the term of employment for every support staff member employed by this district.

The Board may employ substitutes and/or contract for substitutes for absent support staff members in order to ensure continuity in a program. The Board will annually approve a list of substitutes and rate of pay and/or the Board will approve a contract for a contracted service provider to provide substitute support staff members.

The Board of Education shall not employ for pay or contract for the paid services of any support staff member or any other person serving in a position which involves regular contact with students unless the Board has first determined consistent with the requirements and standards of N.J.S.A. 18A:6-7.1 et seq. that no criminal history record information exists on file in the Federal Bureau of Investigation, Identification Division, or the State Bureau of Identification which would disqualify the individual from being employed or utilized in such capacity or position.

An individual employed by the Board or a school bus contractor holding a contract with the Board, in the capacity of a school bus driver, shall be required to meet the criminal history record requirements as outlined in N.J.S.A. 18A:39-19.1.

The Board will employ paraprofessional school aides and/or classroom aides to assist in the supervision of student activities under the direction of a Principal, teacher, or other designated certified professional personnel. Aides will serve the needs of students by performing nonprofessional duties and may work only under the direct supervision of a teaching staff member(s).

In accordance with the requirements of , the Every Student Succeeds Act (ESSA), paraprofessionals hired after January 8, 2002, who work in a program supported with Title I, Part A funds, with certain exceptions, must meet one of the following criteria:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an associate's (or higher) degree; or
3. Met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Paraprofessional staff working in a Title I school, and whose salary is paid for in whole or in part with Title I funds, must meet one of the criteria listed above . The Superintendent or designee will ensure paraprofessionals working in a program supported with Title I funds meet the above stated requirements. An individual employed by the Board in any substitute capacity or position shall be required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1b.

An individual, except as provided in N.J.S.A. 18A:6-7.1g, shall be permanently disqualified from employment or service in the school district if the criminal history record check reveals a record of conviction for any crime or offense as defined in N.J.S.A. 18A:6-7.1 et seq.

The Board or contracted service provider may employ an applicant on an emergent basis for a period not to exceed three months, pending completion of a criminal history record check if the Board or contracted service provider demonstrates to the Commissioner of Education that special circumstances exist which justify the emergent employment as prescribed in N.J.S.A. 18A:6-7.1c. In the event the criminal history record check is not completed for an emergent hired employee within three months, the Board or contracted service provider may petition the Commissioner for an extension of time, not to exceed two months, in order to retain the employee.

No criminal history record check shall be performed unless the applicant shall have furnished written consent to such a check. The applicant shall bear the cost for the criminal history record check, including all costs for administering and processing the check. The district will deny employment to an applicant if the applicant is required and refuses to submit to a criminal history record check.

The Board of Education prohibits any relative of a Board member or the Superintendent of Schools from being employed in an office or position in the school district in accordance with the provisions of N.J.A.C. 6A:23A-6.2 and Board Policy 0142.1 – Nepotism.

A support staff member's misstatement of fact material to his/her qualifications for employment or the

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SUPPORT STAFF MEMBERS

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Employment of Support Staff Members

determination of his/her salary will be considered by the Board to constitute grounds for dismissal.

N.J.S.A. 18A:6-5; 18A:6-6; 18A:6-7.1; 18A:6-7.1b; 18A:6-7.1c; 18A:6-7.2; 18A:16-1 et seq.; 18A:26-1 et seq.; 18A:27-1 et seq.; 18A:27-4.1; 18A:27-7; 18A:27-8; 18A:39-19.1

Adopted: 9 December 2009

Revised: 23 June 2014

Revised:

6360 POLITICAL CONTRIBUTIONS

## Political Contribution Disclosure Requirements

In accordance with the requirements of Section 2 of P.L. 2005, Chapter 271 (N.J.S.A. 19:44A-20.26), the Board of Education shall have on file, to be maintained with other documents related to a contract, the following documents to award a contract to any business entity receiving a contract with an anticipated value in excess of \$17,500, regardless of the basis upon which the contract is awarded:

1. A Political Contribution Disclosure (PCD) form submitted by the business entity (at least ten days prior to award); and
2. A Business Registration Certificate (anytime prior to award).

“Business entity” means a for-profit entity that is a natural or legal person, business corporation, professional services corporation, limited liability company, partnership, limited partnership, business trust, association or any other legal commercial entity organized under the laws of New Jersey or any other State or foreign jurisdiction.

The \$17,500 contract amount is not related to the Board’s bid threshold and does not exempt the district from the requirements of the Public School Contracts Law or other applicable purchasing statutes.

The \$17,500 contract amount threshold is subject to the principle of aggregation rules in accordance with the Division of Local Government Services guidance. Unlike the Public School Contracts Law, aggregation thresholds for this Policy and Chapter 271 purposes shall be calculated at the vendor level – meaning, when a vendor receives more than \$17,500 in a school district’s fiscal year, a PCD form shall be required.

The disclosure provisions of N.J.S.A. 19:44A-20.26 do not apply in cases where there is a “public emergency” that requires the immediate delivery of goods or services.

Insurance companies and banks are prohibited under State law from making political contributions. However, because the PCD form reflects contributions made by partners, Boards of Directors, spouses, etc., PCD forms are required ten days prior to the approval of a depository designation resolution or insurance company contract awarded by the Board. A PCD form is also required when a contract in excess of \$17,500 is made to an insurance broker. A PCD form is required from the company receiving the contract, regardless of the entity issuing an insurance policy.

PCD forms are required for Board of Education contracts in excess of \$17,500 with a New Jersey Department of Education “Approved In-State Private School for the Disabled.” Chapter 271 also applies to in-State private special education schools, educational services under any Federally funded program, early childhood school providers – DHS approved, and other similar programs.

If the school district spends more than \$17,500 in a school year with a newspaper, the selection of the newspaper is subject to the provisions of Chapter 271.

PCD forms are not required for regulated public utility services, as the Board is required by the Board of Public Utilities to use a specific utility. This exception does not apply to non-regulated public utility services, such as generated energy (not tariffed), or long-distance telephone services where other procurement practices are used.

PCD forms are not required for membership to the New Jersey School Boards Association.

A non-profit organization having proper documentation from the Internal Revenue Service (IRS) showing it is registered with the IRS as a 501(c) type corporation is not required to file a PCD form.

A PCD form is not required for contracts with governmental agencies, including State colleges and universities.

If the original contract provided for the possibility of an extension(s), Chapter 271 compliance is not required if the extension/continuation is based on that original contract.

N.J.S.A. 19:44A-1 et seq.

N.J.A.C. 6A:23A-6.3

New Jersey Department of Community Affairs Local Finance Notices - 6/4/07 & 1/15/10

Adopted: 7 December 2009

Revised: 17 May 2010

Revised: 19 July 2010

Revised: 9 May 2011

Revised:

**8330 STUDENT RECORDS**

The Board of Education believes that information about individual students must be compiled and maintained in the interest of the student's educational welfare and advancement. The Board will strive to balance the student's right to privacy against the district's need to collect, retain, and use information about individual students and groups of students. The Board authorizes the establishment and maintenance of student files that include only those records mandated by law, rules of the State Board of Education, authorized administrative directive, and those records permitted by this Board.

The Superintendent shall prepare, present to the Board for approval, and distribute regulations that implement this Policy and conform to applicable State and Federal law and rules of the State Board of Education.

**General Considerations**

The Board shall compile and maintain student records and regulate access, disclosure, or communication of information contained in educational records in a manner that assures the security of such records in accordance with the provisions of N.J.A.C. 6A:32-7.1 et seq. Student records shall contain only such information as is relevant to the education of the student and is objectively based on the personal observations or knowledge of the certified school personnel who originate(s) the record. The school district shall provide annual, written notification to parents, adult students, and emancipated minors of their rights in regard to student records and student participation in educational, occupational, and military recruitment programs. Copies of the applicable State and Federal laws and local policies shall be made available upon request. The school district shall make every effort to notify parents and adult students in their dominant language.

A nonadult student may assert rights of access only through his or her parent(s). However, nothing in N.J.A.C. 6A:32-7 shall be construed to prohibit certified school personnel from disclosing at their discretion student records to non-adult students or to appropriate persons in connection with an emergency, if such knowledge is necessary to protect the health or safety of the student or other persons.

No liability shall be attached to any member, officer, or employee of the Board permitting access or furnishing student records in accordance with N.J.A.C. 6A:32-7.1 et seq.

**Student Information Directory**

A student information directory is a publication of the Board that includes information relating to a student as defined in N.J.A.C. 6A:32-2.1. This information includes: name; grade level; date and place of birth; dates of school attendance; major field of study; participation in officially recognized activities; weight and height relating to athletic team membership; degrees; awards; the most recent educational agency attended by the student; and other similar information. The student information directory shall be used only by authorized school district personnel and for designated official use by judicial, law enforcement, and medical personnel and not for general public consumption.

In the event the school district publishes a student information directory, the Superintendent or designee will provide a parent or adult student a ten-day period to submit to the Superintendent a written statement prohibiting the school district from including any or all types of information about the student in any student information directory before allowing access to such directory to educational, occupational, and military recruiters pursuant to N.J.S.A. 18A:36-19.1 and 20 U.S.C. §8528 - Armed Forces Recruiter Access to Students and Student Recruiting Information of the Elementary and Secondary Education Act (ESEA) of 1965 . In accordance with N.J.S.A. 18A:36-19.1, military recruiters will be provided the same access to a student information directory that is provided to educational and occupational recruiters.

#### School Contact Directory for Official Use

A school contact directory for official use is a compilation by the school district that includes the following information for each student: name; address; telephone number; date of birth; and school enrollment. The district shall compile and maintain a school contact directory for official use that is separate and distinct from the student information directory. The student contact directory may be provided for official use only to judicial and law enforcement personnel, and to medical personnel currently providing services to the student in question. To exclude any information from the school contact directory for official use the parent, adult student, or emancipated minor shall notify the Superintendent or designee in writing.

#### Mandated and Permitted Student Records

Mandated student records are those records school districts have been directed to compile by State statute, regulations, or authorized administrative directive in accordance with N.J.A.C. 6A:32-7.3.

Permitted student records are those student records not mandated pursuant to N.J.A.C. 6A:32-7.3, but authorized by the Board to promote the student's educational welfare. The Board shall authorize the permitted records to be collected by adopting Policy and Regulation 8330, which will list such permitted records.

#### Maintenance and Security of Student Records

The Superintendent or designee shall be responsible for the security of student records maintained in the school district. Policy and Regulation 8330 assure that access to such records is limited to authorized persons.

Records for each individual student may be stored electronically or in paper format. When student records are stored electronically, proper security and back-up procedures shall be administered.

Student health records, whether stored on paper or electronically, shall be maintained separately from other student records, until such time as graduation or termination, whereupon the health history and immunization record shall be removed from the student's health record and placed in the student's mandated record. Records shall be accessible during the hours in which the school program is in operation.



Any district internet website shall not disclose any personally identifiable information about a student without receiving prior written consent from the student's parent, in accordance with the provisions of N.J.S.A. 18A:36-35. Personally identifiable information means student names; student photos; student addresses; student e-mail addresses; student phone numbers; and locations and times of class trips.

#### Access to Student Records

Only authorized organizations, agencies, or persons as defined in N.J.A.C. 6A:32-7.5 shall have access to student records, including student health records. Access to student records shall be provided to persons authorized such access under N.J.A.C. 6A:32-7.1 et seq. within ten days of a request, but prior to any review or hearing conducted in accordance with N.J.A.C. 6A.

The district shall control access to, disclosure of, and communication regarding information contained in student health records to assure access only to people permitted by Federal and State statute and regulations in accordance with N.J.A.C. 6A:32-7.5.

The district may charge a reasonable fee for reproduction of student records, not to exceed the schedule of costs set forth in N.J.S.A. 47:1A-5, provided that the cost does not effectively prevent the parents or adult students from exercising their rights under N.J.A.C. 6A:32-7 or other Federal and State rules and regulations regarding students with disabilities, including N.J.A.C. 6A:14.

Access to and disclosure of a student's health record shall meet the requirements of the Family Education Rights and Privacy Act, 34 C.F.R. Part 99 (FERPA).

Only authorized organizations, agencies, or persons as defined in N.J.A.C. 6A:32-7.5 shall have access to student records, including student health records.

Nothing in N.J.A.C. 6A:32-7.1 et seq. or in Policy and Regulation 8330 shall be construed to prohibit school personnel from disclosing information contained in the student health record to students or adults in connection with an emergency, if such knowledge is necessary to protect the immediate health or safety of the student or other persons.

In complying with N.J.A.C. 6A:32-7 – Student Records, individuals shall adhere to requirements pursuant to N.J.S.A. 47:1A-10, the Open Public Records Act (OPRA) and 34 CFR Part 99, the Family Educational Rights and Privacy Act (FERPA).

#### Conditions for Access to Student Records

All authorized organizations, agencies, and persons defined in N.J.A.C. 6A:32-7.1 et seq. shall have access to the records of a student subject to conditions outlined in N.J.A.C. 6A:32-7.6(a).

#### Rights of Appeal for Parents and Adult Students

Student records are subject to challenge by parents and adult students on the grounds of inaccuracy, irrelevancy, impermissible disclosure, inclusion of improper information or denial of access to organizations, agencies, and persons in accordance with N.J.A.C. 6A:32-7.7(a).

To request a change in the record or to request a stay of disclosure pending final determination of the challenged procedure, the parent or adult student shall follow the procedures pursuant to N.J.A.C. 6A:32-7.7(b).

Appeals relating to student records for students with disabilities shall be processed in accordance with the requirements of N.J.A.C. 6A:32-7.7(b).

Regardless of the outcome of any appeal, a parent or adult student shall be permitted to place in the student record a statement commenting upon the information in the student record or setting forth any reasons for disagreement with the decision made in the appeal. Such statements shall be maintained as part of the student record as long as the contested portion of the record is maintained. If the contested portion of the record is disclosed to any party, the statement commenting upon the information shall also be disclosed to that party.

#### Retention and Disposal of Student Records

A student record is considered to be incomplete and not subject to the provisions of the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq., while the student is enrolled in the school district. The school district shall retain the student health record and the health history and immunization record according to the School District Records Retention Schedule, as determined by the New Jersey State Records Committee.

Student records of currently enrolled students, other than that described in N.J.A.C. 6A:32-7.8(e), may be disposed of after the information is no longer necessary to provide educational services to a student and in accordance with the provisions of N.J.A.C. 6A:32-7.8(b).

Upon graduation or permanent departure of a student from the school district, the parent or adult student shall be notified in writing that a copy of the entire student record will be provided to them upon request. Information in student records, other than that described in N.J.A.C. 6A:32-7.8(e), may be disposed of, but only in accordance with the Destruction of Public Records Law, N.J.S.A. 47:3-15 et seq. Such disposition shall be in accordance with the provisions of N.J.A.C. 6A:32-7.8(c)2.

No additions shall be made to the record after graduation or permanent departure without the prior written consent of the parent or adult student.

In accordance with N.J.A.C. 6A:32-7.8(e), the New Jersey public school district of last enrollment, graduation, or permanent departure of the student from the school district shall keep for 100 years a mandated record of a student's name, date of birth, name of parents, gender, health history and

immunization, standardized assessment results, grades, attendance, classes attended, grade level completed, year completed, and years of attendance

N.J.S.A. 18A:36-19; 18A:36-19.1; 18A:40-4; 18A:40-19

N.J.A.C. 6A:32-7.1; 6A:32-7.2; 6A:32-7.3; 6A:32-7.4; 6A:32-7.5;

6A:32-7.6; 6A:32-7.7; 6A:32-7.8

20 U.S.C. §8528

Adopted: 7 December 2009

Revised: 27 June 2011

Revised: 27 February 2017

Revised:

**9713 RECRUITMENT BY SPECIAL INTEREST GROUPS**

Representatives of bona fide educational institutions, occupational agencies, and the United States Armed Forces may recruit students on school premises by participation in assembly programs, career day activities, and the like and by distributing literature. Permission to recruit on school premises must be requested in writing thirty working days before the planned activity and must be approved in advance by the Superintendent or designee. The Superintendent or designee shall not favor one recruiter over another, but shall not approve an activity that, in the judgment of the Superintendent or designee, carries a substantial likelihood of disrupting the educational program of the school or school district.

Nothing in this Policy shall be construed as requiring the Board to approve or participate in an activity that appears to advance or inhibit any particular religious sect or religion generally.

N.J.S.A. 18A:36-19.1

Elementary and Secondary Education Act of 1965 – §8528

Adopted: 7 December 2009

Revised:

**RIDGEWOOD****POLICY****BOARD OF EDUCATION**

FINANCES

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Petty Cash

**M**6620 PETTY CASH

The Board of Education authorizes the establishment of petty cash funds in accordance with this policy. The Board directs the implementation of appropriate controls to protect the funds from abuse.

The Board hereby establishes imprest petty cash funds in the care of the following persons and in the following amounts

Account	Amount	Maximum Disbursement	Custodian	Required Signatures
Districtwide	\$500	\$50	Assistant Business Administrator	School Business Administrator or Assistant Business Administrator
Hawes Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Orchard Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Ridge Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Travell Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Willard Elementary School	\$500	\$50	School Secretary	Principal and Secretary
Benjamin Franklin Middle School	\$1,000	\$50	School Secretary	Principal or AP and Secretary
Ridgewood High School	\$1,000	\$50	School Secretary	Principal or AP and Secretary
Infant/Toddler	\$500	\$50	Special Services Secretary	Supervisor of Special Programs and Business Administrator
STEPPS 18-21 Program	\$1,000	\$50	Special Services Secretary	Special Programs Director or Supervisor and Secretary
Ridgewood High School RISE Program	\$500	\$50	School Secretary	Special Programs Director or Principal and Secretary
BFMS RISE/SAIL Program	\$500	\$50	School Secretary	Special Programs Director or Principal and Secretary

Petty cash funds may be disbursed only for the immediate payment of comparatively small expenditures and may not be used to circumvent the regular purchasing procedures of this district. Each request for petty cash funds must be in a written document that is signed by the person making the request; supporting documents, if any, will be affixed to the request.

The custodian of a petty cash fund shall submit to the Board Secretary a request for replenishment when the moneys available in the fund have declined to ten percent or less of the authorized amount of the fund. The Board Secretary shall prepare a voucher for approval by the Board. The voucher will include disbursement slips to support the amount of the replenishment and its allocation to any account.

The petty cash box must be secured daily. All petty cash funds will be closed out for audit at the end of the school year, and unused funds will be returned to the depository. The custodian of each fund will report to the Board on amounts disbursed from the fund not less than once each year.

N.J.S.A. 2C:21-15

N.J.S.A. 18A:19-13; 18A:23-2

N.J.A.C. 6A:23-2.9 et seq.

Adopted: 7 December 2009

Revised: 04 November 2019

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 written plans and procedures 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 supportive services for staff, students, and their families.

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 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 crisis, 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. 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.

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. 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 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:41-7**

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



# BYLAWS

## RIDGEWOOD BOARD OF EDUCATION

BYLAWS

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Pupil Representatives to the Board of Education

### 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.

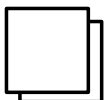
Appointment shall occur at least four weeks prior to the organizational meeting of the Board.

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.



# BYLAWS

## RIDGEWOOD BOARD OF EDUCATION

### BYLAWS

0143.2/page 2 of 2

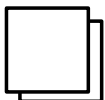
#### Pupil Representatives to the Board of Education

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



**NJSBA CODE OF ETHICS**

1. I will uphold and enforce all laws, state board rules and regulations, and court orders pertaining to schools. Desired changes should be brought about only through legal and ethical procedures.
2. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools which meet the individual needs of all children regardless of their ability, race, creed, sex or social standing.
3. I will confine my board action to policymaking, 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.
4. 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.
5. I will recognize that authority rests with the board of education and make no personal promises nor take any private action which may compromise the board.
6. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or the gain of my friends.
7. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. But in all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations to the community for its schools.
8. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief administrative officer.
9. I will support and protect school personnel in proper performance of their duties.
10. I will refer all complaints to the chief administrative officer and will act on such complaints at public meetings only after failure of an administrative solution.

**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	<i>Negotiated</i>				
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

BYLAWS  
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Notice of Board Meetings

### 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

BYLAWS  
0162/page 2 of 2  
Notice of Board Meetings

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.

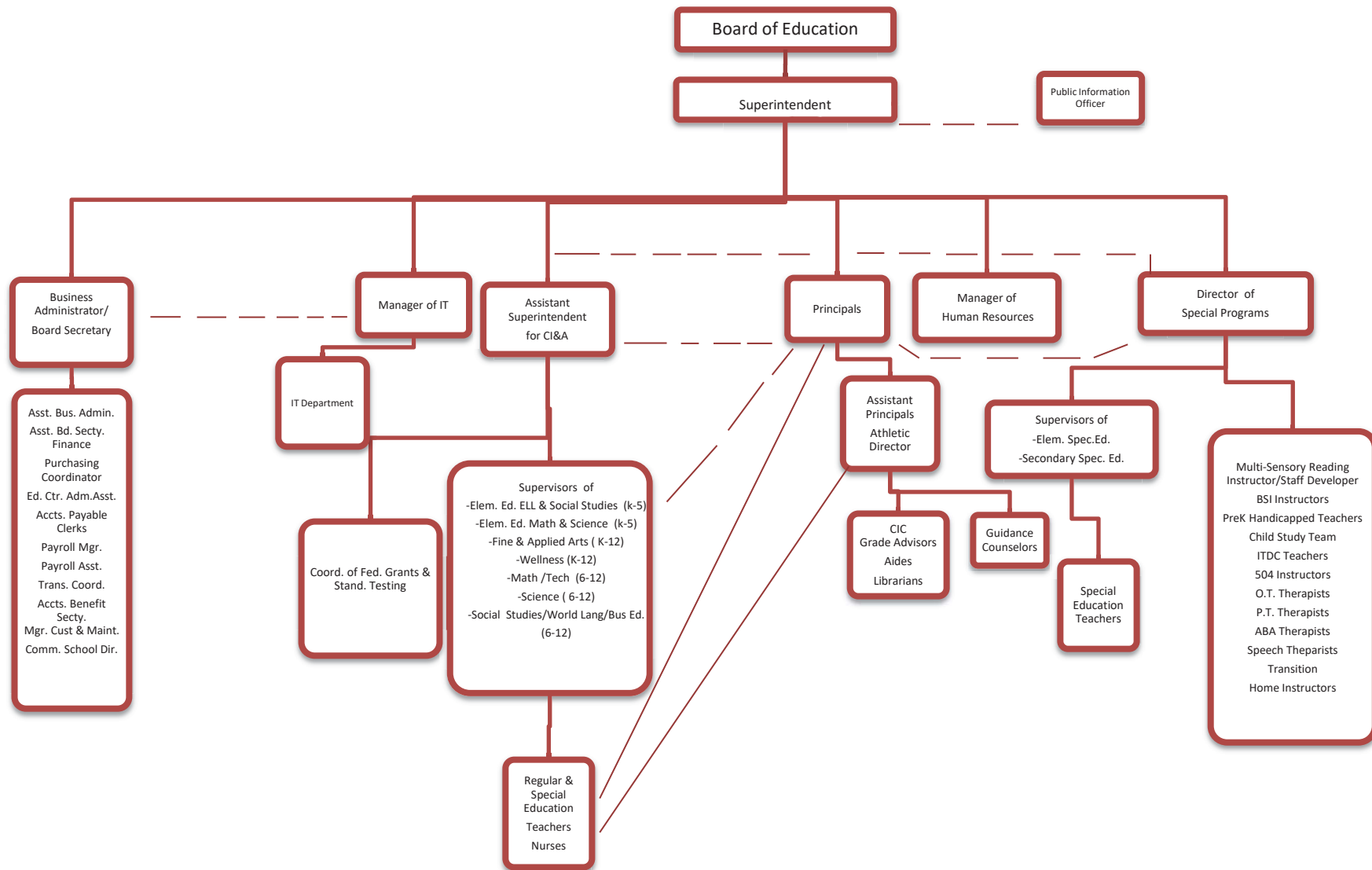
N.J.S.A. 10:4-6 et seq.; 10:4-8d; 10:4-9b

N.J.S.A. 18A:6-11; 18A:10-6

N.J.A.C. 6A:32-3.1

Adopted: 7 December 2009





FIELD TRIPS FOR APPROVAL											
May 24, 2021											
ONE DAY TRIPS							ATTACHMENT		AB		
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		
6/14/21	BF 8th Graders	Graydon Park Ridgewood, NJ	220 Students	15	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 @ \$100 per day for teachers and \$150 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
6/23/21	RHS ALPS/AOPS	Adirondack High Peaks Keene Valley, NY	18-20 Students	4-6	0	\$0	\$0	Yes	Yes	Yes	Yes



**RIDGEWOOD PUBLIC SCHOOLS  
Elementary Program of Study  
2021-2022**

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 2021-22**

<b>SUBJECT</b>	<b>COURSE</b>	<b>GRADE</b>	<b>DURATION</b>
<b>Art</b>			
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
<b>English/Language Arts</b>			
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
<b>Mathematics</b>			
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
<b>Music</b>			
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
<b>Science</b>			
Required	Science	6, 7 and 8	year
Required	Environmental Science	6	quarter
<b>Social Studies</b>			
Required	Social Studies	6, 7 and 8	year

**RIDGEWOOD PUBLIC SCHOOLS**  
**Middle Schools Program of Studies for 2021-22**

<b>SUBJECT</b>	<b>COURSE</b>	<b>GRADE</b>	<b>DURATION</b>
<b>Technology Literacy</b>			
Elective	Digital Citizenship	6	quarter
Elective	Multimedia	8	quarter
Elective	Technology Literacy	7	quarter
<b>Wellness</b>			
Required	Health	6, 7, and 8	quarter
Required	Physical Education or Adaptive Physical Education	6, 7 and 8	year
<b>World Languages</b>			
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
<b>Interdisciplinary</b>			
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
<b>Learning Center</b>			
Elective	Learning Center (required if assigned)	6, 7 and/or 8	flexible
<b>Special Programs</b>			
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

# Ridgewood High School

## Program of Studies 2021-22

ATTACHMENT AC

### BUSINESS AND MARKETING

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>BUSINESS &amp; MARKETING DEPARTMENT</b>							
6704BU	Accounting I	Honors	Elective	Full year	5.0	10-12	Successful completion of Geometry or Geometry H
6714BU	Accounting II	Honors	Elective	Full year	5.0	11-12	Accounting I Honors; Teacher Recommendation
6724BU	Managerial Accounting	Honors	Elective	Full year	5.0	12	Accounting I Honors, Accounting II Honors
6739BU	Advanced Marketing & Merchandising I	Honors	Elective	Full year	5.0	11-12	Intro to Marketing, or Sports/Entertainment Marketing, or Merchandising
6769BU	Advanced Marketing & Merchandising II	Honors	Elective	Full year	5.0	11-12	Advanced Marketing & Merchandising I
6702BU	Finance	College Prep	Elective	Semester	2.5	9-12	None
6719BU	Introduction to Marketing	College Prep	Elective	Semester	2.5	10-12	None
6800BU	Introduction to Business	College Prep	Elective	Semester	2.5	10-12	None
6729BU	Merchandising	College Prep	Elective	Semester	2.5	10-12	None
6789BU	Entrepreneurship	College Prep	Elective	Semester	2.5	9-12	None
6794BU	Business Management	Honors	Elective	Semester	2.5	10-12	Entrepreneurship; Teacher Recommendation; Application Process

# ENGLISH

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF ENGLISH</b>							
1104EN	English 9	College Prep		Full Year	5.0	9	None
1114EN	English 9 Literary World Views	College Prep		Full Year	5.0	9	Enrollment in History of the Modern World; Teacher recommendation from 8 <sup>th</sup> grade English and History
1204EN	English 10	College Prep		Full Year	5.0	10	English 9
1202EN	English 10	Honors		Full Year	5.0	10	English 9; teacher recommendation
1214EN	English 10 The American Experience I	College Prep		Full Year	5.0	10	English 9, teacher rec, student signature on course expectations
1246EN	AP Capstone Seminar American Studies 10	AP		Full Year	5.0	10	English 9, App Process, completion of summer work
1346EN	AP Capstone Research American Studies 11	AP		Full Year	5.0	11	Successful completion of AP Seminar
1192EN	English 10 RAHP Honors	Honors		Full Year	5.0	10	English 9, App Process, completion of Summer Work
1224EN	English 11 The American Experience II	College Prep		Full Year	5.0	11	Teacher recommendation from English and History Teacher
1304EN	English 11	College Prep		Full Year	5.0	11	English 9, 10
1302EN	English 11	Honors		Full Year	5.0	11	English 9, 10; teacher recommendation
1301EN	English Language and Composition AP	AP		Full Year	5.0	11-12	English 10 H or 11 H & teacher rec; completion of summer work
1342EN	English 11 American Studies II	Honors		Full Year	5.0	11	English 10 American Studies; Application Process
1312EN	English 11 American History & Literature w/Integrated Study in Arts II	Honors		Full Year	5.0	11	English 10 AHLISA, completion of summer work; Application Process
1322EN	English 11 RAHP Honors	Honors		Full Year	5.0	11	English 10 RAHP; Completion of Summer Work
1404EN	English 12	College Prep		Full Year	5.0	12	English 9 – 11
1402EN	English 12	Honors		Full Year	5.0	12	English 9 – 11 & teacher rec
1400EN	English 12 Literature and Comp AP	AP		Full Year	5.0	12	English 9 - 11 & teacher recommendation, completion of summer work
1252EN	Senior Seminar	Honors/AP		Full Year	5.0	12	English 9 – 11; teacher rec
1724EN	The Beat Generation	College Prep	Elective	Semester	2.5	12	None
1722EN	The Beat Generation	Honors	Elective	Semester	2.5	12	Teacher recommendation
1707EN	The Philosophy of Race	College Prep	Elective	Full Year	5.0	11-12	Teacher recommendation
1708EN	The Philosophy of Race	Honors	Elective	Full Year	5.0	11-12	Teacher recommendation
1735EN	Journalistic Writing & Media Studies	College Prep	Elective	Full Year	5.0	11-12	Teacher recommendation
1736EN	Journalistic Writing & Media Studies	Honors	Elective	Full Year	5.0	11-12	Teacher recommendation
1532EN	Creative Writing	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1562EN	Crime & Mystery Fiction	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1542EN	Dramatic Literature	Honors	Elective	Full Year	5.0	11-12	Teacher recommendation
1102EN	English Enrichment	College Prep	Elective	Semester	2.5	9	Teacher recommendation
0509EN	English Prep	College Prep		Semester	2.5	9-12	None
1705EN	The Female Protagonist: From Page to Stage	College Prep	Elective	Semester	2.5	12	Grade 11 College Prep English Teacher Recommendation
1706EN	The Female Protagonist: From Page to Stage	Honors	Elective	Semester	2.5	12	Grade 11 Honors English Teacher Recommendation
1774EN	Humor in Literature	College Prep	Elective	Semester	2.5	12	None
1772EN	Humor in Literature	Honors	Elective	Semester	2.5	12	Teacher recommendation
1552EN	Literature & Film	Honors	Elective	Full Year	5.0	11-12	Teacher recommendation

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
1554EN	Literature & Film	College Prep	Elective	Full Year	5.0	11-12	None
1622EN	Myth, Legend & the Bible	Honors	Elective	Full Year	5.0	11-12	Teacher recommendation
1762EN	Non-Fiction Creative Writing I	College Prep	Elective	Semester	2.5	11-12	None
1765EN	Non-Fiction Creative Writing II	College Prep	Elective	Semester	2.5	11-12	Non-Fiction Creative Writing I
1764EN	Non-Fiction Creative Writing I	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1763EN	Non-Fiction Creative Writing II	Honors	Elective	Semester	2.5	11-12	Non-Fiction Creative Writing I & teacher recommendation
1582EN	Philosophy & Literature	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1612EN	Shakespeare I	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1712EN	Shakespeare II	Honors	Elective	Semester	2.5	11-12	Teacher recommendation
1522EN	Young Adult Literature	College Prep	Elective	Semester	2.5	11-12	None

## ESL – ENGLISH AS A SECOND LANGUAGE

The English as a Second Language (ESL) Program prepares students with limited English proficiency for full-time participation in the regular educational program. Its primary goal is to ensure that English Language Learners develop sufficient fluency in all areas of English to facilitate their active participation in all academic courses and school activities. The program, delivered through small group instruction by a certified ESL teacher, focuses on grade-level academic content and skills introduced through the use of materials appropriate to language proficiency levels. While developing their oral and written communication skills, students receive support in the mastery of curriculum content from their social studies, science, mathematics and other courses. Students' mainstream courses are planned on an individual basis in response to individual language needs and personal interests. Eligibility for the English as a Second Language Program is determined by scores on the WIDA-APT. Students' English proficiency and growth are monitored frequently using a variety of formal and informal assessments. Students will exit the program based on a variety of criteria including, but not limited to, teacher recommendation, State of NJ WIDA-ACCESS score, and grades in core content courses.

### ESL – English as a Second Language

0104FL

This course provides newly arrived, non-English speaking students with a basic introduction to English. It offers intensive practice and support in the development of listening and speaking skills, vocabulary acquisition and reading comprehension. Students are "eased" into the American culture. ESL enables the student to become language proficient and achieve in mainstream classes. Enrollment in ESL classes may last six months to three years. English credit will be awarded upon successful completion of this course.

### ESL – Advanced English as a Second Language

0104FL3

This course provides more advanced level second language learners with an introduction to high level writing instruction, including how to write academic, literary and persuasive essays and how to use more complex grammatical structures, such as advanced verb tenses. It offers intensive practice and support in the development of discussion and debating skills based on reading comprehension of more complex books and articles. Students listen to authentic audio materials and discuss current issues that relate to content areas. English credit will be awarded upon successful completion of this course.

### High Intensity ESL

0104L2

This support course allows students extra time to complete their work for content area classes and to receive assistance from a certified ESL teacher. The teacher in this class interacts with content teachers to understand what is due and what is required for various assignments, then offers language support to complete the work that has been assigned. Students can complete tests and quizzes in addition to homework in High Intensity ESL and can receive assistance with the complex vocabulary and writing requirements, which are particularly challenging for second language learners.

## FAMILY AND CONSUMER SCIENCE

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF FAMILY AND CONSUMER SCIENCE</b>							
7979HL	Child Development I	College Prep	Elective	Semester	2.5	9-12	None
7859HL	Consumerism	College Prep	Elective	Semester	2.5	9-12	None
7829HL	Introduction to Foods & Nutrition	College Prep	Elective	Semester	2.5	9-12	None
7959HL	Interior Design	College Prep	Elective	Semester	2.5	9-12	None
7839HL	Foods of the World	College Prep	Elective	Semester	2.5	9-12	Intro to Foods & Nutrition
7849HL	Tomorrow's Teachers	Honors	Elective	Full Year	5	11-12	B+ or higher in Child Development or teacher recommendation

# MATHEMATICS/COMPUTER SCIENCE

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF MATHEMATICS/COMPUTERS</b>							
<b>MATHEMATICS</b>							
3134MT	Algebra I CP	College Prep		Full Year	5.0	9	Pre-Algebra; Teacher Recommendation
3124GN	Algebra I	College Prep		Full Year	5.0	9	Teacher Recommendation
3126MT	Algebra I Advanced	College Prep		Full Year	5.0	9	Teacher Recommendation
3101MT	Math Enrichment	College Prep		Semester	2.5	9	Teacher Recommendation
3334MT	Algebra II CP	College Prep		Full Year	5.0	10-12	Algebra I & Geometry; Teacher Recommendation
3334GN	Algebra II	College Prep		Full Year	5.0	11-12	Algebra I & Geometry or General Geometry, Teacher Recommendation
3333MT	Algebra II E	College Prep		Full Year	5.0	9-10	Teacher Recommendation
3302MT	Algebra II Honors	Honors		Full Year	5.0	9-10	Algebra I & Geometry Honors, Teacher Recommendation
3132MT	Math Reasoning	Honors		Full Year	5.0	9	Geometry
3534MT	Precalculus E	College Prep		Full Year	5.0	11	Algebra IIE, Teacher Recommendation
3536MT	Precalculus I	College Prep		Full Year	5.0	11	Algebra II CP, Teacher Recommendation
3538MT	Precalculus II with Statistics	College Prep		Full Year	5.0	12	Precalculus I, Teacher Recommendation
3622MT	Calculus Honors	Honors	Elective	Full Year	5.0	11-12	Precalculus E, Teacher Recommendation
3620MT	Calculus AB AP	AP	Elective	Full Year	5.0	11-12	Math Analysis, Teacher Recommendation
3630MT	Calculus CD	AP	Elective	Full Year	5.0	12	Calculus AB, Teacher Recommendation
3234MT	Geometry CP	College Prep		Full Year	5.0	9-10	Algebra I, Teacher Recommendation
3234GN	Geometry	College Prep		Full Year	5.0	10-11	Algebra I, Teacher Recommendation
3202MT	Geometry Honors	Honors		Full Year	5.0	9-12	Algebra I, Teacher Recommendation
3422MT	Math Analysis	Honors		Full Year	5.0	10-11	Algebra II Honors, Geometry Honors, Teacher Recommendation
3634MT	Probability & Statistics – Project Based	College Prep	Elective	Full Year	5.0	12	Precalculus, Teacher Recommendation
3530MT	Statistics AP	AP	Elective	Full Year	5.0	11-12	Algebra II Honors or higher and Teacher Recommendation; Concurrently enrolled in English Honors
3474MT	Advanced Mathematics Applications	College Prep	Elective	Full Year	5.0	12	Algebra I, II & Geometry, Teacher Recommendation
9309SL	Consumer Math	CPS		Full Year	5.0	11	Teacher or CST Recommendation
9312SL	Personal Finance	CPS		Full Year	5.0	12	Teacher or CST Recommendation
<b>COMPUTER SCIENCE</b>							
3801MT	Advanced Topics in Computer Science	Honors	Elective	Full Year	5.0	11-12	Computer Science AP or Principles of Computer Science AP; Teacher Recommendation



Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
3800MT	Computer Science AP	AP	Elective	Full Year	5.0	10-12	Computer Programming Honors, Teacher Recommendation
3810MT	Principles of Computer Science AP	AP	Elective	Full Year	5.0	10-12	Geometry CP
3870MT	Computer Programming Honors	Honors	Elective	Full Year	5.0	9-10	Geometry; Teacher Recommendation
3860MT	Computer Applications	College Prep	Elective	Semester	2.5	9-10	Algebra; Teacher Recommendation

# SCIENCE

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>SCIENCE DEPARTMENT</b>							
4204SC	Biology CP	College Prep		Full Year	6.0	9	Teachers recommends concurrent enrollment: regular or higher Geometry CP; teacher rec
4204GN	Biology	College Prep		Full Year	6.0	10	Teacher rec
4254SC	Biology Advanced	College Prep		Full Year	6.0	9	Teacher recommends concurrent enrollment in Geometry Honors or higher; teacher rec
4232SC	Anatomy and Physiology	Honors	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry, Physics; teacher rec
4220SC	Biology AP	AP		Full Year	6.0	12	Teacher recommends Biology Honors, Chemistry Honors, Concurrent Enrollment in Physics Honors, completion of the summer assignment; teacher rec
4714SC	Environmental Science	College Prep		Full Year	6.0	9	Teacher rec
4710SC	Environmental Science AP	AP		Full Year	6.0	12	Biology; Chemistry Honors, Concurrent Enrollment in Physics Honors, teacher rec
4404GN	Chemistry	College Prep		Full Year	6.0	10-11	Teacher recommends Biology, Geometry
4404SC	Chemistry CP	College Prep		Full Year	6.0	10	Teacher recommends Biology, concurrent enrollment in Algebra II CP or higher
4402SC	Chemistry Honors	Honors		Full Year	6.0	10	Teacher recommends Biology, concurrent enrollment Algebra II E or higher; teacher rec
4420SC	Chemistry AP	AP	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry Honors, concurrent enrollment in Physics Honors or higher, completion of summer assignment; teacher rec.
4712SC	Advanced Topics in Environmental Science	College Prep	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry; teacher rec
4722SC	Forensic Science CP	College Prep	Elective	Full Year	6.0	12	Teacher recommends one of the following three-year sequences: Environmental Science, Biology, Chemistry, or Biophysical Science, Biology, Chemistry, or Biology, Chemistry, Physics; teacher rec
4724SC	Forensic Science Honors	Honors	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry CP or higher, Physics CP or higher; teacher rec
4242SC	Genetics & Biotechnology Honors	Honors	Elective	Full Year	6.0	12	Teacher recommends Environmental Science, Biology, Chemistry; teacher rec
4314GN	Physics	College Prep		Full Year	6.0	11-12	Teacher recommends Biology, Chemistry, Algebra II
4314SC	Physics CP	College Prep		Full Year	6.0	11	Teacher recommends Biology, Chemistry CP, Algebra II CP or higher
4312SC	Physics Honors	Honors		Full Year	6.0	11	Teacher recommends Biology, Chemistry Honors, concurrent enrollment in Pre-Calculus Honors or higher; teacher rec

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
4330SC	Physics I AP	AP		Full Year	6.0	11	Teacher recommends Biology CP, Chemistry Honors, concurrent enrollment in Math Analysis or higher; teacher rec; placement test
4340SC	Physics II AP	AP		Full Year	6.0	12	Teacher recommends Physics I AP or Physics Honors; teacher rec
4332SC	AP Physics C: E&M/Mechanics	AP		Full Year	6.0	12	Physics I AP; Precalculus; Concurrent enrollment in Calculus
4344SC	Physics, Engineering, & Art	Honors	Elective	Full Year	6.0	12	Teacher recommends Biology, Chemistry, Physics CP, concurrent enrollment in Pre-Calculus Honors; teacher rec
<b>SCIENCE DEPARTMENT</b>							
<b>Ridgewood Academy for Health Professions (RAHP)</b>						10-12	
4392SC	Chemistry RAHP	Honors		Full Year	6.0	10	Teacher recommends Biology, concurrent enrollment in Algebra II E or higher; teacher rec; acceptance into the RAHP program
4492SC	RAHP Seminar	Honors		Full Year	3.0	12	Chemistry RAHP
4301SC	RAHP Internship	Honors		Full Year	3.0	11	Chemistry RAHP, Concurrent Enrollment in a Math Course Higher than Algebra II; Acceptance into the RAHP Program
<b>AP Capstone Program – To be implemented in the 2020-2021 school year</b>							
4494SC	AP Seminar RAHP	AP		Full Year	3.0	11	Enrollment in the RAHP Program; Co-enrollment in Anatomy & Physiology Honors RAHP
4496SC	AP Research RAHP	AP		Full Year	3.0	12	Enrollment in the RAHP Program; Successful Completion of AP Seminar
<b>Career Pathways in Medicine Program (CPM)</b>							
4354SC	Ridgewood Career Pathways in Medicine Program I (CPM Program)	College Prep		Full Year	3.0	10-11	Successful Admittance to the CPM Program
4356SC	Ridgewood Career Pathways in Medicine Program II (CPM Program)	College Prep		Full Year	3.0	11	Successful Completion of CPM I

# SOCIAL STUDIES

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>SOCIAL STUDIES DEPARTMENT</b>							
2104SS	World History	College Prep		Full Year	5.0	9	None
2114SS	History of the Modern World	College Prep		Full Year	5.0	9	Enrollment in English 9 Literary World Views; Grade 8 English and Social Studies Teacher Recommendation
2304SS	United States History I	College Prep		Full Year	5.0	10	World History
2314SS	United States History I - The American Experience I	College Prep		Full Year	5.0	10	World History, Rec from grade 9 English and World History Teachers
2302SS	United States History I	Honors		Full Year	5.0	10	World History; Teacher Recommendation
2342SS	United States History I American Studies I	Honors		Full Year	5.0	10	Application Process; Summer Work
2312SS	United States History I American History & Literature w/Integrated Study in the Arts I	Honors		Full Year	5.0	10	Application Process; Summer Work
2310SS	United States History I AP	AP		Full Year	5.0	10	World History; Teacher Recommendation
2404SS	United States History II	College Prep		Full Year	5.0	11	United States History I
2324SS	United States History II - The American Experience II	College Prep		Full Year	5.0	11	United States History I teacher rec if not enrolled in American Experience I
2402SS	United States History II	Honors		Full Year	5.0	11	United States History I; Teacher Recommendation
2452SS	United States History II American Studies II	Honors		Full Year	5.0	11	United States History I; American Studies I; Summer Work
2412SS	United States History II American History & Literature w/Integrated Study in the Arts II	Honors		Full Year	5.0	11	United States History I AHLISA, Summer Work
2400SS	United States History II AP	AP		Full Year	5.0	11	U.S. History I H/AP; Teacher Recommendation
2900SS	American Government & Politics AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
2954SS	The Power of One: Reflections on the Holocaust & the 21 <sup>st</sup> Century	College Prep	Elective	Semester	2.5	11-12	None
2962SS	The Power of One: Reflections on the Holocaust & the 21 <sup>st</sup> Century	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2932SS	Classical Foundations of America	Honors	Elective	Semester	2.5	11-12	Successful completion of a Level III language; Teacher Recommendation
2702SS	Contemporary Issues in Social Science	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2210SS	European History AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
2754SS	Film as History: The 20 <sup>th</sup> Century	College Prep	Elective	Semester	2.5	12	None
2712SS	Global Economics	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2520SS	The Global Citizen	College Prep	Elective	Full Year	5.0	11-12	None
2521SS	The Global Citizen	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2744SS	History of American Society & Culture	College Prep	Elective	Full Year	5.0	11-12	None
2514SS	Human Geography	College Prep	Elective	Full Year	5.0	11-12	None
2512SS	Human Geography	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2516SS	Human Geography AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
2882SS	Law – Criminal	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2892SS	Law – Constitutional	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2830SS	Micro/Macro-Economics AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
2202SS	Modern European History	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2852SS	Western/Non-Western Philosophy	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2624SS	Psychology	College Prep	Elective	Full Year	5.0	11-12	None
2622SS	Psychology	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2600SS	Psychology AP	AP	Elective	Full Year	5.0	11-12	Teacher Recommendation
2942SS	Revenge, Justice & Social Mores in Greek Tragedy	Honors	Elective	Semester	2.5	11-12	Successful completion of a Level III language; Teacher Recommendation
2732SS	Ridgewood in History	Honors	Elective	Semester	2.5	12	Teacher Recommendation
2502SS	Sociology	Honors	Elective	Full Year	5.0	11-12	Teacher Recommendation
2252SS	Senior Seminar	Honors/AP	Elective	Full Year	5.0	12	Teacher Recommendation
2822SS	The Stock Market & the Economy	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
2952SS	The Trojan War	Honors	Elective	Semester	2.5	11-12	Teacher Recommendation
9212SL	Civics	CPS		Full Year	5.0	12	Teacher Recommendation

# FINE AND APPLIED ARTS

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF ART AND DESIGN</b>							
<b>VISUAL ARTS</b>							
7469FA	Advertising Art	College Prep	Elective	Semester	2.5	9-12	None
7479FA	Advanced Advertising Art	College Prep	Elective	Semester	2.5	9-12	Advertising Art
6419PA	Architectural Design I	College Prep	Elective	Full Year	5.0	9-12	None
6429PA	Architectural Design II	College Prep	Elective	Full Year	5.0	10-12	Architectural Design I
7310FA	Art History AP	AP	Elective	Full Year	5.0	10-12	Completion of summer project and Teacher Recommendation
7539FA	Ceramics I	College Prep	Elective	Semester	2.5	9-12	None
7549FA	Ceramics II	College Prep	Elective	Semester	2.5	9-12	Ceramics I
6509PA	Digital Arts	College Prep	Elective	Semester	2.5	9-12	None
6439PA	Digital Photography I	College Prep	Elective	Semester	2.5	9-12	None
6449PA	Digital Photography II	College Prep	Elective	Semester	2.5	9-12	Digital Photography I
6579PA	Advanced Digital Photography	College Prep	Elective	Semester	2.5	10-12	Digital Photography I & II
7429FA	Fundamental Drawing	College Prep	Elective	Semester	2.5	9-12	None
7409FA	Introduction to Studio Art	College Prep	Elective	Semester	2.5	9-12	None
7419FA	Intermediate Studio Art	College Prep	Elective	Full Year	5.0	9-12	Previous Art Class
7519FA	Jewelry and Metal Design I	College Prep	Elective	Semester	2.5	9-12	None
7529FA	Jewelry and Metal Design II	College Prep	Elective	Semester	2.5	9-12	Jewelry and Metal Design I
7507FA	Painting I	College Prep	Elective	Semester	2.5	9-12	None
7509FA	Painting II	College Prep	Elective	Semester	2.5	9-12	Painting I
7569FA	3D Design	College Prep	Elective	Semester	2.5	9-12	None
7410FA	Studio Art I AP	AP	Elective	Full Year	5.0	10-12	Previous Art Class and Teacher Recommendation
7430FA	Studio Art II AP	AP	Elective	Full Year	5.0	11-12	Studio Art I AP and Teacher Recommendation
7619FA	Advanced Portfolio Development	College Prep	Elective	Semester	2.5	10-12	Adv. Artistic Standing, Teac Rec
7629FA	Advanced Portfolio Development	College Prep	Elective	Full Year	5.0	10-12	Adv. Artistic Standing, Teac Rec
7719FA	TV Production	College Prep	Elective	Semester	2.5	9-12	None
7729FA	Video Production	College Prep	Elective	Semester	2.5	9-12	TV Production or approval
7739FA	Advanced Video Production	College Prep	Elective	Semester	2.5	10-12	TV/Video Production or approval
<b>TECHNOLOGY EDUCATION / APPLIED ARTS</b>							
6109PA	Graphic Arts I	College Prep	Elective	Semester	2.5	9-12	None
6169PA	Graphic Arts II	College Prep	Elective	Semester	2.5	9-12	Graphic Arts I
6139PA	Graphic Arts III	College Prep	Elective	Full Year	5.0	10-12	Graphic Arts I & II
6149PA	Graphic Arts IV	College Prep	Elective	Full Year	5.0	11-12	Graphic Arts I, II, & III
6249PA	Introduction to Media Technology	College Prep	Elective	Semester	2.5	9-12	None
6315PA	Innovating Through Design Thinking	College Prep	Elective	Semester	2.5	9-12	None
6525PA	Design Thinking Studio: Experiences in Design & Rapid Prototyping	College Prep	Elective	Semester	2.5	9-12	None
6535PA	Building and Design I	College Prep	Elective	Semester	2.5	9-12	None
6545PA	Building and Design II	College Prep	Elective	Semester	2.5	9-12	Building and Design I
6550PA	Building and Design III	College Prep	Elective	Full Year	5.0	10-12	Building and Design I & II
6555PA	Interactive Design I	College Prep	Elective	Semester	2.5	9-12	None
6558PA	Interactive Design II	College Prep	Elective	Semester	2.5	9-12	Interactive Design I
6565PA	Robotics I	College Prep	Elective	Semester	2.5	9-12	Interactive Design
6568PA	Robotics II	College Prep	Elective	Semester	2.5	9-12	Robotics I
6575PA	Real World Engineering	College Prep	Elective	Full Year	5.0	9-12	None
6489PA	Yearbook Production I	College Prep	Elective	Semester	2.5	10-12	None
6499PA	Yearbook Production II	College Prep	Elective	Semester	2.5	10-12	Yearbook Production I
6498PA	Yearbook Production II	Honors	Elective	Semester	2.5	10-12	Yearbook Production I & Teacher Recommendation
6492PA	Yearbook Management I	Honors	Elective	Full Year	5.0	11-12	Application Process
6494PA	Yearbook Management II	Honors	Elective	Full Year	5.0	12	Yearbook Management I
6329PA	Journalism Production I	College Prep	Elective	Full Year	5.0	10-12	None

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>INTERDISCIPLINARY COURSES</b>							
7319FA	American History and Literature with Integrated Study in the Arts	College Prep		Full Year	1.0	10-11	Application process
<b>DEPARTMENT OF MUSIC</b>							
7099MU	Introduction to 21 <sup>st</sup> Century Music Production	College Prep	Elective	Semester	2.5	9-12	None
7090MU	Advanced 21 <sup>st</sup> Century Music Production	College Prep	Elective	Semester	2.5	9-12	Introduction to 21 <sup>st</sup> Century Music Production
7089MU	Music Rewind	College Prep	Elective	Semester	2.5	9-12	None
7140MU	Music Theory AP	AP	Elective	Full year	5.0	10-12	Teacher Recommendation
7009MU	Symphonic Band	College Prep	Elective	Full year	5.0	9-12	None
7019MU	Concert Band	College Prep	Elective	Full year	5.0	9-12	Teacher Recommendation
7029MU	Wind Ensemble	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7219MU	Chorale	College Prep	Elective	Full year	5.0	9-12	None
7239MU	Concert Choir	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7269MU	Treble Choir	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7249MU	Chamber Choir	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7049MU	Symphonic Orchestra	College Prep	Elective	Full year	5.0	9-12	None
7039MU	Concert Orchestra	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
7059MU	Chamber Orchestra	College Prep	Elective	Full year	5.0	9-12	Auditions/Teacher Recommendation
<b>INDEPENDENT STUDY</b>							
7259MU	Music Mentors Honors	College Prep	Elective	Full year	1.25	10-12	Teacher Recommendation
<b>DEPARTMENT OF DANCE &amp; THEATRE</b>							
7149DT	Dance I	College Prep	Elective	Semester	2.5	9-12	None
7129DT	Dance II	College Prep	Elective	Semester	2.5	9-12	Gr. 9 w/Prior Approval; Gr. 10-12 & Dance I
7139DT	Advanced Dance	College Prep	Elective	Semester	2.5	9-12	Dance II
7189DT	Acting I	College Prep	Elective	Semester	2.5	9-12	None
7199DT	Advanced Acting	College Prep	Elective	Semester	2.5	9-12	Acting I
7187DT	Stagecraft	College Prep	Elective	Summer Semester	2.5	9-12	Teacher Recommendation
7185DT	Theater History	College Prep	Elective	Quarter	1.75	12	Teacher Recommendation

# WELLNESS

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF WELLNESS</b>							
<b>Health/Physical Education</b>							
<b>Wellness 9</b>		<b>College Prep</b>		Full Year		9	
	• Health 9A			1 Qtr	1.25		
	• Freshmen Fitness			1 Qtr	1.25		
	• Health 9B			1 Qtr	1.25		
	• Project Adventure I			1 Qtr	1.25		
<b>Wellness 10</b>		<b>College Prep</b>		Full Year		10	
	• Driver's Education			1 Qtr	1.25		
	• Strength and Conditioning I			1 Qtr	1.25		
	• Health 10			1 Qtr	1.25		
	• Project Adventure II			1 Qtr	1.25		
<b>Wellness 11</b>		<b>College Prep</b>		Full Year		11	
	• Health 11			1 Qtr	1.25		
	• Junior Physical Ed Activities			1 Qtr	1.25		
	• Yoga & Stress Management			1 Qtr	1.25		
	• Strength & Conditioning II			1 Qtr	1.25		
<b>Wellness 12</b>		<b>College Prep</b>		¾ Year		12	
	• First Aid & Safety			1 Qtr	1.25		
	• Senior Physical Ed Activities			1 Qtr	1.25		
	• Senior Wellness			1 Qtr	1.25		



# WORLD LANGUAGES

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>DEPARTMENT OF WORLD LANGUAGES</b>							
<b>MODERN</b>							
5154FL	Chinese I	College Prep		Full Year	5.0	9-12	None
5254FL	Chinese II	College Prep		Full Year	5.0	10-12	Chinese I; Admission by Placement Test
5352FL	Chinese III	Honors		Full Year	5.0	10-12	Chinese II; Admission by Placement Test
5452FL	Chinese IV	Honors		Full Year	5.0	11-12	Chinese III Honors; Admission by Placement Test
5124FL	French I	College Prep		Full Year	5.0	9-12	None
5224FL	French II	College Prep		Full Year	5.0	9-12	French I; Admission by Placement Test
5322FL	French III	Honors		Full Year	5.0	10-12	French II; Admission by Placement Test
5422FL	French IV	Honors		Full Year	5.0	11-12	French III Honors; Admission by Placement Test
5522FL	French V	Honors		Full Year	5	11-12	French IV Honors; Admission by Placement Test
5520FL	French V AP	AP		Full Year	5.0	11-12	French IV Honors; Admission by Placement Test
5144FL	German I	College Prep		Full Year	5.0	9-12	None
5244FL	German II	College Prep		Full Year	5.0	9-12	German I; Admission by Placement Test
5342FL	German III	Honors		Full Year	5.0	10-12	German II; Admission by Placement Test
5442FL	German IV	Honors		Full Year	5.0	11-12	German III Honors; Admission by Placement Test
5134FL	Spanish I	College Prep		Full Year	5.0	9-12	None
5234FL	Spanish II	College Prep		Full Year	5.0	9-12	Spanish I; Admission by Placement Test
5334FL	Spanish II Advanced	College Prep		Full Year	5.0	9-12	Gr. 8/Spanish I Teacher Rec; Spanish Level I HS Teacher Rec
5331FL	Spanish III	College Prep		Full Year	5.0	10-12	Spanish II; Admission by Placement Test
5332FL	Spanish III	Honors		Full Year	5.0	10-12	Spanish II Teacher Rec; Admission by Placement Test
5434FL	Spanish IV	College Prep		Full Year	5.0	11-12	Spanish III CP or Spanish III Honors Teacher Rec
5432FL	Spanish IV	Honors		Full Year	5.0	11-12	Spanish III Honors Teacher Rec; Admission by Placement Test
5532FL	Spanish V	Honors		Full Year	5.0	11-12	Spanish IV Honors; Admission by Placement Test
5530FL	Spanish V AP	AP		Full Year	5.0	11-12	Spanish IV Honors; Admission by Placement Test
5911FL	Spanish Cultures and Conversation I	College Prep		Full Year	5.0	10-11	None
5912FL	Spanish Cultures and Conversation II	College Prep		Full Year	5.0	11-12	Spanish Cultures and Conversation I
<b>CLASSICAL</b>							
5114FL	Latin I	College Prep		Full Year	5.0	9-12	None

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
5214FL	Latin II	College Prep		Full Year	5.0	9-12	Latin I; Admission by Placement Test
5312FL	Latin III	Honors		Full Year	5.0	10-12	Latin II; Admission by Placement Test
5412FL	Latin IV	Honors		Full Year	5.0	11-12	Latin III Honors; Admission by Placement Test
5510FL	Latin V	AP		Full Year	5.0	11-12	Latin IV Honors; Admission by Placement Test
5362FL	Classical Cinema	Honors		Full Year	5.0	11-12	Successful Completion (C+) of Latin III Honors

## ALTERNATIVE PROGRAMS

### School to Careers (6009PA)

This is a vocational-technical education program by which students receive work-based instruction through written cooperative arrangements between the Ridgewood school district and employers. This instruction includes required academic courses and related vocational and technical education instruction, by alternation of study in school with paid employment in an occupational field. This alternation is planned and supervised by the district and employer so that each contributes to the education and employability of the individual. Students enrolled in the program receive up to 10 credits for employment and 5 credits for a required related class. Under this program, students attend school classes for half a day and are employed at least 15 to 34 hours per week under supervised conditions at state approved work stations. (Enrollment by permission of program coordinator and guidance counselor for students in grades 11 and 12, Elective 10-15 credits.)

### Structured Learning Experience (SLE)

Structured Learning Experiences are experiential, supervised educational activities designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups, and to assist them in gaining employment skills and making career and educational decisions. A structured learning experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Structured learning experiences may include, but are not limited to:

- (1) Apprenticeships;
- (2) Community service;
- (3) Cooperative education;
- (4) Internships;
- (5) Job shadowing;
- (6) School-based enterprises;
- (7) Volunteer activities;
- (8) Vocational student organizations; and
- (9) Work Experience Career Exploration Program (WECEP)

### Satellite AM (0619SP) or PM (0629SP)

This program at Bergen County Technical Education Center in Paramus, offers a half-day, shared time program in technical education for students who have expressed an interest in developing specific work skills for entrance into the workplace or a post-secondary education trade based program. Students interested in the Satellite program have typically demonstrated a preference for hands-on learning experiences. Interested students usually begin the Satellite program in ninth or tenth grade but may enter into *some* areas as late as eleventh grade. The program begins with career exploration during which students rotate through a variety of shop experiences in areas, such as culinary arts, information technology, graphic design, automotive technology, collision repair, healthcare, landscaping, cosmetology, skincare, green building trades, small animal care, and graphic design. As they continue into eleventh and twelfth grade, students are placed in specific shops as majors. Students attend Satellite up to half of each school day; the remainder is spent at Ridgewood High School for academic instruction. Bergen County Technical Education Center offers a competency-based curriculum developed by experienced trade teachers and advisory committees, and is designed to provide students with marketable skills.

## TRANSITIONAL PROGRAM

The Transitional Program at Ridgewood High School addresses the transition needs of special education and mainstream students. It consists of a number of support services that assist the student in achieving success and independence in school, at home, in career, and in the community. A study skills course, career education classes, career-counseling sessions, interest inventories, career fairs, job shadowing internship, self-advocacy groups, and workshops serve to better prepare students for the success in school as well as the adult professional world.

### Academic Enrichment (9039SP)

Academic Enrichment is a semester, elective course for ninth grade students. The course will offer instruction in study skills,

## SPECIAL PROGRAMS

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades
<b>SPECIAL EDUCATION</b>						
<b>RESOURCE CENTER*</b>						
9039SP	Academic Enrichment	College Prep	Semester	2.5	9	
9326SP	Algebra I	Survey	Full Year	5.0	9-12	
9336SP	Geometry	Survey	Full Year	5.0	10-12	
9346SP	Algebra II	Survey	Full Year	5.0	11-12	
9348SP	Advanced Mathematics Applications	Survey	Full Year	5.0	12	
9428SP	Biology	Survey	Full Year	5.0	10-12	
9438SP	Chemistry	Survey	Full Year	5.0	10-12	
9458SP	Physics	Survey	Full Year	5.0	10-12	
9116SP	English 9	Survey	Full Year	5.0	9	
9414SP	Environmental Science	Survey	Full Year	5.0	9-10	
9126SP	English 10	Survey	Full Year	5.0	10	
9136SP	English 11	Survey	Full Year	5.0	11	
9146SP	English 12	Survey	Full Year	5.0	12	
9808SP	Adapted Physical Education	Survey	Full Year	5.0	9-12	
9236SP	United States History I	Survey	Full Year	5.0	10-12	
9246SP	United States History II	Survey	Full Year	5.0	11-12	
9216SP	World History	Survey	Full Year	5.0	9-12	
<b>SUPPLEMENTAL</b>						
	Grades 9-12		Fall Semester		9-12	
	Grades 9-12		Spring Semester		9-12	

organization strategies, goal setting, and time management techniques. Students will gain strategies to be successful in their core academic courses. There will be a focus on test-taking, note-taking, and general study techniques. Overall, students will acquire and implement skills to be effective life-long learners.

\*Courses are structured as customary programs with modifications in accordance with students' Individual Educational Plans.

# PREP PROGRAM

## PRACTICAL, REAL-LIFE EDUCATION AND PREPATION

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
<b>Grade 9</b>							
9039SL	Academic Enrichment	Survey		Full Year	5.0	9	
9106SL	English 9	Survey		Full Year	5.0	9	
9206SL	World History I	Survey		Full Year	5.0	9	
9306SL	Algebra I	Survey		Full Year	5.0	9	
9412SL	Environmental Science	Survey		Full Year	5.0	9	
<b>Grade 10</b>							
9107SL	English 10	Survey		Full Year	5.0	10	
9207SL	US History I	Survey		Full Year	5.0	10	
9407SL	Biology	Survey		Full Year	5.0	10	
9307SL	Geometry	Survey		Full Year	5.0	10	
<b>Grade 11</b>							
9889SP	21 <sup>st</sup> Century Work Skills 11	Survey		Full Year	5.0	11	
9108SL	English 11	Survey		Full Year	5.0	11	
9208SL	US History II	Survey		Full Year	5.0	11	
9309SL	Consumer Math	Survey		Full Year	5.0	11	
9408SL	Chemistry	Survey		Full Year	5.0	11	
<b>Grade 12</b>							
9898SP	21 <sup>st</sup> Century Work Skills 12	Survey		Full Year	5.0	12	
9112SL	English 12	Survey		Full Year	5.0	12	
9212SL	Civics	Survey		Full Year	5.0	12	
9312SL	Personal Finance	Survey		Full Year	5.0	12	

\*Courses are structured as customary programs with modifications in accordance with students' Individual Educational Plans.

## RISe

Course Code	Course Title	Course Weight	Elective	Term Duration	Credit	Open to Grades	Prerequisite
9002RI	Social Psychology	Survey		Full Year	5.0	9-11	
<b>Grade 9</b>							
9039RI	Academic Enrichment	Survey		Full Year	5.0	9	
9106RI	English 9	Survey		Full Year	5.0	9	
9206RI	World History I	Survey		Full Year	5.0	9	
9306RI	Math 9	Survey		Full Year	5.0	9	
9416RI	Environmental Science	Survey		Full Year	5.0	9	
9802RI	Adapted Physical Education 9	Survey		Full Year	5.0	9	
9872RI	21 <sup>st</sup> Century Work Skills 9	Survey		Full Year	5.0	9	
9882RI	Work and Study Skills 9	Survey		Full Year	5.0	9	
<b>Grade 10</b>							
9107RI	English 10	Survey		Full Year	5.0	10	
9207RI	United States History I	Survey		Full Year	5.0	10	
9308RI	Math 10	Survey		Full Year	5.0	10	
9408RI	Biology	Survey		Full Year	5.0	10	
9803RI	Adapted Physical Education 10	Survey		Full Year	5.0	10	
9874RI	21 <sup>st</sup> Century Work Skills 10	Survey		Full Year	5.0	10	
9884RI	Work and Study Skills 10	Survey		Full Year	5.0	10	
<b>Grade 11</b>							
9108RI	English 11	Survey		Full Year	5.0	11	
9208RI	United States History II	Survey		Full Year	5.0	11	
9309RI	Consumer Math	Survey		Full Year	5.0	11	
9873RI	21 <sup>st</sup> Century Work Skills II	Survey		Full Year	5.0	11	
9889RI	Work and Study Skills II	Survey		Full Year	5.0	11	
	Adapted Physical Education 11	Survey		Full Year	5.0	11	
<b>Grade 12</b>							
9404RI	English 12	Survey		Full Year	5.0	12	
<b>9702RI</b>	Personal Finance	Survey		Full Year	5.0	12	
9804RI	Adapted Physical Education 12	Survey		Full Year	5.0	12	
9878RI	21 <sup>st</sup> Century Work Skills 12	Survey		Full Year	5.0	12	
9880RI	Work and Study Skills 12	Survey		Full Year	5.0	12	

**BUSINESS**

	<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>
Y	Accounting I H	<i>Accounting: Real-World Application and Connections &amp; Workbook</i>	Guerrieri, Haber, Hoyt, Turner	Glencoe/McGraw Hill	2012	4/23/2012
Y	Accounting II H	<i>Accounting: Real-World Application and Connections &amp; Workbook</i>	Guerrieri, Haber, Hoyt, Turner	Glencoe/McGraw Hill	2012	4/23/2012
Y	Advanced Marketing & Merchandising I Honors	<i>Buy-ology</i>	Lindstrom, Martin	Broadway Books	2010	5/5/2014
		<i>A Case Study Approach Business Ethics</i>	Henn, Stephen	Wiley	2009	5/5/2014
		<i>Marketing Essentials (4<sup>th</sup> Edition) &amp; Workbook</i>	Farese, Kimbrell, Woloszyk	Glencoe/McGraw Hill	2006	8/25/2008
Y	Advanced Marketing & Merchandising II Honors	<i>A Case Study Approach Business Ethics</i>	Henn, Stephen	Wiley	2009	5/5/2014
		<i>Marketing Essentials (4<sup>th</sup> Edition) &amp; Workbook</i>	Farese, Kimbrell, Woloszyk	Glencoe/McGraw Hill	2006	8/25/2008
S	Entrepreneurship	<i>Entrepreneurship: Building a Business</i>	Allen, Miller	Glencoe/McGraw Hill	2011	5/3/2010
S	Finance	<i>Business and Personal Finance (Supp.) NEFE H.S Financial Planning Program</i>	Kapoor, Diabay, Hughes	Glencoe/McGraw Hill	2005	5/18/2009
				National Endowment for Financial Education	2006	5/18/2009
S	Introduction to Marketing	<i>Marketing Essentials (4th Edition) &amp; Workbook</i>	Farese, Kimbrell, Woloszyk	Glencoe/McGraw Hill	2006	5/21/2018
S	Introduction to Business	<i>Glencoe Introduction to Business</i>	McGraw Hill Education	McGraw Hill	2016	5/21/2018
S	Business Management					
S	Merchandising	<i>Marketing Essentials (Student Activity Workbook, 3<sup>rd</sup> Edition)</i>	Farese, Kimbrell, Woloszyk	Glencoe/McGraw Hill	2002	8/25/2008

**ENGLISH**

Y	Language Arts/English 6-8	<i>Grammar for Writing</i>		Sadlier	2014	5/21/2018
		<i>Tell Me Who You Are: A Roadmap to Cultivating Cultural Literacy</i>	Winona Guo & Priya Vulchi	Perigree	2019	5/24/2021
Y	Language Arts 6	<i>Fever 1793</i>	Laure Halse Anderson	Simon & Schuster	2002	5/21/2018
		<i>The Wednesday Wars</i>	Gary Schmidt	HMH Books for Young Readers	2009	5/21/2018
Y	Language Arts 7	<i>The Giver</i>	Lois Lowry	HMH Books for Young Readers	2002	5/21/2018
Y	Language Arts 8	<i>The Outsiders</i>	S.E. Hinton	Speak, Platinum Edition	2006	5/21/2018
		<i>A Midsummer Night's Dream</i>	Shakespeare	Simon & Schuster	2004	2/6/2017
		<i>I am Malala: The Girl Who Stood Up for Education</i>	Malala Yousafzai & Christina Lamb	Back Bay Books	2015	2/6/2017
		<i>Maus I: A Survivor's Tale: My Father Bleeds</i>	Art Spiegelman	Pantheon	1986	2/6/2017
		<i>Animal Farm</i>	George Orwell	Signet	1996	2/6/2017

**ENGLISH**

<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>	
Q	Literary Analysis 7 or 8	<i>A Wizard of Earthsea (Supp.)</i>	Le Guin	Bantam	1984	5/9/2011
		<i>Black Ships Before Troy: The Story of the Iliad (Supp.)</i>	Sutcliff	Laurel Leaf Books	1993	5/9/2011
		<i>Great Expectations (Supp.)</i>	Dickens	Puffin	1995	5/9/2011
		<i>O. Henry (Supp.)</i>	Hollander, ed	Sterling	2005	5/9/2011
		<i>The Canterbury Tales (Supp.)</i>	Chaucer	Penguin Classics	2003	5/9/2011
		<i>The Old Man and The Sea (Supp.)</i>	Hemingway	Scribners	1952	5/9/2011
		<i>The Outsiders (Supp.)</i>	Hinton	Penguin Books	1995	5/9/2011
		<i>The Pearl (Supp.)</i>	Steinbeck	Penguin Books	1992	5/9/2011
		<i>The Sword and the Circle (Supp.)</i>	Sutcliff	Puffin	1994	5/9/2011
		<i>The Wind in the Willows (Supp.)</i>	Grahame	Puffin Classics	2008	5/9/2011
Q	Primary Source Research and Analysis 8	<i>Doing History: A Strategic Guide to Document Based Questions (MS Level E-F) (Supp.)</i>	Tidd Tidd	Great Source Ed Group	2002	5/9/2011
		<i>Doing History: A Strategic Guide to Document-Based Questions (Global Studies Edition) (Supp.)</i>	Jensen	Great Source Ed Group	2002	5/9/2011
		<i>Primary Edition (Supp.)</i>	Tait	Weigl	2008	5/9/2011
Q	A Study of Poetry 8	<i>American's Favorite Poems (Supp.)</i>	Pinsky, Dietz, ed	W.W. Norton	1999	5/9/2011
		<i>Poetry in Motion: 100 Poems for the Subways and Buses (Supp.)</i>	Peacock, Paschen, Neches, ed.	W.W. Norton	1996	5/9/2011
		<i>The Invisible Ladder: An Anthology of Contemporary Poems for Young Readers (Supp.)</i>	Rosenberg, ed.	Holt	1996	5/9/2011
		<i>The Random House Book of Poetry for Children (Supp.)</i>	Prelutsky, ed.	Random House	1983	5/9/2011
		<i>13: Thirteen Stories that Capture the Agony and Ecstasy of Being Thirteen (Supp.)</i>	Howe, ed	Athenenum	2006	5/9/2011
S	Creative Writing 7, or 8	<i>Guys Write for Guys Read (Supp.)</i>	Scieszka, ed.	Viking	2005	5/9/2011
		<i>Little Worlds: A Collection of Short Stories for the Middle School (Supp.)</i>	Guthrie, Page, ed	Wayside	1985	5/9/2011
		<i>Shelf Life: Stories by the Book (Supp.)</i>	Paulsen, ed.	Simon & Schuster	2003	5/9/2011
		<i>The Invisible Ladder: An Anthology of Contemporary Poems for Young Readers (Supp.)</i>	Rosenberg, ed.	Holt	1996	5/9/2011
		<i>When I was Your Age: Vol. 1 (Supp.)</i>	E Ehrlich, ed	Candlewick Press	2001	5/9/2011
		<i>Mastering the Mechanics</i>	L. Hoyt, L. Brent	Scholastic	2011	5/2/2016
		<i>As You Like It (Supp.)</i>	Shakespeare	Washington Square Press	1997	5/9/2011
Q	Shakespeare 8	<i>Henry IV: Part II (Supp.)</i>	Shakespeare	Penguin	1970	5/9/2011
		<i>Poetry for Young People: William Shakespeare (Supp.)</i>	Kastan, Kastan, ed.	Sterling	2000	5/9/2011
		<i>Scholastic Dictionary of Idioms (Supp.)</i>	Terban, ed	Scholastic	1996	5/18/2009

**ENGLISH**

Course	Textbook	Author	Publisher	Copyright	Approved	
English 9 - 12	<i>I Was Their American Dream</i>	Malaake Gharib	Clarkson Potter	2019	5/24/2021	
	<i>The Beautiful Struggle</i>	Ta-Nehisi Coates	One World	2009	5/24/2021	
	<i>Sissy: A Coming of Gender Story</i>	Jacob Tobias	Penguin	2019	5/24/2021	
Y English 9	<i>A Walk in My World: International Short Stories about Youth (Supp.)</i>	Mazar	Persea	1998	5/18/2009	
	<i>Animal Farm (Supp.)</i>	Orwell	Signet	1996	8/25/2008	
	<i>Antigone</i>	Sophocles	Harcourt Brace	1997	8/25/2008	
	<i>Ellen Foster (Supp.)</i>	Gibbons	Random House, Vintage	1998	5/18/1992	
	<i>Gilgamesh: A Verse Narrative (Supp.)</i>	Mason	Mariner	2003	8/25/2008	
	<i>Jack (Supp.)</i>	Homes	Vintage Books	1989	7/26/1999	
	<i>Multicultural Perspective (Supp.)</i>	Foote, et al.	McDougal, Littell	1993	5/18/2009	
	<i>Of Mice and Men (Supp.)</i>	Steinbeck	Penguin	1993	8/25/2008	
	<i>"Prayer for the Days of Awe" (Supp.)</i>	Wiesel	NY Times	1997	8/25/2008	
	<i>Romeo and Juliet (Media Supp.)</i>	Shakespeare	Dover	1993	8/25/2008	
	<i>The Dark Child (Supp.)</i>	Caara Lave	Farrar, Straw & Giroux	2000	8/25/2008	
	<i>The Midwife's Apprentice (Supp.)</i>	Cushman	Harper Collins	1995	8/25/2008	
	<i>Things Fall Apart</i>	Achebe	Fawcett	1959	8/25/2008	
	<i>Waterworld (Media Supp.)</i>				8/25/2008	
	<i>"What Makes Us Moral" (Supp.)</i>	Kluger	Time Magazine	2007	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014	
	<i>House on Mango Street</i>	Cisneros, Sandra	Vintage	1984	5/5/2014	
	<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/2/2016	
	<i>Currents in Literature: Genre Volume</i>	Dennis, et al.	Amsco	2007	5/18/2009	
	<i>Focus on Writing</i>	Kirsznner, Mandell	Random House, Vintage	2009	5/3/2010	
	<i>Night</i>	Wiesel	Hill & Wang	1986	8/25/2008	
	<i>The Boy Who Harnessed the Wind</i>	Wm. Kambwamba, Bryan Mealer	Wm. Morrow	2010	5/21/2018	
	<i>Shakespeare's Restless World: A Portrait on an Era in Twenty Objects</i>	Neil MacGregor	Viking	2008	5/21/2018	
	<i>The Language of Literature, Interactive Reader (Supp.)</i>	Bermudez/Applebee	McDougal Little	2006	8/24/2009	
	Y English 9 Literary World Views	<i>Antigone</i>	Sophocles	Harcourt Brace	1977	8/25/2008
		<i>Canterbury Tales (Supp.)</i>	Chaucer	Dove	1994	8/25/2008
		<i>Gilgamesh: A Verse Narrative</i>	Mason	Mariner	2003	8/25/2008
<i>Night</i>		Wiesel	Hill & Wang	1986	8/25/2008	
<i>Romeo and Juliet (Supp.)</i>		Shakespeare	Folger	1993	8/25/2008	
<i>The Bible</i>		Richardson, ed	Harper Collins	1984	8/25/2008	
<i>The Odyssey</i>		Homer (Fagles, trans.)	Penguin	1996	8/25/2008	
<i>The Road (Supp.)</i>		McCarthy	Vintage	2006	5/18/2009	
<i>House on Mango Street</i>		Cisneros, Sandra	Vintage	1984	5/5/2014	



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Y English 9 World History and Cultures	<i>One Man's Meat</i>	White, E.B.	Tilbury	1994	5/5/2014	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014	
	<i>Balzac and the Little Chinese Seamstress</i>	Dai Sijie	Anchor	2002	5/2/2016	
	<i>Behind the Beautiful Flowers</i>	David Hare	Farrar, Straus & Giroux	2015	5/2/2016	
	<i>Chinese Cinderella: The True Story of an Unwanted Chinese Girl</i>	Adeline Yen Mah	Ember	2010	5/2/2016	
	<i>City of Thieves</i>	David Benioff	Penguin	2009	5/2/2016	
	<i>Gulliver's Travels</i>	Jonathon Swift	Penguin	2003	5/2/2016	
	<i>Persepolis: The Story of a Childhood</i>	Marjane Satrapi	Pantheon	2004	5/2/2016	
	<i>Sunflower and the Secret Fan</i>	Lisa See	Random House	2009	5/2/2016	
	<i>The Good Earth</i>	Pearl S. Buck	Washington Square Press	2004	5/2/2016	
	<i>The Lovers: Afghanistan's Romeo and Juliet</i>	Rod Nordland	Ecco	2016	6/2/2016	
	<i>Things Fall Apart</i>	Chinua Achebe	Anchor	1994	5/2/2016	
	<i>Julius Caesar</i>	Shakespeare	Folger	1992	8/25/2008	
	<i>Lord of the Flies</i>	Golding	Signet	1966	8/25/2008	
	<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008	
	<i>Taming of the Shrew (Supp.)</i>	Shakespeare	Folger	1992	8/25/2008	
	Y English 10	<i>To Kill a Mockingbird</i>	Lee	Warner Books	1960	8/25/2008
<i>1984</i>		Orwell	Signet	1950	8/25/2008	
<i>A Midsummer Night's Dream (Supp.)</i>		Shakespeare	Folger	1993	8/25/2008	
<i>A Separate Place</i>		Knowles	Scribner	1987	8/25/2008	
<i>I Know why the Caged Bird Sings</i>		Angelou	Bantam	1969	8/25/2008	
<i>Julius Caesar</i>		Shakespeare	Folger	1992	8/25/2008	
<i>Lord of the Flies</i>		Golding	Signet	1966	8/25/2008	
<i>Points of Departure (short stories)</i>		Various	Mentor	1999	8/25/2008	
<i>Taming of the Shrew (Supp.)</i>		Shakespeare	Folger	1992	8/25/2008	
<i>To Kill a Mockingbird</i>		Lee	Warner Books	1960	8/25/2008	
<i>The Art of Voice: Language and Composition</i>		Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014	
<i>Kitchen House</i>		Grisson, Kathleen	Touchstone	2010	5/5/2014	
<i>Grammar for Writing</i>		Beverly Ann Chin	Sadlier	2014	5/21/2018	
<i>Shakespeare's Restless World: A Portrait on an Era in Twenty Objects</i>		Neil MacGregor	Viking	2008	5/21/2018	
<i>Face the Issues (Supp.)</i>		Munrich	Person	2007	5/3/2010	
Y English 10 H		<i>1984</i>	Orwell	Signet	1950	8/25/2008
		<i>A Midsummer Night's Dream (Supp.)</i>	Shakespeare	Folger	1993	8/25/2008
	<i>A Separate Place</i>	Knowles	Scribner	1987	8/25/2008	
	<i>Ethan Frome (Supp.)</i>	Wharton	Scribner	1939	8/25/2008	
	<i>Fences</i>	Wilson		1990	8/25/2008	
	<i>Frankenstein</i>	Shelley	Bantam	1991	8/25/2008	
	<i>I Know why the Caged Bird Sings</i>	Angelou	Bantam	1969	8/25/2008	

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Y English 10 H Cont'd	<i>Julius Caesar</i>	Shakespeare	Folger	1992	8/25/2008	
	<i>Lord of the Flies</i>	Golding	Signet	1966	8/25/2008	
	<i>Ordinary People (Supp.)</i>	Guest	Penguin	1976	8/25/2008	
	<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008	
	<i>Taming of the Shrew (Supp.)</i>	Shakespeare	Folger	1992	8/25/2008	
	<i>To Kill a Mockingbird</i>	Lee	Warner Books	1960	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014	
	<i>Kitchen House</i>	Grisson, Kathleen	Touchstone	2010	5/5/2014	
	<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/2/2016	
	Y English 10 American Studies	<i>A Narrative of the Life of Mary Jemison</i>	Seavers	Syracuse Univ. Press	1990	8/25/2008
<i>Adventures of Huckleberry Finn</i>		Twain	Bantam	1981	8/25/2008	
<i>Benito Cereno</i>		Melville	Dover	1995	8/25/2008	
<i>Billy Budd</i>		Melville	Signet	1998	8/25/2008	
<i>Civil Disobedience</i>		Walden	Signet	1960	8/25/2008	
<i>Civil Was Poetry and Prose</i>		Whitman	Dover	1995	8/25/2008	
<i>Fahrenheit 451</i>		Bradbury	Ballantine	1992	8/25/2008	
<i>Our Town</i>		Wilder	Perennial	1998	8/25/2008	
<i>The Crucible</i>		Miller	penguin	1982	8/25/2008	
<i>The Lottery</i>		Jackson	Fawcett	1977	8/25/2008	
<i>The Norton Anthology of American Literature</i>		Ed. Nina Baym et al.	W.W. Norton & Co.	1995	8/25/2008	
<i>The Scarlett Letter</i>		Hawthorne	Bantam	2003	8/25/2008	
<i>The Tempest</i>		Shakespeare	Folger	1961	8/25/2008	
<i>Walden</i>		Thoreau	Dover	1995	8/25/2008	
<i>The Art of Voice: Language and Composition</i>		Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014	
<i>Daisy Miller</i>		James	Dover	1995	5/2/2016	
Y English 10 AHLISA		<i>Julius Caesar</i>	Shakespeare	Folger	1992	8/25/2008
	<i>Narrative of the Life of Frederick Douglass</i>	Douglass	Signet	1968	8/25/2008	
	<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008	
	<i>The Age Innocence</i>	Wharton	Collier	1968	8/25/2008	
	<i>The Crucible</i>	Miller	Penguin	1982	8/25/2008	
	<i>The Scarlett Letter</i>	Hawthorne	Bantam	1965	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014	
	<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/2/2016	
	Y English 10 RAHP	<i>The Immortal Life of Henrietta Lacks</i>	Skoot, Rebecca	Crown	2011	6/2/2016
		<i>Cutting for Stone and Better</i>	Verghese, Abraham	Knoph Doubleday	2009	5/5/2014
<i>A Separate Place</i>		Knowles	Scribner	1987	8/25/2008	
<i>Flowers for Algernon</i>		Keyes	Harcourt	1984	8/25/2008	
<i>Frankenstein</i>		Shelley	Bantam	1991	8/25/2008	
<i>Lord of the Flies</i>		Golding	Signet	1966	8/25/2008	
<i>Ordinary People (Supp.)</i>		Guest	Penguin	1976	8/25/2008	

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English 10 RAHP Cont'd	<i>Points of Departure (short stories)</i>	Various	Mentor	1999	8/25/2008	
	<i>To Kill a Mockingbird</i>	Lee	Warner Books	1960	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014	
	<i>Cutting for Stone and Better</i>	Verghese, Abraham	Knoph Doubleday	2009	5/5/2014	
	<i>Better: A Surgeons Notes on Performance</i>	Gawande, Atul	Picador	2007	5/5/2014	
	<i>Grammar for Writing</i>	Beverly Ann Chin	Sadlier	2014	5/2/2016	
	<i>The Radium Girls: The Dark Story of America's Shining Women</i>	Kate Moore	Source Books	2018	5/20/2019	
	Y English 11	<i>Macbeth</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Paul's Case (Supp.)</i>	Cather	Dover	1996	8/25/2008
		<i>Poems: American Themes</i>	Bassel, ed.	Amsco	1995	8/25/2008
<i>Points of View</i>		Various	Mentor	1995	8/25/2008	
<i>The Bedford Reader</i>		Kennedy	Bedford Books	1997	8/25/2008	
<i>The Catcher in the Rye</i>		Salinger	Little, Brown & Co.	1951	8/25/2008	
<i>The Color Purple</i>		Walker	Harcourt	2003	8/25/2008	
<i>The Great Gatsby</i>		Fitzgerald	Scribner	1953	8/25/2008	
<i>The Mentor Book of Major American Poets</i>		Williams, Oscar & Honig, eds	Mentor	1962	8/25/2008	
<i>Their Eyes were Watching God</i>		Hurston	Harper & Row	2014	5/5/2014	
<i>The Art of Voice: Language and Composition</i>		Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014	
<i>Thousand Splendid Suns</i>		Hosseini, Khalad	Riverhead Books	2007	5/5/2014	
<i>Kite Runner</i>		Hosseini, Khalad	Riverhead Books	2003	5/14/2014	
<i>Breath, Eyes, Memory</i>		Danticat, Edwidge	Vintage	1994	5/5/2014	
<i>A Fine Balance</i>		Mistry Rohinton	Vintage	1995	5/5/2014	
<i>Namesake</i>		Lahiri, Jhumpa	Mariner	2003	5/5/2014	
<i>Shakespeare's Restless World: A Portrait on an Era in Twenty Objects</i>		Neil MacGregor	Viking	2008	5/21/2018	
<i>Sing, Unburied, Sing a Novel</i>		Jesmyn Ward	Scribner	2017	5/21/2018	
<i>The Killers of the Flower Moon: The Osage Murders and the Birth of the FBI</i>		David Grann	Doubleday	2017	5/21/2018	
Y English 11 H		<i>A Farewell to Arms (Supp.)</i>	Hemingway	MacMillan	1957	8/25/2008
		<i>Adventures of Huckleberry Finn (Supp.)</i>	Twain	Bantam	1981	8/25/2008
		<i>Babylon Revisited (Supp.)</i>	Fitzgerald	MacMillan	1960	8/25/2008
		<i>Billy Budd</i>	Melville	McGraw Hill	1960	8/25/2008
		<i>Black Boy (Supp.)</i>	Wright	Perennial	1991	8/25/2008
		<i>Classic Slave Narratives (Supp.)</i>	Gates	Mentor	1987	8/25/2008
		<i>Different Seasons, Rita Hayworth and the Shawshank Redemption</i>	King	Signet	1982	8/25/2008
		<i>Four American Novels (Supp.)</i>	Various	Harcourt Brace	1959	8/25/2008
		<i>Goodbye Columbus (Supp.)</i>	Roth	Houghton Mifflin	1989	8/25/2008

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English 11 H Cont'd	<i>Great American Short Stories</i>	Stegner, Wallace	Dell	1985	8/25/2008	
	<i>Macbeth</i>	Shakespeare	Folger	1992	8/25/2008	
	<i>Maggie (Supp.)</i>	Crane	Airmont	1968	8/25/2008	
	<i>Narrative in the Life of Frederick Douglass (Supp.)</i>	Douglass	Anchor	1973	8/25/2008	
	<i>Plays of the 1950's (Supp.)</i>	Strasberg	Dell	1962	8/25/2008	
	<i>Poems: American Themes (Supp.)</i>	Bassell	Amsco	1995	8/25/2008	
	<i>Points of View</i>	Moffett	Mentor	1995	8/25/2008	
	<i>Ragged Dick</i>	Alger	Macmillan	1962	8/25/2008	
	<i>Six Modern American Plays</i>	Halline	Random House	1967	8/25/2008	
	<i>The American Dream (Supp.)</i>	Albee	Signet	1991	8/25/2008	
	<i>The Bedford Reader</i>	Kennedy	Bedford Books	1997	8/25/2008	
	<i>The Bridge of San Luis Rey (Supp.)</i>	Wilder	Harcourt Brace	1959	8/25/2008	
	<i>The Catcher in the Rye</i>	Salinger	Little, Brown & Co.	1951	8/25/2008	
	<i>The Glass Menagerie</i>	William	Penguin	1970	8/25/2008	
	<i>The Great Gatsby</i>	Fitzgerald	Scribner	1953	8/25/2008	
	<i>The Mentor Book of American Poets</i>	William Honig	Mentor	1962	8/25/2008	
	<i>The Red Badge of Courage (Supp.)</i>	Melville	Signet	1980	8/25/2008	
	<i>The Snows of Kilimanjaro</i>	Hemingway	Simon & Schuster	1964	8/25/2008	
	<i>The Things They Carried (Supp.)</i>	Obrien	Houghton Mifflin	1990	8/25/2008	
	<i>The Zoo Story (Supp.)</i>	Albee	Signet	1991	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting	McGraw Hill	2014	5/5/2014	
	<i>Their Eyes Were Watching God</i>	Hurston	Harper & Row	1990	8/25/2008	
	<i>Washington Square (Supp.)</i>	James	Signet	1980	8/25/2008	
	<i>Winesburg, Ohio (Supp.)</i>	Anderson	Penguin	1960	8/25/2008	
	<i>Kite Runner</i>	Hosseini, Khalad	Riverhead Books	2003	5/5/2014	
	<i>Thousand Splendid Suns</i>	Hosseini, Khalad	Riverhead Books	2007	5/5/2014	
	<i>Breath, Eyes, Memory</i>	Danticat, Edwidge	Vintage	1994	5/5/2014	
	<i>A Fine Balance</i>	Mistry, Rohinton	Vintage	1995	5/5/2014	
	<i>Namesake</i>	Lahiri, Jhumpa	Mariner	2003	5/5/2014	
	<i>The Killers of the Flower Moon: The Osage Murders and the Birth of the FBI</i>	David Grann	Doubleday	2017	5/21/2018	
	<i>Sing, Unburied, Sing a Novel</i>	Jesmyn Ward	Scribner	2017	5/21/2018	
	English 11/12 AP Language & Composition	<i>Invisible Man</i>	Ralph Elison	Vintage	1995	5/4/2015
		<i>On Writing: A Memoir of the Craft</i>	Stephen King	Pocket Books	2000	5/4/2018
<i>They Say, I Say: The Moves That Matter in Academic</i>		Graff & Birkenstein				
<i>Sing, Unburied, Sing a Novel</i>		Jesmyn Ward	Scribner	2017	5/21/2018	

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English 11 American Studies	<i>A Farewell to Arms</i>	Hemingway	MacMillan	1957	8/25/2008	
	<i>A Lesson before Dying</i>	Gaines	Vintage	1993	8/25/2008	
	<i>Babylon Revisited</i>	Fitzgerald	MacMillan	1960	8/25/2008	
	<i>Beloved</i>	Morrison	Blume	1988	8/25/2008	
	<i>Ethan Frome</i>	Wharton	Scribner	1970	8/25/2008	
	<i>Invisible Man</i>	Ellison	Random House	1980	8/25/2008	
	<i>Long Day's Journey Into Night</i>	O'Neill	Yale University Press	1984	8/25/2008	
	<i>Maggie: A Girl of the Streets</i>	Crane	Bantam	1986	8/25/2008	
	<i>Native Son</i>	Wright	Perennial	1966	8/25/2008	
	<i>The Age Innocence</i>	Wharton	Signet	1962	8/25/2008	
	<i>The Great Wall</i>	Fitzgerald	Scribner	1962	8/25/2008	
	<i>The Heart is a Lonely Hunter</i>	McCuller	Bantam	1968	8/25/2008	
	<i>The Norton Anthology of American Literature</i>	Hack	W.W. Norton & Co.	1995	8/25/2008	
	<i>The Things They Carried</i>	O'Brien	Houghton Mifflin	1990	8/25/2008	
	<i>The Yellow Wallpaper</i>	Gilman	Dover	1997	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014	
	English 11 AHLISA	<i>Fences</i>	Wilson	Wilson	1990	8/25/2008
		<i>Macbeth</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Points of View (Short Stories)</i>	Various	Mentor	1956	8/25/2008
		<i>The Catcher in the Rye</i>	Salinger	Little, Borwon & Co.	1951	8/25/2008
<i>The Great Gatsby</i>		Fitzgerald	Scribner	1962	8/25/2008	
<i>The Things They Carried</i>		O'Brien	Houghton Mifflin	1990	8/25/2008	
<i>The Yellow Wallpaper</i>		Gilman	Dover	1997	8/25/2008	
<i>To Kill a Mockingbird</i>		Lee	Warner Books	1960	8/25/2008	
<i>Namesake</i>		Lahiri, Jhumpa	Mariner	2003	5/5/2014	
<i>The Art of Voice: Language and Composition</i>		Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014	
English 11 RAHP		<i>The Interpreter of Maladies</i>	Lahiri, Jhumpa	Houghton Mifflin	2003	8/25/2008
		<i>Different Seasons - Rita Hayworth &amp; The Shawshank Redemption</i>	King	Signet	1982	8/25/2008
		<i>Macbeth</i>	Shakespeare	Folger	1992	8/25/2008
		<i>My Sister's Keeper</i>	Picoult	Atria	1997	2/4/2008
		<i>One Flew Over the Cuckoo's Nest</i>	Kesey	Signet	1962	8/25/2008
	<i>Points of View (Short Stories)</i>	Various	Mentor	1956	8/25/2008	
	<i>The Catcher in the Rye</i>	Salinger	Little, Borwon & Co.	1951	8/25/2008	
	<i>The Things They Carried</i>	O'Brien	Houghton Mifflin	1990	8/25/2008	
	<i>The Yellow Wallpaper</i>	Gilman	Dover	1997	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014	
<i>The Soul of a Doctor</i>	Poris, Jain, Harper	Alonquin	2006	5/21/2018		
<i>The Lost City of the Monkey God</i>	Douglas Preston	Grand Central	2017	5/21/2018		

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English 11 RAHP Cont'd	<i>Sing, Unburied, Sing a Novel</i>	Jesmyn Ward	Scribner	2017	5/21/2018	
	<i>The Radium Girls</i>	Kate Morre	Sourcebooks	2018	5/20/2019	
English 12	<i>Empire Falls (Supp.)</i>	Russo	Vintage	2001	5/9/2011	
	<i>Hamlet</i>	Shakespeare	Folger	1992	8/25/2008	
	<i>Ordinary People</i>	Guest	Penguin	1976	8/25/2008	
	<i>Points of View (Short Stories)</i>	Various	Mentor	1956	8/25/2008	
	<i>Sound &amp; Sense</i>	Perine ed.	Perine	1978	8/25/2008	
	<i>The Bedford Reader</i>	Kennedy	Bedford Books	1977	8/25/2008	
	<i>Talk Talk (Supp.)</i>	Boyle	Viking	2006	5/9/2011	
	<i>The Death of a Salesman</i>	Miller	Penguin	1977	8/25/2008	
	<i>The Help (Supp.)</i>	Stockett	Putnam	2009	5/9/2011	
	<i>The Natural</i>	Malamud	Avon	1952	8/25/2008	
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014	
	<i>Twelve Years a Slave</i>	Northup, Solomon	Createspace	2013	5/5/2014	
	<i>Kitchen God's Wife</i>	Tan, Amy	Penguin	1991	5/5/2014	
	<i>Bailey's Café</i>	Naylor, Gloria	Vintage	1992	5/5/2014	
	<i>Lean In: Women, Work and the Will to Learn</i>	Sandberg, Sherly	Knopf	2013	5/5/2014	
	<i>Bird by Bird: Some Instruction on Writing &amp; Life</i>	Anne Lamott	Anchor Books	1995	5/5/2014	
	<i>Shakespeare's Restless World: A Portrait on an I</i>	Neil MacGregor	Viking	2008	5/21/2018	
	<i>Drown</i>	Junot Diaz	Riverhead	1996	5/21/2018	
	Y English 12 Honors	<i>A Doll's House</i>	Ibsen	Bantam	1965	8/25/2008
		<i>Hamlet</i>	Shakespeare	Folger	1992	8/25/2008
<i>In the Lake of the Woods</i>		O'Brien	Penguin	1994	8/25/2008	
<i>Oedipus the King</i>		Sophocles	Harourt	1977	8/25/2008	
<i>Sound &amp; Sense</i>		Perine ed.	Perine	1978	8/25/2008	
<i>The Bedford Reader</i>		Kennedy	Bedford Books	1977	8/25/2008	
<i>The Death of a Salesman</i>		Miller	Penguin	1977	8/25/2008	
<i>The Stranger</i>		Camus	Vintage	1988	8/25/2008	
<i>The Art of Voice: Language and Composition</i>		Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014	
<i>Twelve Years a Slave</i>		Northup, Solomon	Createspace	2013	5/5/2014	
<i>Kitchen God's Wife</i>		Tan, Amy	Penguin	1991	5/5/2014	
<i>Bailey's Café</i>		Naylor, Gloria	Vintage	1992	5/5/2014	
<i>Lean In: Women, Work and the Will to Learn</i>		Sandberg, Sherly	Knopf	2013	5/5/2014	
<i>Emerging: Contemporary Readers for Writers</i>		Barrios Barclay	Bedford St. Martin	2015	5/2/2016	
Y English Literature and Composition AP		<i>A Doll's House</i>	Ibsen	Bantam	1965	8/25/2008
		<i>Beloved</i>	Morrison	Blume	1988	8/25/2008
		<i>The Death of a Salesman</i>	Miller	Penguin	1977	8/25/2008
		<i>Hamlet</i>	Shakespeare	Folger	1992	8/25/2008
		<i>Heart of Darkness</i>	Conrad	Dover	1990	8/25/2008

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English Literature and Composition AP Cont'd	<i>Medea</i>	Euripedes	Dover	1993	5/21/2008
	<i>Oedipus the King</i>	Sophocles	Harcourt	1977	8/25/2008
	<i>Pride and Prejudice</i>	Austen	Signet	1980	8/25/2008
	<i>The Sun Also Rises</i>	Hemingway	Simon & Schuster	1954	8/25/2008
	<i>Waiting for Godot</i>	Becket	Grove Weidenfeld	1994	8/25/2008
	<i>Woman Warrior</i>	Kingston	Random House	1989	8/25/2008
	<i>Rosencrantz and Guildenstern are Dead</i>	Stoppard	Grove Press	1967	8/25/2008
	<i>The Awakening</i>	Chopin	Dover	1993	8/25/2008
	<i>The Bedford Reader</i>	Kennedy	Bedford Books	1977	8/25/2008
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
Y Journalism	<i>Thank You for Arguing: What Aristotle, Lincoln &amp;</i>	Jay Heinrichs	Three Rivers Press	2017	5/20/2019
	<i>The New, New Journalism</i>	Robert Boyton	Vintage	2015	5/20/2019
	<i>News, The Politics of Illusion</i>	W. Lance Bennett	Pearson	2011	5/20/2019
	<i>The New Media</i>	Anderson & Downie	Oxford University Press	2016	5/20/2019
S Beat Generation Poetry	<i>The Portable Beat Reader</i>	Charters, Ann	Penguin	1992	5/5/2014
S Comedy & Literature	<i>Big Trouble</i>	Dave Barry	Brilliance Audio	7/2/1905	5/5/2014
	<i>Hitchhikers Guide to the Galaxy</i>	Adams, Douglas	Random House	2002	5/5/2014
S Creative Writing Honors	<i>Poetry: An Introduction, 5th Edition</i>	Meyer	Bedford St, Martin	2007	8/25/2008
	<i>Writing Down the Bones</i>	Goldberg	Schambhela	2005	8/25/2008
S Crime & Mystery Honors	<i>A Pocket Full of Rye</i>	Christie	Signet	2000	8/25/2008
	<i>A Study of Scarlet</i>	Doyle	Berkley Vintage	1994	8/25/2008
	<i>Death on the Nile</i>	Christie	Collins	1978	8/25/2008
	<i>Evil Under the Sun (Media)</i>	Christie			8/25/2008
	<i>Five Minute Mysteries</i>	Weber	Running Press	1991	8/25/2008
	<i>Mousetrap and Other Plays(Supp.)</i>	Christie	Signet	1978	8/25/2008
	<i>Murders in the Rue Morgue</i>	Poe	Internet	1977	8/25/2008
	<i>The Big Sleep</i>	Chandler	Vintage Crime	1958	8/25/2008
	<i>The Glass Key (Supp.)</i>	Hammett	Vintage Crime	1958	8/25/2008
	<i>The Hound of Baskerville (Media)</i>	Doyle			8/25/2008
	<i>The Locked Room (Supp.)</i>	Sjowall & Wahloo	Vintage Crime	1973	8/25/2008
	<i>The Maltese Falcon</i>	Hammett	Vintage Crime	1957	8/25/2008
	<i>The Sign of Four</i>	Doyle	Berkley Vintage	1994	8/25/2008
	<i>Midnight in the Garden of Good &amp; Evil</i>	John Berendt	Vintage	1999	5/21/2018
	<i>Little Fires Everywhere</i>	Celeste Ng	Penguin Press	2017	5/21/2018
	Y Literature & Film	<i>A Streetcar Named Desire</i>	Williams		1988
<i>The Diving Bell and the Butterfly (Supp.)</i>		Dauby	Vintage	1998	8/25/2008
<i>The Stranger</i>		Camus	Vintage	1988	8/25/2008
<i>Frankenstein</i>		Shelley	Bantam	1991	8/25/2008

ENGLISH					
Course	Textbook	Author	Publisher	Copyright	Approved
Literature & Film Cont'd	<i>The Strange Case of Dr. Jekyll &amp; Mr. Hyde &amp; other stories</i>	Stevenson	B&N	2004	5/9/2011
	<i>The Diving Bell and the Butterfly</i>	Dauby	Vintage	1998	5/9/2011
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
Y Literature & Film Honors	<i>Death of a Salesman</i>	Miller	Penguin	1977	8/25/2008
	<i>Frankenstein</i>	Shelley	Bantam	1991	8/25/2008
	<i>One Flew Over the Cuckoo's Nest</i>	Kesey	Signet	1962	8/25/2008
	<i>The Diving Bell and the Butterfly</i>	Dauby	Vintage	1998	5/9/2011
	<i>The Metamorphosis and Other Stories</i>	Kafka	Dover	1996	5/9/2011
Y Literature, Identity & Media	<i>Brave New World (Supp.)</i>	Huxley	Harper Perennial Classics	1998	5/9/2011
	<i>Fahrenheit 451 (Supp.)</i>	Bradbury	DelRay Books	1953	5/9/2011
	<i>Frankenstein</i>	Shelley	Bantam	1991	5/9/2011
	<i>Looking Backward (Supp.)</i>	Bellamy	Penguin Classics	1986	5/9/2011
	<i>One Flew Over the Cuckoo's Nest</i>	Kesey	Signet	1962	5/9/2011
	<i>The Handmaid's Tale (Supp.)</i>	Atwood	Ballantine	1986	5/9/2011
	<i>Brave New World (Supp.)</i>	Huxley	Harper Perennial Classics	1998	5/9/2011
Y Literature, Identity & Media Honors	<i>Fahrenheit 451 (Supp.)</i>	Bradbury	DelRay Books	1953	5/9/2011
	<i>Frankenstein</i>	Shelley	Bantam	1991	5/9/2011
	<i>Looking Backward (Supp.)</i>	Bellamy	Penguin Classics	1986	5/9/2011
	<i>One Flew Over the Cuckoo's Nest</i>	Kesey	Signet	1962	5/9/2011
	<i>The Handmaid's Tale (Supp.)</i>	Atwood	Ballantine	1986	5/9/2011
	<i>News is a Verb</i>	Hamill	Ballantine	1998	5/9/2011
	<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
	Y Literature and Psychology	<i>A Primer of Freudian Psychology</i>	Hall	World Publishing	1954
<i>A Primer of Jungian Psychology</i>		Hall, Nordby	Penguin	1973	7/26/1999
<i>Equus</i>		Shaffer	Penguin	1973	8/25/2008
<i>Hamlet</i>		Shakespeare	Folger	1993	8/25/2008
<i>In the Lake of the Woods</i>		O'Brien	Penguin	1994	1/25/1996
<i>King Lear</i>		Shakespeare	Folger	1993	8/25/2008
<i>Oedipus</i>		Sophocles	Harcourt	1977	8/25/2008
<i>Paul's Case</i>		Cather	Dover	1996	8/25/2008
<i>Song of Solomon (Supp.)</i>		Morrison	Vintage	2004	8/25/2008
<i>Story and Structure</i>		Perrine	Harcourt Press	2002	8/25/2008



**ENGLISH**

Course	Textbook	Author	Publisher	Copyright	Approved	
Y	Myth, Legend and the Bible	<i>The Bell Jar</i>	Plath	Perennial	1996	8/25/2008
		<i>We Have Always Lived in the Castle (Supp.)</i>	Jackson	Penguin	1962	8/25/2008
		<i>Yellow Raft in Blue Water</i>	Dorris	Warner	1987	8/25/2008
		<i>Beowulf</i>	Healey	Norton	1987	8/25/2008
		<i>Best Loved Folktales of the World</i>	Cole, ed.	Anchor Press	1982	8/25/2008
		<i>Gilgamesh</i>	Mason	Houghton Mifflin	2003	8/25/2008
		<i>Sir Gawain and the Green Knight</i>	Stone	Penguin	1974	8/25/2008
		<i>Siddharta</i>	Hesse	Bantam	1971	8/25/2008
		<i>The Bible</i>	Richardson, ed.	Harper	1984	8/25/2008
		<i>Three Short Novels</i>	Faulkner	Vintage	1996	8/25/2008
S	Non-Fiction Creative Writing	<i>Me Talk Pretty One Day</i>	Sedaris	Little, Brown & Co.	2000	4/23/2012
		<i>The Art of Voice: Language and Composition</i>	Muller, Gilbert, Whiting, Melissa	McGraw Hill	2014	5/5/2014
		<i>I am Scout</i>	Shields	Henry Holt & Co.	2008	4/23/2012
		<i>Me Talk Pretty One Day</i>	Sedaris	Little, Brown & Co.	2000	4/23/2012
		<i>The Fourth Genre: Contemporary Writer of/on C</i>	Root, Jr., Steinberg	Longman	2010	4/23/2012
Y	Philosophy and Literature Honors	<i>Travels with Charley (Supp.)</i>	Steinbeck	Bantam Books	1961	4/23/2012
		<i>Arcadia</i>	Stoppard	Faber	1993	8/25/2008
		<i>Major British Poets</i>	Williams, ed	Mantor	1963	8/25/2008
		<i>Patterns of Religion</i>	Schmidt	Wadsworth	1999	4/29/2002
		<i>Song of Innocence and Songs of Experience</i>	Blake	Dover	1992	8/25/2008
		<i>The Flies</i>	Sartre	Vintage	1976	8/25/2008
		<i>The Fountainhead</i>	Rand	Signet	1993	8/25/2008
		<i>The Illiad of Homer</i>	Homer	Univ of Chicago	1951	8/25/2008
		<i>The Mentor Book of Major American Poets</i>	Williams, ed.	Mentor	1962	8/25/2008
		<i>The Oresteia</i>	Aeschylus	Dover	1996	8/25/2008
		<i>The Republic</i>	Plato	Dover	2000	8/25/2008
		<i>The Tempest</i>	Shakespeare	Folger	1993	8/25/2008
		<i>Walden</i>	Thoreau	Dover	1995	8/25/2008
		<i>Zen and the Art of Motorcycle Maintenance</i>	Robert Pirsig	Harpertouch	2006	5/21/2018
		S	Shakespeare I / II Honors	<i>The Movie Goer</i>	Waler Percy	Ivy Books
<i>King Lear</i>	Shakespeare			Folger	1993	8/25/2008
<i>Much Ado About Nothing</i>	Shakespeare			Folger	1995	8/25/2008
<i>Othello</i>	Shakespeare			Folger	1993	8/25/2008
<i>The Merchant of Venice</i>	Shakespeare			Folger	1992	8/25/2008
<i>The Tempest</i>	Shakespeare			Folger	1994	8/25/2008
<i>Twelfth Night</i>	Shakespeare			Folger	1993	8/25/2008

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Course	Textbook	Author	Publisher	Copyright	Approved
Philosophy of Race	<i>There There: A Novel</i>	Tommy Orange	Vintage Books	2019	5/24/2021
	<i>Homegoing</i>	Yaa Gyasi	Vintage Books	2017	5/24/2021
	<i>Working Towards Whiteness: How America's Immigrants Became White</i>	David Roediger	Basic Books	2018	5/24/2021
	<i>The Fire Next Time</i>	James Baldwin	Random House	1997	5/24/2021
	<i>Racial Formation in the United States</i>	Michael Omi & Howard Winant	Routledge	2014	5/24/2021
	ELA 10 Extended School Closing	<i>Catch-22</i>	Heller	Simon & Schuster	1994
ELA 11 Extended School Closing	<i>Nine Stories</i>	Salinger	Little Brown & Co.	1991	6/29/2009
ELA 12 Extended School Closing	<i>Angela's Ashes</i>	McCourt	Scribner	1996	6/29/2009

**FAMILY & CONSUMER SCIENCES**

Course	Textbook	Author	Publisher	Copyright	Approved
S Child Development	<i>The Developing Child - A Guide to Childhood and Parenting</i>		Glenco	1989	8/25/2008
S Consumerism	<i>Culinary Essentials</i>	Guggenmos, McVety	Glenco/McGraw Hill	2010	4/23/2012
	<i>Culinary Essentials Workbook</i>	Guggenmos, McVety	Glenco/McGraw Hill	2010	4/23/2012
	<i>Consumer Education &amp; Economics</i>	Lowe, Malouf & Jacobsen	Glenco/McGraw Hill	2008	1/13/2014
S Food of the World	<i>The World of Food</i>	Medved	Prentice Hall	1990	8/25/2008

**MATHEMATICS/COMPUTER SCIENCE**

Course	Textbook	Author	Publisher	Copyright	Approved
Y K-5 Mathematics	<i>EnVision Mathematics 2.0</i>	Scott Foresman, Addison Wesley	Pearson	2016	5/4/2015
Y Grade 6 Mathematics	<i>Big Ideas Math Modeling Real Life</i>	Ron Larsen, Laurie Boswell	Big Ideas/Cengage	2019	5/6/2019
Y Grade 7 / Grade 8 Mathematics	<i>Discovering Geometry</i>	Michael Serra	Kendall Hunt	2015	5/6/2019
Y Grade 7 Mathematics	<i>Big Ideas Math Modeling Real Life Accelerated</i>	Ron Larsen, Laurie Boswell	Big Ideas/Cengage	2019	5/6/2019
Y Grade 8 Mathematics	<i>Big Ideas Math Modeling Real Life</i>	Ron Larsen, Laurie Boswell	Big Ideas/Cengage	2019	5/6/2019
Y Math Reasoning H	<i>The Art of Problem Solving</i>	Richard Rusczyk	AoPS Incorporated	2015	5/2/2016
Y Algebra I Advanced	<i>Big Ideas Algebra I</i>	Larson	Cengage	2018	5/27/2020
Y Algebra I & Algebra I CP	<i>Algebra I: Common Core</i>	Charles, Hall, Kennedy, Bellman, Bragg, Handlin, Murphy, Wiggins	SAVVAS	2015	5/24/2021
Y Advanced Math	<i>Advanced Mathematics: Pre-Calculus with Discrete Mathematics and Data Analysis</i>	Brown	Houghton Mifflin	1992, 1994	5/24/1993

**MATHEMATICS/COMPUTER SCIENCE**

	<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>
Y	Algebra II CP	<i>Algebra II, Common Core</i>	Charles, Hall, Kennedy, Bellman, Bragg, Handlin, Murphy, Wiggins	SAVVAS	2015	5/24/2021
Y	Algebra II	<i>Algebra II: An Integrated Approach</i>	Larson, Kanold, Stiff	Heath/McDougal/Little	2007	5/22/2006
Y	Algebra II H	<i>Algebra and Trig 10th Edition</i>	Larson	Cengage	2018	5/6/2019
Y	Geometry	<i>Geometry: Concepts and Skills</i>	Larson, Boswell, Stiff	McDougal Littell	2003	8/18/2003
Y	Geometry CP	<i>Geometry: Big Ideas</i>	Larson & Boswell	Cengage	2015	5/4/2015
Y	Geometry H	<i>Geometry: Big Ideas</i>	Larson & Boswell	Cengage	2015	5/4/2015
Y	Math Analysis H	<i>Pre-Calculus with Limits: A Graphing Approach 3rd Edition</i>	Larson, Hostetler, Edwards	Houghton Mifflin	2001	6/16/2003
Y	Precalculus E and Precalculus I	<i>Open Stax</i>	Jay Abramson	Open Stax	2017	5/21/2018
Y	Precalculus II with Statistics	<i>Open Stax</i>	Jay Abramson	Open Stax	2017	5/21/2018
Y	Probability & Statistics - Project Based	<i>Elementary Statistics: A Step by Step Approach</i>	Bluman	Glencoe/McGraw Hill	2012	4/23/2012
Y	Calculus CD	<i>Calculus: Early Transcendentals</i>	Rogawski	Freeman	2008	5/3/2010
Y	Calculus H	<i>Calculus Concepts &amp; Applications</i>	Foerster	Key Curriculum	2005	7/23/2007
Y	AP Statistics	<i>The Practice of Statistics 6th Edition</i>	Starnes, Tabor, Yates, Morroe	W.H Freeman	2018	5/27/2020
Y	Calculus AB (AP)	<i>Calculus of a Single Variable: Early Transcendental Functions</i>	Larson, Hostetler, Edwards	Houghton Mifflin/Harcourt	2011	5/3/2010
Y	Consumer Math Personal Finance	<i>Mathematics for Business &amp; Personal Finance</i>	Lange, Rousos	Glencoe/McGraw Hill	2011	4/23/2012
Y	Computer Programming H	<i>A Guide to Programming in Java</i> <i>Python Programming in Context</i> <i>Simply Java Programming An Application Driven Approach</i>	Brown Miller & Ranum Deitel, Deitel	Lawrenceville Jones & Bartlett Prentice Hall	2005 2021 2004	6/2/2008 5/24/2021 7/16/2012
Y	Computer Science AP	<i>Java Concepts for AP Comp Science</i>	Hortsmann	Joh Wiley	2008	6/2/2008
Y	Computer Applications	<i>Web Development &amp; Design Foundations with HTML</i>	Felke-Morris	SAVVAS	2021	5/24/2021

**SCIENCE**

	<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>
Y	K - Physical Science	<i>Measurement, Motion &amp; Forces</i>	William Banko, MD Dario Capasso, Ph.D.	Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Living Things, Sensational Senses</i>				
	Earth Science	<i>Weather, Sunlight &amp; Energy</i>				
Y	Grade 1 - Physical Science	<i>Measurement, Light &amp; Sound</i>	William Banko, MD Dario Capasso, Ph.D.	Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Inspired by Nature, Parents &amp; Heredity</i>				
	Earth Science	<i>Earth's Patterns</i>				

SCIENCE						
	Course	Textbook	Author	Publisher	Copyright	Approved
Y	Grade 2 - Physical Science	<i>Matter &amp; Measurement</i>	William Banko, MD Dario Capasso, Ph.D.	Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Ecosystems, Habitats &amp; Interactions</i>				
	Earth Science	<i>Earth's Land &amp; Water</i>				
Y	Grade 3 - Physical Science	<i>Forces &amp; Interactions</i>	William Banko, MD Dario Capasso, Ph.D.	Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Life Cycle &amp; Traits</i>				
	Earth Science	<i>Weather &amp; Climate</i>				
Y	Grade 4 - Physical Science	<i>Energy, Waves &amp; Properties</i>	William Banko, MD Dario Capasso, Ph.D.	Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Structure &amp; Function</i>				
	Earth Science	<i>Earth System Processes</i>				
Y	Grade 5 - Physical Science	<i>Structure, Properties &amp; Interactions of Matter</i>	William Banko, MD Dario Capasso, Ph.D.	Knowing Science LLC	2017	5/22/2017
	Life Science	<i>Matter &amp; Energy in Organisms &amp; Ecosystems</i>				
	Earth Science	<i>Earth Surface Processes</i>				
Y	Grade 6 - Science	<i>Exploring Properties of Matter</i>	Smithsonian/National Science Center Resources	Carolina Curriculum	2012	4/23/2012
		<i>Exploring Respiration and Circulation</i>			2012	4/23/2012
		<i>Investigating Digestion and Motion</i>			2012	4/23/2012
		<i>Understanding Weather &amp; Climate</i>			2013	4/23/2012
Y	Grade 7 - Science	<i>Experimenting with Mixtures, Compounds &amp; Elements</i>	Smithsonian/National Science Center Resources	Carolina Curriculum	2012	4/23/2012
		<i>Studying the Development and Reproduction of Organisms</i>			2012	4/23/2012
		<i>Investigating Biodiversity and Interdependence</i>			2013	4/23/2012
		<i>Experimenting with Forces and Motion</i>			2012	4/23/2012
Y	Grade 8 - Science	<i>Exploring Planetary Systems</i>	Smithsonian/National Science Center Resources	Carolina Curriculum	2013	4/23/2012
		<i>Researching the Sun-Earth-Moon System</i>			2013	4/23/2012
		<i>Exploring Plate Tectonics</i>			2012	4/23/2012
		<i>Electricity, Waves &amp; Information Transfer</i>			2015	5/2/2016
Y	Anatomy & Physiology	<i>Essentials of Anatomy &amp; Physiology 3rd Edition</i>	Sager, et. al.	Holt	2001	8/20/2001
Y	Anatomy & Physiology H	<i>Essentials of Anatomy &amp; Physiology H</i>	Maireb & Keller	Pearson	2018	5/21/2018
Y	Biology	<i>Biology</i>	Miller, Levine	Pearson	2019	5/27/2020
Y	Biology Advanced 9	<i>Campbell: Biology Concepts &amp; Connections</i>	Reece, Taylor, Simon, Dickey, Hogan	Pearson	2015	5/2/2016
Y	Biology AP	<i>Campbell Biology AP, 12th Edition</i>	Urry, Cain, Wasserman	SAVVAS	2021	5/24/2021

### SCIENCE

	<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>
Y	Chemistry	<i>Chemistry: Matter and Change</i>		Glenco, McGraw Hill	2000	4/7/2008
Y	Chemistry CP	<i>Chemistry</i>	Myers, Oldham, Tocci	Holt	2006	5/3/2010
Y	Chemistry Honors	<i>Pearson Chemistry</i>	Wilbraham, Staley, Matta, Waterman	Pearson	2017	5/21/2018
Y	Chemistry RAHP	<i>Chemistry</i>	Wilbraham, Staley, Matta, Waterman	Prentice Hall/Addison-Wesley	2002	3/24/2003
Y	Chemistry AP	<i>Chemistry, The Central Science, 14 AP Edition</i>	Brown, Lemay, Bursten, Murhy, Woodward	Pearson	2018	4/22/2013
Y	Environmental Science	<i>Environmental Science</i>	Jay Withgott	Pearson	2011	5/2/2016
Y	Environmental Science AP	<i>Environmental Science AP, 2nd Edition</i>	Friedland & Relyea	Bedford, Freeman & Worth	2015	5/2/2016
Y	Genetics	<i>Human Genetics: Concepts and Application</i>	Lewis	McGraw Hill	2015	5/21/2018
Y	Physics	<i>Conceptual Physics</i>	Hewitt	Pearson	2015	5/21/2018
Y	Physics CP	<i>Physics: Principles and Problems</i>	Johnson, et al.	Zitzewitz, et al.	2009	5/2/2016
Y	Physics Honors	<i>Physics</i>	Giancoli	Pearson	2014	5/2/2016
Y	Physics RAHP	<i>Physics</i>	Giancoli	Pearson	2014	5/2/2016
Y	Integrated Physics & Art	<i>OCR Physics for A2</i>	Mee, et al.	Hodder	2009	5/3/2010
Y	<b>AP Physics 1 &amp; 2</b>	<b><i>Physics 11E AP Edition</i></b>	<b>Cutnell</b>	<b>Houghton Mifflin Harcourt</b>	<b>2018</b>	<b>5/24/2021</b>
Y	AP Physics C: E&M Mechanics	<i>Fundamentals of Physics</i>	Halliday & Resnick, Jearl Walker	Wiley	2014	5/21/2018
Y	Planetary & Earth Science	<i>Astronomy Today</i>	Chaisson	Prentice Hall	2002	5/17/2014
Y	Forensic Science 12	<i>Science - Fundamentals and Investigations</i>	Anthony J Bertino	South Western Cengage	2012	5/4/2015
Y	Forensic Science 12 H	<i>Forensic Science: An Introduction, 3rd Edition</i>	Richard Saferstein	Pearson	2016	5/27/2020
Y	AP Seminar RAHP	<i>The Craft of Research, 4 Edition</i>	Booth, Colomb, Williams, Bizup, Fitzgerald	Chicago Press	2016	5/27/2020
y	<b>AP Research</b>	<b><i>Publication Manual of the American Psychological Association</i></b>		<b>American Psychological Association</b>	<b>2020</b>	<b>5/24/2021</b>
	Career Pathways in Medicine	<i>Introduction to Health Care</i>	Mitchell & Haroun	Cengage	2017	5/22/2017
		<i>Medical Terminology for Health Professionals</i>	Ehrlich, Schroeder, Ehrlich	Cengage	2017	5/22/2017

### SOCIAL STUDIES

	<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>
Y	Grade 1 - Social Studies	<i>My School &amp; Family: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2010	4/22/2013
Y	Grade 2 - Social Studies	<i>My Community: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2010	4/22/2013
Y	Grade 3 - Social Studies	<i>Our Community and Beyond: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2010	4/22/2013
Y	Grade 4 - Social Studies	<i>Regions of Our Country: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2010	4/22/2013
Y	Grade 5 - Social Studies	<i>America's Past: Social Studies Alive!</i>	Teachers' Curriculum Institute	TCI	2010	4/22/2013
Y	Grade 6 - Social Studies	<i>A History of US: Liberty For All? 1820-1860 (Supp.)Hakim</i>	Hakim	Oxford University Press	2005	5/22/2006

**SOCIAL STUDIES**

Course	Textbook	Author	Publisher	Copyright	Approved	
	<i>A History of US: The New Nation 1789-1850 (Supp.)</i>	Hakim	Oxford University Press	2005	5/22/2006	
	<i>Abraham Lincoln: Great American President (Supp.)</i>	Haugen	Compass Point Books	2006	5/22/2006	
	<i>Elizabeth Caddy Stanton: Social Reformer (Supp.)</i>	Burgan	Compass Point Books	2006	5/22/2006	
	<i>Frederick Douglass: Slave, Writer, Abolitionist (Supp.)</i>	Haugen	Compass Point Books	2005	5/22/2006	
	<i>History Alive! The United States Through Industrialism</i>	Bower, Lobdell	TCI	2005	5/22/2006	
	<i>Robert E. Lee: Commander of the Confederate Army (Supp.)</i>	Gillis	Compass Point Books	2006	5/22/2006	
Y	Grade 7 - Social Studies	<i>Geography Alive! Regions and People</i>	Bower, Lobdell	TCI	2006	5/22/2006
	<i>Globalize It! The Stories of the IMF, the World Bank, the WTO, and Those Who Protest (Supp.)</i>	January	21st Century Books	2003	5/22/2006	
	<i>The Choices Program: Current Issues Series</i>	Varied	Brown University	2017	5/21/2018	
Y	Grade 8 - Social Studies	<i>World History Volume 1</i>	Ellis, Gaynor, Esler	Pearson, Prentice Hall	2008	6/18/2007
Y	American Government and Politics AP	<i>American Government - Reading &amp; Cases 15th Edition</i>	Wolf	Pearson - Longman	2004	8/25/2008
S	Contemporary Issues in Social Science	<i>American Public Policy: An Introduction</i>	Cochan, Mayer, Carr	Thompson/Wadsworth	2006	4/7/2008
Y	European History AP	<i>Western Civilization (3<sup>rd</sup> Edition)</i>	Spielvogel	West Publishing 1997	1997	8/25/2008
Y	Human Geography	<i>An Introduction to Human Geography: The Cultural Landscape</i>	James M. Rubenstein	Pearson, Prentice Hall	2014	5/24/2015
Y	Human Geography Honors	<i>An Introduction to Human Geography: The Cultural Landscape</i>	James M. Rubenstein	Pearson, Prentice Hall	2014	5/24/2015
Y	Human Geography AP	<i>An Introduction to Human Geography: The Cultural Landscape</i>	James M. Rubenstein	Pearson, Prentice Hall	2014	5/24/2015
Y	Microeconomics/Macroeconomics AP	<i>Principles of Economics</i>	Mankiw	South Western Cengage	2009	5/3/2010
Y	History of the Modern World	<i>World History: The Modern Era</i>	Ellis, Gaynor, Esler	Pearson	2007	5/3/2010
Y	Modern European History	<i>Civilization in the West 6th Edition</i>	Kishlansky, Geary, O'Brien	Pearson	2006	8/25/2008
Y	Western/Non-Western Philosophy	<i>Ultimate Questions: Thinking About Philosophy</i>	Rauhut	Penguin	2007	5/5/2008
Y	Psychology / Psychology Honors	<i>Thinking About Psychology: A science of Mind &amp; Behavior</i>	Blair-Broekner, Ernst	Worth	2008	5/3/2010
Y	Psychology AP	<i>Myer's Psychology for AP 2nd Edition</i>	David Myers	Bedford, St Martins	2014	2/6/2017

**SOCIAL STUDIES**

	<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>
Y	Senior Seminar	<i>The Origins of the Modern World 2nd Edition</i>	Marks	Roman & Littlefield	2007	5/5/2008
Y	Sociology	<i>The Real World: An Introduction to Sociology</i>	Ferris, Stein	Norton	2008	5/3/2010
Y	Classical Foundations of America	<i>Greeks &amp; Romans Bearing Gifts</i>	Carl J. Richard	Roman & Littlefield	2008	5/23/2013
		<i>Ancient Rome and Modern America</i>	Margaret Malamud	Wiley-Blackwell	2009	4/23/2013
Y	The Trojan War	<i>The Iliad</i>	Homer; Translated by Robert Fables	Penguin	1990	4/22/2013
Y	US History I / US History I Honors / US History I AP / US History I American Studies/ US History I AHLISA	<i>A People and a Nation, 6th Edition</i>	North	Houghton Mifflin	2001	8/25/2008
		<i>America: Pathways to the Present</i>	Cayton, Perry, Reed, Winkler	Pearson Prentice Hall	2007	5/22/2006
		<i>The American Pageant 13th Edition (Supp.)</i>	Bailey	Houghton Mifflin	2006	8/25/2008
Y	US History II/ US History II Honors / US History II AP / US History II American Studies/ US History II AHLISA	<i>A People and a Nation, 6th Edition</i>	North	Houghton Mifflin	2001	8/25/2008
		<i>America: Pathways to the Present</i>	Cayton, Perry, Reed, Winkler	Pearson Prentice Hall	2007	5/22/2006
		<i>The American Pageant 13th Edition (Supp.)</i>	Bailey	Houghton Mifflin	2006	8/25/2008
Y	World History	<i>World History: The Modern Era</i>	Ellism, Gaynor, Esler	Pearson Prentice Hall	2007	6/8/2007
Y	Civics	<i>Building Citizenship: Civics &amp; Economics</i>	Remy, Patrick, Safnell, Clayton	Genco McGraw Hill	2009	4/23/2012
S	Criminal Law	<i>Street Law, A Course in Practical Law 5th Edition</i>	Arbetman, O'Brien, McMahon	West Publishing	1994	8/25/2008
S	Constitutional Law	<i>Street Law, A Course in Practical Law 5th Edition</i>	Arbetman, O'Brien, McMahon	West Publishing	1994	8/25/2008
Y	Global Citizen	<i>Global Issues: An Introduction</i>	Kristen A. Hite & John L. Steitz	John Wiley & Sons	2016	5/27/2020
S	The Power of One: Reflections on the Holocaust & the 21st Century	<i>Holocaust and Human Behavior 4th Edition</i>	Facing History & Ourselves	Facing History & Ourselves	2017	5/24/2021
		<i>Man's Search for Meaning</i>	Viktor Emil Frankl	Random House	2006	5/24/2021
	World History Grade 9 Extended School Closing	<i>Longitude</i>	Sobel	Penguin	1996	6/29/2009
	World History Grade 10 Extended School Closing	<i>The Killer Angels</i>	Shaara	Ballentine	2003	6/29/2009
	World History Grade 11 Extended School Closing	<i>To America</i>	Ambrose	Simon & Schuster	2002	6/29/2009

**FINE AND APPLIED ARTS**

<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>
Y	K - 5 General Music	<i>Share the Music</i>	Bond et al.	McGraw Hill	2000 2/26/2001
Y	Grade 5 - Instrumental Music	<i>Standard of Excellence, Vol.1</i>	Pearson, Bruce	Neil Kjos	1999 8/25/2008
		<i>Essential Elements for Strings, Book 1</i>	Allen, Gillespie, Hayes	Hal Leonard	1994 4/22/2013
Y	Grade 6 - Band	<i>Ed Sueta Books 1, 2</i>	Sueta	Macie	1982 8/25/2008
		<i>Essential Elements, Books 1 and 2</i>	Lautzenheiser, et al.	Hal Leonard	2001 8/25/2008
		<i>Rubank Elementary Method</i>	Rubank	Hal Leonard	1960 8/25/2008
		<i>Standard of Excellence, 1, 2</i>	Pearson, Bruce	Neil Kjos	1999 8/25/2008
		<i>Standard of Excellence 1, Music Theory &amp; History Workbook</i>	Elledge, Yarbrough, Pearson	Neil Kjos	1993 4/22/2013
Y	Grade 6 - Orchestra	<i>All for Strings 1, 2</i>	Anderson, Frost	Neil Kjos	1986 8/25/2008
		<i>Essential Elements 2000 for Strings 2</i>	Allen, Gillespie, Hayes, Tellejohn	Hal Leonard	2004 4/22/2013
		<i>Wohlfahrt Etudes, Op 45</i>	Wohlfahrt	G. Schirmer	1905 8/25/2008
Y	Grade 6 - Chorus	<i>Sing at First sight: Foundation in Choral Sight Singing, Level 1</i>	Beck, Surmani, Lewis	Alfred Publishing Co.	2004 4/22/2013
Y	Grade 7 - Band	<i>Standard of Excellence, 1, 2</i>	Pearson, Bruce	Neil Kjos	1999 4/22/2013
		<i>Standard of Excellence 1, Music Theory &amp; History Workbook</i>	Elledge, Yarbrough, Pearson	Neil Kjos	1993 4/22/2013
Y	Grade 7 - Orchestra	<i>All for Strings 1, 2</i>	Anderson, Frost	Neil Kjos	1986 8/25/2008
		<i>Essential Elements 2000 for Strings 2</i>	Allen, Gillespie, Hayes, Tellejohn	Hal Leonard	2004 4/22/2013
		<i>Wohlfahrt Etudes, Op 45</i>	Wohlfahrt	G. Schirmer	1905 8/25/2008
Y	Grade 7 - Chorus	<i>Sing at First sight: Foundation in Choral Sight Singing, Level 1</i>	Beck, Surmani, Lewis	Alfred Publishing Co.	2004 4/22/2013
Y	Grade 8 - Band	<i>Essential Technique Book 3</i>	Lautzenheiser, et al.	Hal Leonard	1999 8/25/2008
		<i>Standard of Excellence 2</i>	Pearson, Bruce	Neil Kjos	1999 8/25/2008
		<i>Standard of Excellence 2, Music Theory &amp; History Workbook</i>	Elledge, Yarbrough, Pearson	Neil Kjos	1999 8/25/2008
Y	Grade 8 Orchestra	<i>All for Strings 1, 2</i>	Anderson, Frost	Neil Kjos	1986 8/25/2008
		<i>Wohlfahrt Etudes, Op 45</i>	Wohlfahrt	G. Schirmer	1905 8/25/2008
		<i>Essentials for Strings, A Systematic Approach to Technical Development</i>	Gerald Anderson	Neil Kjos	1985 4/22/2013
		<i>Technicises for Strings, Putting Pieces Together</i>	Jim Probasco	Heritage Music	2002 4/22/2013
Y	Grade 8 - Chorus	<i>Sing at First sight: Foundation in Choral Sight Singing, Level 1</i>	Beck, Surmani, Lewis	Alfred Publishing Co.	2004 4/22/2013
		<i>Essential Elements for Choir, Book One: Essential Musicianship</i>	Crocker, Leavitt	Hal Leonard	1985 4/22/2013
Y	Art History AP	<i>Gardiner's Art Through the Ages, 16th Edition</i>	Fred S. Kleiner	Cengage	2020 5/27/2020



**FINE AND APPLIED ARTS**

Course	Textbook	Author	Publisher	Copyright	Approved	
Y	Studio Art I & II AP	<i>Art History</i>	Stokstad, Cothren	Pearson	2014	4/22/2013
Y	Innovating Through Design Thinking	<i>Launching the Imagination</i>	Stewart	McGraw Hill	2006	7/7/2007
		<i>Creative Confidence</i>	Tom Kelley, David Kelly	Crown	2013	5/4/2015
		<i>That Used to Be Us</i>	Friedman & Mandelbaum	Picador	2012	5/4/2015
		<i>A Whole New Mind: Why Right Brainers Will Rule the Future</i>	David Pink	Riverhead Books	2006	5/4/2015
		<i>101 Design Methods: A Structured Approach for Driving Innovation in Your Organization</i>	Vijay Kumar	Wiley	2012	5/4/2015
Y	Music Theory AP	<i>Tonal Music with an Introduction to 20th Century Music 5th Edition</i>	Kostka, Pyne	McGraw Hill	2004	7/22/2005
		<i>Student Workbook for Tonal Music with an Introduction to 20th Century Music 5th Edition</i>	Kostka, Pyne	McGraw Hill	2004	7/22/2005
		<i>Auralia (v.2.1.1) Software</i>		Rising Software		8/25/2008
		<i>Sibelius (v.3) Software</i>		Sibelius Software		8/25/2008
Y	Symphonic Band	<i>I Recommend</i>	James D. Ployhar	Byron-Douglas	1972	5/2/2016

**WORLD LANGUAGE**

Course	Textbook	Author	Publisher	Copyright	Approved	
Y	K - 5 Spanish	<i>Middlebury Interactive Languages</i>		Middlebury		5/2/2016
Q	Grade 6 - Survey of French, Latin, Spanish	<i>Invitation to Languages</i>	Shelter, ed.	Shelter, ed.	2007	5/3/2010
		<i>Workbook, Audio, Audio Activities Booklet for Invitation to</i>	Shelter, ed.	Shelter, ed.	2007	5/3/2010
Y	Grade 7 - Spanish	<i>iBuen Viaje 1</i>	Schmitt, Woodford	Glenco McGraw Hill	2008	6/23/2008
		<i>Descubre 1A</i>	Jose Blanco	Vista	2017	2/6/2017
Y	Grade 8 - Spanish	<i>iBuen Viaje 1</i>	Schmitt, Woodford	Glenco McGraw Hill	2008	6/23/2008
		<i>Descubre 1B</i>	Jose Blanco	Vista	2017	2/6/2017
Y	Grade 7 - French	<i>Bien Dit! French I</i>	Champeny, DeMado, Ponterio	Houghton Mifflin Harcourt	2018	5/20/2019
		<i>Notre Histoire</i>	American Eagle Co / Voces Digital		2021	5/24/2021
Y	Grade 8 - French	<i>Bien Dit! French I</i>	Champeny, DeMado, Ponterio	Houghton Mifflin Harcourt	2018	5/27/2020
		<i>Notre Histoire</i>	American Eagle Co / Voces Digital		2021	5/24/2021
Y	Grade 7 - Latin	<i>Cambridge Latin Unit 1</i>	Cambridge University Classics	Cambridge University Press	2015	5/2/2016
Y	Grade 8 - Latin	<i>Cambridge Latin Unit 2</i>	Cambridge University Classics	Cambridge University Press	2015	5/2/2016
Y	Spanish I	<i>Descubre I</i>	Jose Blanco	Vista	2016	5/21/2018
Y	Spanish II	<i>Descubre I / II</i>	Jose Blanco	Vista	2016	5/21/2018
Y	Spanish III, Spanish III Honors, Spanish IV	<i>Descubre II</i>	Jose Blanco	Vista	2016	5/21/2018

**WORLD LANGUAGE**

Course	Textbook	Author	Publisher	Copyright	Approved
Y	Spanish V Honors	<i>Revista 5e</i>	Jose Blanco	Vista	2016 5/2/2016
Y	Spanish V AP	<i>AP Spanish: Preparing for the Language Exam</i>	Diaz, Leicher-Prieto, Nissenberg	Pearson Prentice Hall	2007 8/25/2008
		<i>Galeria de arte y vida</i>	Adey, Albini	Glenco McGraw Hill	1997 8/25/2008
		<i>Rosaura a las diez</i>	Denevi	Prentice Hall	1964 8/25/2008
		<i>Trangulo A Proposito</i>	Gatski, McMullan	Wayside	2006 8/25/2008
Y	Chinese I	<i>Step Up With Chinese I</i>	Chen, Zang, Wang, Huang	Cengage	2012 5/2/2016
Y	Chinese II	<i>Step Up With Chinese II</i>	Chen, Zang, Wang, Huang	Cengage	2012 5/2/2016
Y	Chinese III Honors, Chinese IV Honors	<i>Chinese Primer</i>	Chen, Link, Tai, Tang	Princeton University Press	2007 8/25/2008
		<i>Step Up With Chinese III</i>	Chen, Zang, Wang, Huang	Cengage	2016 5/2/2016
Y	French I	<i>Bien Dit! French I</i>	Champeny, DeMado, Ponterio	Houghton Mifflin Harcourt	2018 5/27/2020
		<i>Notre Histoire</i>	American Eagle Co / Voces Digital	2021	5/24/2021
Y	French II	<i>Bon Voyage 2</i>	Schmitt, Lutz	Glenco McGraw Hill	2002 6/24/2002
		<i>Notre Histoire</i>	American Eagle Co / Voces Digital	2021	5/24/2021
Y	French III	<i>Bon Voyage 2</i>	Schmitt, Lutz	Glenco McGraw Hill	2002 6/24/2002
Y	French IV	<i>Bon Voyage 2</i>	Schmitt, Lutz	Glenco McGraw Hill	2002 6/24/2002
		<i>Le Petit Prince</i>	Antione de Saint-Exupery	Harcourt	1971 6/24/2002
Y	French V	<i>Dans le vent</i>	Maley	Homson, Heinie	1999 8/25/2008
Y	French V AP	<i>Themes 1e AP French Language and Culture</i>	Delfosse, Kurbegov, Draggett	Vista Higher Learning	2016 5/21/2018
		<i>AP French: Preparing for the Language Examination 2 Edition</i>	Ladd, Girard	Prentice Hall	1998 8/25/2008
		<i>Drole de mission</i>	Szeps Fralin	EMC	1984 8/25/2008
		<i>L'Etanger</i>	Camus	Prentice Hall	1955 8/25/2008
		<i>Panache Litteraire 3rd Edition</i>	Baker, Cauvin	Heinie & Heinie	1995 8/25/2008
Y	German I	<i>Deutsch Aktuell 1, 7th Edition</i>	Kraft, Wolf	EMC	2017 5/20/2019
		<i>Komm Mit I</i>	Winkler	Holt Reinhart Winkler	1996 1/2/1997
Y	German II	<i>Deutsch Aktuell 2, 7th Edition</i>	Specht, Jarvis, Kraft	EMC	2017 5/27/2020
Y	German III Honors, German IV Honors	<i>Deutsch Aktuell 3, 7th Edition</i>	Specht, Jarvis, Kraft	EMC	2017 5/20/2019
		<i>Komm Mit II</i>	Winkler	Holt Reinhart Winkler	1996 1/2/1997
Y	Latin I	<i>Cambridge Latin Units 1 and 2</i>	Cambridge University Classics	Cambridge University Press	2015 5/2/2016
Y	Latin II	<i>Cambridge Latin Unit 3</i>	Cambridge University Classics	Cambridge University Press	2015 5/2/2016
Y	Latin III Honors	<i>Cambridge Latin Unit 4</i>	Cambridge University Classics	Cambridge University Press	2015 5/2/2016
Y	Latin IV Honors	<i>Horace: Selected Odes and Satire &amp; Workbook</i>	Ancona	Bolchazy - Carducci	2004 8/25/2008
		<i>Our Latin Heritage Book IV</i>	Hines, Howard	Harcourt Brace	1969 8/25/2008
Y	Latin V AP	<i>Vergil's Aeneid: Selected Reading from Books 1, 2, 4, 6, 8, 10, 12</i>	Barbara Welden Boyd	Bolchazy - Carducci	2013 5/20/2019
		<i>Caesar: Selections from his Commentarii De Bello Gallico</i>	Hans Friedrich Mueller	Bolchazy - Carducci	2013 5/20/2019
		<i>A Song of War: Readings in Vergil's Aeneid</i>	LaFleur, McKay	Pearson Prentice Hall	2004 6/29/2009

**WELLNESS**

<b>Course</b>	<b>Textbook</b>	<b>Author</b>	<b>Publisher</b>	<b>Copyright</b>	<b>Approved</b>
Driver Education	<i>Drivers Education Manual</i>		NJ Motor Vehicle Commission	2017	5/21/2018
First Aid	<i>First Aid &amp; Heart Saver</i>	American Heart Association	First American Heart	2016	5/21/2018
	<i>First Aid/CPR/AED Student Workbook</i>	American Heart Association	First American Heart	2016	5/21/2018

## 2022-2023 Holiday Calendar

## 12 Month Employees

Monday, July 4th, 2022	Independence Day
Monday, September 5, 2022	Labor Day
Monday, September 26, 2022	Rosh Hashanah
Tuesday, October 4, 2022	Yom Kippur
Monday, October 24, 2022	DiWali
Thursday, November 3, 2022	NJEA Convention
Friday, November 4, 2022	NJEA Convention
Wednesday, November 23, 2022	Minimum Day - Education Center closes at 1:30 pm
Thursday, November 24, 2022	Thanksgiving Day
Friday, November 25, 2022	Thanksgiving Recess
Friday, December 23, 2022	Minimum Day - Education Center closes at 1:30 pm
Monday, December 26, 2022	Christmas Eve (alternate)*
Tuesday, December 27, 2022	Christmas Day (alternate)
Thursday, December 29, 2022	New Year's Eve (alternate)*
Friday, December 30, 2022	New Year's Day (alternate)
Monday, January 16, 2023	Martin Luther King Jr. Day
Monday, February 20, 2023	President's Day
Friday, April 7, 2023	Good Friday
Monday, May 29, 2023	Memorial Day

\* As per the RAA Contract

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
ABBATIELLO	DIANE	TEACH	GRADE 7 SCIENCE	GWMS	1.00	18	MA+45	113,582			1,600		115,482	114,632			1,600		116,532
ABRUNZO	GEORGIA	SUPPRT	DATA SYSTEMS ADMINISTRATOR	ED CENTER	1.00			119,332					119,332	122,196					122,196
ACOSTA	KATHLEEN	TEACH	LDT-C	WILLARD	1.00	6	MA+30	74,765				3,738	78,503	77,992		300		3,900	82,192
ACOSTA	SILVIA	TEACH	RESOURCE ROOM	HAWES	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
ADAY	DOUGLAS	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	13	MA+45	89,490		300		4,475	94,265	93,667		300		4,683	98,650
AGNELLO	KERI	TEACH	REACH 4PK TEACHER	GLEN	1.00	6	MA	71,215					71,215	74,242					74,242
ALBERGATE	ANTHONY	TEACH	ENGLISH	GWMS	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,600		116,532
ALEXANDER	ELIANNE	TEACH	SPEECH LANGUAGE SPECIALIST	TRAVELL/RHS	1.00	5	MA	71,215					71,215	72,342					72,342
ALEXANDER	MARIE	SEC12	TRANSPORT COORD	ED CENTER	1.00	13	DS12	64,294			1,929		66,223	65,029			1,951		66,980
ALFUSO	LISA	TEACH	GUIDANCE	GWMS	1.00	3	MA	68,118				4,768	72,886	69,742				4,882	74,624
ALGOR	MONICA	SUPPRT	REGISTERED NURSE	GLEN	1.00			53,248					53,248	54,526					54,526
ALDOMARE	JACQUELYN	SEC12	ADMIN ASST TO ASST PRIN	RHS	1.00	4	AA12	49,314					49,314	51,269					51,269
AMES	LINDA	SEC10	ATTENDANCE	RHS	1.00	13	AS10	48,745			975		49,720	50,944			1,528		52,472
AMOS	CASSANDRA	TEACH	ED SPECIALIST	WILLARD	1.00	8	MA	75,055		300			75,355	78,417		300			78,717
ANDERSON	CHRISTINE	TEACH	MATHEMATICS	RHS	1.00	10	MA+45	84,390		300			84,690	88,167		300			88,467
APPEL	CHARLES	TEACH	SOCIAL STUDIES	RHS	1.00	13	MA	82,390					82,390	86,367					86,367
ARANA	ADA	TEACH	SPANISH	GWMS	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
ARANEO	ANGELA	TEACH	SPEECH LANGUAGE SPECIALIST	GLEN	1.00	5	MA	71,215					71,215	72,342					72,342
ARDITO	JESSICA	TEACH	GRADE 2	RIDGE	1.00	17	MA	95,002					95,002	100,052					100,052
AROMANDO	KAREN	TEACH	ENGLISH	RHS	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
AZZOPARDI	DEIRDRE	TEACH	OT	GLEN/RIDGE	1.00	19	DR	121,012		300			121,312	122,062		300			122,362
BAILEY	DAVID	ADMN12	MS ASST. PRINC.	GWMS	1.00			128,000					128,000	131,072					131,072
BARBA	ALLISON	TEACH	SCHOOL PSYCHOLOGIST	GWMS	1.00	2	MA+30	71,168				3,558	74,726	72,992				3,650	76,642
BARBA	ASHLEY	TEACH	GRADE 3	RIDGE	1.00	6	BA	64,115					64,115	67,142					67,142
BARCLAY	LINDSEY	SEC11	CST/GUIDANCE SECRETARY	GWMS	1.00	5	AA11	42,592					42,592	48,075					48,075
BARKER	BARBARA	TEACH	SPANISH	RHS	1.00	18	MA	103,932					103,932	104,982			1,500		106,482
BARNETT	SHULA	TEACH	SPEECH	SOMERVILLE	0.95	18	MA+45	90,866		240			91,106	108,900		285			109,185
BATISTA	GISELLE	TEACH	SCHOOL PSYCHOLOGIST	RHS	1.00	7	MA+45	80,215		300		4,011	84,526	83,496		300		4,175	87,971
BERK	ASHLEY	TEACH	SPECIAL EDUCATION	BFMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
BERRY	JULIEANNA	TEACH	GRADE 5	HAWES	1.00	15	MA+45	95,435		300			95,735	100,017		300			100,317
BESSER	LAUREN	TEACH	SOCIAL STUDIES	RHS	1.00	3	BA	61,018					61,018	62,642					62,642
BETRUS	ROBERT	TEACH	GRADE 8 MATHEMATICS	GWMS	1.00	17	MA+30	100,502		300			100,802	105,422		300			105,722
BETSTADT	MOLLY	TEACH	RESOURCE ROOM	RIDGE	1.00	18	MA+45	106,292		300			106,592	114,632		300			114,932
BIELICKY	KATHRYN	TEACH	GRADE 3	SOMERVILLE	1.00	10	MA	77,290		300			77,590	80,867					80,867
BISIG	SCOTT	CENTRL	SCHOOL BUSINESS ADMIN/BOARD SEC	ED CENTER	1.00			190,000					190,000	194,560					194,560
BLATT	NICOLE	TEACH	KINDERGARTEN	RIDGE	1.00	18	MA+30	104,172		300			104,472	111,312		300			111,612
BLINN	SUSAN	TEACH	SPECIAL EDUCATION	GWMS	1.00	17	BA	92,542			1,500		94,042	93,592			1,500		95,092
BLOIS	KEVIN	TEACH	GRADE 5	WILLARD	1.00	15	MA+45	95,435		300			95,735	100,017		300			100,317
BODART	KRISTEN	TEACH	KINDERGARTEN	HAWES	1.00	18	MA	103,932			1,600		105,532	104,982			1,600		106,582
BODIWALA	TULSI	TEACH	BIOLOGY	RHS	1.00	7	MA+30	76,665		300			76,965	79,942		300			80,242
BONFANTI	JILL	TEACH	GRADE 3	ORCHARD	1.00	18	BA+30	100,612			1,500		102,112	101,662			1,500		103,162
BOSHART	JASON	TEACH	GRADE 3	TRAVELL	1.00	12	MA	79,740					79,740	83,517					83,517
BOSTLER	MONICA	SEC11	ADMIN ASST TO PRIN-EL	WILLARD	1.00	13	AA11	57,222			1,717		58,939	57,769			1,733		59,502
BOURQUE	STEVEN	TEACH	GRADE ADVISOR	RHS	1.00	10	MA	77,290		300			77,590	80,867				6,469	87,336
BOVASSO	KENNETH	SUPPRT	PURCHASING COORD	ED CENTER	1.00			71,113					71,113	72,820					72,820
BRADY	KATHERINE	TEACH	SPEECH	ORC/GLEN	1.00	11	MA+30	80,840		300			81,140	84,617		300			84,917
BRAY	ARIANA	TEACH	BEHAVIORIST	RHS	1.00	3	MA	68,118				3,406	71,524	69,742				3,487	73,229
BRAY	NATALIE	TEACH	FAMILY & CONSUMER SCIENCE	RHS	1.00	5	DR	80,266					80,266	82,992		300			83,292
BRIGGS	AMY	TEACH	GRADE 8 SPANISH	BFMS	1.00	17	BA	92,542			1,600		94,142	93,592			1,600		95,192
BROPHY	NANCY	TEACH	SPECIAL EDUCATION TEACHER	BFMS	1.00	18	MA	98,802					98,802	104,982					104,982
BROWN	ANN	TEACH	LIBRARIAN/MEDIA SPEC	GWMS	1.00	18	MA+45	113,582		300			113,882	114,632		300	1,500		116,432
BROWN	BRIAN	TEACH	MUSIC	GWMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
BRUNNER	ADAM	SUPPRT	DATA COORDINATOR	RHS	1.00			69,930					69,930	71,608					71,608
BRUNNER	DINA	TEACH	RESOURCE ROOM	WILLARD	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
BRUNNER	JULIANNE	SEC10	GENERAL SECRETARY-EL	RIDGE	1.00	9	AS10	43,320					43,320	46,727					46,727
BUNZEY	CRAIG	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
BURGER	REBECCA	SEC10	GENERAL SECRETARY-EL	RIDGE/WILLD	1.00	7	AS10	41,000					41,000	44,257					44,257
BURNETT	ALICE	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA+30	110,262		300			110,562	111,312		300			111,612
BUZZARD	MIA	TEACH	ED SPECIALIST	SOMERVILLE	1.00	15	MA+30	92,905		300			93,205	96,537		300			96,837
CAHILL	WILLIAM	TEACH	ESL	ORC/RIDGE	1.00	18	MA	98,802					98,802	104,982					104,982
CALAMAN	KERRY	TEACH	GRADE 2	SOMERVILLE	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,600		116,532
CALANDRA	LAURA	TEACH	GRADE 1	SOMERVILLE	1.00	5	MA	69,616					69,616	72,342		300			72,642
CALIENDO	THERESE	SEC12	CST/GUIDANCE	BFMS	1.00	9	AA12	51,484					51,484	57,894			1,158		59,052
CAMPBELL	BETH	TEACH	SPECIAL EDUCATION	BFMS	1.00	17	BA+30	92,662					92,662	96,762					96,762
CANNON	MARIA	TEACH	GRADE 6 ENGLISH	GWMS	1.00	17	BA	92,542			1,600		94,142	93,592			1,600		95,192

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
CARAFELLO	JULIET	TEACH	GRADE 2	WILLARD	1.00	7	BA	66,015					66,015	69,092					69,092
CAROLLO	ERIK	TEACH	ENGLISH	RHS	1.00	6	MA	71,215		300			71,515	74,242		300			74,542
CARR	LAUREN	TEACH	GRADE 3	SOMERVILLE	1.00	16	MA	91,565					91,565	96,192					96,192
CARRERA	AMY	TEACH	REACH 5TK	GLEN	1.00	18	MA	98,802					98,802	104,982					104,982
CARROLL	WENDY	TEACH	KINDERGARTEN	RIDGE	1.00	18	MA+30	110,262		300			110,562	111,312			300		111,612
CARUSO	DEBRA	TEACH	RESOURCE ROOM	HAWES	1.00	18	MA+30	110,262		300			110,562	111,312			300		111,612
CASATELLI	STACY	TEACH	SCIENCE	RHS	1.00	15	MA+45	95,435		300		5,726	101,461	100,017			300		100,317
CASEY	KIM	TEACH	RESOURCE ROOM	TRAVELL	1.00	18	MA	103,932					103,932	104,982			1,500		106,482
CATALANO	NANCI	TEACH	GRADE 1	RIDGE	1.00	18	MA+45	113,582		300	1,500		115,382	114,632			300	1,500	116,432
CATANZARO	BECKY	TEACH	GRADE 1	HAWES	1.00	15	MA	88,335					88,335	92,717					92,717
CENTRELLI	ERICA	TEACH	GRADE 6 SCIENCE	BFMS	1.00	7	BA	66,015					66,015	69,092					69,092
CERBASI	JOYCE	TEACH	STAFF DEV	ED CENTER	1.00	18	MA+30	110,262		300		5,513	116,075	111,312			300		111,612
CHAKONIS	ASHLEY	SEC10	GUIDANCE SEC/CHLDY STUDY TEAM SEC	RHS/SOMERVILLE	1.00	3	AA10	38,012					38,012	42,100					42,100
CHAMESIAN	LINDA	TEACH	SOCIAL STUDIES	RHS	1.00	6	MA+30	74,765		300			75,065	77,992			300		78,292
CHAMPY	BRIANNA	TEACH	SPECIAL EDUCATION	GWMS	1.00	5	MA	69,616					69,616	72,342			300		72,642
CHANOD	MARGARET	TEACH	GRADE 1	WILLARD	1.00	18	MA+45	113,582		300	1,600		115,482	114,632			300	1,600	116,532
CHEPLIC	MATTHEW	TEACH	ENGLISH	RHS	1.00	15	MA	88,335					88,335	92,717					92,717
CHIARAMONTE	MAUREEN	SEC12	SECY ATHLETIC DIR	RHS	1.00	9	AA12	55,684					55,684	57,894					57,894
CHICAS	CHRISTINA	TEACH	ART	ORC/WILLD	1.00	7	MA	73,115		300			73,415	76,192			300		76,492
CHRISTOPHER	SUSAN	SEC12	ADMIN ASST TO PRIN-MS	BFMS	1.00	13	AA12	62,194			3,110		65,304	62,929			3,146		66,075
CIGOLINI	LUCILLE	TEACH	GRADE 6 ENGLISH	BFMS	1.00	17	BA	92,542					92,542	93,592					93,592
CLARK	KELLY	TEACH	ART	BFMS/GWMS	0.40	17	BA	37,017					37,017	37,437					37,437
CLARKE	NOREEN	TEACH	SOCIAL STUDIES (ELECTIVE/BFBN)	BFMS	1.00	18	MA+30	110,262		300	1,600		112,162	111,312			300	1,600	113,212
CLARKE-ANDERSON	KATHLEEN	TEACH	ENGLISH (ELECTIVE)	BFMS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632			300	1,600	116,532
COMISSIONG	OLGA	TEACH	HEALTH	RHS	1.00	18	MA+45	113,582		300			113,882	114,632			300		114,932
CONNELLY	MATTHEW	TEACH	GRADE 4	TRAVELL	1.00	17	MA	95,002					95,002	100,052					100,052
CONNOR	DANIELLE	TEACH	GRADE 5	WILLARD	1.00	14	BA	78,140					78,140	82,367					82,367
CONSOL	MARY	TEACH	PE/HEALTH	RHS	1.00	5	MA	69,616					69,616	72,342					72,342
CONTRERAS	COLLEEN	TEACH	SE COLL (ENG)	RHS	1.00	17	BA	87,902					87,902	93,592					93,592
COOK	KEITH	ADMN12	SUPV ATHLETICS	RHS	1.00			148,154					148,154	151,710					151,710
COPPOLA	MICHELE	TEACH	LIBRARIAN/MEDIA SPECIALIST	RIDGE	1.00	18	MA+45	113,582		300	1,500		115,382	114,632			300	1,500	116,432
CORCORAN	ERIN	TEACH	GRADE 8 ENGLISH	BFMS	1.00	18	MA+30	110,262		300	1,500		112,062	111,312			300	1,500	113,112
CORLETT	SUSAN	TEACH	SPECIAL EDUCATION MATHEMATICS	BFMS	1.00	16	MA+45	98,665		300			98,965	103,802			300		104,102
CORNACCHIA	VANESSA	TEACH	ENGLISH/BSI	RHS	1.00	17	MA	95,002					95,002	100,052					100,052
CORRELL	MOIRA	TEACH	NURSE/TEACHER	SOMERVILLE	1.00	17	BA	92,542					92,542	93,592					93,592
COUCH	ANDREW	TEACH	LATIN	GWMS	1.00	15	BA	81,235					81,235	85,617					85,617
CRAWFORD	RYAN	TEACH	ADAPTED PHYSICAL SAIL	BFMS	0.40	3	BA	24,407					24,407	25,057					25,057
CROCAMO	JANET	SEC12	MAIN OFFICE-LEAD SEC	RHS	1.00	6	AA12	49,529					49,529	53,594					53,594
CRONK	PAUL	TEACH	ART	RHS	1.00	18	MA+45	113,582		300			113,882	114,632			300		114,932
CUELLAR	ANGELICA	TEACH	SPANISH	RHS	1.00	13	BA	75,290					75,290	79,267					79,267
CUNEO	TARA	TEACH	SPANISH	RHS	1.00	3	MA	68,118					68,118	69,742					69,742
CURCIO	JASON	TEACH	MUSIC	BFMS	1.00	18	MA	103,932					103,932	104,982			1,500		106,482
CURRIER	ROBERT	TEACH	PHYSICAL EDUCATION	GWMS	1.00	18	MA	103,932			1,600		105,532	104,982			1,600		106,582
DABBY	MAXWELL	TEACH	MUSIC	BFMS/GWMS	1.00	3	BA	61,018					61,018	62,642					62,642
DAIDONE	BRITTANY	TEACH	SPECIAL EDUCATION	GWMS	1.00	9	MA+45	82,159		300			82,459	85,717			300		86,017
D'AMICO	ANNA	SEC12	GUIDANCE/REGISTRAR	RHS	1.00	11	AS12	52,999					52,999	57,369					57,369
DANDREA	GABRIELLE	SUPPRT	ASSISTANT DATABASE SYSTEMS ADMINISTRATOR	ED CENTER	1.00			61,440					61,440	62,915					62,915
DASILVA	DANIEL	TEACH	ART	RHS	1.00	17	BA	91,542			1,500		93,042	93,592			1,500		95,092
DASTIS-BUCKLER	DARIEN	TEACH	GRADE 1	TRAVELL	1.00	17	BA+30	92,662					92,662	96,762					96,762
de VEGH	ANTONIA	TEACH	LATIN	BFMS/GWMS	0.80	14	MA+45	73,872					73,872	77,414					77,414
DeARAJUO	CHRISTIE	TEACH	MULTI-SENSORY READING	ED CENTER	1.00	13	MA+45	89,490				4,475	93,965	93,667			300		96,650
DEGROAT	LAURIE ANN	TEACH	MUSIC	GWMS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632			300	1,600	116,532
DEL ORBE-ANTHON	ANA	TEACH	GRADE 7 SPANISH	BFMS	1.00	12	MA	79,740					79,740	83,517					83,517
DELANEY	CYNTHIA	SUPPRT	CONF ADMIN ASST TO HR	ED CENTER	1.00			57,675					57,675	59,059					59,059
DELANEY	LYNNE	TEACH	GRADE 1	RIDGE	1.00	17	BA	92,542					92,542	93,592					93,592
DELIA	EILEEN	TEACH	ENGLISH	RHS	1.00	18	MA+45	113,582		300			113,882	114,632			300		114,932
DELIA	SUSAN	TEACH	ENGLISH	GWMS	1.00	18	DR	109,472		300			109,772	117,422			300		117,722
DEMBIN	ROSS	TEACH	GRADE 3	SOMERVILLE	1.00	3	MA	68,118					68,118	69,742					69,742
DEPINTO	LAUREN	TEACH	CRIS INTERVEN COUNS/DISTRICT COORDINATOR SCHOOL BASED MENTAL HEALTH SERVICES	BFMS/RHS	1.00	17	MA+45	102,612		300		12,314	115,226	107,542			300		120,747
DERIENZO	KRISTEN	TEACH	SPECIAL EDUCATION RIse ABA	GLEN	1.00	4	MA+30	72,168					72,168	74,492					74,492
DERISI	MICHAEL	TEACH	PHYSICAL EDUCATION	SOMERVILLE	1.00	8	MA+45	82,159		300			82,459	85,717			300		86,017
DEROCHE	ANDREW	SUPPRT	TECH/MEDIA TECH	HAWES/SOM/TRAV/GLEN	1.00			45,568					45,568	46,662					46,662
DESIMONE	ANGELO	SUPPRT	TREAS OF MONIES	ED CENTER	N/A			5,000					5,000	5,000					5,000
DETORA	CYNTHIA	TEACH	ENGLISH	RHS	1.00	11	MA	77,290		300			77,590	80,867					80,867

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
DEVANEY	EILEEN	TEACH	GRADE 1	WILLARD	1.00	18	MA+45	113,582					113,882	114,632					114,932
DIBRITA	CHRISTINE	TEACH	DANCE	RHS	0.50	2	MA	33,809					33,809	34,621					34,621
DIORIO	LINDA	TEACH	LIBRARIAN/MEDIA SPEC	WILLARD	1.00	18	BA+30	100,612					100,612	101,662					101,662
DISTEFANO	ALISSA	TEACH	SPECIAL EDUCATION (COLLAB)	GWMS	1.00	12	MA+45	86,840		300			87,140	90,817		300			91,117
DODD	REBECCA	TEACH	KINDERGARTEN	WILLARD	1.00	8	BA	67,955					67,955	71,317					71,317
DODD	STEPHANIE	TEACH	PE/HEALTH	GW/RIDGE/WILLD	1.00	7	BA	66,015					66,015	69,092					69,092
DOLBY	LUKE	TEACH	ENGLISH	RHS	1.00	6	MA+45	78,315					78,315	81,542		300			81,842
DOLFI	DAWN-LYN	TEACH	ED SPECIALIST	WILLARD	1.00	18	MA+30	110,262		300			110,562	111,312		300	1,500		113,112
DONNELLY	JAMES	TEACH	ENGLISH	RHS	1.00	15	MA+30	92,905		300			93,205	96,537		300			96,837
DONNELLY	TRECIA	TEACH	RESOURCE/SPECIAL EDUCATION	BFMS	1.00	18	MA	103,932					103,932	104,982					104,982
DONOVAN	SUZANNE	SUPPRT	SCHOOL NURSE/RN	RHS	1.00			55,054					55,054	56,375					56,375
DORIS	MICHELLE	TEACH	MATHEMATICS/BSI	RHS	1.00	17	MA+45	102,612		300			102,912	107,542		300			107,842
DRENNAN	ELIZABETH	TEACH	LIBRARIAN/MEDIA SPEC	SOMERVILLE	1.00	17	MA+45	102,612		300			102,912	107,542		300			107,842
DRISCOLL	SAMANTHA	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	8	MA	75,055		300			75,355	78,417		300			78,717
DROSKE	KATHRYN	TEACH	KINDERGARTEN	SOMERVILLE	1.00	14	MA	85,240					85,240	89,467					89,467
DURLING	DEREK	TEACH	GRADE 4	WILLARD	1.00	16	BA+30	88,695					88,695	93,852					93,852
EIDSCHUN	JILLIAN	TEACH	GUIDANCE COUNSELOR	RHS	1.00	5	MA+30	73,166				5,122	78,288	76,092				5,326	81,419
ELBAUM	GILA	TEACH	SCHOOL PSYCHOLOGIST	ORCH/RIDGE	0.95	18	MA+45	107,903		285		5,395	113,583	108,900		285		5,445	114,630
ELKINS	JANET	TEACH	ED SPECIALIST	TRAVELL	1.00	14	MA+30	89,520		300			89,820	94,237		300			94,537
ENMORE	JAESON	SUPPRT	ASSOC SYSTEM ADM	ED CENTER	1.00			87,063					87,063	89,153					89,153
ENRIGHT	SUSAN	TEACH	GRADE 2	HAWES	1.00	18	MA	103,932					103,932	104,982					104,982
ESCOBAR	ALEJANDRO	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	3	MA+30	71,668					71,668	73,492					73,492
ESPOSITO	ANNA LYNN	TEACH	GRADE 6 MATHEMATICS	BFMS	1.00	18	MA	103,932			1,600		105,532	104,982			1,600		106,582
FABISH	CASSANDRA	TEACH	RESOURCE ROOM	SOMERVILLE	1.00	16	MA	91,565					91,565	96,192					96,192
FABISH	CHRISTOPHER	TEACH	GUIDANCE	RHS	1.00	16	MA+30	95,185		300		6,663	102,148	101,692		300		7,118	109,111
FANOS	JACLYN	TEACH	RESOURCE ROOM	TRAV/WILLD	1.00	16	MA+45	98,665		300			98,965	103,802		300			104,102
FARRAR	EVA	TEACH	SPECIAL EDUCATION (ENGLISH)	RHS	1.00	13	MA	82,390					82,390	86,367					86,367
FEDERICO	MILDRED	SEC12	LEAD SECY - C, J & A	ED CENTER	1.00	13	AS12	60,094					60,094	60,829					60,829
FEELEY	KEVIN	TEACH	CRIS INTERVEN COUNS	GWMS/RHS	1.00	18	MA+30	110,262		300		5,513	116,075	111,312		300		5,566	117,178
FEENEY	LYNNE	TEACH	SCIENCE	RHS	1.00	16	MA	91,565					91,565	96,192					96,192
FEIT	DEBORAH ANN	TEACH	GRADE 6 SCIENCE	GWMS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
FENWICK	MICHELLE	ADMN12	DIRECTOR SPECIAL PROGRAMS	DISTRICT	1.00			177,989	3,000				180,989	182,261		3,000			185,261
FERRARI KING	GABRIELLE	TEACH	GRADE 4	SOMERVILLE	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
FERRERI	MARK	ADMN12	SUPV WORLD LANG/SS	RHS	1.00			162,451			1,600		164,051	166,350			1,600		167,950
FERRERI	MARY	ADMN12	EL PRIN	ORCHARD	1.00			169,733					169,733	173,807					173,807
FERRERI	TODD	TEACH	SPECIAL EDUCATION (LLD)	BFMS	1.00	18	MA	103,932					103,932	104,982					104,982
FEUILLY	LAUREN	TEACH	GRADE 2	TRAVELL	1.00	12	MA	79,740					79,740	83,517					83,517
FINK	GARY	TEACH	MUSIC	RHS	0.30	4	BA+30	19,520					19,520	20,218					20,218
FINK	SUSAN	TEACH	SOCIAL WORKER	HAWES/TRAV	1.00	18	MA+30	110,262		300		5,513	116,075	111,312		300	1,500	5,566	118,678
FINUCANE	MELISSA	TEACH	ED SPECIALIST	TRAVELL	1.00	18	MA+30	104,172		300			104,472	111,312		300			111,612
FISCHER	KACEY	TEACH	GRADE 1	HAWES	1.00	8	BA	67,955					67,955	71,317					71,317
FISCHER	KATHERINE	TEACH	GRADE 5	ORCHARD	1.00	8	MA	75,055					75,055	78,417					78,417
FISCHETTI	ELIZABETH	TEACH	GRADE 4	SOMERVILLE	1.00	18	MA	103,932					103,932	104,982					104,982
FISHER	ISABELLE	TEACH	SCHOOL PSYCHOLOGIST	BFMS	1.00	2	MA+45	74,898				3,745	78,643	76,622				3,831	80,453
FLEMING	DAWN	TEACH	GRADE 5	TRAVELL	1.00	18	MA+30	104,172		300			104,472	111,312		300			111,612
FONTANA	ELISABETH	TEACH	ART	BFMS	1.00	4	MA	68,618					68,618	70,742					70,742
FORFA	JASON	SUPPRT	TECH/MEDIA TECH	GWMS	1.00			46,361					46,361	47,474					47,474
FOX	CHERYL	TEACH	KINDERGARTEN	HAWES	1.00	18	MA	103,932					103,932	104,982					104,982
FRIBERG	HONOR	SUPPRT	CORD GRANTS/TESTING	ED CENTER	1.00			68,608					68,608	70,255					70,255
FRIEL	DONALD	TEACH	GRADE 3	WILLARD	1.00	17	MA	95,002					95,002	100,052					100,052
FUNTSCH	KAITLYN	TEACH	SPECIAL EDUCATION	GWMS	1.00	8	MA+45	82,159		300			82,459	85,717		300			86,017
GALANTI	MEGAN	TEACH	LDT-C	ORCHARD	1.00	15	DR	98,985		300		4,949	104,234	103,367		300		5,168	108,835
GALASSO	PATRICIA	TEACH	SPANISH	RHS	1.00	12	BA	72,640					72,640	76,417					76,417
GALEAZZA	LUCIA	TEACH	GRADE 2	RIDGE	1.00	17	BA	92,542					92,542	93,592					93,592
GARVIN	NATALIE	TEACH	SPECIAL EDUCATION	GWMS	1.00	7	MA	87,738		300		1,755	89,793	76,192		300			76,492
GATHRIGHT	DONNA	SUPPRT	CONF ADMIN ASST TO HR	ED CENTER	1.00			55,000					55,000	56,320					56,320
GATTONI	JESSICA	TEACH	MATHEMATICS	RHS	1.00	3	BA	61,018					61,018	62,642					62,642
GATTONI	REBECCA	TEACH	MATHEMATICS	RHS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
GELENIUS	MARIANN	TEACH	LDT-C	BFMS	1.00	18	MA+45	113,582		300		5,679	119,561	114,632		300		5,732	120,664
GELLMAN	JENNIFER	TEACH	REACH 4PK TEACHER	GLEN	1.00	16	BA	84,465					84,465	89,092					89,092
GERALD	JANE	TEACH	SOCIAL WORKER	SOM/WILLD	1.00	17	MA+30	100,502		300		5,025	105,827	105,422		300		5,271	110,993
GERARD	AMY	TEACH	SPECIAL EDUCATION K-2	WILLARD	1.00	17	MA+45	102,612		300			102,912	107,542		300			107,842
GERONIMO	KRISTI	TEACH	MUSIC	RHS	1.00	14	MA	85,240					85,240	89,467					89,467
GERVOLINO	COLLEEN	TEACH	SCIENCE	RHS	1.00	17	BA+30	92,662					92,662	96,762					96,762
GIANNANTONIO	FRANK	TEACH	PE/HEALTH	RHS	1.00	18	MA+45	106,292		300			106,592	114,632		300			114,932

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
GIANNETTI	COURTNEY	TEACH	GRADE 7 SCIENCE	GWMS	1.00	18	MA+45	113,582					113,882	114,632			1,500		116,432
GIARDINA	ALYSSA	TEACH	GRADE 8 SCIENCE	BFMS	1.00	5	BA+30	66,066					66,066	68,992					68,992
GIARDINO	STACY	TEACH	BEHAVIOR THERAPIST	DISTRICT	1.00	18	MA+30	110,262		300		5,513	116,075	111,312		300		5,566	117,178
GIDICH	CASEY	TEACH	GRADE 4	RIDGE	1.00	12	BA+30	76,760					76,760	80,967					80,967
GIGANTE	STEFANIE	TEACH	LATIN	RHS	1.00	17	MA+45	102,612		300			102,912	107,542		300			107,842
GIORDANO	NICOLE	TEACH	GRADE 8 SCIENCE	BFMS	1.00	4	BA	61,518					61,518	63,642					63,642
GIZZI	NICOLE	TEACH	RESOURCE ROOM	TRAVELL/WILLD	1.00	17	MA+45	102,612		300			102,912	107,542		300			107,842
GOLDBERG	SARAH	TEACH	LDT-C	HAWES	1.00	3	MA	68,118				3,405	71,523	69,742				3,487	73,229
GORDON	JULIE	TEACH	SPECIAL EDUCATION (COLLAB - ENGLISH)	RHS	1.00	18	MA	103,932					103,932	104,982					104,982
GORMAN	BRANDI	TEACH	SPECIAL EDUCATION (LLD 3-5)	HAWES	1.00	12	MA	79,740					79,740	83,517					83,517
GORMAN	MICHELLE	TEACH	SPECIAL EDUCATION	RHS	1.00	4	MA	68,618					68,618	70,742					70,742
GORMAN	THOMAS	CENTRL	SUPERINTENDENT	ED CENTER	1.00			218,000					218,000	222,360					222,360
GOULD	ALEXANDRA	TEACH	GRADE 8 MATHEMATICS	GWMS	1.00	14	MA	85,240					85,240	89,467					89,467
GRABINSKI	LISA	TEACH	SCHOOL NURSE	TRAVELL	1.00	9	MA	75,055					75,055	78,417		300			78,717
GRASSO	LAURA	TEACH	PHYSICAL EDUCATION	GWMS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
GRAZIANO	NICOLE	TEACH	GRADE 5	TRAVELL	1.00	18	MA	103,932			1,600		105,532	104,982			1,600		106,582
GREGORY-FINK	DEBORAH	TEACH	MUSIC	HAWES	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
GRIBBEN	HAILEY	TEACH	KINDERGARTEN	ORCHARD	1.00	6	MA	71,215		300			71,515	74,242		300			74,542
GRIFFITH	ROSANNA	SEC10	ENGLISH/SOC ST-LEAD SEC	RHS	1.00	6	AS10	41,691					41,691	43,126					43,126
GROSS	STEVEN	TEACH	SPECIAL EDUCATION SCIENCE	RHS	1.00	6	MA+30	74,765					74,765	77,992		300			78,292
GRUDZIEN	JAIMEE	TEACH	SPECIAL EDUCATION (RiSe)	GLEN	1.00	17	BA	92,542					92,542	93,592					93,592
GYULAY	JOSEPH	TEACH	MATHEMATICS	RHS	1.00	18	MA	98,802					98,802	104,982					104,982
HAAS	JEFFREY	TEACH	MUSIC	RHS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
HACKETT	LOREN	TEACH	GRADE 8 ENGLISH	BFMS	1.00	13	MA+45	89,490		300			89,790	93,667		300			93,967
HALTER	WESLEY	TEACH	GRADE 4	WILLARD	1.00	9	MA+30	78,605		300			78,905	82,167		300			82,467
HANDY	MARY LOUISE	TEACH	GRADE 6 SOCIAL STUDIES	GWMS	1.00	18	MA+45	113,582		300	1,500	6,815	122,197	114,632		300	1,500		116,432
HANS	PATRICIA	TEACH	ENGLISH	RHS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
HARNEY	THOMAS	TEACH	GRADE 3	HAWES	1.00	12	MA	79,740					79,740	83,517					83,517
HEAD	EILEEN	TEACH	SPEECH	TRAVELL	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
HEGEWALD	PATRICIA	TEACH	LDT-C	RHS	1.00	18	MA+45	113,582		300		5,679	119,561	114,632		300		5,732	120,664
HEIDER	ERIN	TEACH	GRADE 4	ORCHARD	1.00	13	MA+45	89,490		300			89,790	93,667		300			93,967
HIGGINS	DANA	TEACH	ED SPECIALIST	RIDGE	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
HIGGINS	MOLLY	TEACH	GRADE 1	ORCHARD	1.00	7	MA+30	76,665		300			76,965	79,942		300			80,242
HIGGINS	PATRICIA	SEC10	GENERAL SECRETARY-EL	HAWES	1.00	13	AS10	48,745			2,437		51,182	50,944			2,547		53,491
HOFFMAN	CAROLINE	ADMN12	EL PRIN	WILLARD	1.00			178,892			1,200		180,092	183,185			1,600		184,785
HOFFMANN	RICHARD	SUPPRT	ADMIN APPLICATION COORD	ED CENTER	1.00			92,793					92,793	95,020					95,020
HOLAND	LARRY	TEACH	ART/TV PROD	RHS	0.70	17	BA	64,779			1,500		66,279	65,514			1,500		67,014
HOOPERHYDE	MICHAEL	TEACH	SPECIAL EDUCATION (COLLAB - SCIENCE)	RHS	1.00	18	MA+30	110,262		300			110,562	111,312		300			111,612
HORTON	CHRISTINA	TEACH	SCHOOL NURSE	ORCHARD	1.00	3	BA	61,018					61,018	62,642					62,642
HOWELLS	LYNN	SUPPRT	K-12 TECH COORD	BFMS	1.00			97,017					97,017	99,345					99,345
HUBER	COURTNEY	TEACH	SPECIAL EDUCATION (STEPSS)	BFMS	1.00	2	MA	67,618					67,618	69,242					69,242
HUTCHISON	TARA	TEACH	MUSIC	WILLARD	1.00	16	MA+45	98,665		300			98,965	103,802		300			104,102
IMBRUGLIA	LAUREN	TEACH	FRENCH	BFMS	1.00	17	BA+30	92,662					92,662	96,762					96,762
INGOGLIA	BRENDA	TEACH	MATHEMATICS	RHS	1.00	17	MA+45	102,612		300			102,912	107,542		300			107,842
JAMES	KIMBERLY	SEC11	ADMIN ASST TO PRIN-EL	TRAVELL	1.00	5	AA11	46,442					46,442	48,075					48,075
JANOWSKI	ELIZABETH	TEACH	GRADE 1	SOMERVILLE	1.00	16	MA+45	98,665		300			98,965	103,802		300			104,102
JAROSZ	KATHLEEN	TEACH	GRADE 2	RIDGE	1.00	14	BA+30	41,245					41,245	86,917					86,917
JASINSKI	DANIELLE	TEACH	KINDERGARTEN	ORCHARD	1.00	15	MA	91,565					91,565	92,717					92,717
JEREJIAN	LISBETH	TEACH	EDUCATION SPECIALIST	RIDGE/SOMERVILLE	1.00	18	BA+30	100,612			1,500	3,018	105,130	101,662			1,500		103,162
JOHN	CARLIN	TEACH	ENGLISH	RHS	1.00	5	BA	62,516					62,516	65,242					65,242
JONES	MICHELLE	TEACH	RESOURCE ROOM	ORCHARD	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
JOSEPH	ANDREA	TEACH	SCIENCE	RHS	1.00	18	MA	103,932					103,932	104,982				1,500	106,482
KABASH	VANESSA	TEACH	GRADE 8 ENGLISH	GWMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
KADUS	CHRISTOPHER	TEACH	GRADE 8 SOCIAL STUDIES	GWMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
KALEBIC	TAMARA	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
KAMENO	SUSAN	TEACH	PHYSICAL EDUCATION	HAWES	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
KAPLAN	NANCY	TEACH	GRADE 2	SOMERVILLE	1.00	13	MA	82,390					82,390	86,367					86,367
KAPLYSH	INGRI	TEACH	SPANISH	GWMS	1.00	5	BA	62,516					62,516	65,242					65,242
KARAN	ELIZABETH	TEACH	SCIENCE	RHS	1.00	19	DR	121,012		300			121,312	122,062		300			122,362
KARCH	ELISA	SEC12	ADMIN ASST TO PRIN-MS	BFMS	1.00	11	AA12	57,199			1,144		58,343	59,469			1,189		60,658
KARTEN	ELAINE	TEACH	ENGLISH	RHS	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
KASE	SEAN	TEACH	BUSINESS EDUCATION	RHS	1.00	14	MA	85,240					85,240	89,467					89,467
KASHMANIAN	KATHERINE	ADMN12	MS PRIN	GWMS	1.00			193,901	3,000				196,901	198,555	3,000				201,555
KAWASH	JUSTINE	TEACH	MUSIC	BFMS	1.00	15	BA	81,235					81,235	85,617					85,617
KAY	JAMES	TEACH	SCIENCE	RHS	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482



Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
KAY	PETER	TEACH	PE/HEALTH	RHS	1.00	6	BA	64,115					64,115	67,142					67,142
KAZMIERCZAK	JENNIFER	SEC10	ADMIN ASST TO ASST PRIN -HS	RHS	1.00	7	AA10	44,500					44,500	46,016					46,016
KEARNS	CHRISTOPHER	TEACH	GRADE 1	WILLARD	1.00	18	BA+30	100,612					100,612	101,662					101,662
KELLY	JOAN	TEACH	RESOURCE ROOM	TRAVELL	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
KEPPEL	KATHERINE	TEACH	SPECIAL EDUCATION (LLD)	GWMS	1.00	9	MA+45	82,159		300			82,459	85,717		300			86,017
KHALOYAN	SHIVA	TEACH	ED SPECIALIST	SOMERVILLE	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
KIELY	MICHELE	TEACH	ED SPECIALIST	RIDGE	1.00	15	BA+30	85,585					85,585	90,047					90,047
KIERNAN	MEREDITH	TEACH	GRADE 5	SOMERVILLE	1.00	14	MA+30	89,520		300			89,820	94,237		300			94,537
KILCULLEN	MICHAEL	TEACH	TRANSITION COORDINATOR	RHS	1.00	11	MA	77,290					77,290	80,867					80,867
KILDAY	DANIEL	ADMN12	SUPERVISOR OF WELLNESS	RHS	1.00			141,264					141,264	144,654					144,654
KILLBY	KATE	TEACH	SCHOOL PSYCHOLOGIST	SOM/WILLD	1.00	10	DR	87,940				4,397	92,337	91,517				4,576	96,093
KIM	LINDA	TEACH	GRADE 8 SOCIAL STUDIES	BFMS	1.00	15	BA	84,465					84,465	85,617					85,617
KIMBELL	TRACEE	TEACH	GRADE 3	RIDGE	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
KING	JANELLE	TEACH	MUSIC	GWMS	1.00	18	MA+45	106,292		300			106,592	114,632		300			114,932
KIRTANE	MEDHA	TEACH	SOCIAL STUDIES	RHS	1.00	15	MA+45	95,435		300			95,735	100,017		300			100,317
KLEIN-HELLMAN	LAUREN	TEACH	GUIDANCE	RHS	1.00	15	MA	88,335				6,183	94,518	92,717				6,490	99,207
KLION	DANIELLE	TEACH	SPECIAL EDUCATION	BFMS	1.00	7	BA+30	69,565					69,565	72,842					72,842
KNEIS	DANA	TEACH	GUIDANCE	RHS	1.00	3	MA	68,118				4,768	72,886	69,742				4,882	74,624
KNOTT	RONALD	TEACH	PE/HEALTH	RHS	1.00	18	MA+30	110,262		300	1,600		112,162	111,312		300	1,600		113,212
KOROPCHAK	SABRINA	TEACH	GRADE 1	SOMERVILLE	1.00	2	BA	60,518					60,518	62,142					62,142
KOTT	GREGGORY	TEACH	SCIENCE	RHS	1.00	18	BA+30	100,612					100,612	101,662			1,500		103,162
KOWALCZYK	PATRICIA	SEC12	ADMIN ASST SPEC PRO (TECH ASST)	ED CENTER	1.00	13	AA12	62,194			1,866		64,060	62,929			1,888		64,817
KRASINSKI	KRISTEN	TEACH	GRADE 7 SOCIAL STUDIES	BFMS	1.00	9	MA+45	82,159		300			82,459	85,717		300			86,017
KREISMER	DREW	TEACH	MUSIC	ORC/WILLD	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
KROKUS	ROBERT	TEACH	ART	WILLARD	1.00	17	BA	92,542					92,542	93,592					93,592
KRSNAK	KATE	TEACH	GRADE 6 SCIENCE	BFMS	1.00	5	BA	62,516					62,516	65,242					65,242
KUBO	TOMOHIRO	SUPPRT	TECH/MEDIA TECH	BFMS	1.00			49,575					49,575	50,765					50,765
KUNZLE	SANDRA	TEACH	SCIENCE	RHS	1.00	18	MA	103,932			1,600	7,275	112,807	104,982			1,600	7,349	113,931
LABARR	MAUREEN	TEACH	LIBRARIAN/MEDIA SPEC	ORCHARD	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
LABENDA	CHARLENE	SUPPRT	PUBLIC INFO OFFICER AND SPECIAL PROJECTS	ED CENTER	1.00			82,944					82,944	84,935					84,935
LABOWSKY	HSUAN	TEACH	SCIENCE	RHS	1.00	18	DR	109,472		300			109,772	117,422		300			117,722
LAFEMINA	FRED	TEACH	SOCIAL STUDIES	RHS	1.00	8	MA+30	78,605		300			78,905	82,167		300			82,467
LAURO	LIVIA	TEACH	PHYSICAL EDUCATION	TRAVELL/GLEN	1.00	15	MA	88,335					88,335	92,717					92,717
LEBLANCQ	MARY	TEACH	GRADE 4	RIDGE	1.00	6	BA	64,115					64,115	67,142					67,142
LEE	BRIAN	TEACH	ENGLISH	RHS	1.00	18	MA	103,932					103,932	104,982					104,982
LEE	CHRISTINE	TEACH	CHINESE	RHS	1.00	10	MA+45	84,390		300			84,690	88,167		300			88,467
LEONARD	MARK	TEACH	SPECIAL EDUCATION (COLLAB)	BFMS	1.00	11	BA	70,190					70,190	73,767					73,767
LETAVISH	KELLY	TEACH	REACH 4PK TEACHER	GLEN	1.00	18	BA+30	95,512					95,512	101,662					101,662
LITVAK	ROMAN	TEACH	MATHEMATICS	BFMS/GWMS	1.00	18	BA+30	100,612					100,612	101,662			1,500		103,162
LOHR	SARAH	TEACH	KINDERGARTEN	WILLARD	1.00	17	MA+30	100,502		300			100,802	105,422		300			105,722
LORA	CINDY	TEACH	BEHAVIORIST ANALYST (K-12)/BEHAVIOR ANALYST/COORDINATOR	DISTRICT/ED CENTER	1.00	13	MA	82,390				9,887	92,277	86,367				10,364.04	96,731
LOWICKI	BONNIE	TEACH	NURSE/TEACHER	WILLARD	1.00	14	MA+30	89,520		300			89,820	94,237		300			94,537
LUCCHESI	MICHAEL	TEACH	PHYSICAL EDUCATION	WILLARD	1.00	18	MA	103,932					103,932	104,982					104,982
LUCKENBILL	JOHN	TEACH	MUSIC	RHS	1.00	10	MA	77,290		300			77,590	80,867					80,867
LUO	MILES	TEACH	BIOLOGY	RHS	1.00	4	MA	68,618					68,618	70,742					70,742
LUPIA	SCOTT	TEACH	GRADE 4	SOMERVILLE	1.00	18	MA+30	110,262		300	1,500		112,062	111,312		300	1,500		113,112
LUTS	DANIEL	TEACH	ENGLISH	GWMS	1.00	6	MA	71,215		300			71,515	74,242		300			74,542
LYLE	ROSHANAK	TEACH	GRADE 3	WILLARD	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
LYNAUGH	SEAN	TEACH	SOCIAL STUDIES	RHS	1.00	14	BA+30	82,490					82,490	86,917					86,917
LYONS	KELLY	TEACH	SPECIAL EDUCATION 3-5	WILLARD	1.00	9	MA	75,055		300			75,355	78,417		300			78,717
MACOLINO	NADINE	SEC10	SECRETARY	GLEN	1.00	7	AS10	41,000					41,000	44,257					44,257
MACRI	ELIZABETH	TEACH	RESOURCE ROOM	RIDGE	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
MAGER	ELYSE	TEACH	RiSe 4-5	RIDGE	1.00	10	MA	77,290		300			77,590	80,867					80,867
MAHLER	ALLISON	TEACH	KINDERGARTEN	TRAVELL	1.00	16	MA+45	98,665		300			98,965	103,802		300			104,102
MAHLER	CRAIG	TEACH	PE/HEALTH	BFMS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
MAHONEY	MARISA	TEACH	GRADE 7 GUIDANCE	BFMS	1.00	12	MA+45	86,840		300		6,079	93,219	90,817		300		6,357	97,474
MAIN	LAURIE	TEACH	LDT-C	RIDGE	1.00	14	MA+45	92,340		300		4,617	97,257	96,767		300		4,838	101,905
MAKSIMOV	MELISSA	TEACH	ENGLISH	RHS	1.00	18	MA+30	104,172		300			104,472	111,312		300			111,612
MANER	JESSICA	TEACH	SCHOOL PSYCHOLOGIST	HAWES/TRAVELL	1.00	3	MA+30	71,668				3,583	75,251	73,492				3,675	77,167
MANKE	COLLEEN	TEACH	NURSE/TEACHER	RIDGE	1.00	18	MA	103,932				7,275	111,207	104,982				7,349	112,331
MANKE	JENNIFER	TEACH	ART	GWMS	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
MANNION	ERIN	SEC10	GENERAL SECRETARY-EL	SOMERVILLE	1.00	3	AS10	38,012					38,012	40,342					40,342
MARCHIONI	ALICEN	TEACH	GRADE 5	SOMERVILLE	1.00	8	MA	75,055		300			75,355	78,417		300			78,717
MARGE	GEORGE	TEACH	SPEECH	WILLARD	1.00	18	MA+30	110,262		300	1,500		112,062	111,312		300	1,500		113,112

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
MARMO	JILL	TEACH	GRADE 4	RIDGE	1.00	16	MA+45	98,665		300			98,965	103,802		300			104,102
MARTELL	MARISA	TEACH	PT	GLEN/WILLD/RIDGE	1.00	19	DR	121,012		300			121,312	122,062		300			122,362
MARTIN	ALLAN	SUPPRT	MANGER CUSTODIAL/MAINTENANCE	ED CENTER	1.00			110,100					110,100	112,742					112,742
MARZLOFF	SCOTT	TEACH	PHYSICS	RHS	1.00	16	MA	91,565					91,565	96,192					96,192
MARZOCCHI	JAIME	TEACH	PE/HEALTH	BFMS	1.00	7	MA+30	76,665		300			76,965	79,942		300			80,242
MASSOUD	ERIN	TEACH	GRADE 7 ENGLISH	GWMS	1.00	7	MA	73,115		300			73,415	76,192		300			76,492
MAURER	LISA	SEC12	ADMIN ASST TO PRIN-MS	GWMS	1.00	9	AA12	55,684					55,684	57,894					57,894
MAXWELL	ATHENA	TEACH	ART	RHS	1.00	11	MA+30	80,840		300			81,140	84,617		300			84,917
MICALOON	STEPHANIE	TEACH	SOCIAL WORKER	RIDGE/ORCH	1.00	7	MA	73,115		300		3,656	77,071	76,192		300		3,810	80,302
MCCANN	MARISA	TEACH	GRADE 6 ENGLISH	BFMS	1.00	3	MA	68,118					68,118	69,742					69,742
MCCANN	MEREDITH	TEACH	GRADE 8 MATHEMATICS	BFMS	1.00	7	MA+45	80,215		300			80,515	83,496		300			83,796
MCCOY	LYDIA	TEACH	GRADE 4	WILLARD	1.00	18	BA+30	100,612			1,600		102,212	101,662			1,600		103,262
MCCULLOUGH	AMANDA	TEACH	MATHEMATICS	RHS	1.00	18	MA+45	113,582		300			113,882	114,632		300	1,500		116,432
MCCULLOUGH	CHRISTOPHER	ADMN12	SUPV FINE/APPL ARTS	RHS	1.00			167,552			1,200		168,752	171,573			1,600		173,173
MCDERMOTT	MEGHAN	TEACH	GRADE 5	RIDGE	1.00	14	MA+45	92,340		300	1,500		94,140	96,767		300	1,500		98,567
MCDERMOTT	MICHAEL	TEACH	HEALTH/PE	RHS	1.00	2	MA	67,618					67,618	69,242					69,242
MCDONALD	GREGORY	ADMN12	SUPV. MATH/CS	RHS	1.00			180,665			1,200		181,865	185,001			1,200		186,201
McGOVERN	CHRISTINE	TEACH	GUIDANCE	RHS	1.00	11	MA+30	80,840				5,659	86,499	84,617				5,923	90,540
McGUIRE	ERIN	TEACH	BEHAVIORIST	DISTRICT	1.00	3	MA	68,118				3,406	71,524	69,742				3,487	73,229
MCKINNON	EVELYN	TEACH	GRADE 6 SOCIAL STUDIES	GWMS	1.00	15	MA	88,335					88,335	92,717					92,717
MCNAMEE	RICHARD	TEACH	MATHEMATICS	RHS	1.00	19	DR	121,012		300			121,312	122,062		300			122,362
MEAD	ROSANNE	SEC10	GENERAL SECRETARY-EL	TRAVELL	1.00	13	AS10	48,745			1,462		50,207	50,944			1,528		52,472
MEANY	JUDITH	TEACH	KINDERGARTEN	ORCHARD	1.00	7	BA+30	69,565					69,565	72,842					72,842
MELE	LAUREN	TEACH	MATHEMATICS	RHS	1.00	12	MA+45	86,840		300			87,140	90,817		300			91,117
MELLOZZO	KAREN	TEACH	SOCIAL WORKER	RHS	1.00	18	MA+45	113,582		300		5,679	119,561	114,632		300		5,732	120,664
MENDE	ALLISON	TEACH	PE/HEALTH	RHS	1.00	5	BA	62,516					62,516	65,242					65,242
MENDEZ	KAREN	TEACH	BUSINESS EDUCATION	RHS	1.00	14	MA+45	92,340		300			92,640	96,767		300			97,067
MENZIES	LAUREN	TEACH	SPECIAL EDUCATION ENGLISH	BFMS	1.00	18	MA	98,802					98,802	104,982					104,982
MERHIGE-PETRICK	DONNA	TEACH	RESOURCE ROOM	SOMERVILLE	1.00	8	MA+30	78,605		300			78,905	82,167		300			82,467
MICHELS	JAMES	SUPPRT	TECH/MEDIA TECH	RHS	1.00			49,575					49,575	50,765					50,765
MINICHINI	GINA	TEACH	SPECIAL EDUCATION MATHEMATICS	RHS	1.00	3	MA	68,118					68,118	69,742					69,742
MIRKOVICH	JESSICA	TEACH	MATHEMATICS	RHS	1.00	7	MA+45	80,215		300			80,515	83,496		300			83,796
MITCHELL	CHRISTOPHER	TEACH	SCIENCE	RHS	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
MITCHELL	LINDSAY	TEACH	GRADE 5	RIDGE	1.00	13	MA+45	89,490		300			89,790	93,667		300			93,967
MITCHELL	MICHAEL	TEACH	GRADE 7 SOCIAL STUDIES	BFMS	1.00	9	MA+45	82,159		300			82,459	85,717		300			86,017
MITOLA	CANDACE	TEACH	PE/HEALTH	RHS	1.00	3	BA	61,018					61,018	62,642					62,642
MIXON	KARLA	TEACH	GRADE 7 SCIENCE	BFMS	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
MONAHAN	TIMOTHY	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
MONNERAT	MARIA	SEC11	ADMIN ASST TO PRIN-EL	HAWES	1.00	9	AA11	51,255					51,255	53,147					53,147
MORAN	KATHLEEN	SEC11	ADMIM ASST TO PRIN-EL	ORCHARD	1.00	3	AA11	44,457					44,457	46,147					46,147
MORGAN	MAUREEN	TEACH	NURSE	RHS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
MORHUN	SERHIY	SUPPRT	MGR IT	ED CENTER	1.00			146,653					146,653	150,173					150,173
MORRIS	KAREN	TEACH	OT	BFMS/GWMS/RHS	1.00	15	DR	98,985		300			99,285	103,367		300			103,667
MORRIS	LORI	TEACH	GRADE 6 SOCIAL STUDIES	BFMS	1.00	10	BA	70,190					70,190	73,767					73,767
MOSS-KELLER	CORRINA	TEACH	MEDIA SPECIALIST	RHS	1.00	9	MA+30	78,605					78,605	82,167		300			82,467
MOYER	PAMELA	SEC12	ADMIN ASST SPEC PRO (TECH ASST)	ED CENTER	1.00	6	AA12	51,629					51,629	53,594					53,594
MOYNIHAN	MARYJANE	SEC12	BENEFITS COORD	ED CENTER	1.00	13	DS12	64,294			1,929		66,223	65,029			1,951		66,980
MULLIN	MICHAEL	TEACH	GUIDANCE	GWMS	1.00	18	MA+30	110,262		300	1,600	7,718	119,880	111,312		300	1,600	7,792	121,004
MURO	DANIEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA	103,932					103,932	104,982					104,982
MURPHY	LAURA	TEACH	OT	HAWES/SOMERVILLE	1.00	18	MA+45	113,582		300			113,882	114,632		300	1,500		116,432
MURTHA	TIMOTHY	TEACH	BUSINESS EDUCATION	RHS	1.00	4	BA+30	65,068					65,068	67,392					67,392
MUSSO	CAITLIN	TEACH	SOCIAL STUDIES	RHS	1.00	8	MA+45	82,159		300			82,459	85,717		300			86,017
NADI	PAOLA	TEACH	GRADE 7 ENGLISH	BFMS	1.00	18	MA+45	106,292		300			106,592	114,632		300	1,500		116,432
NAGY	ZSUZSANNA	TEACH	ESL	TRAV/SOM	1.00	17	MA+45	102,612		300			102,912	107,542		300			107,842
NAST	JEANETTE	TEACH	LDT-C	SOMERVILLE	1.00	18	MA	103,932			1,500	5,197	110,629	104,982			1,500	5,249	111,731
NEBBIA	CHARLES	TEACH	GRADE 5	HAWES	1.00	18	MA+45	113,582		300			113,882	114,632		300	1,500		116,432
NESE	JANEL	ADMN12	SUPV SPEC ED	ED CENTER	1.00			151,309					151,309	154,940					154,940
NEVILLE	BEN	TEACH	GRADE 7 SOCIAL STUDIES	GWMS	1.00	3	MA	68,118					68,118	69,742					69,742
NEVINS	LAUREN	TEACH	GRADE 3	TRAVELL	1.00	7	MA+30	78,605		300			78,905	79,942		300			80,242
NEYLAND	MARIA	TEACH	KINDERGARTEN	WILLARD	1.00	5	MA	69,616					69,616	72,342		300			72,642
NICHOLAIDES	NIKITAS	TEACH	ATHLETIC TRAINER	RHS	1.00	18	MA	103,932					103,932	104,982					104,982
NICHOLAS	KRISTEN	TEACH	PRESCHOOL DISABILITIES TEACHER	GLEN	1.00	2	MA	67,618					67,618	69,242					69,242
NIZZA	AMBER	TEACH	GRADE 7 ENGLISH	BFMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
NOLAN	AMY	TEACH	ESL	RHS	1.00	14	MA+30	89,520		300			89,820	94,237		300			94,537
NOLD	SUSAN	ADMN12	SUPV ENG/MEDIA	RHS	1.00			144,732					144,732	148,206					148,206

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
NOVAK	NICOLE	TEACH	SOCIAL STUDIES	RHS	1.00	15	MA+45	95,435					95,735	100,017					100,317
NUZZO	LAURA	SEC10	MEDIA SECRETARY	RHS	1.00	4	AS10	38,012					38,012	41,179					41,179
NYHUIS	JEFFREY	ADMN12	HS PRIN	RHS	1.00			171,892			1,600		173,492	183,400			1,600		185,000
NYHUIS	PHILIP	TEACH	SPECIAL EDUCATION (MATHEMATICS)	RHS	1.00	10	MA+30	80,840		300			81,140	84,617		300			84,917
OATES-SANTOS	LORNA JANE	ADMN12	EL PRIN	SOMERVILLE	1.00			187,358	3,000				190,358	191,855	3,000				194,855
OBRIEN	SHERYL	TEACH	SPEECH	GLEN	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
O'HERLIHY	CHRISTOPHER	TEACH	GRADE 4	TRAVELL	1.00	7	MA	73,115		300			73,415	76,192		300			76,492
OJEA	CHRISTAL	TEACH	SPANISH	RHS	1.00	9	BA	67,955					67,955	71,317					71,317
ONEILL	JEAN-ANNE	ADMN12	SUPRV. ELEM ED	ED CENTER	1.00			155,254					155,254	158,980					158,980
ONG	JEROME	TEACH	GRADE 5	WILLARD	1.00	14	MA+45	92,340		300			92,640	96,767		300			97,067
ORDINI	JASON	TEACH	ENGLISH (ELECTIVE)	BFMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
ORSINI	ANTHONY	ADMN12	MS PRIN	BFMS	1.00			197,401			1,200		198,601	202,139			1,200		203,339
ORTEGA	CELINETT	SEC12	ADMIN ASST TO PRINCIPAL-HS	RHS	1.00	9	AA12	55,684					55,684	57,894					57,894
OSENBRUCK	JENNIFER	TEACH	SPECIAL EDUCATION (RED)	GLEN	1.00	10	BA+30	74,000					74,000	78,087					78,087
OTTERSTEDT	JOHN	TEACH	GRADE 3	HAWES	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
OZAYDIN	MEAGHAN	TEACH	GRADE 8 ENGLISH	GWMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
PADYKULA	WENDY	TEACH	SPEECH	BFMS/GWMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
PALMER	MEAGHAN	TEACH	GRADE 8 SCIENCE	GWMS	1.00	15	MA+45	95,435		300			95,735	100,017		300			100,317
PALUMBO	HELENE	TEACH	FRENCH	RHS	1.00	12	MA	79,740					79,740	83,517					83,517
PAPAMICHAEL	LUCY	SUPPRT	EX CONF ADMIN ASST TO SUPT AND ASSISTANT BOARD SECRETARY	ED CENTER	1.00			75,626					75,626	77,441					77,441
PARIGI	JANE	SEC10	GENERAL SECRETARY-EL	WILLARD	1.00	12	AS10	45,908					45,908	49,449					49,449
PARKS	RUTH	TEACH	GERMAN	RHS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
PARRASCH	KELSEY	TEACH	GRADE 4	WILLARD	1.00	3	MA	68,118					68,118	69,742					69,742
PAULEY	SUSAN	SEC11	ADMIN ASST TO PRIN-EL	SOMERVILLE	1.00	12	AA11	54,101			1,082		55,183	56,130			1,123		57,253
PECORELLI	ANNMARIE	TEACH	MUSIC	RIDGE	1.00	17	MA+45	102,612		300			102,912	107,542		300			107,842
PEDERSEN	DONNA	TEACH	GRADE 1	RIDGE	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
PEPE	MICHAEL	TEACH	GRADE 7 MATHEMATICS	GWMS	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
PERVIZI	ALIM	SUPPRT	WAN MGR.	ED CENTER	1.00			119,413					119,413	122,279					122,279
PETITT	CAROL	TEACH	GRADE 6 MATHEMATICS	GWMS	1.00	18	BA+30	100,612					100,612	101,662					101,662
PFEIFFER	COURTNEY	TEACH	GRADE 6 MATHEMATICS	BFMS	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
PFEIFFER	DAVID	TEACH	GUIDANCE	TRAVELL/WILLD	1.00	18	MA+45	113,582		300		7,951	121,833	114,632		300		8,024	122,956
PHELAN-HEBDITCH	ALICE	TEACH	GRADE 2	WILLARD	1.00	17	BA	92,542			1,600		94,142	93,592			1,600		95,192
PHILBRICK	SKYE	SEC10	LEAD SEC/FINE APP. ART	RHS	1.00	8	AS10	43,879					43,879	45,471					45,471
PIA	SHANNON	TEACH	KINDERGARTEN	SOMERVILLE	1.00	18	MA+30	110,262		300	1,500		112,062	111,312		300	1,500		113,112
PIACENZA	MICHAEL	ADMN12	GW ASST PRIN	GWMS	1.00			156,826					156,826	160,590					160,590
PIFHER	ERIKA	TEACH	ART	TRAVELL	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
PINCHES	KATHARINE	TEACH	ENGLISH	RHS	1.00	18	MA	103,932					103,932	104,982					104,982
PISANI	LAURIE	TEACH	GRADE 2	WILLARD	1.00	18	MA+30	110,262		300	1,500		112,062	111,312		300	1,500		113,112
PIZZUTO	BASIL	ADMN12	HS ASST PRIN	RHS	1.00			169,109			1,600		170,709	173,168			1,600		174,768
POELSTRA	STACIE	CENTRL	ASST SUPT C,J,A	ED CENTER	1.00			176,610					176,610	180,849					180,849
POLANIN	STEPHEN	TEACH	MUSIC	TRAVELL/GWMS	1.00	10	MA	77,290		300			77,590	80,867					80,867
POLAY	JESSICA	TEACH	SPEECH LANGUAGE THERAPIST	RIDGE	1.00	3	MA	68,118					68,118	69,742					69,742
POLK	LAURA	TEACH	FRENCH	RHS	1.00	16	MA+45	98,665		300			98,965	103,802		300			104,102
POLLITT	ASHLEY	TEACH	SPECIAL EDUCATION ENGLISH	RHS	1.00	7	MA+30	76,665		300			76,965	79,942		300			80,242
PONCHAK	JAMES	TEACH	GRADE 7 MATHEMATICS	GWMS	1.00	17	BA+30	92,662					92,662	96,762					96,762
POROD	JASON	TEACH	GRADE 7 MATH/SCIENCE ELECTIVE	BFMS/GWMS	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
POROD	LEIGH	TEACH	GRADE 3	ORCHARD	1.00	18	MA+30	110,262		300	1,500		112,062	111,312		300	1,500		113,112
POSILICO	KERRY	TEACH	GRADE 2	TRAVELL	1.00	18	MA	103,932			1,500		105,432	104,982		1,600			106,582
POSPISCHIL	LEANNE	TEACH	SAIL K-5	HAWES	1.00	5	MA	69,616					69,616	72,342					72,342
POULIS	DESPINA	TEACH	KINDERGARTEN	RIDGE	1.00	16	MA+45	98,665		300			98,965	103,802		300			104,102
POUNDS	MICHAEL	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	MA+30	110,262		300			110,562	111,312		300			111,612
PRICE	MEGAN	TEACH	GRADE 2	ORCHARD	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
PRIMAVERA	MICHELLE	TEACH	GRADE 7 ENGLISH	GWMS	1.00	11	MA	77,290		300			77,590	80,867					80,867
PURRINOS	DAMARY	TEACH	SPANISH	RHS	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
QUINLAN	MARGRET	SEC11	ADMIN ASST TO PRIN-EL	RIDGE	1.00	13	AA11	57,222			2,289		59,511	57,769			2,311		60,080
QUINONES	RAMON	SUPPRT	TECH/MEDIA TECH	RHS	1.00			46,871					46,871	47,996					47,996
QUIRK	BRIAN	TEACH	PHYSICAL EDUCATION	RHS	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
RAIANI	AMY	TEACH	SCIENCE	RHS	1.00	9	MA+45	84,390		300			84,690	85,717		300			86,017
RAN	BENJAMIN	TEACH	GRADE 7 SCIENCE	BFMS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
RAN	SALLIANN	TEACH	GRADE 3	WILLARD	1.00	3	MA	68,118					68,118	69,742					69,742
RANSOM	ROBERT	TEACH	PHYSICAL EDUCATION	GWMS	1.00	18	MA+30	104,172		300			104,472	111,312		300			111,612
RATHGEBER	JOSEPH	TEACH	ENGLISH	RHS	1.00	8	MA	75,055					75,055	78,417		300			78,717
RAUPP	ANDREW	TEACH	GRADE 5	HAWES	1.00	18	MA	98,802					98,802	104,982					104,982
RAUPP	ELLEN	TEACH	GRADE 4	HAWES	1.00	17	MA	95,002					95,002	100,052					100,052

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
REDFERN	NICOLE	TEACH	GRADE 1	ORCHARD	1.00	13	MA+45	89,490					89,790	93,667					93,967
REILLY	KERRIANN	TEACH	NURSE	BFMS	1.00	18	BA+30	100,612					100,612	101,662					101,662
REILLY	NANCY	TEACH	SPECIAL EDUCATION (COLLAB-SCIENCE)	RHS	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
REINKE	MICHAEL	SUPPRT	SCHOOL SAFETY SECURITY OFFICER	DISTRICT	1.00			45,185					45,185	46,269					46,269
RICHARDS	CAROLINE	TEACH	ENGLISH	RHS	1.00	17	MA	95,002					95,002	100,052					100,052
RICHARDSON	MONIKA	TEACH	COMP SCI/MATHEMATICS	RHS	1.00	18	MA+45	113,582			300		113,882	114,632			300		114,932
RILEY	CELESTE	TEACH	FRENCH	GWMS	1.00	17	MA+45	102,612			300		102,912	107,542			300		107,842
RINALDI	ROBERT	TEACH	PE/HEALTH	RHS	1.00	8	MA	75,055					75,055	78,417			300		78,717
RIORDAN	NICOLE	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA+30	110,262			300		110,562	111,312			300	1,500	113,112
RISPOLI	KAREN	TEACH	COMPUTER EDUCATION	BFMS	1.00	18	MA+45	113,582			300	1,600	122,297	114,632			300	1,600	116,532
ROBERTS	DEIRDRE	TEACH	ESL	BFMS/GWMS	1.00	18	MA+45	106,292			300		106,592	114,632			300		114,932
ROCKEY	COLLEEN	TEACH	GRADE 3	WILLARD	1.00	7	BA	66,015					66,015	69,092					69,092
ROESEMANN	MEGAN	TEACH	RiSe K-1	RIDGE	1.00	10	MA+45	84,390			300		84,690	88,167			300		88,467
ROMANO	ODALYS	TEACH	SPECIAL EDUCATION (LLD)	GWMS	1.00	18	MA+30	110,262			300		110,562	111,312			300	1,500	113,112
ROONEY	MICHAEL	TEACH	SPECIAL EDUCATION	BFMS	1.00	14	MA+30	89,520			300		89,820	94,237			300		94,537
ROSENFELD	LAUREN	TEACH	SPECIAL EDUCATION MATHEMATICS	RHS	1.00	18	MA+45	106,292			300		106,592	114,632			300		114,932
ROSENFELD	PATRICIA	TEACH	SPECIAL EDUCATION (RED)	GLEN	1.00	18	BA+30	100,612					100,612	101,662					101,662
ROSOLANKO	KRISTEN	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	18	MA+45	113,582			300	1,500	115,382	114,632			300	1,500	116,432
ROSS	BRIAN	ADMN12	EL PRIN	TRAVELL	1.00			157,000					157,000	160,768					160,768
ROSS	THERESA	TEACH	KINDERGARTEN	SOMERVILLE	1.00	18	MA+45	113,582			300	1,600	115,482	114,632			300	1,600	116,532
ROTA	JILL	TEACH	GRADE 3	HAWES	1.00	18	MA+45	113,582			300		113,882	114,632			300		114,932
ROTELLA	MEGAN	TEACH	SPANISH	RHS	1.00	18	MA+45	113,582			300	1,500	115,382	114,632			300	1,500	116,432
ROTH	JESSICA	TEACH	ART	HAWES	1.00	4	MA	68,618					68,618	70,742					70,742
ROTHSCHILD	LINDA	TEACH	LIBRARIAN/MEDIA SPEC	BFMS	1.00	18	MA+45	113,582			300		113,882	114,632			300		114,932
RUBIN	LINDSAY	TEACH	ELEMENTARY GUIDANCE	ORC/RIDGE	1.00	9	MA+45	82,159				5,751	87,910	85,717				6,000	91,717
RUSSO	JUDITH	SEC12	AMIN ASST TO BUSINESS OFFICE	ED CENTER	1.00	3	AA12	46,169					46,169	50,269					50,269
SABATINO	ROBERT	TEACH	GRADE 3	TRAVELL	1.00	17	MA+45	102,612			300		102,912	107,542			300		107,842
SAGLIMBENI	MARY	TEACH	GRADE 5	ORCHARD	1.00	8	MA	75,055			300		75,355	78,417			300		78,717
SALADINO	ALLYSON	TEACH	SOCIAL STUDIES	RHS	1.00	15	MA+45	95,435			300		95,735	100,017			300		100,317
SANSONE	KIMBERLY	TEACH	OT	RIDGE/WILLARD	1.00	16	MA+45	98,665			300		98,965	103,802			300		104,102
SARGENTI	LISA	TEACH	GRADE 1	HAWES	1.00	16	BA	84,465					84,465	89,092					89,092
SASON	BETSY	TEACH	GRADE 2	RIDGE	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
SCEVOLO	ADAM	TEACH	MATHEMATICS	RHS	1.00	10	MA+45	84,390			300		84,690	88,167			300		88,467
SCHAEFER	MARGARET	TEACH	GRADE ADVISOR/ENGLISH	RHS	1.00	19	DR	121,012			300	1,600	132,593	122,062			300	1,600	133,727
SCHAFFER	AMY	TEACH	GRADE 2	ORCHARD	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
SCHEMMELE	RACHEL	TEACH	ENGLISH	GWMS	1.00	17	MA+45	102,612			300		102,912	107,542			300		107,842
SCHICK	CASEY	TEACH	GRADE 4	TRAVELL	1.00	8	BA	67,955					67,955	71,317					71,317
SCHMARAK	JONATHAN	TEACH	MUSIC	WILD/RIDGE/HAW	1.00	10	BA	70,190					70,190	73,767					73,767
SCHOENLANK	JEAN	ADMN12	EL PRIN	RIDGE	1.00			187,358	3,000		1,600		191,958	191,855	3,000		1,600		196,455
SCHULKE	KYLE	TEACH	GRADE 8 SOCIAL STUDIES	BFMS	1.00	15	MA+30	92,905			300		93,205	96,537			300		96,837
SCIRE-BANCHITTA	VICTORIA	TEACH	GRADE 3	RIDGE	1.00	3	MA+30	71,668					71,668	73,492					73,492
SCOTT	ELLEN	TEACH	GRADE 1	ORCHARD	1.00	10	MA	77,290			300		77,590	80,867					80,867
SEMENDINGER	PAUL	ADMN12	EL PRIN	HAWES	1.00			199,548	3,000				202,548	204,337	3,000				207,337
SHAH	ANJALI	TEACH	SCIENCE	RHS	1.00	18	BA+30	100,612					100,612	101,662					101,662
SHARAR	CAROL	TEACH	MUSIC	BFMS	1.00	18	MA+45	113,582			300	1,600	115,482	114,632			300	1,600	116,532
SHEER	LARA	TEACH	GRADE 8 GUIDANCE	BFMS	1.00	18	MA	103,932			1,500	7,275	112,707	104,982			1,500	7,349	113,831
SHINE	KRISTEN	TEACH	SPECIAL EDUCATION	GWMS	1.00	15	MA	88,335					88,335	92,717					92,717
SIECK	ALISON	TEACH	SPECIAL EDUCATION (SOCIAL STUDIES)	RHS	1.00	9	MA+45	82,159			300		82,459	85,717			300		86,017
SILVERSTEIN	STACI	TEACH	GRADE 2	HAWES	1.00	6	BA	64,115					64,115	67,142					67,142
SIMONE	SUZANNE	TEACH	SPECIAL EDUCATION (COLLAB)	GWMS	1.00	10	BA	70,190					70,190	73,767					73,767
SIMPSON	VICTORIA	SEC12	ASST PAYROLL ACCOUNTANT	ED CENTER	1.00	13	AA12	62,194			1,866		64,060	62,929			1,888		64,817
SIOK	SUSAN	TEACH	MATHEMATICS	RHS	1.00	18	BA+30	100,612					100,612	101,662					101,662
SKETTINI	DONNA	TEACH	PE/HEALTH	BFMS	1.00	18	MA+30	110,262			300	1,600	112,162	111,312			300	1,600	113,212
SKETTINI	KELLY	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	4	MA	68,618					68,618	70,742					70,742
SPECTOR	STEFANIE	TEACH	MULTI-SENSORY READING	DISTRICT	1.00	8	MA+45	82,159					82,159	85,717			300		86,017
SPINO	DIANE	TEACH	RESOURCE ROOM	HAWES	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
STADULIS	JULIE	TEACH	NURSE/TEACHER	GWMS	1.00	16	BA+30	88,695					88,695	93,852					93,852
STAHL	DAVID	TEACH	PHYSICAL EDUCATION	ORC/GLEN	1.00	10	MA+45	84,390			300		84,690	88,167			300		88,467
STANKIEWICZ	SAMANTHA	TEACH	ART	SOMERVILLE	1.00	18	MA+45	113,582			300	1,500	115,382	114,632			300	1,500	116,432
STANTON	MICHELLE	SUPPRT	COORD RCS	ED CENTER	1.00			87,540					87,540	89,641					89,641
STAUNTON	JOSEPH	TEACH	GRADE 4	HAWES	1.00	18	MA+45	113,582			300	1,500	115,382	114,632			300	1,500	116,432
STEWART	GAVIN	TEACH	ENGLISH	RHS	1.00	18	MA	103,932			1,600		105,532	104,982			1,600		106,582
STEWART	NICOLA	TEACH	ART	RIDGE	1.00	16	MA+45	98,665			300		98,965	103,802			300		104,102
STIPANOV	BARBARA	TEACH	GRADE 1	TRAVELL	1.00	17	MA+30	100,502			300		100,802	105,422			300		105,722
STOVELL	SHAUNA	ADMN12	MS ASST. PRINC.	BFMS	1.00			165,518				1,200	166,718	169,490			1,200		170,690

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
STREITMAN	RACHEL	TEACH	SPECIAL EDUCATION MATHEMATICS	RHS	1.00	6	MA	71,215		300			71,515	74,242		300			74,542
STUCKE	MALLORY	TEACH	CHEMISTRY	RHS	1.00	6	MA+30	74,765		300			75,065	77,992		300			78,292
SUDDO	ELIZA	SUPPRT	REGISTRAR RCS	ED CENTER	1.00			43,008					43,008	44,040					44,040
SULLIVAN	DOLORES	TEACH	GRADE 2	WILLARD	1.00	18	MA+30	110,262		300			110,562	111,312		300	1,500		113,112
SULLIVAN	JACQUELINE	TEACH	GRADE 3	RIDGE	1.00	9	MA	75,055		300			75,355	78,417		300			78,717
SUTERA	LISA	TEACH	SPECIAL EDUCATION	BFMS	1.00	17	MA+30	100,502		300			100,802	105,422		300			105,722
SWEENEY	MARIA	TEACH	ESL	HAWES	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
SYVRET	MARK	TEACH	SCIENCE	RHS	1.00	18	MA	103,932					103,932	104,982					104,982
TAMUZZA	LINDSAY	TEACH	GRADE 5	WILLARD	1.00	5	BA	62,516					62,516	65,242					65,242
TAN	XUE	TEACH	ED SPECIALIST	ORCHARD	1.00	8	MA	75,055		300			75,355	78,417		300			78,717
TARULLI	MATTHEW	TEACH	GRADE 5	RIDGE	1.00	3	MA	68,118					68,118	69,742					69,742
TASHIAN	DAVID	TEACH	GUIDANCE	HAWES/SOM	1.00	18	MA+45	113,582		300		7,951	121,833	114,632		300		8,024	122,956
TAYLOR	TARA	ADMN12	SUPRV SCIENCE	RHS	1.00			151,309					151,309	154,940					154,940
TELL	JENA	TEACH	GRADE 4	ORCHARD	1.00	17	MA	95,002					95,002	100,052					100,052
THOMAS-CANDRILLI	ANNA	SEC12	ADMIN ASST TO PRIN-MS	GWMS	1.00	5	AA12	50,434					50,434	52,369					52,369
THORNTON	JENNIFER	TEACH	LIBRARIAN/MEDIA SPEC	HAWES	1.00	12	MA+45	89,490		300			89,790	90,817		300			91,117
THURLLOW	PATRICK	TEACH	SOCIAL STUDIES	RHS	1.00	3	BA	61,018					61,018	62,642					62,642
TOBIN	DEIRDRE	TEACH	PHYSICAL EDUCATION	RIDGE	1.00	18	MA+45	113,582		300			113,882	114,632		300	1,500		116,432
TOLVE	LAURA	TEACH	SPECIAL EDUCATION	RHS	1.00	10	MA+45	84,390		300			84,690	88,167		300			88,467
TORMEY	MELANIE	TEACH	KINDERGARTEN	TRAVELL	1.00	17	BA	92,542			1,600		94,142	93,592			1,600		95,192
TOWNES	OIETTA	CENTRL	MGR. HUM. RES.	ED CENTER	1.00			160,001					160,001	163,841					163,841
TRACY	NATALIE	TEACH	GRADE 1	TRAVELL	1.00	10	MA	77,290		300			77,590	80,867					80,867
TREIBLE	CAROLYN	TEACH	GRADE 2	TRAVELL	1.00	15	MA+45	95,435		300			95,735	100,017		300			100,317
TRINGALI	JUDITH	SEC10	CST	RHS	1.00	13	AA10	48,745			975		49,720	52,703			1,054		53,757
TROY	MICHAEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA+45	113,582		300			113,882	114,632		300			114,932
TRUBAC	THOMAS	TEACH	GRADE 4	HAWES	1.00	14	MA	85,240					85,240	89,467					89,467
TRUNCALE	LAUREN	TEACH	MATHEMATICS	RHS	1.00	12	MA+45	86,840		300			87,140	90,817		300			91,117
TUCKER	ERIKA	TEACH	PE/HEALTH	GWMS	1.00	6	BA	64,115					64,115	67,142					67,142
TUFFY	MELISSA	TEACH	GRADE 2	HAWES	1.00	5	BA	62,516					62,516	65,242					65,242
TURANO	REBECCA	TEACH	GUIDANCE COUNSELOR	RHS	1.00	7	MA	73,115				5,118	78,233	76,192		300		5,333	81,826
TURCHIOE	KRISTEN	TEACH	SPECIAL EDUCATION	BFMS	1.00	10	MA+45	84,390		300			84,690	88,167		300			88,467
TURKINGTON	SEAN	TEACH	MATHEMATICS	RHS	1.00	18	MA+45	106,292		300			106,592	114,632		300			114,932
UPTON	LAUREN	TEACH	GRADE 8 SOCIAL STUDIES	GWMS	1.00	14	MA+45	92,340		300			92,640	96,767		300			97,067
VALENTI	LISA	TEACH	ART	RHS	1.00	18	MA+45	106,292		300			106,592	114,632		300			114,932
VALENTINE	CHRISTA	TEACH	GRADE 1	WILLARD	1.00	18	MA+45	113,582		300	1,600		115,482	114,632		300	1,600		116,532
VALERE	NEIL	SUPPRT	TECH/MEDIA TECH	BFMS	1.00			53,035					53,035	54,308					54,308
VALERI	AMANDA	TEACH	LDT-C	RHS	1.00	8	MA+45	82,159				4,108	86,267	85,717		300		4,286	90,303
VAN HISE	BRIAN	TEACH	MATHEMATICS	RHS	1.00	13	MA+45	89,490		300			89,790	93,667		300			93,967
VAN TREUREN	RYAN	TEACH	SCIENCE	RHS	1.00	2	MA	67,618					67,618	69,242					69,242
VAN ZILE	KELLY	TEACH	THEATER	RHS	0.10	2	BA	6,518					6,518	6,214					6,214
VANDERVELT	DANIELLE	TEACH	GRADE 1	RIDGE	1.00	15	BA+30	85,585					85,585	90,047					90,047
VANHORNE	MARY	TEACH	GRADE 7 MATHEMATICS	BFMS	1.00	18	MA+45	113,582		300			113,882	114,632		300	1,500		116,432
VASI	GILDA	TEACH	SPECIAL EDUCATION SAIL	BFMS	1.00	12	MA+30	83,290		300			83,590	87,747		300			88,047
VASQUEZ	JESSICA	TEACH	PT	DISTRICT	1.00	6	DR	81,865					81,865	84,892		300			85,192
VELAZQUEZ-WALTERS	MARIA	TEACH	OT	TRAVELL/ORC	1.00	18	MA+45	113,582		300	1,500		115,382	114,632		300	1,500		116,432
VILLOSLADA	SAMANTHA	TEACH	SPECIAL EDUCATION (LLD)	GWMS	1.00	14	MA	85,240					85,240	89,467					89,467
VITALE	ALICIA	TEACH	MUSIC	SOMERVILLE	1.00	4	MA	68,618					68,618	70,742					70,742
VLAJIC-STEVANOVIC	PETRA	TEACH	COMP SCIENCE	GWMS	1.00	9	MA+45	84,390		300			84,690	85,717		300			86,017
VRACHIMIS	PEGGY	TEACH	GRADE 5	TRAVELL	1.00	16	MA+30	95,185		300			95,485	101,692		300			101,992
WALKER	CHRISTINE	TEACH	GRADE 6 MATHEMATICS	GWMS	1.00	18	MA	103,932					103,932	104,982					104,982
WALSH	PAIGE	TEACH	KINDERGARTEN	TRAVELL	1.00	2	MA	67,618					67,618	69,242					69,242
WALTERS	KAREN	TEACH	SCIENCE	RHS	1.00	16	DR	102,215		300			102,515	106,842		300			107,142
WARD	TRACY	TEACH	KINDERGARTEN	WILLARD	1.00	13	BA	75,290					75,290	79,267					79,267
WARNER	HUE	SUPPRT	PAYROLL SUPRV.	ED CENTER	1.00			87,000					87,000	89,088					89,088
WATKINS	CHRISTOPHER	TEACH	GRADE 7 SOCIAL STUDIES	GWMS	1.00	15	MA+45	95,435		300			95,735	100,017		300			100,317
WATSON	ANDREA	TEACH	GUIDANCE COUNSELOR	RHS	1.00	3	MA+45	75,298				5,271	80,569	77,042				5,393	82,435
WATSON	TORRANCE	TEACH	PE/HEALTH	BFMS	1.00	16	MA	91,565					91,565	96,192					96,192
WEARLEY	MEREDITH	TEACH	GRADE 6 GUIDANCE	BFMS	1.00	18	MA	103,932				7,275	111,207	104,982				7,349	112,331
WEHMEYER	NICOLE	SEC10	MATHEMATICS/SCIENCE-Lead SEC	RHS	1.00	6	AS10	41,691					41,691	43,126					43,126
WEINKAUFF	JENNIFER	SUPPRT	CONF ADMIN ASST TO ASST SUPT	ED CENTER	1.00			58,502					58,502	59,906					59,906
WEINSTEIN	LAURA	TEACH	MATHEMATICS	RHS	1.00	14	MA+45	92,340		300			92,640	96,767		300			97,067
WEISS-CHROMECK	COURTNEY	TEACH	LDT-C	GWMS	1.00	5	MA+30	73,166				3,658	76,824	76,092				3,805	79,897
WHYARD	LESLEY	SEC12	GENERAL SECRETARY	RHS	1.00	12	AA12	54,589					54,589	61,144					61,144
WIATER	LISA	TEACH	SPECIAL EDUCATION ENGLISH	RHS	1.00	18	MA+45	106,292		300			106,592	114,632		300			114,932
WILLIAMS	JENNIFER	TEACH	RiSe 2-3	RIDGE	1.00	11	MA	77,290		300			77,590	80,867					80,867

Last Name	First Name	CSI Category Name	Assignment	Location	FTE 21-22	Step 21-22	Class 21-22	Salary 20-21	Doct 20-21	Growth 20-21	Long 20-21	Ratio 20-21	Total Salary 20-21	New Salary 21-22	Doct 21-22	Growth 21-22	Long 21-22	Ratio 21-22	Total Salary 21-22
WITHAM	LYNNE	TEACH	GRADE 2	SOMERVILLE	1.00	18	MA	103,932					103,932	104,982			1,500		106,482
WOHNER	JOHN	TEACH	STEAM/TECHNOLOGY & INNOVATION	RHS	1.00	5	BA	62,516					62,516	65,242					65,242
WOLFF	ELLEN	TEACH	GRADE 5	ORCHARD	1.00	18	BA+30	95,512			1,500		97,012	101,662			1,500		103,162
WONDRA	THOMAS	TEACH	GRADE 6 SCIENCE	GWMS	1.00	14	BA	78,140					78,140	82,367					82,367
WOOD	DANIELLE	ADMN12	SUPV. SP ED	ED CENTER	1.00			148,154					148,154	151,710					151,710
WU	GREGORY	ADMN12	MS ASST. PRINC.	BFMS	1.00			165,518			1,600		167,118	169,490			1,600		171,090
YANKUS	WAYNE	SUPPRT	SCHOOL PHYSICIAN	DISTRICT	N/A			26,000					26,000	26,000					26,000
YANNONE	MEREDITH	TEACH	GRADE ADVISOR	RHS	1.00	18	MA	103,932			1,600	8,315	113,847	104,982			1,600	8,399	114,981
YANNONE	MICHAEL	TEACH	SOCIAL STUDIES	RHS	1.00	18	MA	103,932			1,500		105,432	104,982			1,500		106,482
YOHANA	JULIA	SUPPRT	ASSISTANT TO THE BUSINESS ADMINISTRATOR AND MANAGE OF INFORMATION TECHNOLOGY	ED CENTER	1.00			69,299					69,299	70,962					70,962
YOOK	HAEJIN	SEC10	CST/GENERAL-EL	ORCHARD	1.00	11	AS10	44,583					44,583	48,047			961		49,008
ZAINO	GREGORY	TEACH	SPECIAL EDUCATION - SOCIAL STUDIES	RHS	1.00	12	MA+45	86,840		300			87,140	90,817			300		91,117
ZIELINSKI	LAUREN	TEACH	GRADE 6 SOCIAL STUDIES	BFMS	1.00	8	MA+30	78,605		300			78,905	82,167			300		82,467
ZILVETTI	SUZANNE	TEACH	GRADE 8 SCIENCE	GWMS	1.00	18	MA+45	113,582		300	1,500		115,382	114,632			300	1,500	116,432
ZLOTKIN	AMANDA	TEACH	MUSIC	ORC/SOM/TRAV	1.00	18	MA+45	113,582		300			113,882	114,632			300		114,932
ZWICKER	WILLIAM	SUPPRT	UTILITYPERSON	ED CENTER	1.00			48,734					48,734	49,904					49,904
ZYSK	BONNIE	SEC12	ADMIN ASST TO ACCOUNT PAYABLE	ED CENTER	1.00	13	AA12	62,194			1,866		64,060	62,929			1,888		64,817
Leave of Absence 2021-2022 School Year																			
ALVAREZ	LISETTE	TEACH	SCHOOL PSYCHOLOGIST	RHS	1.00	13	DR	93,040				4,652	97,692	97,017				4,851	101,868
DERASMO	JACQUELINE	TEACH	SPECIAL EDUCATION (SCIENCE)	RHS	1.00	10	MA	77,290		300			77,590	80,867					80,867
FRIEDMAN	LAURA	TEACH	LDT-C	RHS	1.00	11	MA+45	84,390		300		4,220	88,910	88,167			300	4,408	92,875
LISA	ERICA	TEACH	RESOURCE ROOM	HAWES	1.00	10	MA+45	84,390		300			84,690	88,167			300		88,467
MOLLEMA	KRISTINE	TEACH	RESOURCE ROOM	WILLARD	1.00	10	BA	70,190					70,190	73,767					73,767
ITDC																			
FLANAGAN	MARION	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	34,477					34,477	34,477					34,477
KONTOS	LISA	ITDC	DIRECTOR	ITD-C - GLEN	1.00		12M	58,148					58,148	58,148					58,148
MIDDLEBROOKS	KATRINA	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	33,025					33,025	33,025					33,025
PISANI	LYNDA	ITDC	ADMIN ASST	ITD-C - GLEN	1.00		11M	38,547					38,547	38,547					38,547
SOUTHEY	DAWN	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	32,207					32,207	32,207					32,207
STEVENS	BARBARA	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	33,999					33,999	33,999					33,999
STEVENS	MACKENZIE	ITDC	ITDC TEACHER	ITD-C - GLEN				33,000					33,000	33,000					33,000
VASSALLO	STEPHANIE	ITDC	ITDC TEACHER	ITD-C - GLEN	1.00		10M	35,142					35,142	35,142					35,142

2021-2022

## 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 - \$789 for use of the auditorium. In the event air conditioning is installed, a separate charge will be instituted. (tech support fee included)

Additional fee for use of classrooms – \$65 per room per hour.

Auditorium rental fee is for a four-hour period; additional charges prorated.

Use of concert grand piano: \$262 including tuning.

- Other Auditoriums

George Washington Middle School \$ 485 (tech support fee included)

Elementary Auditoriums \$ 239

Auditorium rental fee is for a four-hour period; additional charges prorated.

- Libraries

Fee: \$273

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: \$169 with auditorium rental

\$327 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	\$420
High School Gym #2	\$234
High School Gym #3	\$234
Benjamin Franklin Middle School	\$234
George Washington Middle School (New)	\$420
George Washington Middle School (Old)	\$234
Elementary Schools	\$169

• Other Facilities

Board Room – Education Center \$196

Classroom \$65/hour

\*Any custodial charges will be marked up by 11%.





## RIDGEWOOD SCHOOL DISTRICT

### HIGH SCHOOL

#### 2021-2022

<i>Student Breakfast</i> .....	\$4.00
<i>Student Lunch</i> .....	5.50
<i>Complete Daily Meal Special</i> .....	5.50
<i>Village Fresh Lunch</i> .....	5.50-6.50
<i>Organic Lunch</i> .....	6.50

#### **DELI CENTRAL:**

Boar's Head Sandwiches .....	5.50
Extra 1 oz. Portion .....	1.00

#### **FRESH FARMSTAND:**

Entrée Salad Platter Specials including;	
Grilled Chicken Caesar, Chef's & Tuna .....	5.50
Vegetable Crudité w/Low-Fat Dip .....	2.25
Fresh Fruit Cup or Melon Cup .....	2.75
Individual Garden Salad Bowl, 16 oz .....	2.90

#### **DAILY DISH:**

Pasta (Semolina, Whole Wheat, or Tricolor)	
w/Choice of Sauce .....	5.10
Internationale Theme Bar .....	5.50-6.50
Vegetarian Selections .....	5.50-6.50

#### **SOUP:**

Bowl, 8 oz .....	2.50
Bowl, 12 oz .....	3.00

#### **BREADS & ROLLS:**

Bagel w/Butter .....	2.00
Bagel w/Cream Cheese .....	2.60
Extra Cream Cheese .....	.85

#### **BREAKFAST GRILL:**

Breakfast Selections .....	3.75-5.25
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#### **AMERICAN GRILLE:**

French Fries, all varieties .....	\$1.90
Pizzeria Pizza .....	2.50
Mozzarella Sticks (5) .....	3.95
Fresh Quarter-Pound Burgers .....	5.00
Grilled Fresh Chicken Breast Sandwich .....	5.00
All-Natural Chicken Tenders (4) .....	5.00

#### **SNACK SHACK:**

David's Cookie .....	.75
Baked Chips, single serve .....	1.10
Whole Fresh Fruit .....	1.25
Assorted Snacks .....	1.25-2.00
Homemade Muffins, large .....	2.50
Yogurt Parfait w/Fresh Fruit .....	3.95

#### **BEVERAGES:**

Milk, plastic bottle .....	1.10
Bottled Spring Water, 16 oz. ....	1.25
Canned Beverages, 12 oz. ....	1.75
Diet Beverage, can	
(non-carbonated or carbonated) .....	1.75
Vitamin Water, 20 oz. ....	2.25
Naked Juice .....	4.00
Coffee or Tea, 12 oz. ....	1.85
Hot Cocoa, 12 oz. ....	2.00

**RIDGEWOOD SCHOOL DISTRICT**  
**MIDDLE SCHOOL**  
**2021-2022**

Student Breakfast.....	\$4.00
Student Lunch .....	4.25
Village Fresh Lunch.....	5.25
Gluten-Free Lunch.....	5.25-6.25
Organic Lunch .....	6.50
Reduced Price Lunch .....	.50
Faculty Lunch .....	5.00
Faculty Village Fresh Deli Lunch .....	5.50/5.50

**LUNCH ENTRÉE:**

All Hot Lunch Entrées and Bread.....	\$3.75
All Hot Lunch Entrées and Bread (faculty) .	4.50
Pizzeria Pizza .....	2.50

**DELI CENTRAL:**

Boar's Head Deli Sandwich.....	5.25
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**FRESH FARMSTAND:**

Entrée Salad Platter Specials including, Grilled Chicken Caesar, Chef's, Tuna.....	5.25
Vegetable Crudité w/Low-Fat Dip .....	2.25
Fresh Fruit or Melon Cup .....	2.75
Yogurt Parfait w/Fresh Fruit .....	3.95

**SOUP:**

Homemade Soup, bowl, 8 oz.....	2.50
Homemade Soup, bowl, 12 oz.....	3.00

**BREADS & ROLLS:**

Bagel w/Butter.....	\$2.00
Bagel w/Cream Cheese .....	2.60
Extra Cream Cheese.....	.85
Cereal w/Milk.....	2.50

**SNACK SHACK:**

David's Cookie .....	.75
Baked Chips.....	1.10
Fresh Fruit.....	1.25
Assorted Snacks .....	1.25-2.00

**BEVERAGES:**

Milk 8 oz, plastic bottle. ....	1.10
Bottled Spring Water, 16 oz. ....	1.25
Canned Beverage .....	1.75
Naked Juice (varieties) .....	4.00
Coffee/Tea, 8 oz (faculty).....	1.60


**RIDGEWOOD SCHOOL DISTRICT**
**HIGH SCHOOL FACULTY**
**2021-2022**
**LUNCH ENTRÉE:**

Homemade Specialties ..... \$5.25-6.50

**DELI CENTRAL:**

Premium Boar's Head Sandwich ..... 5.25

Extra 1 oz. Portion ..... 1.00

**FRESH FARMSTAND:**

Steamed Vegetables..... 1.75

Specialty Vegetables ..... 2.00

**SOUP:**

Soup, 8 oz..... 2.50

Soup, 12 oz..... 3.00

**BREADS & ROLLS:**

Bagel w/Butter..... 2.00

Bagel w/Cream Cheese ..... 2.60

Extra Cream Cheese ..... .85

**SNACK SHACK:**

David's Cookie ..... \$ .75

Baked Snacks and Chips ..... 1.10-2.00

Homemade Desserts..... 2.00-2.50

Homemade Muffin, large ..... 2.50

Yogurt Parfait w/Fresh Fruit..... 3.95

**BEVERAGES:**

Milk, 8 oz. .... 1.10

Bottled Water, 16 oz..... 1.25

Canned Beverages..... 1.75

Bottled Beverage, 20 oz ..... 2.00

Coffee or Tea, 8 oz..... 1.60

Coffee or Tea, 12 oz..... 1.85

Hot Cocoa, 12 oz..... 2.00

Vitamin Water, 20 oz. .... 2.25

serialNum|model

9ZDN722 Dell Chromebook 11  
96NX952 Dell Chromebook 11 (3120)  
236Q722 Dell Chromebook 11  
HWXP722 Dell Chromebook 11  
HW4L722 Dell Chromebook 11  
7N7LZ22 Dell Chromebook 11  
BB4L722 Dell Chromebook 11  
J0DP722 Dell Chromebook 11  
LRR4A5C Dell Chromebook 11  
75YP722 Dell Chromebook 11  
HKDN722 Dell Chromebook 11  
8LFP722 Dell Chromebook 11  
17WK722 Dell Chromebook 11  
B05L722 Dell Chromebook 11  
93PRY22 Dell Chromebook 11  
FZNRV22 Dell Chromebook 11  
1YCP722 Dell Chromebook 11  
4X4L722 Dell Chromebook 11  
8GXP722 Dell Chromebook 11  
BSZM242 Dell Chromebook 11  
DJYFY22 Dell Chromebook 11  
GN5Q722 Dell Chromebook 11  
17TP722 Dell Chromebook 11  
10DP722 Dell Chromebook 11  
NUSH7A/ Chromebook  
3TFN722 Dell Chromebook 11  
325L722 Dell Chromebook 11  
DTXP722 Dell Chromebook 11  
HMRFY22 Dell Chromebook 11  
C05L722 Dell Chromebook 11  
64WP722 Dell Chromebook 11  
4J182G2 Dell Chromebook 11  
1N2L722 Dell Chromebook 11  
4HX4B52 Dell Chromebook 11  
H13Z242 Dell Chromebook 11  
B23Z242 Dell Chromebook 11  
7F2Z242 Dell Chromebook 11  
1WDP722 Dell Chromebook 11  
29KR242 Dell Chromebook 11  
HD6N722 Dell Chromebook 11  
H65Q722 Dell Chromebook 11  
5K0GY22 Dell Chromebook 11  
2P4L722 Dell Chromebook 11  
8XCP722 Dell Chromebook 11

7D7Y1G2 Dell Chromebook 11  
FNFN722 Dell Chromebook 11  
1MXP722 Dell Chromebook 11  
8N4L722 Dell Chromebook 11  
6B7V242 Dell Chromebook 11  
6KBJJ42 Dell Chromebook 11  
5NFP722 Dell Chromebook 11  
FV4L722 Dell Chromebook 11  
8P5L722 Dell Chromebook 11  
6NVK722 Dell Chromebook 11  
76FN722 Dell Chromebook 11  
JCD3B52 Dell Chromebook 11  
923Z242 Dell Chromebook 11  
9PVY242 Dell Chromebook 11  
9H0HB52 Dell Chromebook 11  
HY3A91KD529725  
2KFP722 Dell Chromebook 11  
5D4Q722 Dell Chromebook 11  
DC2L722 Dell Chromebook 11  
CPFN722 Dell Chromebook 11  
DCWN722 Dell Chromebook 11  
6XT08B2 Dell Chromebook 11  
CJ9T242 Dell Chromebook 11  
DY9PLD2 Dell Chromebook 11  
JJ6N722 Dell Chromebook 11  
52YT242 Dell Chromebook 11  
DWFP722 Dell Chromebook 11  
3RLY1G2 Dell Chromebook 11  
6ZXR962 Dell Chromebook 11  
GD4Q722 Dell Chromebook 11  
5GJCB52 Dell Chromebook 11  
FV5Q722 Dell Chromebook 11  
57PK2D2 Dell Chromebook 11  
JB4Q722 Dell Chromebook 11  
5234B52 Dell Chromebook 11 (3120)  
G74Q722 Dell Chromebook 11  
3VFN722 Dell Chromebook 11  
3Q4Q722 Dell Chromebook 11  
C4TP722 Dell Chromebook 11  
5WFP722 Dell Chromebook 11  
25RQ952 Dell Chromebook 11 (3120)



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

**June 14, 2021**

**Bergen County, New Jersey**

**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 7:01 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. Student Representative Report**

Students Dan Loughlin and Jack Sherman presented updates from Benjamin Franklin Middle School.

**B. West Point - Dwight D. Eisenhower Leadership Award**

Stephen Kalish, former Army Officer and a graduate of the United States Military Academy at West Point, presented the Dwight D. Eisenhower Leadership Award on behalf of the West Point Society of New Jersey.

Mr. Kalish read through the previous awardees before announcing this year's recipient, Samuel Saraceno. Samuel is a member of the National Honor Society and the Spanish National Honor Society. He has taken multiple honors courses. Samuel is the starting point guard on the varsity basketball team, the president of the junior class, and a peer counselor. Additionally, he has been involved in several service groups including Unified Sports.

**C. Student Representative Report**

Zoe Kovak presented the following Ridgewood High School Student Representative Report:

**Academics:**

- The NJ Biliteracy exam was administered this past Wednesday to all interested students currently enrolled in a foreign language class.
- The Senior Award ceremony will be held Thursday June 10 where the graduating class finds out which of the 524 awards handed out were granted to them and 67 different scholarships were also awarded to various students. Additionally, they are getting ready for graduation and hoping that the weather will hold up for the ceremony, but in any case, the RHS TV club will be filming the graduation and live streaming the event.
- As the RHS Chapter of the National Honor Society celebrated their honor awardees, merit awardees, and zero hero awardees, they inducted the new members of the National Honor Society into the program with a pre-recorded montage that described the program, the members' responsibilities, and the importance of leadership and playing an active role in one's community.
- The Student Congress election for Senior Class Officers is underway and will close

on Thursday.

- The current Juniors have started thinking about Letters of Recommendation and which teachers they want to have write their letters.

Arts:

- The end-of-year band, orchestra, and choir concerts were this past week. As per usual, each of our talented students wowed the crowd with their skills.
- Artbeat's annual bandshell concert attracted a large audience a couple of weeks ago. The weather was perfect for the outdoor concert and the beautiful sunset that was present made for some awesome photographs.

Activities:

- It was so nice to see the students, both virtually and in person, dress up in green clothing to show their support for mental health awareness during the last week of May which was mental health awareness month. The "Green Out" was hosted by the Mental Health Awareness club who also recorded a roundtable discussion they had about breaking the stigma surrounding mental health and how students can advocate for and support the cause.
- RHS's DECA organization is ending the year with its typical Krispy Kreme fundraiser.
- The Senior Prom was a couple of weeks ago and the students couldn't have been more grateful for getting the opportunity to celebrate with their peers in a slightly normal fashion. While masks were enforced at all times, the event played out as it would have pre-pandemic with a DJ and dance floor, buffet-style dinner, and the lively atmosphere that completes every special occasion.

Before opening up to public comments, Dr. Gorman read a statement regarding the next school year:

School will be open full time with lunch next year. He will be presenting the details at the June 28 Board Meeting. We are finalizing our contracts with the bus companies and they have assured us that they will be fully functional next year. If over the summer there was a problem and the bus company cannot fulfill their contract, we would be allowed to end the contract, which we were not allowed to do recently, and find another company to substitute them. If we were to have a problem finding another bus company to fulfill the runs, we could pay parents aid-in-lieu of, which means they could arrange for driving and services on their own and the Board of Education would cut them a check for reimbursement of their cost. Lunch is the other issue on people's minds, each school level has their own plans depending on the guidelines set forth by the state. The first option would be that there are no restrictions and we would operate as pre-pandemic. The second option at the elementary level, is to have two lunches with some grades playing outside while others are eating inside, and some eating in their classrooms. At the Middle School Level, we will have three sections: some students will be eating outside, in the cafeteria, and setting up tables in the gymnasiums. The High School will operate as normal with an open campus.

Promptonians will be staffed. We have sent out a flyer asking for workers, which is normal. If they are short workers or the guidelines will not allow for buffet lunches, then they will be pre-packaging lunches. Students can always bring their own lunch from home. We will be sending out information about how people can become substitutes so they can be put on a list and we can call them for when we need help with lunch aides or substitutes throughout



the year.

## V. COMMENTS FROM THE PUBLIC

Mr. Lembo stated that there will be a special public comment section later during the meeting just for the American Rescue Plan Presentation.

Deidre Scali 599 Heights Rd., Emailed the board on May 20 using the words crisis, my children, depression, separation anxiety, how can you help, not one person emailed her back. Discussed mental health and the union NJREA. Her 10 year old is suffering from depression and separation anxiety and is the opposite of last year. Her other 10 year old has stopped learning how to play the guitar and will only play in the backyard which is the opposite of one year ago. Her children has not done that since last summer because they are afraid to be yelled at for not wearing a mask. Her Middle schooler was afraid of contact tracing and most days was the only child in the classroom. When will the families be first?

Alexandra Smith, 375 Fairmount Road, representing Ridgewood Parents United, Ms. Brogan was the only board member who was willing to meet with the group. Concerned about issues that are not transparent: the masking policies are uneven and not explained with clarity. Gave examples of groups playing with/without masks. Asked for a different mask policy at the High School for next year. Tradition of Excellence is at huge risk since we did not offer in person instructions this year as per other districts. Teachers marked her childrens as absent when they were actually there. A+ only went to the towns that offered full day in person instruction during this school year. School Board has the authority to make policies.

Tara Hastings, 150 Woodland Ave., made comments regarding the district's interpretation of the science and regarding additional parent involvement in the process. None of the Ridge parents were notified last week that in the heat wave the students did not have to wear a mask. Does not support 6 foot distancing when outside without a mask. The administration has decision making power regarding this. Implored the board to diversify the medical voices that are advising you. Parents want to see a plan presented on how the board and administration plan to interact with parents in the future.

## VI. PRESENTATIONS

### A. 6-12 Science Curriculum Presentation

Ms. Taylor, Supervisor of Science, presented the 6-12 Science Curriculum and Program Review. Ms. Taylor reviewed the timeline, research study process and explained the district's vision and mission, as well as curriculum alignment to the New Jersey Student Learning Standards.

Enhancements made since the previous five-year study include implementation of Biology Advanced, AP Environmental Science, AP Physics C, Career Pathways in Medicine Program, and AP Capstone program into RAHP. In all of the core classes, the department has been focusing on environmental science and sustainability.

Through donations from the Jones family and the Ridgewood Education Foundation, lab facilities and equipment have been upgraded and enhanced with an Anatomage Table,

microscopes, a greenhouse, an outdoor classroom, physics lab equipment, and more. As part of the study, data was collected through parent, student, and teacher surveys to gain their perspective on the program. Based on the findings of the study, one recommendation for the 2021-2022 school year is to develop a high school engineering program. Once this program is implemented, options for the expansion of the program will be researched and explored to give students real-world opportunities in engineering.

To view this portion of the meeting scroll to 40:35.

## **B. American Rescue Plan Requirements for Federal Grant Application**

Ms. Poelstra presented the requirements for the American Rescue Plan Federal Grant were presented. The information presented tonight is the first part of the application to the government that we need to submit in 1,000 words or less according to current submissions and is subject to change every 60 days as per conditions. We cannot take any additional steps to receive the grant until the first step is completed.

The ARP (American Rescue Plan) Act provides \$122 billion in funding to states and school districts to facilitate the reopening and safe operation of schools. The portion expected for Ridgewood Public Schools is approximately \$1.1 million.

How the grant can be spent is still being determined by the federal government. As more information about allowable uses of these funds becomes available, plans will be developed with community input and communicated.

The first step in acquiring our allocation is to provide information to the state and federal government on specific areas of our operation (Safe Return Plan), allow public comment, and then include these summaries on the first phase of the application. The Safe Return Plan template addresses eight (8) areas of operation, which are as follows:

- Universal and correct wearing of masks
- Physical distancing
- Hand washing and respiratory etiquette
- Cleaning and maintaining healthy facilities, including improving ventilation
- Contact tracing, in combination with isolation and quarantine
- Diagnostic and screening testing
- Efforts to provide vaccines to educators, other staff, and students, if eligible
- Appropriate accommodations for children with disabilities with respect to health and safety policies

Write-in comments pertaining to the eight (8) areas of operation identified in the template can also be submitted via the form link on slide 15. The template is limited to 1,000 characters for each area of operation. The public comment form will close at 12:00 p.m. on Monday, June 21, 2021.

Currently the Governor's Executive Order 175 is in effect and the mask mandate is required for the schools, with the exception of extreme heat. As this changes, the submissions will change as well.

Mr. Dani asked can we look at when there are periods of low covid numbers, change the

mask mandate?

Dr. Gorman answered as of right now the answer is no, but it may change for next year.

Dr. Gorman stated that the quarantine times are not part of the information required for submission of this grant.

The Board discussed ways for parents to directly communicate and provide feedback regarding school reopening updates.

To view this portion of the meeting scroll to 1:12.

## VII. COMMENTS FROM THE PUBLIC ON THE AMERICAN RESCUE PLAN

Susan Madison, commented that the template that the survey is from is from the State of New Jersey not the Federal Government. The three main concerns for children are masking quarantine, contact tracing and isolation. She would write the plan to submit as: masking will be as 2019, contact tracing will be as 2019, we will not be held to county records next year. Wants parent involvement in creating the plan for June 28.

Alexandra Smith, 375 Fairmont Road, does not see us leading with excellence. Expects Ridgewood to plan for known challenges, look at other districts who did robocalls, surveys and comments. Communication to parents should use responsive design for all parents.

Kerry Miller, 141 John Street, Ridgewood uses the cali metrics and are not reflective of Ridgewood specifically. Implores that the Ridgewood health department use district data for the 2020 school year. Requests that funding be used for data analysis. Requesting the district form a functioning pandemic response group. Formal communication for an overview of the plan and that allows for parent comments.

Tara Hastings, echoed previous parents, quarantine periods are what parents are thinking about and parents have concerns with that part. It is unfortunate that summer school will be virtual this year. The district is paying high rate to nurses for contact tracing. Would like the board to get more clarity on summer school nurses, if summer school will be virtual.

Ms. Poelstra stated the first Broadcast regarding the ARP grant prior to the issuance of the template from the NJDOE was on May 24. The ARP grant was first announced on May 12, but without the specific details and requirements.

Rebecca Boulin, 706 Morningside Road, Was thrilled that in the fall we came back to school and grateful; but is disappointed since then with the lack of communication and transparency. Requested more transparency. Requested a parent task force for parent involvement.

Debra Logori, 319 Meadowbrook Ave., Does not like the 14 day quarantine and masking for next school year. Imagines that a lot of children have been damaged from a mental

standpoints and should look at this liability.

Beth Gould Creller, 719 Belmont Road, parents want the administration and board to be successful. We want to be part of these plans. Parents are resources to get children back to the 2019 standards.

Alexandra Smith, what is the town submitting for the parent section of the ARP submission.

Dr. Gorman stated that this is the special public comment period as per the grant requirement, information received tonight will be included. In addition, the online survey for comment submission is open until June 21. Information gathered from that will be included within the 1,000 character allowance in the grant proposal.

Mr. Lembo reminded that this is just the grant proposal and not the full plan.

Dr. Gorman stated that on June 28 the presentation will be the plan with the contingencies, but changes will be ongoing based upon changes.

Ms. Poelstra read the American Rescue Grant Requirement: Describe how the LEA sought public comment on its plan.

The requirement was fulfilled by:

- Each of the bullet points was presented at a public meeting and posted on the district website
- A Special public comment period was opened during tonight's BOE meeting
- Online open public comments remained opened for one week and that is how public comments were secured

Laura McKenna, it would help parents if we started off with a presentation on what the American Rescue plan actually is and how much the grant is for. Is the grant going to be tied to mental health. Requested that the funds be used for new programs.

Dr. Gorman replied that the question that Ms. McKenna is asking was included in Ms. Poelstra's presentation this evening.

Ms. Poelstra added that this is the first gateway for us to request the grant money, we will receive information on what the grant money can be used for after the first submission. How we plan to use the money is due in November. We will do a needs assessment for each use and it will have to align with the allowable uses assigned from the government.

Allison Harris, 58 Phelps Road, has written the same concerns since February. Would it be possible to see the slide with the public comments section again. What is the process to have stakeholder involvement every 60 days? Can we clarify that we have some type of mental health specialist's input as well?

Dr. Gorman presented the Submission of the American Rescue Plan for consideration.

## **VIII. APPROVAL: SUBMISSION OF THE AMERICAN RESCUE PLAN**

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

Schools, approves the submission of the American Rescue Plan.

Mr. Dani made a motion to amend the resolution to read:

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves that the American Rescue Plan will be posted on the district website. Public Comments will be open for the next seven days and approves the submission of the American Rescue Plan once the public comments are submitted and incorporated where needed by the Administration.

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

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

NAYS: Mr. Kaufman

The board discussed that there are two entities: the submission of the grant application to get the money and the actual reopening plan.

Ms. Brogan made a motion to meet for a special public meeting on Monday June 21, 2021 at 7:00 pm to see the final product before the ARP grant application is submitted.

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

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

NAYS: none

Mr. Dani stated that we have already voted on the submission of the plan and confirmed that the June 21 meeting is just for a presentation.

A special public meeting will be held on Monday June 21, 2021 at 7:00 pm to present the final template for the grant submission.

## **IX. SUPERINTENDENT REPORT**

The switchgear controls at the high school will be upgraded this summer. The power will be shut off on June 24 and returned in mid-August. The switchgear is approximately 70 years old, and it runs the power for the old section of the building. The fitness area and the 1999 wing should still have power through the summer.

The Governor is allowing all end-of-year ceremonies and promotions without restrictions, and masks will be optional at these events as per his guidance. The District looks forward to ending the year on a positive and uplifting note.

## **X. 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: Mr. Dani, Mr. Kaufman, Ms. Kwak, Mr. Lembo

NAYS: none

Dr. Gorman presented for consideration B. Administration

## **B. ADMINISTRATION**

### **i. Approval: Receipt of Suspension Reports**

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. Approval: Contracts for District Administrators**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the following contracts, effective July 1, 2021 through June 30, 2022. These contracts have been approved by the Executive County Superintendent as required by law.

- Scott Bisig, Business Administrator
- Stacie Poelstra, Assistant Superintendent for Curriculum, Instruction and Assessment
- Ojetta Townes, Manager of Human Resources

The Board has received background information.

### **iii. Approval: New Jersey School Boards Association Membership**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves membership in the New Jersey School Boards Association for the 2021-2022 school year, at the rate of \$26,662.70.

There is no increase in fee from the 2020-2021 school year. The Board has received background information.

### **iv. Approval: Settlement Agreement SE#9/2020-2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#9/2020-2021 between the parents of Student #506195 and the Ridgewood Board of Education.

The Board has received background information.

### **v. Approval: Settlement Agreement SE#10/2020-2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#10/2020-2021 between the parents of Student #60242 and the Ridgewood Board of Education.

The Board has received background information.

vi. **Revision Appointment: Equal Education Officers**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the revision of the appointment of the Equal Education Officer for the Ridgewood Public Schools for the 2021-2022 school year, approved by the Board at its meeting on May 24, 2021:

Remove: Shauna Stovell, elementary schools

Replace: TBD

vii. **Approval: Ridgewood High School Membership in the New Jersey State Interscholastic Athletic Association (NJSIAA)**

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

Pursuant to the provisions of Chapter 172 of the Laws of 1979 (N.J.S.A. 18A:11-3 et. seq.), it is necessary for all member schools to adopt by resolution membership in the NJSIAA.

By adopting this resolution, Ridgewood adopts as its own policy and agrees to be governed by the Constitution, Bylaws and Rules and Regulations of the NJSIAA, including all rules governing student athlete eligibility.

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: Professional Development Agreement with Traxler Studios, LLC.**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves a professional development agreement with Katie Traxler of Traxler Studios, LLC to provide professional development in the area of music curriculum development to elementary music teachers during the summer of 2021, in the amount of \$1350.

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, 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.

#### Administrator

MATTHEWS, Julie-Anne - Supervisor of Elementary Education: English Language Arts and Social Studies, Education Center, effective July 1, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5.

Dr. Matthews' credentials are as follows:

- Instructional/Literacy Coach, Montvale Public Schools, 2013 to present
- Curriculum Coordinator/Consultant, River Vale Public Schools, 2005 to 2012
- Adjunct Professor/Campus Supervisor, Ramapo College, 2002, 2005-2006, 2019
- Writing Coach/Reading Specialist, Paramus Public School, 2001 to 2008
- Elementary Classroom Teacher, Westwood Regional Schools, 1991 to 2001

Education:

- Ramapo College, Masters, Educational Leadership, 2020
- Institute of Multi-Sensory Education, 30-Hour Orton-Gillingham Intermediate Training, 30-Hour Orton-Gillingham Comprehensive Training, 2004
- Fordham University, Doctor of Philosophy, Language, Literacy, and Learning, 2001
- Fairleigh Dickinson University, Master of Art in Teaching, 1993
- Lafayette College, Bachelor of Arts, Psychology and Spanish, 1989

Possesses the following New Jersey Standard Certificates:

- Supervisor
- Elementary School Teacher
- Teacher of English as a Second Language
- Teacher of Spanish
- Reading Specialist

Salary: \$123,000 (\$120,000 + \$3,000 doctorate)



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

**Teachers**

BARNARD, Elizabeth - K-2 LLD Teacher (tenure track), Hawes School, effective August 31, 2021 through June 30, 2022. Ms. Barnard possesses an NJDOE Provisional Certificate as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities. Ms. Barnard will be registered into the NJDOE Provisional Teacher Program.

Salary: \$69,242

Cl. MA, St. 2

Account # 11-204-100-101-00-02-019-000

BERNARD-MASON, Amy - Latin Teacher (tenure track), Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Bernard-Mason possesses an NJDOE Standard Certificate as a Teacher of Latin.

Salary: \$83,817

Cl. BA+30, St. 13

Account #11-140-100-101-07-10-019-000

BRAUN, Alexandra - Leave of Absence Replacement Special Education Science Teacher (non-tenure track), Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Braun is pending issuance of an NJDOE Provisional Certificate as a Teacher of Biological and Teacher of Students with Disabilities.

Salary: \$61,642

Cl. BA, St. 1

Account # 11-213-100-101-00-10-019-000

CARDILLO, Natalie - Music Teacher (tenure track), Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Cardillo is pending issuance of an NJDOE Certificate of Eligibility with Advanced Standing or Standard Certificate as a Teacher of Music.

Salary: \$62,142

Cl. BA, St. 2

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

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.

Salary: \$76,222

Cl. MA+45, St. 2  
Account #11-212-100-101-00-08-019-000

DeNUNZIO, Mary - Library Media Specialist (tenure track), Travell School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. DeNunzio possesses an NJDOE Standard as a School Library Media Specialist.

Salary: \$68,742  
Cl. MA, St. 1  
Account # 11-000-222-104-00-06-019-000

DiMODUGNO, Grace - Special Education Teacher (tenure track), George Washington Middle School, August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. DiModugno is pending issuance of an NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities. Ms. DiModugno will be registered into the NJDOE Provisional Teacher Program.

Salary: \$61,642  
Cl. BA, St. 1  
Account # 11-213-100-101-00-09-019-000

EBENHACK, Kayley - Leave of Absence Replacement Resource Room Teacher (non-tenure track), Willard School, effective August 31, 2021 through June 30, 2022. Ms. Ebenhack possesses an NJDOE Provisional Certificate as an Elementary School Teacher in Grades K-6. Ms. Ebenhack will be registered into the NJDOE Provisional Teacher Program.

Salary: \$61,642  
Cl. BA, St. 1  
Account #11-213-100-101-00-07-019-000

LOCKER, Alyssa - .50 FTE Social Worker (tenure track), Somerville School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Locker possesses an NJDOE Standard Certificate as a School Social Worker.

Salary: \$36,352 (\$34,621 + \$1,731 ratio)  
Cl. MA, St. 2  
Account # 11-000-219-104-00-05-019-000

VARGO, Laura - Guidance Counselor (tenure track), Ridgewood High School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Vargo possesses an NJDOE Standard Certificate as a School Counselor.

Salary: \$81,986 (\$76,622 + \$5,364 ratio)  
Cl. MA+45, St. 2

Account # 11-000-218-104-00-10-019-000

**Long-term Substitutes**

BIAGI, Alexis - Elementary School Teacher Grades k-5, Hawes School, effective April 23, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends. To be funded by CRRSA-ESSER II grant funds to a maximum amount of \$6,000.

Account # 20-483-100-101-00-02-022-001

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

FOERCH, Summer - Kindergarten Teacher, Hawes School, effective March 22, 2021, or as soon after as possible, through June 23, 2021. To be funded by CRRSA-ESSER II grant funds to a maximum amount of \$19,669.

Account # 20-483-100-101-00-02-022-000

Account # 11-110-100-101-11-02-019-000

LAVENDER, Raymond - School Social Worker, Orchard and Ridge Schools, effective August 31, 2021 through January 3, 2022, at a daily rate of \$150 per day, until the assignment ends. Mr. Lavender is pending issuance of an NJDOE Standard Certificate as a School Social Worker.

Account #11-000-219-104-00-03-019-000

Account# 11-000-219-104-00-04-019-000

VILLANELLA, James - Elementary School Teacher Grades k-5, Somerville School, effective May 10, 2021 through June 23, 2021, at a daily rate of \$150 per day, until the assignment ends. To be funded by CRRSA-ESSER II grant funds to a maximum amount of \$4,350.

Account # 20-483-100-101-00-05-022-001

Account # 11-120-100-101-04-05-019-000

**Classroom Aides**

CANCIO, Josylin - First Grade Aide, Ridge School, effective March 23, 2021, or as soon after as possible, through June 22, 2021. To be funded by CRRSA-ESSER II grant funds to a maximum amount of \$5,837.

Account # 20-483-100-106-00-04-022-001

Account # 11-190-100-106-11-04-019-001

JUNTA, Sarah - Resource Room Special Education Classroom Aide, Travell School, effective March 22, 2021, or as soon after as possible, through June 22, 2021. To be funded by CRRSA-ESSER II grant funds to a maximum amount of \$5,937.

Account # 20-483-100-106-00-06-022-001

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

**2021 Summer School Special Programs Staffing**As listed on **Attachment C****2021 Ridgewood High School Summer School Staffing**As listed on **Attachment D****2021 Summer Special Programs Personnel**As listed on **Attachment E****Technology Innovation Specialists for the 2021-2022 School Year**As listed on **Attachment F****2021 Summer Ridgewood Community School Employees**As listed on **Attachment G****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.

CERBASI, Joyce - **from** Staff Developer, Education Center, **to** Sixth Grade English Language Arts Teacher, George Washington Middle School, effective August 31, 2021 through June 30, 2022.

Salary will remain the same.

Account #11-130-100-101-03-09-019-000

MITCHELL, Lindsay - **from** Fifth Grade Teacher, Ridge School, **to** Guidance Counselor, Ridge School, effective August 31, 2021 through June 30, 2022.

**From:** \$93,967 (\$93,667 + \$300 CP)

Cl. MA+45, St. 13

**To:** \$100,524 (\$93,667 + \$300 CP + \$6,557 ratio)

Cl. MA+45, St. 13

Account # 11-000-218-104-00-04-019-000

PIACENZA, Michael - **from** Assistant Principal, George Washington Middle School, **to** Principal, Ridge School, effective August 1, 2021 through June 30, 2022.

Mr. Piacenza's credentials are as follows:

- Assistant Principal, George Washington Middle School, July 2014 to present
- Assistant Director/Interim Director, Unity Charter School, July 2011 to July 2014
- Third Grade Teacher, Hilltop Elementary School, 2006 to 2011
- Fourth Grade Teacher, Hilltop Elementary School, 1999 to 2000, 2001 to 2006

- Fifth Grade Teacher, Mountain View Middle School, 2000 to 2001

Education:

- Ed.D. in Education Leadership, Seton Hall University, anticipated, May 2022
- Ed.S. in Educational Leadership, Seton Hall University, May 2018
- Master's Degree in Educational Administration, Montclair State University, May 2008
- Bachelor of Science Degree in Elementary Education, West Chester University, May 1999

Possesses the following New Jersey Standard Certificates:

- Principal
- Supervisor
- Elementary School Teacher

**From:** \$160,590

**To:** \$164,500

Account # 11-000-240-103-00-04-019-000

iii. **Resignations**

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

**Teachers**

DeRISI, Michael - Physical Education, Somerville School, effective July 1, 2021.

HUBER, Courtney - Special Education (STEPSS) Teacher, Benjamin Franklin Middle School, effective July 1, 2021.

TASHIAN, David - Guidance Counselor, Hawes and Somerville School, effective July 1, 2021.

**Classroom Aide**

SALCEDO, Rosemary - Teacher Assistant (REACH), Glen School, effective June 14, 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.

**Administrative Assistant**

PAULEY, Susan - Administrative Assistant to Principal, Somerville School, effective September 1, 2021, with fourteen years of Ridgewood service.

Susan Paul's career in Ridgewood:

- 2007-2009 - General Secretary, Somerville School
- 2009-2010 - Business Office, 12-month Secretary, Education Center
- 2010-2015 - Principal Secretary, Hawes School
- 2016-2021 - Principal Secretary, Somerville School

### **Teacher**

DRENNAN, Elizabeth - Library Media Specialist, Somerville School, effective July 1, 2021, with eighteen and a half years of Ridgewood service.

Elizabeth Drennan's career in Ridgewood:

- 2000-02 - Media Center Secretary, Ridge School
- 2005-2021 - Library Media Specialist, Somerville School

### **Support Staff**

HOWELLS, Lynn - K-12 Technology Coordinator, Education Center, effective September 1, 2021, with sixteen years of Ridgewood service.

Lynn Howells' career in Ridgewood:

- 1999-2000 - IT Data Entry, Education Center
- 2000-2003 - Technology Associate, Education Center
- 2003-2007 - Technology Staff Developer, Education Center
- 2007-2009 - K-8 Network Coordinator, Education Center
- 2010-2015 - IT Specialist
- 2015-2021 - K-12 Technology Coordinator, Education Center

### **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.

ALVAREZ, Lisette – School Psychologist, Ridgewood High 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.

### **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 School**

- **Macolino, Nadine**, not to exceed 45 hours, at an hourly rate of \$29.29 (\$1,318.05).

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

#### **Hawes School**

**Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Goldberg, Linda**, not to exceed 10 hours, at an hourly rate of \$61.69 (\$616.90), to be partially funded by CRRSA-ESSER II Grant Funds.

Account # 20-483-213-104-00-02-022-001

**Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Goldberg, Linda**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

Account # 20-483-213-104-00-02-022-001

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

**2021 Summer Hours - Nurse**

- **Gao, Jeanne**, not to exceed 25 hours, at an hourly rate of \$43.59 (\$1,089.75).

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

**2021 Summer Secretarial Support**

- **Higgins, Patricia**, not to exceed 20 hours, at an hourly rate of \$36.56 (\$731.20).

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

**Moving Classrooms, not to exceed 12 hours, at an hourly rate of \$40.17 (\$1,928.16)**

- **Catanzaro, Becky**
- **Harney, Thomas**
- **Rota, Jill**
- **Sargenti, Lisa**

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

**Orchard School****Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Horton, Christina**, not to exceed 10 hours, at an hourly rate of \$40.68 (\$406.80), to be partially funded by CRRSA-ESSER II Grant Funds.

Account #20-483-213-104-00-03-022-001

**Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Horton, Christina**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a

maximum amount of \$4,064.70.

Account #20-483-213-104-00-03-022-001

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

### **2021 Summer Hours - Nurse**

- **Horton, Christina**, not to exceed 20 hours, at an hourly rate of \$40.68 (\$813.60).

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

### **Guidance Department – 2021 Summer Hours**

- **Rubin, Lindsay**, not to exceed 12 hours, at an hourly rate of \$54.94 (\$659.28)

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

### **Moving Classrooms**

- **Jones, Michelle**, not to exceed 2 hours, at an hourly rate of \$40.17 (\$80.34).
- **Saglimbeni, Mary**, not to exceed 4 hours, at an hourly rate of \$40.17 (\$160.68).
- **Tan, Xue**, not to exceed 2 hours, at an hourly rate of \$40.17 (\$80.34).

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

### **Ridge School**

#### **Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Manke, Colleen**, not to exceed 10 hours, at an hourly rate of \$74.14, (741.70), to be partially funded by CRRSA-ESSER II Grant Funds.

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

#### **Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Manke, Colleen**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

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

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

### **2021 Summer Hours - Nurse**

- **Manke, Colleen**, not to exceed 24 hours, at an hourly rate of \$74.14 (\$1,779.36).

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



**Guidance Department – 2021 Summer Hours**

- **Mitchell, Lindsay**, not to exceed 12 hours, at an hourly rate of \$60.03 (\$720.36).

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

**Moving Classrooms, not to exceed 6 hours, at an hourly rate of \$40.17 (\$964.08)**

- **Coppola, Michele**
- **Jarosz, Kathleen**
- **Mager, Elyse**
- **Polay, Jessica**

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

**Somerville School**

**Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Correll, Moira**, not to exceed 10 hours, at an hourly rate of \$61.69 (616.90), to be partially funded by CRRSA-ESSER II Grant Funds.

Account # 20-483-213-104-00-05-022-001

**Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Correll, Moira**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

Account # 20-483-213-104-00-05-022-001

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

**2021 Summer Hours - Nurse**

- **Correll, Moira**, not to exceed 20 hours, at an hourly rate of \$61.69 (\$1,233.80).

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

**2021 Summer Secretarial Support**

- **Mannion, Erin**, not to exceed 10 hours, at an hourly rate of \$27.15 (\$271.50).

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

**Moving Classrooms, not to exceed 12 hours, at an hourly rate of \$40.17 (\$482.04)**

- **Buzzard, Mia**

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

**Travell School**

**Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Grabinski, Lisa**, not to exceed 10 hours, at an hourly rate of \$50.04 (500.40), to be partially funded by CRRSA-ESSER II Grant Funds.

Account # 20-483-213-104-00-06-022-001

**Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Grabinski, Lisa**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

Account # 20-483-213-104-00-06-022-001

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

**2021 Summer Hours - Nurse**

- **Grabinski, Lisa**, not to exceed 12 hours, at an hourly rate of \$50.04 (\$600.48).

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

**Guidance Department – 2021 Summer Hours**

- **Pfeiffer, David**, not to exceed 12 hours, at an hourly rate of \$76.15 (\$913.80).

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

**Willard School**

**Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Lowicki, Bonnie**, not to exceed 10 hours, at an hourly rate of \$54.99 (\$5489.90), to be partially funded by CRRSA-ESSER II Grant Funds.

Account # 20-483-213-104-00-07-022-001

**Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Lowicki, Bonnie**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

Account # 20-483-213-104-00-07-022-001

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

**2021 Summer Hours - Nurse**

- **Lowicki, Bonnie**, not to exceed 25 hours, at an hourly rate of \$59.88 (\$1,497).

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

**2021 Summer Secretarial Support**

- **Parigi, Jane**, not to exceed 12 hours, at an hourly rate of \$32.79 (\$393.48).

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

**Guidance Department – 2021 Summer Hours**

- **Pfeiffer, David**, not to exceed 15 hours, at an hourly rate of \$76.15 (\$1,142.25).

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

**Benjamin Franklin Middle School**

**Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Reilly, Kerriann**, not to exceed 10 hours, at an hourly rate of \$67.07, (\$670.70), to be partially funded by CRRSA-ESSER II Grant Funds.

Account # 20-483-213-104-00-08-022-001

**Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Reilly, Kerriann**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

Account # 20-483-213-104-00-08-022-001

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

**2021 Summer Hours - Nurse**

- **Reilly, Kerriann**, not to exceed 55 hours, at an hourly rate of \$67.07 (\$4,024.20).

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

**Guidance Department – 2021 Summer Hours (\$8,444.60)**

- **Wearley, Meredith**, not to exceed 100 hours, at an hourly rate of \$69.50 (\$6,950).

- **Gelenius, Mariann**, not to exceed 20 hours, at an hourly rate of \$74.73 (\$1,494.60).

Account # 11-000-218-104-00-08-008-001

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 an hourly rate of \$55.00

- **Batista, Giselle**
- **Champy, Brianna**
- **Cheplic, Matthew**
- **Contreras, Colleen**
- **Cigolini, Lucille**
- **Clarke-Anderson, Kathleen**
- **Kneiss, Dana**
- **Krsnak, Kate**
- **Litvak, Roman**
- **Morris, Lori**
- **Stucke, Mallory**
- **Tucker, Erika**
- **Watkins, Christopher**

Account # 20-483-100-101-00-08-022-001

Account # 20-483-100-101-00-09-022-001

Additional Co-curricular Activity Advisors and Stipends for the 2020-2021 School Year

Latin Club - Virtual

- **deVegh, Antonia**, total stipend of \$740.

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

Eight Grade Luau, each not to exceed 3 hours, each at the hourly rate of \$40.17 (\$964.08)

- **Briggs, Amy**
- **Clarke-Anderson, Kathleen**
- **Krasinski, Kristen**
- **Liebkind, Olga**
- **Menzies, Lauren**
- **Mitchell, Michael**
- **Morris, Lori**
- **Ordini, Jason**

Account # 11-401-100-101-00-08-008-001

George Washington Middle School

**Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Stadulis, Julie**, not to exceed 10 hours, at an hourly rate of \$56.31 (\$563.10), to be partially funded by CRRSA-ESSER II Grant Funds.

Account # 20-483-213-104-00-09-022-001

**Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Stadulis, Julie**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

Account # 20-483-213-104-00-09-022-001

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

**2021 Summer Hours - Nurse**

- **Stadulis, Julie**, not to exceed 55 hours, at an hourly rate of \$59.13 (\$3,252.15).

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

**Guidance Department – 2021 Summer Hours (\$16,865.80)**

- **Alfuso, Lisa**, not to exceed 50 hours, at an hourly rate of \$45.55 (\$6,377).
- **Mullin, Michael**, not to exceed 50 hours, at an hourly rate of \$74.92 (\$10,488.80).

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

**Ridgewood High School**

- **Mende, Allison, Mitola, Candace, and Watson, Andrea**, each not to exceed 8 hours, each at an hourly rate of \$55 (\$1,320). To be funded by CRRSA-ESSER II grant funds.

Account #20-483-100-101-00-10-022-001

**Nurse- Contact Tracing- December 23, 2020 through January 4, 2021**

- **Morgan, Maureen**, not to exceed 10 hours, at an hourly rate of \$75.92 (\$759.20), to be partially funded by CRRSA-ESSER II Grant Funds.

Account # 20-483-100-101-00-10-022-001

**Nurse- Contact Tracing- January 4, 2021 through June 23, 2021**

- **Donovan, Suzanne**, , not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

- **Morgan, Maureen**, not to exceed 360 hours, at an hourly rate of \$53.33 (\$19,198.80), to be partially funded by CRRSA-ESSER II Grant Funds to a maximum amount of \$4,064.70.

Account # 20-483-100-101-00-10-022-001

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

### **2021 Summer Hours - Nurse**

- **Donovan, Suzanne**, not to exceed 40 hours, at an hourly rate of \$32.77 (\$1,3108.80)
- **Morgan, Maureen**, not to exceed 40 hours, at an hourly rate of \$75.92 (\$3,036.80).

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

### **2021 Summer Secretarial Support**

- **Griffith, Rosanna**, not to exceed 40 hours, at an hourly rate of \$29.78 (\$1,191.20).
- **Kazmierczak, Jennifer**, not to exceed 60 hours, at an hourly rate of \$31.79 (\$1,907.40).
- **Philbrick, Skye**, not to exceed 60 hours, at an hourly rate of \$31.34(\$1,880.40).
- **Tringali, Judith**, not to exceed 40 hours, at an hourly rate of \$35.51 (\$1,420.40).
- **Wehmeyer, Nicole**, not to exceed 40 hours, at an hourly rate of \$29.78 (\$1,191.20).

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

### **Guidance Department – 2021 Summer Hours (\$12,582.43)**

- **DePinto, Lauren**, not to exceed 10 hours, at an hourly rate of \$76.80 (\$768.20).
- **Fabish, Christopher**, not to exceed 63 hours, at an hourly rate of \$63.84 (\$4,021.92).
- **Klein-Hellman, Lauren**, not to exceed 53 hours, at an hourly rate of \$59.07 (\$3,130.71).
- **Kneis, Dana**, not to exceed 15 hours, at an hourly rate of \$45.55 (\$683.25)
- **McGovern, Christine**, not to exceed 15 hours, at an hourly rate of \$54.06 (\$810.90).
- **Turano, Rebecca**, not to exceed 53 hours, at an hourly rate of \$48.90 (\$2,591.70).
- **Watson, Andrea**, not to exceed 25 hours, at an hourly rate of \$50.36 (\$1,259.00).

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

**Revision: 2021 Project Graduation - June 22, 2021**, approved by the Board at its meeting on May 24, 2021

**From: Four Chaperones (TBD)**, each not to exceed 6 hours, each at an hourly rate of \$40.17 (\$964.08).

**To: Sixteen Chaperones: Besser, Lauren; Chamesian, Linda; Cronk, Paul; Fabish, Christopher; Fararr, Eva; Galasso, Patricia; Gervolino, Colleen; Kay, Peter; Kase, Sean; Keneis, Dana; Luo, Miles; Mendez, Karen; Murtha, Timothy; Reilly, Nancy; Pollitt, Ashley; and Wohner, John;** each not to exceed 6 hours, each at an hourly rate of \$40.17 (\$3,856.32).

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

**After-School Rehearsals & Concerts, each not to exceed 6 hours, each at an hourly rate of \$40.17 (\$964.08)**

- Bourque, Steven
- Geronimo, Kristi
- Haas, Jeffrey
- Luckenbill, John

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

**AV Production to Live-Stream 3 Concerts**

- Fink, Gary and Holand, Larry, not to exceed 25 hours, at an hourly rate of \$40.17 (\$1,004.25).

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

**World Language Honor Society Induction Ceremony**

- 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

**Before School Supervision, each at an hourly rate of \$40.17, each not to exceed 40 days, each not to exceed 45 minutes per day**

- Dolby, Luke
- Reilly, Nancy

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

**Special Programs**

**Additional CST Hours**

- **Alvarez, Lisette**, not to exceed 10 hours, at an hourly rate of \$65.13 (\$651.30).
- **Batista, Giselle**, not to exceed 10 hours, at an hourly rate of \$56.35 (\$563.50).
- **Mellozzo, Karen**, not to exceed 10 hours, at an hourly rate of \$79.71 (\$797.10).
- **Valeri, Amanda**, not to exceed 10 hours, at an hourly rate of \$57.51 (\$575.10).

Account # 11-000-219-104-00-10-024-001

### **Curriculum, Instruction & Assessment**

#### **2021 Summer Curriculum Writing**

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

#### **Proctors for Seal of Bi-Literacy Exam - June 19, 2021**

- **Griffith, Rosanna**, not to exceed 4 hours, at an hourly rate of \$29.78 (\$119.12).

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

#### **Summer Professional Development (Presenter)**

- **DePinto, Lauren** and **Hans, Patricia**, each not to exceed 12 hours, each at an hourly rate of \$55.00 (\$1,320).

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

#### **IT Support for Seal of Bi-Literacy Exam - June 19, 2021**

- **Quinones, Ramon**, not to exceed 4 hours, at an hourly rate of \$27.90 (\$111.60).

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

### **Information Technology Department**

#### **Teacher Recognition Program - June 15, 2021, each not to exceed 3 hours, each at their contracted hourly rate**

- **Enmore, Jaeson**, \$51.82 (\$155.46).
- **DeRoche, Andrew**, \$27.12 (\$81.36).

Account # 11-000-252-104-08-31-031-001

#### **vii. Substitutes for the 2020-2021 School Year**



The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teachers: John Cranston and Melissa Lopez**

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 recognized Dr. Mathews coming to the district as a Supervisor of Education, Mr. Piacenza was appointed as the new Ridge Elementary School Principal.

Mr. Lembo recognized the retirees and wished them well.

Mr. Piacenza thanked everyone for the opportunity to be the Ridge Elementary School and looks forward to working in conjunction with everyone.

Dr. Gorman presented for consideration E. Finance

Ms. Kwak requested to pull for a separate vote items iii., ix., and x.

Mr. Dani requested to pull for a separate vote item: viii.

## 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
Willard Activity Fund	\$14,806.56 (gift in kind)	A gift in kind of stage curtains at Willard Elementary School.	N/A
Ridge Home and School Association	\$50,500 (gift in kind)	A gift in kind of improvements to the front courtyard, patio and entrance to Ridge Elementary School.	N/A
ALPS	\$650.17	To be used to pay for timecarded overnight chaperones to the farm trip	20-030-100-101-00-10-010-024 (Stipend - \$600)

		on May 7, 2021.	20-030-200-220-00-10-010-025 (FICA -\$50.17)
Susie Hudson	\$250.00 (gift in kind)	A gift in kind of a trumpet.	N/A
Mr. and Mrs. Allistair Linton	\$500.00 (gift in kind)	A gift in kind of a dogwood tree for Glen School.	N/A
Willard HSA	\$2,166.97	To be used for Willard's 2021-2022 Reflex Math Subscription.	20-025-100-890-00-07-007-001
Ridgewood Alumni Association	\$235,000	To be used for improvements to the existing STEM lab.	20-057-100-610-00-10-010-000
Sherry Preiss	\$500 (gift in kind)	A gift in kind of a clarinet.	N/A
Sunflower Portraits, Inc.	\$646.60	To be used to enhance the RED, REACH and RISE Programs.	20-049-100-890-00-01-024-002

ii. **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.

iv. **Approval of Renewal Agreement with Pomptonian Food Service for the 2021-2022 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 2021-2022 school year. This represents the fourth 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 \$0.2608 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 \$0.2608 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 2021-2022.

The student price list is included in **ATTACHMENT I**.

**v. Approval: Disposal of Equipment**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the disposal of the equipment listed on **Attachment J** through [www.govdeals.org](http://www.govdeals.org). These items are obsolete and no longer needed.

**vi. Approval Agreement with Bergen County Special Services School District for Services to Non-Public Schools Chapters 192-193 for the 2021-2022 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 2021-2022 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.

**vii. 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 2021-2022 school year is \$102,700,867 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
7/2/21	4,108,035	4%
7/16/21	4,108,035	4%
8/2/21	10,270,087	10%

9/3/21	10,270,087	10%
10/1/21	4,108,035	4%
10/15/21	4,108,035	4%
11/5/21	4,108,035	4%
11/19/21	4,108,035	4%
12/3/21	6,162,052	6%
1/3/22	5,135,043	5%
1/17/22	5,135,043	5%
2/1/22	8,216,069	8%
3/1/22	10,270,087	10%
4/1/22	2,054,017	2%
4/15/22	2,054,017	2%
5/2/22	6,162,052	6%
5/16/22	4,108,035	4%
6/1/22	8,216,069	8%
Total	102,700,867	
General Fund	99,241,616	
Debt Service Fund	3,459,251	

xi. **Approval: 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 M**.

Ms. Kwak moved approval of E. Finance, except iii., viii., ix, and x.

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

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

Dr. Gorman presented iii. for consideration.

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 2021-2022 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 2021-2022 school year will reflect a 2.5% increase in the amount of **\$4,848.31**; 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 \$198,780.77,

**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.

Ms. Kwak stated that Glen Rock price went down while the Ridgewood price went up.

Ms. Brogan moved approval of E. Finance, except iii., viii., ix, and x.

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

AYES: Ms. Brogan, Mr. Kaufman, Mr. Lembo

NAYS: Mr. Dani, Ms. Kwak

Dr. Gorman presented viii. for consideration.

- 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 2021-2022 school year for out-of-district students and staff members' children, as listed below:

Grades	Out-of-District Students	Staff Members' Children
		<i>*rates for students attending school prior to 2020-2021 school year. (3.06% increase)</i>
Grade K	\$14,033	\$583
Grades 1-5	\$15,481	\$583
Grades 6-8	\$17,225	\$650
Grades 9-12	\$16,030	\$718
Grades K-12	N/A	<i>Effective 9/1/20 annual tuition for all new students of staff members will be \$876.01, regardless of the grade. (3.06% increase)</i>
PreK (RED)	\$51,956	N/A
Behavioral Disabilities Program	\$64,556	N/A
LLD	\$23,169	N/A
Multiple Disabled	\$73,454	N/A
REACH Transitional K/4s Ridgewood Resident	\$550	N/A
REACH Transitional K/4s Non-Resident	\$750	N/A
REACH Transitional K/4s RPS Staff Non-Resident	N/A	\$550
<b>Additional Services</b>	<b>Hourly Rates</b> <b>(3.06% increase)</b>	
ABA	\$109	N/A
Aides	\$33	N/A

Counseling	\$116	N/A
ESL Services	\$100	N/A
IT Liaison	\$37	N/A
OT/PT/Speech	\$117	N/A
Resource Room	\$99	N/A

Mr. Dani made a motion to amend resolution viii. To a 2% increase instead of the rates listed to align with other increases.

Ms. Brogan seconded the motion, which carried by the following roll call vote:

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

NAYS: none

Dr. Gorman presented ix. for consideration.

ix. **Approval: 2021-2022 Infant/Toddler Development Center (ITDC) Tuition Rates**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 ITDC tuition rates, as listed on **Attachment K**.

Mr. Kaufman moved approval of ix.

Ms. Brogan seconded the motion, which carried by the following roll call vote:

AYES: Ms. Brogan, Mr. Kaufman, Mr. Lembo

NAYS:

ABSTAIN: Ms. Kwak, Mr. Dani

Mr. Dani requested his statement to be in the record that at the April 26 meeting, we were informed that our attorney is looking into exemptions and by the next meeting we will have those details and we still do not have those details.

Dr. Gorman presented x. for consideration.

x. **Approval: Lease of Unused Classrooms for the 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the lease of unused classrooms for the 2021-2022 school year as listed on **Attachment L**.

Ms. Kwak noted that this is the lease of unused classrooms which is primarily the space at the Glen School for ITDC rate has no increase for this year versus everything else for the rest of the world has gone up 2%. She wanted to point that.

Mr. Dani moved a motion to increase the rate by 2%.

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

AYES: Mr. Dani, Mr. Lembo, Ms. Kwak

NAYS: Ms. Brogan, Mr. Kaufman

Mr. Kaufman would like to see this program not be touched and reassessed next year.

Mr. Dani would like on record that the financial projections that they have look great, the team has work hard to make the financials work and there should be no doubt that the program will suffer to increase by 2% and it should be universal.

Ms. Kwak stated every other year the Glen school has had a 2% increase and there is a 2% for everything else.

#### **XI. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA**

Dr. Gorman presented for consideration A. Agreement with Field-Turf USA in Conjunction with CRAFCO to complete the resurfacing of the BFMS Track.

##### **A. Approval: Agreement with Field-Turf USA in Conjunction with CRAFCO to complete the resurfacing of the BFMS Track.**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the award of contract for the repair and resurfacing of the existing running track oval at the industry standard of 5MM, Pressure Washing/Cleaning, Protection, Line Marking, area at Benjamin Franklin Middle School to Field-Turf in conjunction with Copeland Coating & Sport Surfaces through ESCNJ/MRESC program, in the total amount of \$263,000.00, which includes a three (3) year warranty.

The ESCNJ is a member of the Association of Educational Purchasing Agencies (AEPA) program (AEPA IFB #020), a purchasing co-op that provides member schools with pre-determined preferential pricing by approved vendors. Since the product has already been bid at the national level, individual schools do not have to duplicate the formal bid processes.

The Board has received background information.

Ms. Kwak made a motion for the approval of the agreement instead of with Field Turf it would be with ATT to complete the resurfacing of the BFMS track for 2163425 based on background information provided by the business office.

Mr. Dani seconded the motion.

Ms. Brogan requested to discuss this item and wants to understand why we are suggesting to go with the company that is charging more.

Ms. Kwak stated that this covers more space, and requested to just vote and is based on the overall consideration of the package. Ms. Brogan is welcomed to discuss it.

Ms. Brogan wants to understand what is driving not taking the lower price to do the work?



Is it something about Field Turf??

Ms. Kwak stated that she is basing her decision on the background information that was provided.

Ms. Brogan asked if there is additional background information instead of the contracts.

Further discussion regarding the proposals ensued.

To view this portion of the meeting scroll to 3:15.

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

AYES: Mr. Dani, Ms. Kwak, Mr. Lembo

NAYS: Mr. Brogan, Mr. Kaufman

Mr. Kaufman requested his statement be put on record that this has been the least conversation that they have ever had on any subject and is extremely confused as to how we make a switch without any discussion as to why.

Ms. Kwak requested her statement be put on record that we have had Field Turf almost to the day, June 15 last year, and she looked at the background information thoroughly.

Dr. Gorman presented for consideration B: 2021-2022 Tax Levy Certification - Form A

**B. Approval: 2021-2022 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 \$102,700,867.

Ms. Brogan moved approval of B.

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. Authorization to Solicit Bids for new Controllers for Steam Heated Pragmatic Locations.

**C. Approval: Authorization to Solicit Bids for New Controllers for Steam Heated Pragmatic Locations**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, authorizes the Business Administrator to solicit bids for new controllers for the following steam heated pragmatic locations; Somerville art room and 4th grade wings, Willard 4th grade wing, and the Education Center.

Ms. Brogan moved approval of C.

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

## XII. APPROVAL OF BILLS

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

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
May 25	Columbia Bank On-Line	101823-101863	120,401.45	Mr. Lembo
June 7	Columbia Bank On-Line	101864-101962	912,591.26	Mr. Lembo
April 13	Payroll Transfer	P34877	3,320,559.64	Mr. Lembo
April 28	Payroll Transfer	P34881	3,300,760.04	Mr. Lembo
May 14	Payroll Transfer	P35182	3,234,435.53	Mr. Lembo
May 24	Payroll Transfer	P35182	3,252,222.64	Mr. Lembo
May 4	Electronic Transfer	C35188	200.00	Mr. Lembo
May 5	Electronic Transfer	C35190	21.45	Mr. Lembo
May 7	Electronic Transfer	C35189	8.27	Mr. Lembo
May 7	Electronic Transfers	R35183; R35191-R35192	6,843.71	Mr. Lembo
May 25	Electronic Transfer	L35122	3,597.00	Mr. Lembo
May 25	Electronic Transfer	R35164	57,869.70	Mr. Lembo
May 31	Electronic Transfer	F35181	5,591.68	Mr. Lembo
June 3	Electronic Transfer	H35180	1,097,905.48	Mr. Lembo
June 7	Food Service	620248-620251	24,730.75	Mr. Lembo
May 18	Columbia Bank Void Check	101768	(3,193.40)	Mr. Lembo
<b>TOTAL</b>			<b>15,334,545.20</b>	

Mr. Lembo moved approval of the bills approved by him.  
Ms. Kwak seconded the motion which was unanimously approved.

### **XIII. BOARD MEMBER ANNOUNCEMENTS**

Ms. Brogan congratulated the RHS staff on the Senior Awards Ceremony and to all of our students who received recognition.

Mr. Dani asked the Alternative Schedule committee to look at the High School bus arrival times when considering the new schedules.

Mr. Lembo announced that the elementary schools have had their field day, and everyone is excited for the end-of-year promotions and graduation.

### **XIV. BOARD COMMITTEE REPORTS**

The Alternative Schedules Committee held a meeting this week with members from all of the subcommittees. The focus of this meeting was the efficient use of time.

The Facilities Committee met for the first time. The committee will be looking at facilities issues going forward and making sure that everything is ready for reopening school.

The Joint Review Committee held its last meeting for the school year. A review of all of the buildings was done, and they scored very well.

The Finance Committee met for the first time. The committee was able to review all of the different accounts and ask questions.

### **XV. DISCUSSION ITEMS**

Policy 5111 - Eligibility of Resident/Nonresident Students **Attachment N**

Dr. Gorman reviewed the Board Policy Committee's suggested policy changes to Policy 5111. The main change is the request to allow special education students as tuition students.

Ms. Brogan asked if these would be Universal placements? She asked how would behavior plans with children with IEP's work? She requested that Mr. Rubin to review the policy changes.

Ms. Brogan was concerned about the additional change is a 35% increase in new staff tuition rates as of enrollments for January 1, 2022.

Mr. Lembo explained the rationale that this change is for new hires after January 1, 2022.

Mr. Dani stated that the proposed change was based on data from other districts. He stated Mr. Rubin will review the changes, if he has minor changes we will move forward. If there are major changes the policy committee will meet again.

Mr. Dani discussed that minutes from the last few months the discussion have been abbreviated as agreed by the board, in addition to the public comments being abbreviated. He would like the public comments to be posted in more detail and not a one line summary.

The Board discussed the format of the minutes and how much detail should be included regarding public comments.

Mr. Bisig will ask the Board attorney input on minutes for public comments.

The view this portion of the meeting scroll to 3:47.

Ms. Kwak if it is possible that for the District Administrator contracts we get the same level of information as other personnel.

Ms. Townes confirmed that District Administrator contracts, including the salary are approved by the County annually and after the Board approves them they are posted on the website. This is a legal requirement.

The Board discussed adding some more detail on the agenda regarding contracts for district administrators for next year.

To view this portion of the meeting scroll to 3:56

Ms. Kwak opened a discussion regarding a two tier sitting fee for photographs and does not find it equitable. She believes there should be no sitting fee since the same vendor does not charge other districts.

Dr. Gorman stated that a sitting fee is typical and we were charged with the previous vendor. He will review their pricing structure.

The Board discussed the sitting fee from the vendor who takes senior portraits.

To view this portion of the meeting scroll to 4:02

**XVI. ACCEPTANCE OF MINUTES**

- April 26, 2021 Regular Public Meeting
- May 24, 2021 Executive Session Meeting

Mr. Lembo pulled the April 26 meetings from consideration.

Mr. Dani Moved approval of the May 24 Executive Session Minutes. Mr. Lembo seconded the motion, which was unanimously approved.

**XVII. OTHER BUSINESS**

None at this time.

**XVIII. COMMENTS FROM THE PUBLIC**

Laurie Weber, 235 South Irving Street, thanked Mr. Dani who brought up the abbreviation of the meeting minutes. They are a valuable tool since not everyone can watch the meetings. The Village Council posts a technology where they post an agenda and you can click on that and it takes you to that part of the meeting.

**XXI. ADJOURNMENT**

AT 11:07 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

## 2021-2022 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Pam Moyer	Intermediate Google Training for School Secretaries and Administrative Assistants Virtual New Jersey Educational Computing Cooperative, NJ July 7 – 9, 2021	Professional Development	\$160.00	0
Ryan Van Treuren	Rutgers University AP Summer Institute Virtual Rutgers University, NJ July 12 – 15, 2021	Professional Development	\$900.00	0
Sandra Kunzle	Loyola University Chicago AP Capstone Summer Institute Virtual Loyola University Chicago, IL July 12 – 16, 2021	Professional Development	\$1,075.00	0
Jaclyn Pilkington	Paramus Summer Literacy Institute Virtual Paramus Board of Education, NJ July 13-15, 2021	Professional Development	\$375.00	0
Patricia Hans	Fordham University 2021 * VIRTUAL * AP Capstone Training Virtual Fordham University, NY July 26 – 30, 2021	Professional Development	\$1,075.00	0
Kevin Blois	Intermediate IMSE Orton Gillingham Training Virtual Institute for Multi-Sensory Education, MI August 2 – 6, 2021	Professional Development	\$1,275.00	0
Danielle Connor	Intermediate IMSE Orton Gillingham Training Virtual Institute for Multi-Sensory Education, MI August 2 – 6, 2021	Professional Development	\$1,275.00	0
Jerome Ong	Intermediate IMSE Orton Gillingham Training Virtual Institute for Multi-Sensory Education, MI August 2 – 6, 2021	Professional Development	\$1,275.00	0
Lindsay Tamuzza	Intermediate IMSE Orton Gillingham Training Virtual Institute for Multi-Sensory Education, MI August 2 – 6, 2021	Professional Development	\$1,275.00	0

**FIELD TRIPS FOR APPROVAL**

June 14, 2021

**ONE DAY TRIPS**

**ATTACHMENT B**

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
6/1/21	RHS	Kasschau Memorial Bandshell Ridgewood, NJ	50 Choir	2	0	\$0	\$0	Yes	Yes
6/3/21	RHS	Kasschau Memorial Bandshell Ridgewood, NJ	90 Choir	8	0	\$0	\$0	Yes	Yes
6/18/21	RHS	108 Circle Avenue Ridgewood	19 Social Studies Students	2	0	\$0	\$0	No	Yes
6/18/21	RHS	Ben Franklin Middle School Ridgewood	7 Media Students	2	0	\$0	\$0	No	Yes
9/25/21	RHS	Northern Valley Old Tappan HS Old Tappan, NJ	90 Marching Band	15	0	\$0	\$2,685 (3 buses)	No	Yes
10/2/21	RHS	Met Life Stadium East Rutherford, NJ	90 Marching Band	15	0	\$0	\$2,685 (3 buses)	No	Yes
10/9/21	RHS	West Orange HS West Orange, NJ	90 Marching Band	15	0	\$0	\$2,550 (3 buses)	No	Yes
10/23/21	RHS	Fair Lawn HS Fair Lawn, NJ	90 Marching Band	15	0	\$0	\$2,550 (3 buses)	No	Yes
10/30/21	RHS	Union HS Union, NJ	90 Marching Band	15	0	\$0	\$2,625 (3 buses)	No	Yes
11/7/21	RHS	J. Birney Crum Stadium Allentown, PA	90 Marching Band	15	0	\$0	\$3,285 (3 buses)	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 @ \$100 per day for teachers and \$150 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	3	0	\$0	0	\$0	\$0	Yes	Yes
8/22/21 - 8/27/21	RHS	Timber Lake Camp Shandaken, NY	90 Marching Band	15	0	\$0	0	0	\$6,150 (3 buses)	Yes	Yes
12/27/21 - 12/30/21	RHS	Windermere Prep Windermere, FL	18 Boys Basketball	3	0	\$0	0	\$0	\$0	No	Yes

Teacher	Assignment	2020-21 Salary	Sum.School Full Salary	Hourly Rate	Sum. School Salary
<b><i>Glen School</i></b>					
Owens, Morgan (169 Hrs.)	RISe Program	---	---	\$45.00	\$7,605
Grudzien, Jaimee (169 Hrs.)	RISe Program	\$92,542	\$8,329	\$55.53	\$9,384
Osenbruck, Jennifer (79 Hrs.)	RED Program	\$74,000	\$6,660	\$44.40	\$3,508
<b>Classroom Aides</b>					
Engstrom, Ana	RED Program			\$21.23	T/C
LaChapelle, Victoria	RED Program			\$17.50	T/C
O-Neil-Sticco, Karen	RED RISe Program			\$20.17	T/C
Wood, Noah*	RED RISe Program			\$20.17	T/C
Lauritano, Scott	RED RISe Program			\$21.23	T/C
Maksoud, Emily	RED RISe Program			\$20.17	T/C
Amaral, Carla	RED RISe Program			\$21.23	T/C
Fridman, Yaniv	RED RISe Program			\$21.23	T/C
Lam, Antenette	RED RISe Program			\$21.23	T/C
Posillico, Katherine	RED RISe Program			\$20.17	T/C
Yucis, Jessica	RED RISe Program			\$17.50	T/C
<b><i>Glen School</i></b>					
Minzer, Hana (169 Hrs.)	RISe Program - K-2 Grades	---	---	\$50.00	\$8,450
Mager, Elyse (4 Hrs.)	RISe Program - K-2 Grades	\$77,590	\$6,983	\$46.55	\$186
Roesemann, Megan (4 Hrs.)	RISe Program - K-2 Grades	\$84,690	\$7,622	\$50.81	\$203
Sosa, Anthony (169 Hrs.)	RISe Program - 3-5 Grades	---	---	\$42.00	\$7,098
Williams, Jennifer (4 Hrs.)	RISe Program - 3-5 Grades	\$77,590	\$6,983	\$46.55	\$186
<b>Classroom Aides</b>					
Hopper, Ann	RISe Program			\$21.23	T/C
Durden, Maya	RISe Program			\$20.17	T/C
Carpentieri, Anthony	RISe Program			\$20.17	T/C
Gagliardotto, Mary	RISe Program			\$21.23	T/C
Coughlin, Wendy	RISe Program			\$17.50	T/C
Paris-Rodriguez, Amber	RISe Program			\$17.50	T/C
Farrell, Hannah	RISe Program			\$17.50	T/C
DiModugno, Grace	RISe Program			\$17.50	T/C
Minardi, Jacqueline	RISe Program			\$20.17	T/C
Chaiken, Kamber	RISe Program			\$20.17	T/C
<b><i>Glen School</i></b>					
Barnard, Elizabeth (74 Hrs.)	LLD Special Needs - K-2 Grades	\$60,518	\$5,447	\$36.31	\$2,687
Pilkington, Jacyn (74 Hrs.)	LLD Special Needs - 3-5 Grades	\$60,518	\$5,447	\$36.31	\$2,687
McGinnis, Lauren (74 Hrs.)	SEL Club - K-5 Grades	---	---	\$45.00	\$3,330
Lavender, Ray (74 Hrs.)	SEL Club - K-5 Grades	---	---	\$36.31	\$2,687
<b>Classroom Aides</b>					
Fischer, Susan	LLD Special Needs - K-5 Grades			\$17.50	T/C
<b><i>Glen/BF Middle School</i></b>					
Daidone, Brittany (117 Hrs.)	SAIL Program - K-3 Grades	\$82,459	\$7,421	\$49.48	\$5,789
Pospischil, Leanne (4 Hrs.)	SAIL Program - K-3 Grades	\$69,616	\$6,265	\$41.77	\$167
Vasi, Gilda (117 Hrs.)	SAIL Program - 4-6 Grades	\$83,590	\$7,523	\$50.15	\$5,868
<b>Classroom Aides</b>					
Tilyou, Tina	SAIL Program			\$21.23	T/C
Miller, Danielle	SAIL Program			\$21.23	T/C
Sand, Grace	SAIL Program			\$15.01	T/C
Fossari, Rosemary	SAIL Program			\$17.50	T/C
Fierro, Judy	SAIL Program			\$21.23	T/C
Monnerat, Brian	SAIL Program			\$17.50	T/C
<b><i>Ridge School</i></b>					
Spector, Stefanie (80 Hrs.)	Multisensory Reading Program	\$82,159	\$7,394	\$49.30	\$3,944
Macri, Elizabeth (70 Hrs.)	Multisensory Reading Program	\$103,932	\$9,354	\$62.36	\$4,365
Keppel, Katie (70 Hrs.)	Multisensory Reading Program	\$82,459	\$7,421	\$49.48	\$3,463
Buccos, Beatrice (70 Hrs.)	Multisensory Reading Program	---	---	\$55.00	\$3,850
<b><i>BF Middle School</i></b>					
Garvin, Natalie (40 Hrs.)	ELA/Math Enrichment - Grades 6-8	\$89,793	\$8,081	\$53.88	\$2,155
<b><i>BF Middle School</i></b>					
Romano, Odalys (74 Hrs.)	Special Needs - Grade 6	\$103,932	\$9,354	\$62.36	\$4,615
DiStefano, Alissa (74 Hrs.)	Special Needs - Grades 7-8	\$87,140	\$7,843	\$52.28	\$3,869
<b>Classroom Aides</b>					
Tucker, Annette	Special Needs - Grade 6			\$15.01	T/C
<b><i>BF Middle School</i></b>					
Donnelly, Trecia (74 Hrs.)	Special Needs - Grades 9-12	\$103,932	\$9,354	\$62.36	\$4,615
<b><i>BF Middle School</i></b>					
Deegan, Nicole (150 Hrs.)	RISe Program Grades 6-8	---	---	\$45.00	\$6,750
Brophy, Nancy (4 Hrs.)	RISe Program Grades 6-9	\$98,802	\$8,892	\$59.28	\$237
<b>Classroom Aides</b>					
Alessi, Taylor	RISe Program			\$21.23	T/C
De Leo, Sophie	RISe Program			\$20.17	T/C
Siohan, Chloe	RISe Program			\$20.17	T/C
Fernandez, Lester	RISe Program			\$20.17	T/C
<b><i>BF Middle School</i></b>					



<b>Teacher</b>	<b>Assignment</b>	<b>2020-21 Salary</b>	<b>Sum.School Full Salary</b>	<b>Hourly Rate</b>	<b>Sum. School Salary</b>
Gorman, Michelle (150 Hrs.)	RISe Program Grades 9-12	\$68,618	\$6,176	\$41.17	\$6,176
<b>Classroom Aides</b>					
Crabbe, Joe	RISe Program			\$21.23	T/C
Beyer, James	RISe Program			\$21.23	T/C
<b>BF Middle School</b>					
Tolve, Laura (117 Hrs.)	STEPPS Program (18-21)	\$84,690	\$7,622	\$50.81	\$5,945
Huber, Courtney (4 Hrs.)	STEPPS Program (18-21)	\$67,618	\$6,086	\$40.57	\$162
<b>Classroom Aides</b>					
Brandes, Melissa	STEPPS Program			\$21.23	T/C
Brophy, Dan	STEPPS Program			\$21.23	T/C
Hiller, Ari	STEPPS Program			\$20.17	T/C
Scofi, Alex	STEPPS Program			\$21.23	T/C
<b>Transition Coordinator</b>					
Kilcullen, Michael (50 Hrs.)	<b>Transition Coordinator</b>	\$77,290	\$6,956	\$46.37	\$2,319
McGuire, Erin (100 Hrs.)	<b>BCBA</b>	\$71,524	\$6,437	\$42.91	\$4,291
Lora, Cindy (100 Hrs.)	<b>BCBA</b>	\$92,277	\$8,305	\$55.37	\$5,537
Manke, Colleen (214 Hrs.)	<b>Nurse</b>	\$103,932	\$9,354	\$62.36	\$13,345
Algor, Monica (18 Hrs.)	<b>Nurse</b>	\$53,248	\$4,792	\$31.95	\$575
Chicas, Christina	<b>Administrative Assistant</b>	---	---	\$22.00	T/C
Aday, Doug	<b>Principal</b>	---	---	---	\$13,335
<b>Calculated at Summer School hourly rate: Annex 13 REA Agreement</b>					
<b>MA Max \$103,932</b>					
<b>Substitutes</b>					
Megan Roesemann					
Kristin Linton					
Brianna Champy					
Sumera Baloch					
Valerie Eitner					
<b>Student Volunteers</b>					
Kaitlyn Nyhuis*					
Skyler McGrath					
Read Hamon					
Gabrielle Roesga					
Madison Nese*					

Name	Assignment	Instructional Hours	Prep Hours	# of Classes	2020-2021 Salary	Full SS Salary	Summer School Salary
Abbatiello, Diane	Learn to Code (Enrich)	12	6	0.12	103,932	9,354	1,122.48
Abbatiello, Diane	Introduction to Middle School (Enrich)	12	6	0.12	103,932	9,354	1,122.48
Anderson, Christine	Geometry (Remedial)	60	15	0.5	84,690	7,622	3,811.00
Cheplic, Matt	SAT-Verbal (Test Prep)	9	6	0.1	88,335	7,950	795.00
Contreras, Colleen	English 11/12, (Remedial)	60	15	0.5	87,902	7,911	3,955.50
Contreras, Colleen	College Essay Writing (Enrich) #2	12	6	0.12	87,902	7,911	949.32
Gordon, Julie	Writing Enrichment (Enrichment)	12	6	0.12	103,932	9,354	1,122.48
Gordon, Julie	ACT-Verbal (Test Prep)	9	6	0.1	103,932	9,354	935.40
Gordon, Julie	Become a Journalist (Enrich)	12	6	0.12	103,932	9,354	1,122.48
Gordon, Julie	Strategic Reading & Writing (Enrich)	12	6	0.12	103,932	9,354	1,122.48
Gordon, Julie	College Essay Writing (Enrich) #1	12	6	0.12	103,932	9,354	1,122.48
Gyulay, Joe	Algebra 1 Honors (Audit)	60	15	0.5	98,802	8,892	4,446.00
Gyulay, Joe	Intro to Pre- Algebra (Enrichment)	12	6	0.12	98,802	8,892	1,067.04
Gyulay, Joe	Introduction to Geometry (Enrichment)	12	6	0.12	98,802	8,892	1,067.04
Kase, Sean	Entrepreneurship (New Credit)	30	7.5	0.25	85,240	7,672	1,918.00
Kase, Sean	Entrepreneurship (New Credit)	30	7.5	0.25	85,240	7,672	1,918.00
Kay, James	Introduction to Chemistry (Enrich)	12	6	0.12	103,932	9,354	1,122.48
Kay, James	SAT Chemistry (Test Prep)	9	6	0.1	103,932	9,354	935.40
Luo, Miles	Biology (Remedial)	60	15	0.5	68,618	6,176	3,088.00
Luo, Miles	SAT Biology (Test Prep)	9	6	0.1	68,618	6,176	617.60
Luo, Miles	Introduction to Biology (Enrich)	12	6	0.12	68,618	6,176	741.12
Monahan, Tim	Introduction to Business(New Credit)	30	7.5	0.25	103,932	9,354	2,338.50
Monahan, Tim	Introduction to Business(New Credit)	30	7.5	0.25	103,932	9,354	2,338.50
Murtha, Tim	Financial Literacy (New Credit)	30	7.5	0.25	65,068	5,856	1,464.00
Murtha, Tim	Financial Literacy (New Credit)	30	7.5	0.25	65,068	5,856	1,464.00
Musso, Caitlin	World History (Remedial)	60	15	0.5	82,459	7,421	3,710.50
Musso, Caitlin	US History 1/2 (Remedial)	60	15	0.5	82,459	7,421	3,710.50
Nyhuis, Philip	Algebra 1, (Remedial)	60	15	0.5	81,140	7,303	3,651.50
Nyhuis, Philip	Algebra II (Remedial)	60	15	0.5	81,140	7,303	3,651.50
Pinches, Katharine	English 9/10, (Remedial)	60	15	0.5	103,932	9,354	4,677.00
Roberts, Dierdre	ESL (Enrichment)	12	6	0.12	65,236	5,871	704.52
Rosenfeld, Lauren	Introduction to Algebra 1 (Enrichment)	27.5	10	0.25	103,932	9,354	2,338.50
Rosenfeld, Lauren	Introduction to Algebra 2 (Enrichment)	27.5	10	0.25	103,932	9,354	2,338.50
Scevola, Adam *	Algebra 2 Honors (Audit)	60	15	0.5	84,690	7,622	3,811.00
Scevola, Adam *	Algebra 2 Honors (New Credit)	60	15	0.5	84,690	7,622	3,811.00
Siok, Susan	SAT- Math (Test Prep)	9	6	0.1	100,612	9,055	905.50
Siok, Susan	ACT- Math (Test Prep)	9	6	0.1	100,612	9,055	905.50
Siok, Susan	Intro to PreCalculus (Enrichment)	27.5	10	0.25	100,612	9,055	2,263.75
Stucke, Mallory	ACT-Science (Test Prep)	9	6	0.1	75,065	6,756	675.60
Stucke, Mallory	Chemistry (Remedial)	60	15	0.5	75,065	6,756	3,378.00
Stucke, Mallory	Introduction to Chemistry (Enrichment)	12	6	0.12	75,065	6,756	810.72
Van Hise, Brian	Geometry Honors (New Credit/Audit)	120	30	1	89,790	8,081	8,081.00

Name	Assignment	Instructional Hours	Prep Hours	# of Classes	2020-2021 Salary	Full SS Salary	Summer School Salary
							91,131.37
Casatelli, Stacy	Principal						12,373.00
Collins, Carla	Secretary/TC - Hourly				\$ 22/hr	approx	2,959.00

NAME	POSITION	HOME SCHOOL(s)	Hourly Rate	# of hours	Total
<b>CHILD STUDY TEAM</b>					
Amanda Valeri	Coordinator	RHS	\$53.92	250	\$13,480.00
Jane Gerald	Social Worker	Som/Willard	\$66.14	25	\$1,653.50
Ray Lavender	Social Worker	Orchard/Ridge	\$45.00	50	\$2,250.00
Allison Barba	School Psych	GWMS	\$46.70	100	\$4,670.00
Jessica Maneri	School Psych	Elementary	\$47.03	100	\$4,703.00
Courtney Weiss-Chromeck	LDT/C	GWMS	\$48.02	100	\$4,802.00
<b>RELATED SERVICE PROVIDERS</b>					
Marisa Martell	PT	Glen	\$80.88	50	\$4,044.00
Laura Murphy	OT	Somerville/Hawes	\$75.92	50	\$3,796.00
Jessica Vasquez	PT	Hawes	\$54.58	25	\$1,364.50
Wendy Padykula	SLP	Middle School	\$75.92	50	\$3,796.00
Deidre Azzopardi	OT	Glen	\$80.87	70	\$5,660.90
Karen Morris	OT	Hawes/Willard	\$66.19	50	\$3,309.50
Elianne Alexander	SLP	Hawes	\$47.48	30	\$1,424.40
Jessica Polay	SLP	Ridge	\$45.41	70	\$3,178.70
Linda Chamesian	General Education	RHS	\$50.04	15	\$750.60
Caitlin Musso	General Education	RHS	\$54.97	15	\$824.55
Nancy Reilly	Special Education	RHS	\$70.29	15	\$1,054.35
Samantha Driscoll	Special Education	RHS	\$50.24	15	\$753.60
Michael Rooney	Special Education	BFMS	\$59.88	15	\$898.20
Ashley Berk	Special Education	BFMS	\$75.92	15	\$1,138.80
Kaitlyn Funtsch	Special Education	GWMS	\$54.97	15	\$824.55
Evelyn McKinnon	General Education	GWMS	\$58.89	15	\$883.35
Lori Morris	General Education	BFMS	\$46.79	15	\$701.85
Christopher O'Herlihy	General Education	Travell	\$48.94	15	\$734.10
Michelle Coppola	General Education	Ridge	\$76.37	15	\$1,145.55
Donna Merhige-Petrick	Special Education	Somerville	\$52.60	30	\$1,578.00
Patricia Rosenfeld	Special Education	Glen	\$67.07	30	\$2,012.10
Melissa Finucane	Special Education	Travell	\$69.65	15	\$1,044.75

**JUNE 14, 2021 2021-2022 TECHNOLOGY INNOVATION SPECIALIST (1.06 ratio) ATTACHMENT F**

<b>Staff Member</b>	<b>Location</b>	<b>To</b>
Ann Brown	George Washington Middle School	\$123,310 (\$114,632 + \$300 CP + \$1, 500 longevity + \$6,878 ratio) Class MA+45, Step 18
Lauren Carr	Somerville School	\$101,964 (\$96,192 + \$5,772 ratio) Class MA, Step 16
Noreen Clarke	Benjamin Franklin Middle School	\$119,891 (\$111,312 + \$300 CP + \$1,600 longevity + \$6,679 ratio) Class MA+30, Step 18
Michele Coppola	Ridge School	\$119,871 (\$114,632 + \$300 CP + \$1,500 longevity + \$3,439 ratio) Class MA+45, Step 18
Stephanie Gigante	Ridgewood High School	\$114,295 (\$107,542 + \$300 CP + \$6,453 ratio) Class MA+45, Step 17
Mary Louise Handy	George Washington Middle School	\$121,385 (\$114,632 + \$300 CP + \$1,500 longevity + \$6,878 ratio) Class MA+45, Step 18
Molly Higgins	Orchard School	\$85,039 (\$79,942 + \$300 + \$4,797 ratio) Class MA+30, Step 7
Mary LeBlancq	Ridge School	\$69,157 (\$67,142 + \$2,015 ratio) Class BA, Step 6
Timothy Monahan	Ridgewood High School	\$121,810 (\$114,632 + \$300 CP + \$6,878 ratio) Class MA+45, Step 18
Corrina Moss-Keller	Ridgewood High School	\$87,397 (\$82,167 + \$300 CP + \$4,930 ratio) Class MA+30, St. 9
Jerome Ong	Willard School	\$102,873 (\$96,767 + \$300 CP + \$5,806 ratio) Class MA+45, Step 14
Stephen Polanin	Travell School	\$85,719 (\$80,867 + \$4,852 ratio) Class MA, Step 10
Karen Rispoli	Benjamin Franklin Middle School	\$123,410 (\$114,632 + \$300 CP + \$1,600 Longevity + \$6,878 ratio) Class MA+45, Step 18
Thomas Trubac	Hawes School	\$94,835 (\$89,467 + \$5,368 ratio) Class MA, Step 14

**Adult Education**

**Account #13-602-100-101-00-60-060-001**

Robert Livingstone

**Summer Camps**

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

Douglas Aday  
Vivian Burns  
Mary Consul  
Robert Carrier  
Shane DeLucca  
Trecia Donnelly  
Grace Duffy  
Kobe Ellenbogen  
Todd Green  
Thomas Harney  
Kenneth Hayes  
Christopher Kadus  
Anirudh Kirtane\*  
Medha Kirtane  
Ronald Knott  
Carter Kossick  
Jill Kubikowski  
Matthew Lai  
Jaime Marzocchi  
Courtney McKenna  
Mary McKenna  
Michael Mitchell  
Candace Mitola  
Maeve Olsen  
Andreas Pelekis  
James Ponchak  
Braden Quirk\*  
Brian Quirk  
Surabi Ragulan  
Casey Schick  
Alison Sieck  
Emily Rau  
Kelly Skettini  
Deirdre Tobin  
Michael Troy  
Thomas Trubac  
Aidan Walsh  
Torrance Watson  
Maksim Zaitsev

**\*related to a staff member**

**Summer Music Academy/Encore Music**

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

Annamaria Alcaro  
Andre Baruch  
Megan Beaumont  
Matthew Bilyk  
Alexander Bocchino  
Kenneth Brescia  
Louise Butler  
Kate Cosco  
Jason Curcio  
Deborah Gregory-Fink\*  
Gary Fink\*  
Mark Friedman  
Cynthia Haas\*  
Jeffrey Haas\*  
Benjamin Hankle  
Justine Kawash  
Peter Kennedy  
Gregory Landes  
Paul Larsen  
Patricia Lazzara  
John Luckenbill  
David Rimelis  
YoonHee Roberts  
Carol Sharar

**Driver Education**

**Account #13-424-100-101-00-60-060-001**

James Cosgove  
Robert Carrier  
Peter Kay\*  
Candace Mitola  
Ronald Knott  
Robert Ransom  
Jennifer Ross  
Andrea Watson\*

**Summer Adventure**

**13-422-200-103-00-60-060-001**

Douglas Aday

**13-422-200-105-00-60-060-001 \$300**

Christina Chicas

**13-422-200-104-00-60-060-001**

Nurse - TBA

**13-422-100-101-00-60-060-001**

Giselle Batista\*

James Beyer

Deanna Borowiec

Stacey Bukowski

Brianna Champy

Colleen Contreras

Jonathan Coppola

Shea Darienzo

Stephanie Dodd

Trecia Donnelly-Britt

Alejandro Escobar

Brenda Felipe

Wesley Halter

Christopher Kearns

Kristin Krasinski

Karen Mendez

Tara Montelbano

Jerome Ong

Courtney Pfeiffer\*

David Pfeiffer\*

Jason Porod

Ellen Raupp

Deirdre Roberts

Kristin Rosolanko

Jennifer Ross

Kevin Seavers\*

Amy Schaffer

David Stahl

Linda Strickland

Melanie Tormey

Torrance Watson

**Summer Adventure Volunteers**

Read Hamon

Kaitlyn Nyhuis\*

Skyler McGrath

**\*related to a staff member**

Curriculum	New or Revised N/R	Staff Member	Total Hours	\$53.33	Amount Not to Exceed
<b>Mathematics / Computer Science</b>				per hour	
Advanced Math Applications	R	Christine Anderson	6		\$319.98
		Brenda Inoglia	6		\$319.98
		Gina Minichini	6		\$319.98
Advanced Math Applications CT	R	Christine Anderson	6		\$319.98
		Brenda Inoglia	6		\$319.98
		Gina Minichini	6		\$319.98
Advanced Algebra I	R	Lauren Mele	9		\$479.97
		Jessica Mirkovich	9		\$479.97
Algebra I	R	Michelle Doris	9		\$479.97
		Rachel Streitman	9		\$479.97
Algebra I CP	R	Michelle Doris	9		\$479.97
		Rachel Streitman	9		\$479.97
Algebra II CP	R	Jessica Gattoni	9		\$479.97
		Lauren Truncale	9		\$479.97
Tech Lit	R	Karen Rispoli	9		\$479.97
		Petra Vlajic	9		\$479.97
Multimedia	R	Karen Rispoli	9		\$479.97
		Petra Vlajic	9		\$479.97
Computer Applications	R	Joseph Gyulay	18		\$959.94
Computer Programming Honors	R	Joseph Gyulay	18		\$959.94
AP Computer Science A	R	Monica Richardson	18		\$959.94
AP Principles of Computer Science	R	Monica Richardson	9		\$479.97
		Brian Van Hise	9		\$479.97
<b>World Language</b>					
French 7	R	Laura Polk	6		\$319.98
		Helene Palumbo	6		\$319.98
		Celeste Riley	6		\$319.98
		Lauren Imbruglia	6		\$319.98



Curriculum	New or Revised N/R	Staff Member	Total Hours	\$53.33	Amount Not to Exceed
Fench 8	R	Laura Polk	6		\$319.98
		Helene Palumbo	6		\$319.98
		Celeste Riley	6		\$319.98
		Lauren Imbruglia	6		\$319.98
French I	R	Laura Polk	6		\$319.98
		Helene Palumbo	6		\$319.98
		Celeste Riley	6		\$319.98
		Lauren Imbruglia	6		\$319.98
French II	R	Laura Polk	6		\$319.98
		Helene Palumbo	6		\$319.98
		Celeste Riley	6		\$319.98
		Lauren Imbruglia	6		\$319.98
Chinese I	R	Christine Lee	9		\$479.97
Chinese II	R	Christine Lee	9		\$479.97
Chinese III H	R	Christine Lee	9		\$479.97
Chinese IV H	R	Christine Lee	9		\$479.97
German I	R	Ruth Parks	9		\$479.97
German II	R	Ruth Parks	9		\$479.97
German III H	R	Ruth Parks	9		\$479.97
German IV H	R	Ruth Parks	9		\$479.97
Latin 7	R	Andrew Couch	9		\$479.97
Latin 8	R	Andrew Couch	9		\$479.97
Latin I	R	Stefanie Gigante	9		\$479.97
Latin II	R	Stefanie Gigante	9		\$479.97
Latin III H	R	Stefanie Gigante	9		\$479.97
Latin IV H	R	Stefanie Gigante	9		\$479.97
Latin AP	R	Stefanie Gigante	9		\$479.97
<b>Social Studies</b>					
The Power of One	New	Lisa Wiater	24		\$1,279.92
The Power of One H	New	Lisa Wiater	12		\$639.96

Curriculum	New or Revised N/R	Staff Member	Total Hours	\$53.33	Amount Not to Exceed
<b>English</b>					
The Philosophy of Race CP/H	New	Pat Hans	36		\$1,919.88
Journalistic Writing and Media H	R	Luke Dolby	30		\$1,599.90
American Studies AP Research 11	New	Pat Hans	36		\$1,919.88
<b>Science</b>					
AP Seminar	New	Stacy Casatelli	14		\$746.62
		Mark Syvret	14		\$746.62
AP Research	New	Sandy Kunzle	36		\$1,919.88
Anatomy & Physiology H RAHP	New	Mark Syvret	14		\$746.62
Science 6	R	Deb Feit	9		\$479.97
		Kate Krsnak	9		\$479.97
Science 7	R	Dee Abbatiello	6		\$319.98
		Courtney Giannetti	6		\$330.00
		Karla Mixon	6		\$330.00
Science 8	R	Suzanne Zilvetti	18		\$959.94
Environmental Science CP	R	Sandra Kunzle	9		\$479.97
		Nancy Reilly	9		\$479.97
Biology	R	Andrea Joseph	18		\$959.94
Biology CP	R	Miles Luo	9		\$479.97
		Andrea Joseph	9		\$479.97
Biology Advanced	R	Tulsi Bodiwala	9		\$479.97
		Stacy Casatelli	9		\$479.97
Chemistry	R	Collee Gervolino	9		\$479.97
		Mallory Stucke	9		\$479.97
Chemistry CP	R	Collee Gervolino	9		\$479.97
		Mallory Stucke	9		\$479.97
Chemistry H	R	Stacy Casatelli	9		\$479.97
		Mallory Stucke	9		\$479.97
Chemistry H RAHP	R	Stacy Casatelli	9		\$479.97
		Mallory Stucke	9		\$479.97
Physics	R	Ryan Van Treuran	18		\$959.94

Curriculum	New or Revised N/R	Staff Member	Total Hours	\$53.33	Amount Not to Exceed
Physics CP	R	Anjali Shah	12		\$639.96
		Lillian Labowsky	6		\$319.98
Physics H	R	Gregg Kott	18		\$959.94
AP Physics 1	R	Scott Marzloff	9		\$479.97
		Ryan Van Treuran	9		\$479.97
AP Physics C	R	Scott Marzloff	18		\$959.94
AP Chemistry	R	Beth Karan	18		\$959.94
AP Biology	R	Amy Raiani	9		\$479.97
		Lynn Feeney	9		\$479.97
AP Environmental Science	R	Miles Luo	9		\$479.97
		Jaime Kay	9		\$479.97
<b>Interdisciplinary</b>					
Academic Enrichment	R	Doug Aday	4.5		\$239.98
		Julie Gordon	4.5		\$239.98
<b>Fine &amp; Applied Arts</b>					
K General Music	N	Stephen Polanin	36		\$1,919.88
1st Grade General Music	N	Stephen Polanin	36		\$1,919.88
2nd Grade General Music	N	Annie Pecorelli	36		\$1,919.88
3rd Grade General Music	N	Annie Pecorelli	36		\$1,919.88
4th Grade General Music	N	Debbie Gregory-Fink	36		\$1,919.88
5th Grade General Music	N	Debbie Gregory-Fink	36		\$1,919.88
Acting I	R	Kelly Van Zile	12		\$639.96
Acting II (Advanced Acting)	R	Kelly Van Zile	12		\$639.96
Dance I	R	Christine DiBrita	12		\$639.96
Dance II	R	Christine DiBrita	12		\$639.96
Advanced Dance	R	Christine DiBrita	12		\$639.96
Music Mentors	R	John Luckenbill	18		\$959.94
Intro to 21st Century Music Production	R	John Luckenbill	12		\$639.96
Advanced 21st Century Music Production	R	John Luckenbill	12		\$639.96
Symphonic Band	R	Jeff Haas	18		\$959.94

Curriculum	New or Revised N/R	Staff Member	Total Hours	\$53.33	Amount Not to Exceed
Concert Band	R	Jeff Haas	18		\$959.94
Wind Ensemble	R	Jeff Haas	18		\$959.94
6th Grade Band	R	John Luckenbill	18		\$959.94
7th Grade Band	R	John Luckenbill	18		\$959.94
8th Grade Band	R	John Luckenbill	18		\$959.94
Music Theory AP	R	Gary Fink	18		\$959.94
Symphonic Orchestra	R	Gary Fink	18		\$959.94
Concert Orchestra	R	Gary Fink	18		\$959.94
Chamber Orchestra	R	Gary Fink	18		\$959.94
Architecture I	R	Paul Cronk	18		\$959.94
Architecture II	R	Paul Cronk	18		\$959.94
Art History AP	R	Paul Cronk	18		\$959.94
Advanced Portfolio	R	Paul Cronk	12		\$639.96
Advanced Portfolio	R	Paul Cronk	18		\$959.94
Advertising Art	R	Paul Cronk	12		\$639.96
Advanced Advertising Art	R	Paul Cronk	12		\$639.96
Innovating through Design Thinking	R	Paul Cronk	12		\$639.96
Design Thinking Studio: Experiences in Design & Rapid Prototyping	R	Paul Cronk	12		\$639.96
Building & Design I	R	John Wohner	12		\$639.96
Building & Design II	R	John Wohner	12		\$639.96
Building & Design III	R	John Wohner	12		\$639.96
Interactive Design (Intro to Electricity, Electronics & Coding)	R	John Wohner	12		\$639.96
Interactive Design II	R	John Wohner	12		\$639.96
Robotics I	R	John Wohner	12		\$639.96
Robotics II	R	John Wohner	12		\$639.96
Real World Engineering	R	John Wohner	18		\$959.94
Intro to Studio Art	R	Athena Maxwell	12		\$639.96
Intermediate Studio Art	R	Athena Maxwell	18		\$959.94
Painting I	R	Athena Maxwell	12		\$639.96
Painting II	R	Athena Maxwell	12		\$639.96
Studio Art I AP	R	Athena Maxwell	18		\$959.94

Curriculum	New or Revised N/R	Staff Member	Total Hours	\$53.33	Amount Not to Exceed
Studio Art II AP	R	Athena Maxwell	18		\$959.94
Fundamentals of Drawing	R	Athena Maxwell	12		\$639.96
Digital Arts	R	Athena Maxwell	12		\$639.96
<b>Wellness</b>					
Personal Fitness 9	R	Craig Bunzey	6		\$319.98
		Candace Mitola	6		\$319.98

# PRICE LIST

## RIDGEWOOD SCHOOL DISTRICT

### ELEMENTARY

### 2021-2022

Student Lunch .....	\$4.25
Village Fresh Lunch.....	5.25
Reduced Price Lunch .....	.50
Gluten-Free Lunch.....	5.25-6.25
Organic Lunch .....	6.50

Second Pizzeria Pizza Slice w/Lunch Meal .....	\$2.50
Freshly Baked Cookie .....	.75
Baked Chips, single serve .....	1.10
8 oz Milk, plastic bottle .....	1.10
(Choice of Non-Fat Chocolate, Skim, 1%)	
Bottled Water.....	1.00
Organic Milk .....	2.50

## RIDGEWOOD SCHOOL DISTRICT

### HIGH SCHOOL FACULTY

**2021-2022**

**LUNCH ENTRÉE:**

Homemade Specialties ..... \$5.25-6.50

**DELI CENTRAL:**

Premium Boar's Head Sandwich ..... 5.50

Extra 1 oz. Portion ..... 1.00

**FRESH FARMSTAND:**

Steamed Vegetables..... 1.75

Specialty Vegetables ..... 2.00

**SOUP:**

Soup, 8 oz..... 2.50

Soup, 12 oz..... 3.00

**BREADS & ROLLS:**

Bagel w/Butter..... 2.00

Bagel w/Cream Cheese ..... 2.60

Extra Cream Cheese ..... .85

**SNACK SHACK:**

David's Cookie ..... \$ .75

Baked Snacks and Chips ..... 1.10-2.00

Homemade Desserts..... 2.00-2.50

Homemade Muffin, large ..... 2.50

Yogurt Parfait w/Fresh Fruit..... 3.95

**BEVERAGES:**

Milk, 8 oz. .... 1.10

Bottled Water, 16 oz..... 1.25

Canned Beverages..... 1.75

Bottled Beverage, 20 oz ..... 2.00

Coffee or Tea, 8 oz..... 1.60

Coffee or Tea, 12 oz..... 1.85

Hot Cocoa, 12 oz..... 2.00

Vitamin Water, 20 oz. .... 2.25



# RIDGEWOOD SCHOOL DISTRICT

## HIGH SCHOOL

### 2021-2022

<i>Student Breakfast</i> .....	\$4.00
<i>Student Lunch</i> .....	5.50
<i>Complete Daily Meal Special</i> .....	5.50
<i>Village Fresh Lunch</i> .....	5.50-6.50
<i>Organic Lunch</i> .....	6.50

#### **DELI CENTRAL:**

Boar's Head Sandwiches .....	5.50
Extra 1 oz. Portion .....	1.00

#### **FRESH FARMSTAND:**

Entrée Salad Platter Specials including;	
Grilled Chicken Caesar, Chef's & Tuna .....	5.50
Vegetable Crudité w/Low-Fat Dip .....	2.25
Fresh Fruit Cup or Melon Cup .....	2.75
Individual Garden Salad Bowl, 16 oz .....	2.90

#### **DAILY DISH:**

Pasta (Semolina, Whole Wheat, or Tricolor)	
w/Choice of Sauce .....	5.10
Internationale Theme Bar .....	5.50-6.50
Vegetarian Selections .....	5.50-6.50

#### **SOUP:**

Bowl, 8 oz .....	2.50
Bowl, 12 oz .....	3.00

#### **BREADS & ROLLS:**

Bagel w/Butter .....	2.00
Bagel w/Cream Cheese .....	2.60
Extra Cream Cheese .....	.85

#### **BREAKFAST GRILL:**

Breakfast Selections .....	3.75-5.25
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#### **AMERICAN GRILLE:**

French Fries, all varieties .....	\$1.90
Pizzeria Pizza .....	2.50
Mozzarella Sticks (5) .....	3.95
Fresh Quarter-Pound Burgers .....	5.00
Grilled Fresh Chicken Breast Sandwich .....	5.00
All-Natural Chicken Tenders (4) .....	5.00

#### **SNACK SHACK:**

David's Cookie .....	.75
Baked Chips, single serve .....	1.10
Whole Fresh Fruit .....	1.25
Assorted Snacks .....	1.25-2.00
Homemade Muffins, large .....	2.50
Yogurt Parfait w/Fresh Fruit .....	3.95

#### **BEVERAGES:**

Milk, plastic bottle .....	1.10
Bottled Spring Water, 16 oz. ....	1.25
Canned Beverages, 12 oz. ....	1.75
Diet Beverage, can	
(non-carbonated or carbonated) .....	1.75
Vitamin Water, 20 oz. ....	2.25
Naked Juice .....	4.00
Coffee or Tea, 12 oz. ....	1.85
Hot Cocoa, 12 oz. ....	2.00



**RIDGEWOOD SCHOOL DISTRICT**  
**MIDDLE SCHOOL**  
**2021-2022**

Student Breakfast.....	\$4.00
Student Lunch .....	4.25
Village Fresh Lunch.....	5.25
Gluten-Free Lunch.....	5.25-6.25
Organic Lunch .....	6.50
Reduced Price Lunch .....	.50
Faculty Lunch .....	5.00
Faculty Village Fresh Deli Lunch .....	5.50

**LUNCH ENTRÉE:**

All Hot Lunch Entrées and Bread.....	\$3.75
All Hot Lunch Entrées and Bread (faculty) ..	4.50
Pizzeria Pizza .....	2.50

**DELI CENTRAL:**

Boar’s Head Deli Sandwich.....	5.25
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**FRESH FARMSTAND:**

Entrée Salad Platter Specials including, Grilled Chicken Caesar, Chef’s, Tuna.....	5.25
Vegetable Crudit� w/Low-Fat Dip .....	2.25
Fresh Fruit or Melon Cup .....	2.75
Yogurt Parfait w/Fresh Fruit .....	3.95

**SOUP:**

Homemade Soup, bowl, 8 oz.....	2.50
Homemade Soup, bowl, 12 oz.....	3.00

**BREADS & ROLLS:**

Bagel w/Butter.....	\$2.00
Bagel w/Cream Cheese .....	2.60
Extra Cream Cheese.....	.85
Cereal w/Milk.....	2.50

**SNACK SHACK:**

David’s Cookie .....	.75
Baked Chips.....	1.10
Fresh Fruit.....	1.25
Assorted Snacks .....	1.25-2.00

**BEVERAGES:**

Milk 8 oz, plastic bottle. ....	1.10
Bottled Spring Water, 16 oz. ....	1.25
Canned Beverage .....	1.75
Naked Juice (varieties) .....	4.00
Coffee/Tea, 8 oz (faculty).....	1.60

Item	Model	Serial Number
Smart Document Camera	SDC330	E01B050305
Smart Document Camera	SDC330	E01B044485
Smart Document Camera	SDC330	E01B050304
Smart Document Camera	SDC330	E01B045678
Smart Document Camera	SDC330	E01B067092
Smart Document Camera	SDC330	E01B050315
Smart Document Camera	SDC330	E01B093546
Smart Document Camera	SDC330	E01B028320
Smart Document Camera	SDC330	E01B032280
Smart Document Camera	SDC280	405116
Smart Document Camera	SDC280	415048
Smart Document Camera	SDC280	415047
Smart Document Camera	SDC280	405857
Smart Document Camera	SDC280	407883
Smart Document Camera	SDC280	405138
Smart Document Camera	SDC280	407873
Smart Document Camera	SDC280	405204
Smart Document Camera	SDC280	415019
Smart Document Camera	SDC280	407889
Smart Document Camera	SDC280	407881
Smart Document Camera	SDC280	415046
Smart Document Camera	SDC280	421838
Lumens Document Camera	DC190	D25B13137
Lumens Document Camera	DC190	D39B05719
Lumens Document Camera	DC190	D25B12892
Lumens Document Camera	DC190	D25B12873
Lumens Document Camera	DC190	D25B12887
Lumens Document Camera	DC211	D21C04011
Lumens Document Camera	DC211	D21B07131
Lumens Document Camera	DC211	D21C02919
Lumens Document Camera	DC211	D12A03536

Lumens Document Camera	DC211	D12A03477
Lumens Document Camera	DC211	D21B06630

Serial Number	Asset Panda ID	Item	Model	
D6GQMN1		Laptop	Latitude 6510	
GB06CT1		Laptop	Latitude 5420	
cpffmx1	011494	Laptop	Latitude 5430	
878grq1		Laptop	Vostro 3450	
28JC8V1	2001663	DESKTOP	Optiplex 390	
BMZR6V1		DESKTOP	Optiplex 390	
H2DFMX1		LAPTOP	LATITUDE 5430	
9JFV6Y1	012462	DESKTOP	OPTIPLEX 3010	
1LLQDQ1		DESKTOP	OPTIPLEX 380	
1X1GMX1	011291	LAPTOP	LATITUDE 5430	
CNHC64W0HL	011817	PRINTER	hp 1320N	
JQ7G8D1	012052	PRINTER	Dell 1720	
6KFP722		CHROMEBOOK	Dell Chromebook 11	
HCVP722		CHROMEBOOK	Dell Chromebook 11	
J0PRY22		CHROMEBOOK	Dell Chromebook 11	
81SFY22		CHROMEBOOK	Dell Chromebook 11	
CM4L722		CHROMEBOOK	Dell Chromebook 11	
486N722		CHROMEBOOK	Dell Chromebook 11	
19DP722		CHROMEBOOK	Dell Chromebook 11	
1F7LZ22		CHROMEBOOK	Dell Chromebook 11	
JHBJJ42		CHROMEBOOK	Dell Chromebook 11	
FCKR242		CHROMEBOOK	Dell Chromebook 11	
HGVK722		CHROMEBOOK	Dell Chromebook 11	
242L722		CHROMEBOOK	Dell Chromebook 11	
874N722		CHROMEBOOK	Dell Chromebook 11	
14YP722		CHROMEBOOK	Dell Chromebook 11	
1P4L722		CHROMEBOOK	Dell Chromebook 11	
GBVK722		CHROMEBOOK	Dell Chromebook 11	
1H5LZ22		CHROMEBOOK	Dell Chromebook 11	
5GKR242		CHROMEBOOK	Dell Chromebook 11	
6F6N722		CHROMEBOOK	Dell Chromebook 11	

DWVK722		CHROMEBOOK	Dell Chromebook 11
DT4Q722		CHROMEBOOK	Dell Chromebook 11
C65Q722		CHROMEBOOK	Dell Chromebook 11
333Z242		CHROMEBOOK	Dell Chromebook 11
C06N722		CHROMEBOOK	Dell Chromebook 11
BSHP722		CHROMEBOOK	Dell Chromebook 11
DSFP722		CHROMEBOOK	Dell Chromebook 11
B3DK2D2		CHROMEBOOK	Dell Chromebook 11 3120
5C0HB52		CHROMEBOOK	Dell Chromebook 11 3120
4KV72X2		CHROMEBOOK	Dell Chromebook 3100
DCNC2X2		CHROMEBOOK	Dell Chromebook 3100
1MM92X2		CHROMEBOOK	Dell Chromebook 3100
H2KWKM1		Desktop	Optiplex 380
CLR62G2		Laptop	Dell Latitude 5480

# 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](mailto:itdc@ridgewood.k12.nj.us)

## 2021 - 2022 Tuition Schedule 7:00-6:30

<b>INFANTS (6 weeks +)</b>		
<b>TODDLERS (1 year)</b>	Five days	\$1,902.00
	Four days	1,582.00
	Three days	1,194.00
	Five mornings	1004.00
	Extra day rate	90.00
<b>TWOS</b>	Five days	1,779.00
	Four days	1,476.00
	Three days	1,108.00
	Five mornings	939.00
	Extra day rate	88.00
<b>THREES/FOURS</b>	Five days	1,655.00
	Four days	1,430.00
	Three days	1,029.00
	Five mornings	879.00
	Extra day rate	85.00

**(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 10<sup>th</sup>.**

**A \$30.00 late fee will apply after the 10<sup>th</sup>.**

**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

**THESE FEES ARE NON-REFUNDABLE.**

**Infant Toddler Development Center**  
*A Program of the Ridgewood Board of Education*  
201-445-0642    FAX 201-493-8790  
[itdc@ridgewood.k12.nj.us](mailto:itdc@ridgewood.k12.nj.us)

**RIDGEWOOD BOARD OF EDUCATION**  
**DISTRICT EMPLOYEE TUITION 2021-2022**

Infants/Toddlers	Full time (five days)	\$1,617.00/per mo.
Twos		\$1,512.00
Threes/Fours		\$1,407.00

No sibling discount applies on employee tuition rates.

No discount for part time employee for 4, 3 day schedules or 5am schedules.

**\*Military Discount:**

**Military families will receive same discount as district employee.**

**(only applied when family is not receiving subsidized military fee assistance)**

## SCHEDULE A

<b>Leases for 2021-2022</b>								
	<b>2020-2021</b>				<b>2021-2022</b>			
	<b>School/ Square Foot</b>	<b>Rate per Square Foot</b>	<b>Monthly Rent</b>	<b>Annual Rent</b>	<b>School/ Square Foot</b>	<b>Rate per Square Foot</b>	<b>Monthly Rent</b>	<b>Annual Rent</b>
Infant Toddler	Glen School 4,538	\$25.21	\$9,533.58	\$114,402.98	Glen School 3,782	\$25.21	\$7,945.35	\$95,344.22
Ridgewood Community School	Various	n/a	\$9,567.81	\$114,813.72	Various	n/a	\$9,567.81	\$114,813.72
						<b>TOTALS</b>	<b>\$17,513.16</b>	<b>\$210,157.94</b>



<b>Contracted Therapists/ Providers for Special Education Student Services for the 2021- 2022 School Year</b>			
<b>Contractor</b>	<b>Service</b>	<b>Schedule</b>	<b>Rates</b>
Alpine Learning Group Inc.	ABA Therapy, Consultation, Supervision, Clinical	75 hr/wk	\$65- \$400
Cure Staffing Inc.	Nurse - Glen School - ESY Program only	6/28/21 - 8/6/21	\$68/hr
Spectrum Works, Inc.	School-To-Career Transition Services (STEPSS Program)	3 hours wkly	\$24/hr

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.

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

# RIDGEWOOD BOARD OF EDUCATION

STUDENTS

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Eligibility of Resident/Nonresident Students

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  
SPECIAL PUBLIC MEETING OF THE  
RIDGEWOOD BOARD OF EDUCATION**

**June 21, 2021**

**Bergen County, New Jersey**

At 7:01 p.m., Mr. Lembo called the Special 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**

None at this time.

**V. PRESENTATIONS**

**A. American Rescue Plan Requirements for Federal Grant Application**

Dr. Gorman reported that Ms. Poelstra would present the plan requirements, highlighting areas that were adjusted to reflect community input.

Ms. Poelstra presented the requirements for the American Rescue Plan Federal Grant. The ARP (American Rescue Plan) Act provides \$122 billion in funding to states and school districts to facilitate the reopening and safe operation of schools. The portion expected for Ridgewood Public Schools is approximately \$1.1 million. The first step in acquiring our allocation is to provide information to the state and federal government on specific areas of our operation (Safe Return Plan), allow public comment, and then include these summaries on the first phase of the application. The Safe Return Plan template addresses eight (8) areas of operation, which are as follows:

- Universal and correct wearing of masks
- Physical distancing

- Hand washing and respiratory etiquette
- Cleaning and maintaining healthy facilities, including improving ventilation
- Contact tracing, in combination with isolation and quarantine
- Diagnostic and screening testing
- Efforts to provide vaccines to educators, other staff, and students, if eligible
- Appropriate accommodations for children with disabilities with respect to health and safety policies

Modifications to the template included language about determining local guidelines for mask wearing, physical distancing, and quarantine protocols if districts are authorized to do so while considering the risks/benefits for the physical/mental health of the students and staff. The District will not be using the Electronic Symptom Checking Questionnaire or taking temperature checks next year. Plans are subject to change based on updated guidance.

The full presentation can be viewed at the links below, and is posted on the district website under District News and Board Presentations.

Click [here](#) to view the presentation.

Dr. Gorman stated that the governor's executive order to wear masks in schools is currently still in effect. The order may change sometime in July.

Mr. Kaufman confirmed that if we do not like the guidance requirements in the future to receive the grant, we are not obligated to accept the grant.

The Board discussed the grant requirements, timelines, and submission.

## VI. COMMENTS FROM THE PUBLIC

Laura Mckenna, 861 Bingham Road, asked about the \$1.1 million dollars and would like to know what our next step is? What will we do with that money? She would like to know what the money will go to instead of dumping it into the budget.

Susan Madison, Linwood Ave., The grant clearly says that the parents and stakeholders need to be involved in the development of the plan and need to be involved every 60 days. Has been a pattern that we don't do what the guidance says we have to do. Last summer we were supposed to have a restart and recovery team with parents and students and we have not done that. Believes we opened up too slowly and kept protocols in place that are hurting the children.

Alexandra Smith, 375 Fairmount Road, Asking that parents are included in plans and would like to see formal opportunities for parents to be involved. She has seen a lack of being proactive to look at problems that are coming. Would like to see how parents will be involved and how will the district be more proactive.

Kerri Miller 141 Johns St., Thanked the administration and Board for holding the special board meeting. Suggestion to gather additional feedback from the community, the plan and

survey was not posted in the news section. Would like to have more communication and elevate the call for feedback on the district website. Also, sending out more communication similar to the covid letters.

Boyd Loving, 342 South Irving Street, fully supports tonight's application and does not see anything that is not in the best interest of the students.

Ms. Brogan asked if this is the initial presentation of what September will look like? What is the expectation?

Dr. Gorman replied that draft one will be presented at the July 26 meeting and we are planning to host a parent night in the beginning of August.

Mr. Lembo made a motion to approve the submission of the American Rescue Plan. 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

**VII. ADJOURNMENT**

AT 7:49 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



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

**June 28, 2021**

**Bergen County, NJew Jersey**

**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 5:04 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 5 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.

**SEPTEMBER SCHOOL OPENING DRAFT AND SCENARIOS**

Dr. Gorman presented the draft of the September School Opening and possible Scenarios. He stated that a few hours before the Board meeting, Governor Murphy announced that masks will be optional in the fall; however, the District has not yet received any specific guidance. As a result, some of the information in the presentation regarding school operations and scenarios for the 2021-2022 school year is already outdated.

Schools will be open for full-time, in-person instruction with lunch, and the goal is to operate at pre-pandemic norms. Modifications have been made to health and safety protocols and will continue to be updated as more information becomes available. Should districts be authorized to make decisions on a local level, RPS will collaborate with the VOR Health Department, School Physician, and District Mental Health Coordinator to determine local guidelines.

Possible scenarios pertaining to transportation, food service, and lunch were shared. Parent volunteers will be allowed in the buildings next year, and facilities used by the Community School and parent organizations will be fully available.

A Multi-Tiered System of Supports (MTSS) is used to address both academic and mental health needs. The District is offering summer professional development to support educators, and the Start Strong Assessments will provide additional data about student performance. Shared equipment will be used in accordance with pre-pandemic norms, and all after-school activities and programs will follow pre-pandemic norms. While parents will not be able to opt out of in-person instruction, remote learning may be used in the event of a localized outbreak.

To view the full presentation that is posted on the district website to to Our District - Board of Education - Board Presentations

To view this portion of the meeting scroll to 4:45.

**IV. COMMENTS FROM THE PUBLIC**

Laura Mckenna, 861 Bingham Road, Asked: Wants to know more about the busing issue. Why didn't Paramus and Glen Rock has issues? Was it because we have a different bus company or because we started later? Due to the learning regression, how will parents go about talking to somebody to get help for their child during the summer.



Dr. Gorman responded to the questions:  
Paramus has their own buses. Ridgewood has to contract out to bus companies.  
Parents can reach out to the principals or guidance counselors during the summer for assistance.

Ms. Poelstra stated that reading assessments were done at the end of the year. A Lot of the work that the supervisors will do this summer is to look at that data from the assessments.

Eduard Skylar, requested that the BOE meetings be scheduled later than 5:00 pm. Asked if it is commonly done that 50 students of employees are allowed to attend the schools.

Alex Smith, 375 Fairmount Road, met with Mr. McCullough regarding the uneven masking policies in the district, referenced the athletics and music departments requirements. Documents Mr. McCullough provided for reference were how the schools could allow masking, not that is was required.

## **V. SUPERINTENDENT REPORT**

As a follow up to a previous Board meeting, Dr. Gorman explained that Ridgewood High School portrait sitting fee is \$25 which is similar to other school districts. He reviewed the Chattam District does not have a fee, however there are benefits that they do not receive as part of their contract. If there is a hardship for any student there is always assistance through the district.

This District was able to hold traditional end-of-year events including promotion ceremonies, prom, and graduation. Events were also live streamed for family members who were unable to attend in person. The school year ended on a positive note.

## **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

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 with the exception of iii. Submission of the Comprehensive Equity Plan Annual Statement of Assurance for the 2021-2022 School Year and vi. District Nursing Services Plan and Standing Orders for the 2021-2022 School Year

**B. ADMINISTRATION****i. Approval: Receipt of Suspension 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 investigations of HIB that have occurred since the last Board meeting.

**ii. Approval: Statement of Assurance for School Security Drills for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the Statement of Assurance for School Security Drills for the 2020-2021 school year pursuant to N.J.S.A. 18A:41-1.

The Board has received background information.

**iv. Approval: 2021-2022 Professional Development Plan**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 Professional Development Plan.

The Board has received background information.

**v. Approval: 2021-2022 Mentoring Plan**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the 2021-2022 Mentoring Plan.

The Board has received background information.

**vii. Approval: School Bus Emergency Evacuation Drill Report**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the school bus evacuation drill report.

The Board has received background information.

**viii. Approval: Settlement Agreement SE#11/2020-2021**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves Settlement Agreement SE#11/2020-2021 between the parents of Student #903188 and the Ridgewood Board of Education.

The Board has received background information.

Ms. Kwak moved approval of B. Administration, with exception of iii. and vi. .

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

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

NAYS: none

The following items were removed from consideration:

iii. **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.

vi. **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.

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: 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 2021-2022 school year. Any opportunities that require transportation will be submitted for Board approval.

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, including the addendum.

Ms. Kwak requested to vote separately for any item in D. i, iii. and vi. with account fund 62.

## 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:** 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 Certificate as a Teacher of Students with Disabilities and Elementary School Teacher in Grades K-6.

Salary: **from** \$76,222 **to** \$76,622  
Cl. MA+45, St. 2

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

FINNEGAN, Kathleen - Guidance Counselor (tenure track), Somerville School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Finnegan is pending issuance of an NJDOE Standard Certificate as a School Counselor.

Salary: \$74,088 (\$69,242 + \$4,846 ratio)  
Cl. MA, St. 2

Account #11-000-218-104-00-05-019-000

HAMILTON, Elizabeth - Leave of Absence Replacement Special Education Teacher (non-tenure track), Hawes School, effective August 31, 2021 through June 30, 2022. Ms. Hamilton possesses an NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6 and Teacher of Students with Disabilities. Ms. Hamilton will be registered into the NJDOE Provisional Teacher Program.

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

Account # 11-213-100-101-00-02-019-000

MILLER, Melissa\* - Guidance Counselor (tenure track), Travell School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Miller possesses an NJDOE Standard Certificate as a School Counselor.

Salary: \$77,566 (\$72,492 + \$5,074 ratio)  
Cl. MA+30, St. 1

Account #11-000-218-104-00-06-019-000

NAM, Suh Young - Guidance Counselor (tenure track), Hawes School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Nam possesses an NJDOE Standard Certificate as a School Counselor.

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

Account #11-000-218-104-00-02-019-000

OH, Justin - Physical Education Teacher (tenure track), Somerville School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Mr. Oh possesses an NJDOE Certificate of Eligibility with Advanced Standing as a Teacher of Health and Physical Education. Mr. Oh will be registered into the NJDOE Provisional Teacher Program.

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

Account #11-120-100-101-06-05-019-000

ROMANEK, Holly\* - Leave of Absence Replacement Learning Disabilities Teacher-Consultant (non-tenure track), Travell School, effective August 31, 2021 through June 30, 2022, pending verification of employment as outlined by Chapter 5. Ms. Romanek is pending issuance of an NJDOE Standard Learning Disabilities Teacher-Consultant Certification.

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

Account #11-000-219-104-00-06-019-000

### **Long-term Substitute**

KOWALSKI, Alexandra - Long-term Substitute, Third Grade Teacher, Ridge School, effective August 31, 2021 through December 23, 2021. Ms. Kowalski possesses an NJDOE Certificate of Eligibility with Advanced Standing as an Elementary School Teacher in Grades K-6. Ms. Kowalski will be registered into the NJDOE Provisional Teacher Program.

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

### **Field Placement**

NIKOL, Olivia - Montclair State University, Clinical Practice with Nancy Kaplan, Second Grade Teacher, Somerville School, effective August 31, 2021 through May 9, 2022.

**Acting Principal, on an as needed basis, for the 2021-2022 School Year**

SOLOMON, Dr. Gene - at a daily rate of \$500.

**Additional/Revision: 2021 Summer School Special Programs Staffing**

**Teachers**

		<u>20/21 Salary</u>	<u>Full Summer Salary</u>	<u>Hourly Rate</u>	<u>Summer Salary</u>
Clunie, Eureka (214 hrs.)	Nurse			\$31.95	\$6,837
Crawford, Ryan (60 hrs.)	Physical Education (RISe/SAIL)	\$61,018	\$5,492	\$36.61	\$2,197
Devaney, Eileen (70 hrs.)	Multisensory Reading Program	\$113,882	\$10,249	\$68.33	\$4,783
Osenbruck, Jennifer (90 hrs.)	RED Program	\$74,000	\$6,660	\$44.40	\$3,996

**Aides**

**Schaffer, Emily**

**Substitutes**

**Employee ID #6558**

**Addition/Revision: 2021 Ridgewood High School Summer School Staffing, approved by the Board at its meeting June 14, 2021**

Remove: **Roberts, Deidre**, ESL (Enrichment), Summer School Salary \$704.52.

Add: **Lauro, Liva**, Physical Education (Remedial), Summer School Salary \$3,975.

Add: **Ojea, Christal**, Spanish (Remedial), Summer School Salary \$3,058.

**2021 Summer Ridgewood Community School Employees**

**Summer Adventure**

**Ardito, Jessica\***

**Dimodugno, Grace**

**Ebenhack, Kayley**

**Ozaydin, Meaghan**

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

**Junior Edition**

Allaimo, Louis  
Bennett, Liam  
Blaskovic, Jett  
Brewer, Luke  
Conenello, Kyle  
Connolly, Luke  
Crane, Nicholas  
Foerch, John  
Gallard, Roger  
Geraghty, Michael  
Grasso, Joseph\*  
Hochegger, Matthew  
Johnson, Razjon  
Lawson, Gregory  
Litvak, Roman  
Luther, John  
Lyons, Conor  
McCarthy, Michael  
Neville, Ben  
Peene, Weston  
Phillips, Marcus  
Rail, Gavin  
Saraceno, Samuel  
Sheehy, Cole  
Skoric, Joseph\*  
Sofia, Joseph  
Staunton, Owen\*  
Sullivan, Matthew\*

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

**Revision: Technology Innovation Specialists for the 2021-2022 School Year, approved by the Board at its meeting on June 14, 2021**

Remove: Higgins, Molly, Orchard School, \$85,039 (\$79,942 + \$300 + \$4,797 ratio), Cl. MA+30, St. 7

Replace: Redfern, Nicole, Orchard School, \$99,587 (\$93,667 + \$300 + \$5,620 ratio) Cl. MA+45, St. 13

Account # 11-120-100-101-09-03-019-000

**Temporary Employees**

**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)**

**Lia, Matthew; Pizzuto, Aiden\*; Prettiest, Liam; and Roth, Zachary\***

Account #11-000-218-110-00-10-010-001

**Buildings and Grounds - Summer 2021****Each to receive an hourly rate of \$12.00**

Barrales, Julia; Boesch, Julia; Boesch, Zachary; Bradbury, Nicholas; Brito, Alec; Buchsbaum, Jarrett; Burger, Isabella; Calvetti, Anna\*; Calvetti, Colin\*; Cator, Ryan\*; DeSilva, Arosh; Diaz, Jack; Donahue, Conor; Fiol, Christopher; Geraghty, Michael; Harcher, Nicholas\*; Huftalen, Andrew; Kautzmann, Grace; Kim, Jun Hee; Loccke, Andrew; McDermott\*, Patrick; Myer, Evan; Power, Jack; Rielly, Matthew; Reinke, Emma\*; Remshak, Brady; Santoro, Ethan; Schnure, Amanda; Schwenker, Jack; Shevilyn, Kyle; Sklar, David; Strickland, Shane; Warden, Calder; and Whitney, David

Account #11-000-262-110-00-42-048-001

**Summer 2021 Painters, effective June 25, 2021 through August 31, 2021, each at seven hours per day, each at the hourly rate**

- Lug, Raymond, Supervisor, at an hourly rate of \$21.50.
- Coppola, Jonathan\*, Painter, at an hourly rate of \$15.87.
- Spadaccini, Ann, Painter, at an hourly rate of \$15.87.

Account #11-000-262-104-00-42-048-001

**Technology Support for Board Meetings, effective July 1, 2021 through June 30, 2022**

- DeRoche, Andrew, at an hourly rate of \$27.78, as needed.
- Enmore, Jaeson, at an hourly rate of \$53.07, as needed.
- Valere, Neil, at an hourly rate of \$32.33, as needed.

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

**Administrative Support for Board Meetings, effective July 1, 2021 through June 30, 2022**

- Yohana, Julia, at an hourly rate of \$42.24, as needed.

Account #11-000-230-104-00-045-045-001

**Fall 2021 Coaching Assignments and Fall Site Managers**

As listed on **Attachment C**

**Ridgewood High School Volunteer Coaches****Football**

Aramburu, Mark

Hurley, Daniel

Ross, Joe



**Santiago, Mickey  
Torre, AJ**

**Girls Soccer**

**Cronk, Paul\*  
Luo, Miles  
Volkomer, Sarah  
DiBrita, Sarah\***

**Boys Soccer**

**Caraluagh, Glenn  
Cardew, Jack  
Loren, Dwight**

**Cross Country**

**Cirillo, Tara**

**Girls Tennis**

**Kirtane, Medha\***

**Girls Volleyball**

**Consol, Mary  
Skettini, Kelly\***

**Gymnastics**

**Piotrowski, Patricia**

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**\*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.

**CHAKONIS, Ashley - **from** Guidance Secretary and Child Study Team Secretary, Ridgewood High School and Somerville School, **to** Administrative Assistant to Principal, Somerville School, effective September 1, 2021 through June 30, 2022.**

**From: \$42,100  
Cl. AA10, St. 3  
To: \$46,147  
Cl. AA11, St. 3**

**Account #11-000-240-105-00-05-019-000**

**CRAWFORD, Ryan - **from** 0.40 FTE Adapted Physical Education SAIL, Benjamin Franklin Middle School, **to** 1.0 FTE Adapted Physical Education SAIL, Glen School**

and Benjamin Franklin Middle School, effective August 31, 2021 through June 30, 2022.

**From:** \$25,057

Cl. BA, St. 3

**To:** \$62,642

Cl. BA, St. 3

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

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

MENDEZ, Karen - **from** 1.0 FTE Business Education, Ridgewood High School, **to** 1.1 FTE Business Education, Ridgewood High School, effective August 31, 2021 through January 21, 2022.

**From:** \$97,067 (\$96,767 + \$300 CP)

Cl. MA+45, St. 14

**To:** \$106,7444 (\$106,444 + \$300 CP)

Cl. MA+45, St. 14

Account #11-140-100-101-13-10-019-000

RUSSO, Judith - **from** Administrative Assistant Business Office, Education Center, **to** Administrative Assistant to Account Payable, Education Center, effective July 1, 2021 through June 30, 2022.

Salary will remain the same.

Account #11-000-251-105-00-40-019-000

#### iv. **Resignations**

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

##### **Teacher**

CASATELLI, Stacy - Science Teacher, Ridgewood High School, effective July 1, 2021.

##### **Classroom Aides**

GREANEY, Julie - Resource Room Special Education Classroom Aide, Somerville School, effective June 23, 2021.

PARSONS, Jessica - One-to-One Special Education Classroom Aide, Somerville School, effective June 23, 2021.

##### **Infant/Toddler Development Center**

**Classroom Aide**

QASEM, Rund - High School/College Aide, effective June 7, 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.

ALVAREZ, Lisette – School Psychologist, Ridgewood High School, effective August 31, 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.

FISCHER, Kacey – First Grade Teacher, Hawes Elementary School, effective October 18, 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.

**Revision:** BARBA, Ashley – Third Grade Teacher, Ridge Elementary School, **from** effective February 5, 2021 through December 23, 2021, with a reinstatement date of January 3, 2022, approved by the Board on March 22, 2021, **to** effective February 5, 2021 through June 30, 2021; and August 31, 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.

**Preparation for August 31, 2021 All-Staff Convocation**

- **DiBrita, Christine**, not to exceed 5 hours, at an hourly rate of \$40.17 (\$200.85).
- **Luckenbill, John**, not to exceed 5 hours, at an hourly rate of \$40.17 (\$200.85).
- **Maxwell, Athena**, not to exceed 10 hours, at an hourly rate of \$40.17 (\$401.70).
- **Van Zile, Kelly**, not to exceed 30 hours, at an hourly rate of \$40.17 (\$1,205.10).

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

**Hawes School****Guidance Department – 2021 Summer Hours**

- **Nam, Suh Young**, not to exceed 12 hours, at an hourly rate of \$45.55 (\$546.60).

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

**Orchard School**

**Additional/Revision: Moving Classrooms**

- **Cahill, William**, not to exceed 12 hours, at an hourly rate of \$40.17 (\$482.04).
- **Jones, Michelle**, **from** not to exceed 2 hours, approved by the Board at its meeting on June 14, 2021, **to** not to exceed 12 hours, at an hourly rate of \$40.17 (\$482.04).
- **Saglimbeni, Mary**, **from** not to exceed 4 hours, approved by the Board at its meeting on June 14, 2021, **to** not to exceed 12 hours, at an hourly rate of \$40.17 (\$482.04).
- **Tan, Xue**, **from** not to exceed 2 hours, approved by the Board at its meeting on June 14, 2021, **to** not to exceed 12 hours, at an hourly rate of \$40.17 (\$482.04).

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

**Ridge School**

**Moving Classrooms**

- **Coppola, Michele**, additional 6 hours, at an hourly rate of \$40.17 (\$241.02).
- **Marmo, Jill**, not to exceed 12 hours, at an hourly rate of \$40.17 (\$482.04).

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

**Somerville School**

**2021 Summer Secretarial Support**

- **Chakonis, Ashley**, not to exceed 20 hours, at an hourly rate of \$30.07 (\$601.40).

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

**Guidance Department – 2021 Summer Hours**

- **Finnegan, Kathleen**, not to exceed 12 hours, at an hourly rate of \$45.54 (\$546.48).

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

**Willard School**

**Revision: Guidance Department – 2021 Summer Hours, approved by the Board at its meeting on June 14, 2021**

- **Pfeiffer, David**, **from** not to exceed 15 hours, **to** not exceed 12 hours, at an

hourly rate of \$76.15 (\$913.80).

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

**George Washington Middle School**

**Guidance Department – 2021 Summer Hours**

- **Weiss-Chromeck, Courtney**, not to exceed 20 hours, at an hourly rate of \$48.02 (\$960.40).

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

**Develop Advisory Program**

- **Barba, Allison**, not to exceed 12 hours, at an hourly rate of \$47.45 (\$569.40).

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

**Benjamin Franklin Middle School**

**Moving Classrooms, not to exceed 6 hours, at an hourly rate of \$40.17 (\$1,205.10)**

- ID #6558
- Campbell, Beth
- Donnelly, Trecia
- Turchioe, Kristen
- Spector, Kristen

Account #11-120-100-101-00-08-008-001

**Ridgewood High School**

**Revision: 2021 Summer Hours - Nurse**

- **Donovan, Suzanne**, not to exceed 40 hours, **from** at an hourly rate of \$32.77, approved by the Board at its meeting on June 14, 2021, **to** at an hourly rate of \$36.70 (\$1,468).

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

**Additional: Guidance Department – 2021 Summer Hours**

- **Vargo, Laura**, not to exceed 10 hours, at an hourly rate of \$50.36 (\$503.60).

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

**2021 Summer Hours - Crisis Intervention**

- **DePinto, Lauren**, not to exceed 10 hours, at an hourly rate of \$76.82

(\$768.20).

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

- **Feeley, Kevin**, not to exceed 10 hours, at an hourly rate of \$77.38 (\$773.80).

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

**Overnight Chaperones for Adventure Leadership Peer Support (ALPS) Field Trips for the 2020-2021 School Year, funded by donations**

<b>Barker, Barbara</b>	<b>McAlister, Erin</b>
<b>Brown, Jacob</b>	<b>Mitola, Candace</b>
<b>Bunzey, Craig</b>	<b>Quirk, Brian</b>
<b>Kay, Peter</b>	
<b>Knott, Ronald</b>	
<b>Mahler, Craig</b>	

- Stony Creek Organic Farm Trip, Walton, NY - May 7-9, 2021: Two Chaperones, each at \$200 per night, each for two nights (\$800).
- Adirondack High Peaks - John Brook Lodge Area, Keene Valley, NY - June 21-25, 2021: Four Chaperones, each at \$200 per night, each for four nights (\$3,200).

**Chaperone for RiSe & STEPPS Program 2020-2021**

- **Gorman, Michelle**, not to exceed 20 hours, at an hourly rate of \$40.17 (\$803.40).

Account #11-212-100-101-00-10-010-001

**Band Year-End Concert**

- **Two Chaperones: Dabby, Maxwell; Heyzer, Henry**, each not to exceed 2 hours, each at an hourly rate of \$40.17 (\$160.68).

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

**Maker Space Project**

- **Wohner, John**, not to exceed 10 hours, at an hourly rate of \$40.17 (\$401.70).

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

**AP Proctoring and Administrative Duties**

- **Altomare, Jacquelyn**, not to exceed 3 hours, at an hourly rate of \$29.35 (\$88.05)
- **Kneis, Dana**, not to exceed 3 hours, at an hourly rate of \$45.55 (\$136.65).
- **McGovern, Christine**, not to exceed 3 hours, at an hourly rate of \$54.06 (\$162.18).
- **Watson, Andrea**, not to exceed 3 hours, at an hourly rate of \$50.36 (\$151.08).

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

**Fall 2021 Event Staff/Crowd Control/Site Supervision/Athletic Trainer and other Auxiliary Employees**

As listed on **Attachment D**

Account #11-402-200-104-00-10-034-001

**Fall 2021 Fitness Center Supervisor/FIT Instructor**

As listed on **Attachment E**

Account #11-402-200-104-00-10-034-001

**Revision: 2021 Project Graduation - June 22, 2021**, approved by the Board at its meeting on June 14, 2021

**From:** Sixteen Chaperones: **Besser, Lauren; Chamesian, Linda; Cronk, Paul; Fabish, Christopher; Fararr, Eva; Galasso, Patricia; Gervolino, Colleen; Kay, Peter; Kase, Sean; Kneis, Dana; Luo, Miles; Mendez, Karen; Murtha, Timothy; Reilly, Nancy; Pollitt, Ashley;** and **Wohner, John**; each not to exceed 6 hours, each at an hourly rate of \$40.17 (\$3,856.32).

**TO:** Sixteen Chaperones: **Besser, Lauren; Chamesian, Linda; Cronk, Paul; Fabish, Christopher; Fararr, Eva; Galasso, Patricia; Contreras, Colleen; Kay, Peter; Kase, Sean; Kneis, Dana; Luo, Miles; Mendez, Karen; Murtha, Timothy; Reilly, Nancy; Pollitt, Ashley;** and **Wohner, John**; each not to exceed 6 hours, each at an hourly rate of \$40.17 (\$3,856.32).

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

**AV Production to Live Stream 3 Concerts**

- **Fink, Gary**, additional 20 hours, at an hourly rate of \$40.17 (\$803.40).

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

**Curriculum, Instruction & Assessment**

**Revision: 2021 Summer Curriculum Writing, approved by the Board at its meeting on June 14, 2021**

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

**New Teacher Orientation 2021**

- **DePinto, Lauren**, not to exceed 1 hour, at an hourly rate of \$76.82.
- **Ong, Jerome**, not to exceed 2 hours, at an hourly rate of \$65.45 (\$130.90).

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

**Special Programs**

**Special Olympics NJ Play Unified School Partnership**

- **Vasquez, Jessica**, not to exceed 30 hours, at an hourly rate of \$40.17 (\$1,205.10).

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

**Professional Consultation**

- **Spector, Stephanie**, not to exceed 5 hours, at an hourly rate of \$49.30 (\$246.50).

Account #11-213-100-101-00-24-024-001

**REACH, RED, RISE Classrooms: September 1, 2021 - June 21, 2022**

- **Whitmore-Pillow, Marlene**, to provide music instruction to the (5) REACH, (2) RED AND (2) RISE classroom of students at Glen School, not to exceed 2.5 hours per week, for a total of 37 weeks, at an hourly rate of \$90, for a total of \$8,325.

Account # 11-216-100-101-00-01-024-001 (RED/REACH)

Account # 11-212-100-101-00-01-024-001 (RISE)

**Information Technology Department**

**Student Workers**

- **Winn, Declan**, Information Technology Department Student Worker, effective June 29, 2021, through December 31, 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).



- **McAskin, Kevin**, Information Technology Department Student Worker, effective June 29, 2021, through December 31, 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).
- **Lawson, Landon**, Information Technology Department Student Worker, effective June 29, 2021, through December 31, 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).
- **Calvetti, Anna**, 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).

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

**vii. Substitutes for the 2020-2021 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves substitutes for the 2020-2021 school year, as listed below.

**Teachers: Boshart, Katherine\*; Byrne, Erin; Cranston, John; Gray, Catherine; Lopez, Melissa; and McShane, Patricia**

Ms. Brogan moved approval of D. Human Resources, including the addendum with the exception of Fund 62 account number line items.

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 line items that include Fund 62 account numbers.

**i. Classroom Aides**

**Infant/Toddler Development Center**

CAFARO, Stephanie - High School/College Aide, effective July 1, 2021 through June 30, 2022, 5 hours per day, 5 days per week, at an hourly rate of \$12.00.

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

ELIZOODO-FALLAS, Sofia - High School/College Aide, effective July 1, 2021 through June 30, 2022, 5 hours per day, 5 days per week, at an hourly rate of \$12.00.

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

RINALDO, Danielle - Teacher Assistant Entry Level - Step I, effective June 23, 2021 through August 13, 2021, 8 hours per day, 3 days per week, at an hourly rate of \$13.00.

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

VACCARO, Marielle - High School/College Aide, effective July 1, 2021 through June 30, 2022, 5 hours per day, 5 days per week, at an hourly rate of \$12.00.

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

ii. **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, 2021 through June 30, 2022, with the exception of the Director (12 month) and Secretary (11 month) employees, as follows:

**Full-time Employees**

- **Kontos, Lisa\*\*** - Director (7/1/21-6/30/22) - \$59,544 (12-month employee)

Account #62-990-200-103-00-62-060-000

- **Pisani, Lynda\*\*** - Secretary (9/1/21-7/30/22) - \$39,472 (11-month employee)

Account #62-990-200-105-00-62-060-000

- **Flanagan, Marion\*\*** - \$35,304
- **Middlebrook, Katrina\*\*** - \$33,818
- **Southey, Dawn\*\*** - \$32,980
- **Stevens, Barbara\*\*** - \$34,815
- **Stevens, Mackenzie\*** - \$33,792
- **Vassallo, Stephanie\*\*** - \$35,985

\*\* 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**

High School/College	\$12.00*
Step 1	\$13.00
Step 2	\$13.40
Step 3	\$13.80
Step 4	\$14.20
Step 5	\$14.60
Step 6	\$15.00

Current employees move up 1 step per year and receive \$0.40 per hour increase on base.

\*NJ State minimum wage increase as of 2021.

<b>Alegria, Samantha</b>	\$12.00
<b>Ancona, Gianna</b>	\$12.00
<b>Anderson, Melody</b>	\$15.00
<b>Avendano, Kayla</b>	\$15.00
<b>Cataro, Stephanie</b>	\$12.00
<b>Collins, Cassidy</b>	\$13.00
<b>Dempsey, Cheryl</b>	\$15.00
<b>Edreich, Meagan</b>	\$15.00
<b>Fiorilla, Danielle</b>	\$12.00
<b>Grbic, Ella</b>	\$12.00
<b>Greco, Barbara</b>	\$16.80
<b>Holzberg, Tatum</b>	\$12.00
<b>Johnson, Raegan</b>	\$12.00
<b>Kawash, Emily*</b>	\$12.00
<b>Lakomy, Gina</b>	\$12.00
<b>Navarro, Josephine</b>	\$12.00

<b>Solis, Leslie</b>	\$15.00
<b>Volpe, Annamaria</b>	\$16.00

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

**\*Related to staff member**

**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.

**Infant/Toddler Development Center**

**Summer Hours - Administrative Assistant**

- **Pisani, Lynda**, not to exceed 120 hours, at an hourly rate of \$25.42 (\$3,050.40).

Account #62-990-200-105-00-62-060-001

**Summer Hours - Head Teachers**

- **Southey, Dawn**, not to exceed 204 hours, at an hourly rate of \$20.75 (\$4,233).
- **Stevens, Barbara**, not to exceed 276 hours, at an hourly rate of \$21.91 (\$6,047.16).
- **Stevens, Mackenzie**, not to exceed 192 hours, at an hourly rate of \$21.26 (\$4,081.92).

Account #62-990-100-101-00-62-060-001

Ms. Brogan moved approval of line items that include Fund 62.

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

ABSTAIN: Mr. Dani, Ms. Kwak

Mr. Dani added that if we are still waiting for clarification that was requested at the 4/26 meeting regarding inspection requirements pursuant to January 22 legislation.

Ms. Kwak added she is waiting for additional information and cannot make an informed or educated decision without it.

Dr. Gorman stated that we did send a letter out from our lawyer approximately a month or two ago and we have not received a response from the State regarding

those questions.

Dr. Gorman presented for consideration E. Finance.

Ms. Kwak requested to remove viii. Authorization to Appropriate Year-End Surplus for a separate vote and to amend it to read:

“Authority to appropriate year end surplus”

Dr. Gorman presented for consideration E. Finance with the exception of viii.

## 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
Ridge HSA	\$1,000 (gift in kind)	A gift of books for each student for Read-Aloud day at Ridge Elementary School	N/A
RHS DECA	\$485 (gift in kind)	A gift of stripe card readers for the school store.	N/A
George Washington MS - Social Fund	\$150	To be used to enhance the George Washington Media Center.	20-061-100-610-00-09-009-000
Ridgewood High School Student Activity Account	\$1,532.52	To be used to pay for prom chaperones.	20-030-100-101-00-10-010-008 (\$1,405.94 Stipend) 20-030-200-220-00-10-010-008 (\$117.58 FICA)
Ridgewood High School Student Activity Account	\$518.92	To be used to pay for AP exam timecards.	20-030-100-101-00-10-010-030 (\$482.04 Stipend) 20-030-200-220-00-10-010-030 (\$36.88 FICA)
Ridgewood High School Student Activity Account	\$217.65	To be used to pay for Student Congress Chaperones.	20-030-100-101-00-10-010-029 (\$200.85 Stipend) 20-030-200-220-00-10-010-029 (\$16.80 FICA)

ii. **Approval: Award of Contracts to Cooperative Purchasing Vendors in Excess of \$40,000**

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.

iii. **Approval: Children of Non-Resident Employees Attending Ridgewood Public Schools**

Approval to allow 50 children of non-resident employees to attend Ridgewood Public Schools.

iv. **Approval: 2021-2022 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 2021-2022 school year, listed below. Tuition will be paid by the parents.

- 2 students attending Somerville Elementary School
- 2 students attending Willard Elementary School
- 3 students attending Ridgewood High School

v. **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**.

vi. **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:

<b>Depository</b>	<b>Required # of Signatures</b>
<b>Morgan Stanley</b> Ridgewood Public Schools Scholarship Funds	One: Business Administrator or Assistant Business Administrator or Treasurer of School Monies
<b>BNY Melon</b> Ridgewood Public School Scholarship Fund	One: Business Administrator or Assistant Business Administrator or Treasurer of School Monies

vii. **Approval: Agreement with Granite Telecommunications, LLC**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Granite Telecommunications, LLC for school year 2021-2022 in the amount of \$26,984, Federal Contract number GS-35F-208BA.

The Board has received background information.

ix. **Approval: Agreement with Alliance Pest Services Control for Integrated Pest Management (IPM) Services**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approves the agreement with Alliance Pest Services for Integrated Pest Management Services (IPM) for the period July 1, 2021 through June 30, 2022, as per fees listed in **Attachment I**.

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

Mr. Dani asked for clarification regarding what items make it to the agenda versus what does not make it here.

Ms. Kwak added that she would like more rather than less and appreciates when items are added that are less than 43,000.

Dr. Gorman clarified that the pest management fee is not a set fee, they are called upon based upon our needs.

Mr. Bisig stated that all professional contracts have to be Board approved.

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

Dr. Gorman presented viii. with the change to read: Authority to appropriate Year-End Surplus.

Ms. Kwak stated that maintenance currently has \$765,000 we can put up to 5 million. Maintenance is a good account to have more money into and in the past we have put the excess into it. She requested to make changes to the bullets to move excess money to the maintenance reserve account.

The Board discussed the amounts that can be included in maintenance, capital and emergency reserves.

To view this portion of the meeting scroll to 1:07

Dr. Gorman stated that building a capital reserve is good to start to chip away as projects come up.

Mr. Bisig stated that earmarked items for reserve accounts must be county approved to draw from it. The county will ask why this wasn't in your long range plan and why it is considered an emergency. When funds are reserved in the emergency reserve accounts it is for emergencies examples. A district this size should have at least 1

million dollars. Mr. Bisig stated he believes the money should be included in Capital.

Ms. Kwak made a motion to amend resolution viii. with the following changes:

From:

- Plus not to exceed \$500,000 to be transferred to the Maintenance Reserve account;

To:

- Plus not to exceed \$500,000 to be transferred to the Capital Reserve account;

From:

- Any excess above this amount is to be transferred to the Capital Reserve account in an amount not to exceed the maximum allowable, as per N.J.A.C. 6A:23A-14.1.

To:

- Any excess above this amount is to be transferred to the Maintenance Reserve account in an amount not to exceed the maximum allowable, as per N.J.A.C. 6A:23A-14.1.

Ms. Brogan's concern is regarding the 4%. She stated when the state allows for an increase in the surplus and the state runs into a financial trouble, is it wise to build it to 4%?

Mr. Bisig stated that If you put it in capital, the State cannot touch it. The State can pull from our capital, maintenance or emergency reserve accounts.

Mr. Dani stated that the way the resolution is drafted money can be allocated anywhere. All line items are flexible.

**viii. Approval: Authority to Appropriate Year-End Surplus**

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

WHEREAS, N.J.A.C 6A:23A-14.3 and 14.4 permit a Board of Education to establish and/or deposit into certain reserve accounts at year end, and

WHEREAS, the aforementioned statutes authorize procedures, under the authority of the Commissioner of Education, which permit a Board of Education to transfer anticipated excess current revenue or unexpended appropriations into reserve accounts during the month of June by Board resolution, and

WHEREAS, the Village of Ridgewood Board of Education wishes to deposit anticipated current year surplus into their Capital Reserve account and Maintenance Reserve account at year end, and

WHEREAS, the Village of Ridgewood Board of Education has determined to designate surplus for the year end June 30, 2021 as follows:

- Maintain a Fund Balance not to exceed the state mandated 4% cap of current



year expenditures plus any general fund state aids in excess of amounts budgeted in accordance with N.J.S.A. 18A:7F-7;

- Plus not to exceed \$500,000 to be transferred to the Capital Reserve account;
- Plus not to exceed \$350,000 to be transferred to Emergency Reserve account;
- Plus not to exceed \$257,000 to be designated for future year's expenditures,
- Plus not to exceed \$650,000 to appropriated in the SY 2022-2023 budget,
- Any excess above this amount is to be transferred to the Maintenance Reserve account in an amount not to exceed the maximum allowable, as per N.J.A.C. 6A:23A-14.1.

NOW, THEREFORE, BE IT RESOLVED, by the Village of Ridgewood Board of Education that it hereby authorizes the district's Business Administrator to make this transfer consistent with all applicable laws and regulations.

Ms. Kwak moved approval of viii. with the amendments.

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

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

NAYS: Ms. Brogan,

## VII. RESOLUTIONS AND MOTIONS NOT INCLUDED IN CONSENT AGENDA

A. None at this time.

## 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.

<b>DATES</b>	<b>DESCRIPTION</b>	<b>CHECK NUMBER</b>	<b>AMOUNTS</b>	<b>REVIEWED BY</b>
June 21	Columbia Bank On-Line	101964-102092	1,614,018.61	Mr. Dani
June 21	Columbia Bank On-Line Scholarship	831517-831558	83,725.00	Mr. Dani
June 21	Electronic Transfers Scholarship	T35345-T35363	18,825.00	Mr. Dani
<b>TOTAL</b>			<b>1,716,568.61</b>	

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**

Ms. Brogan presented a Legislative Report. In February, Governor Murphy proposed a \$44.8 billion budget. Last Thursday, the legislature approved a \$46.4 billion budget and the expectation is that Governor Murphy will sign it before the deadline of July 1.

Revenues for the state budget and the increases proposed by the legislature include \$6 billion in federal aid from the American Rescue Plan, \$4 billion from emergency borrowing this year, and better than expected tax collection from the income tax, sales tax, and taxes from home sales.

The revised state budget left unchanged the direct state aid payments to school districts at \$9.3 billion, an increase of \$578 million from this year's budget. However, extraordinary aid given for special education will see an increase of \$125 million. Governor Murphy had originally proposed an increase of \$25 million, and the legislature increased this by \$100 million. The expectation is that it will cover 85% of high costs for special education students in out-of-district placements, self-contained classes in district, and specialized therapies.

The revised budget increases the pension payment by \$505 million, from \$6.4 billion to \$6.9 billion. This is the largest pension payment made in any one budget year.

For school districts that are slated for a decrease in their state aid due to enrollment decline, the state is proposing that if they voluntarily participate in a plan to regionalize they could recapture a portion of the lost aid.

The Homestead Benefit, a popular property tax relief program will see an increase in funding, and the base year tax on which the benefit is paid will be changed from 2006 to 2017. This means the average credit to seniors and disabled homeowners will increase by \$130 and low-income homeowners on average will see an increase of \$145.

Concerns about the revised budget are its reliance on non-recurring federal aid, the \$4 billion emergency borrowing, and the higher than expected tax revenues. Time will tell if the budget increases will pose problems for future state budgets.

Mr. Lembo congratulated the graduates and students were promoted. The HSAs were able to hold their final meeting of the year outdoors in person.

## **X. BOARD COMMITTEE REPORTS**

Mr. Lembo stated the Finance committee did not meet last week and will be meeting shortly.

## **XI. DISCUSSION ITEMS**

Ms. Brogan would be in favor to allow public comments to continue as a dial-in and

in-person.

Mr. Dani added the Village Council removed the phone-in option. For BOE, there are two audiences: parents with small children and seniors who have been in the district for 30-40 years but do not have the time to sit here for 4-5 hours. He does not see a benefit to taking away the phone option.

Mr. Kaufman is also in favor in keeping the phone comments.

The Board agreed to keep the phone-in comments during public comment period.

Mr. Dani stated regarding the Policy committee meeting for changes to the policy for resident/nonresident students. The attorney is reviewing the changes and will get back to the Board.

Mr. Kaufman stated for the record: This year there were a lot of parents who were unhappy since sports were brought to different fields. The FYI to the Board identified that the vendor for the BF track will be delaying the project. Mr. Kaufman reviewed the timeline: two bids came in from 2 vendors, our athletic director and administration chose the lower bid. This vendor was able to start the project immediately after school ended and the project would have been completed in the next week or two without any delays. We went with the second vendor, who after the agenda came out at 3:00 pm, an email came out at 3:17 pm with some adjustments that he finds interesting in the timeline. The second vendor who was awarded the bid was higher, with a vote of 3-2, cannot complete the project until August and there is a chance for additional delays. This affects the community school, high school track and any related sporting events.

He requested this statement to be put in the record, because if in August if this is not complete and it pushes further, we will have to delve into this further why we did not go with a vendor who would complete the project in the timeline and was supported by our Athletic Director.

Mr. Dani questioned how you would know if the other vendor can complete it in a week or two.

Mr. Bisig stated when the district made the decision to hire Field Turf to do the project, we had conversations with Field Turf once they were selected by the district to be the winner of the proposal, they said they can accommodate our request to come in and start as soon as school starts.

A conversation continued regarding the timeline and the vendor submissions ensued.

To view this portion of the meeting scroll to 1:50.

Mr. Kaufman followed up regarding the public comment on Arts/Music and Sports during the 20-21 school year. Believes we should put just as much attention to the Arts as we do in sports.

Dr. Gorman stated that the NJSIAA that governs sports gave different parameters and that is why we had the difference.

**XII. ACCEPTANCE OF MINUTES**

- June 14, 2021 Executive Session Meeting

Dr. Gorman removed the June 14 minutes from consideration so that changes can be made per Board member requests.

**XIII. OTHER BUSINESS**

The Board already approved the 2% increase for the lease rate updates at the previous meeting, for auditing purposes we need to make it a public document to include the approved rates.

The below resolution was included to make the attachment a public document.

**A. Listing of Lease Rates of Unused Classrooms for the 2021-2022 School Year**

The Ridgewood Board of Education, upon the recommendation of the Superintendent of Schools, approved the lease of unused classrooms for the 2021-2022 school year as listed on **Attachment G** at the June 14, 2021 Regular Public Meeting.

**XIV. COMMENTS FROM THE PUBLIC**

Anne Loving, 342 South Irving Street, expressed gratitude to the board for continuing to allow comments from home.

Laurie Weber, 235 South Irving Street, referenced the Field Turf conversation, Board members are not clairvoyant if information comes in after a decision is made, attempting to hold board members responsible is petty and self serving. If the Board is part of the decision making process, they need to know everything. In favor of the continuation of the remote comments.

Boyd Loving, 342 South Irving Street, the field turf was an unfortunate discussion, as a taxpayer he votes for members of the BOE and does not vote for the AD. It is his expectation that decision are made by the Board members and not experts who are employed by the district.

**XV. ADJOURNMENT**

At 7:21 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

## 2021-2022 CONFERENCES FOR APPROVAL

Staff Member	Name of Conference Location & Dates	Rationale	Estimated Cost for Approval	# of Sub Days required
Ruth Parks	Accelerate Your Students' Communicative Proficiency - Strategies for Maintaining 90% Target Language Use in Your World Language Classroom Virtual Bureau of Education and Research, WA Self-Paced	Professional Development	\$149.00	0
Julie-Anne Matthews	Stronge Annual Regional Training: 3-Day Summer Session Virtual Stronge and Associates, VA July 6, 13 and 20, 2021	Professional Development	\$585.00	0
Lauren Carr	NJECC Summer Series of Workshops: Google Classroom Now That We're Back in School Virtual New Jersey Educational Computing Cooperative, NJ August 26, 2021	Professional Development	\$45.00	0
Ross Dembin	Conquer Math Grade 3 Student Learning Standards Year 2 Pompton Plains, NJ Conquer Mathematics, NJ November 8, 2021; March 23, 2022; May 9, 2022	Professional Development	\$480.00	3
Kate Droske	Conquer Math Kindergarten Student Learning Standards Year 1 Pompton Plains, NJ Conquer Mathematics, NJ October 20, 2021; January 13, 2022; February 11, 2022; March 18, 2022 and May 16, 2022	Professional Development	\$800.00	5
Laura Calandra	Conquer Math Grade 1 Student Learning Standards Year 1 Pompton Plains, NJ Conquer Mathematics, NJ October 18, 2021; January 27, 2022; March 9, 2022; May 17, 2022;	Professional Development	\$640.00	4
Mia Buzzard	Conquer Math Grade 2 Student Learning Standards Year 1 Pompton Plains, NJ Conquer Mathematics, NJ October 19, 2021; February 14, 2022; March 8, 2022; May 20, 2022	Professional Development	\$640.00	4
Cassie Fabish	Conquer Math Grade 3 Student Learning Standards Year 1 Pompton Plains, NJ Conquer Mathematics, NJ September 20, 2021; October 27, 2021; November 29, 2021; February 1, 2022; April 5, 2022	Professional Development	\$800.00	5

Katie Bielicky	Conquer Math Grade 3 Student Learning Standards Year 1 Pompton Plains, NJ Conquer Mathematics, NJ September 20, 2021; October 27, 2021; November 29, 2021; February 1, 2022; April 5, 2022	Professional Development	\$800.00	5
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FIELD TRIPS FOR APPROVAL											
June 28, 2021											
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 @ \$100 per day for teachers and \$150 per day for nurse	Est. Total Cost to District	Annual Event	Meets Requirements
2/4/22 - 2/7/22	RHS	Atlanta, GA	120-130 Band Students	15	0	\$0	0	\$0	\$0	No	Yes
7/30/22 - 8/12/22	RHS	London, England & Edinburgh, Scotland (Fringe Festival)	22 Performing Arts Students	4	0	\$0	0	0	\$0	No	Yes

**RIDGEWOOD HIGH SCHOOL  
FALL 2021-2022 COACHING ASSIGNMENTS  
To be paid equal installments 10/15/2021 and 11/15/2021**

<b>Name</b>	<b>Position</b>	<b>Step</b>	<b>Ratio*</b>	<b>Total Stipend</b>	<b>One-half 10/15/2021</b>	<b>One-half 11/15/2021</b>
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
<b>TBD</b>	Assistant Football			0.00	0.00	0.00
<b>TBD</b>	Assistant Football			0.00	0.00	0.00
<b>TBD</b>	Assistant Football			0.00	0.00	0.00
<b>TBD</b>	Assistant Football			0.00	0.00	0.00
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
<b>TBD</b>	Assistant Girls Soccer			0.00	0.00	0.00
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
Staunton, Joseph	Head Girls Tennis	IV	0.077	7,207.00	3,603.50	3,603.50
<b>TBD</b>	Assistant Girls Tennis			0.00	0.00	0.00
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
<b>TBD</b>	Assistant Volleyball			0.00	0.00	0.00
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
<b>TBD</b>	Assist. Cheerleader Advisor			0.00	0.00	0.00
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
<b>Totals</b>				<b>139,454.00</b>	<b>69,727.00</b>	<b>69,727.00</b>
<b>*Ratio is applied to the B.A. Maximum</b>			<b>\$93,592</b>			



Name	Position	Stipend/Hourly	Approved Hours/Games
Bennett, Richard	Bus Driver	40.17/per hour	16 hours
Bunzey, Craig	Bus Driver	40.17/per hour	16 hours
Knott, Ronald	Bus Driver	40.17/per hour	24 hours
Brown, Jacob	Bus Driver	40.17/per hour	16 hours
Quirk, Brian	Bus Driver	40.17/per hour	24 hours
Tobin, Deirdre	Bus Driver	40.17/per hour	24 hours
<b> </b>			
Moscarella, Ken	Clock Operator	50/per game	24 games
Lug, Raymond	Clock Operator	50/per game	12 games
Mandel, Aaron	Clock Operator	50/per game	12 games
Lui, Miles	Clock Operator	50/per game	12 games
Fabish, Chris	Clock Operator	50/per game	12 games
Reilly, Chris	Clock Operator	50/per game	24 games
Consol, Mary	Clock Operator	50/per game	12 games
Skettini, Kelly	Clock Operator	50/per game	12 games
<b> </b>			
Lug, Ray	Site Supervision	40.17/per hour	20 hours
Mandel, Aaron	Site Supervision	40.17/per hour	20 hours
Knott, Ronald	Site Supervision	40.17/per hour	20 hours
Quirk, Brian	Site Supervision	40.17/per hour	20 hours
Appel, Charles	Site Supervision	40.17/per hour	20 hours
Currier, Robert	Site Supervision	40.17/per hour	20 hours
Lucchesi, Mike	Site Supervision	40.17/per hour	20 hours
McNamee, Rick	Site Supervision	40.17/per hour	20 hours
<b> </b>			
Giannantonio, Frank	Athletic Trainer	REA/per diem	60 hours for August
Nicholaides, Nik	Athletic Trainer	REA/per diem	50 hours for August
<b> </b>			
Lug, Ray	Ticket Taker	50/per game	8 games
Mandel, Aaron	Ticket Taker	50/per game	8 games
Reilly, Nancy	Ticket Taker	50/per game	8 games
Reilly, Chris	Ticket Taker	50/per game	8 games
Collins, Carla	Ticket Taker	50/per game	8 games
Mitola, Candace	Ticket Taker	50/per game	8 games
Mende, Allison	Ticket Taker	50/per game	8 games
<b> </b>			
Mitola, Candace	CPR & AED Instructor	40.17/per hour	12 hours
Kay, Peter	CPR & AED Instructor	40.17/per hour	12 hours
Mende, Allison	CPR & AED Instructor	40.17/per hour	12 hours

Name	Position			Total
		Stipend/Hourly	Approved Hours	Amount
Pounds, Michael	Fitness Center Supervisor	40.17/per hour	20.000	
McDermott, Michael	Fitness Center Supervisor	40.17/per hour	80.000	
Mitola, Candance	Fitness Center Supervisor	40.17/per hour	20.000	
Johnson, Andrew	Fitness Center Supervisor	40.17/per hour	20.000	
McNamee, Rick	Fitness Center Supervisor	40.17/per hour	20.000	
Scevola, Adam	Fitness Center Supervisor	40.17/per hour	20.000	
Giannantonio, Frank	Fitness Center Supervisor	40.17/per hour	40.000	
Woods, Brandon	Fitness Center Supervisor	n/a volunteer	20.000	
Pounds, Michael	F.I.T. Instructor	40.17/per hour	12.000	
Mitola, Candace	F.I.T. Instructor	40.17/per hour	12.000	
McDermott, Michael	F.I.T. Instructor	40.17/per hour	12.000	
Scevola, Adam	F.I.T. Instructor	40.17/per hour	12.000	
Kay, Peter	F.I.T. Instructor	40.17/per hour	12.000	
Woods, Brandon	F.I.T. Instructor	n/a volunteer	12.000	

Curriculum	New or Revised (N/R)	Staff Member	Total Hours	Cost per hour 53.33	APPROVED 6/14/21 REVISE FROM:	Amount Not to Exceed REVISE TO:
<b>Science</b>						
Science Grade 7	R	Dee Abbatiello	8		6 hours /\$319.98	8 hours / \$426.64
		Courtney Giannetti	1		6 hours /\$319.98	1 hour / 53.33
		Ben Ran	1		0 hours / 0	1 hour / 53.33
		Karla Mixon	8		6 hours /\$319.98	8 hours / \$426.64
Biology	R	Andrea Joseph	9		18 hours/\$959.94	9 hours / \$479.97
		Nancy Reilly	9		0 hours / 0	9 hours / \$479.97
<b>English Language Arts</b>						
English 9 CP, English 10 CP & H, Literary World Views 9/10	R	Caroline Richards	8		0 hours / 0	8 hours / \$426.64
English 11 CP, H, 12 CP, H	R	Eric Carollo	8		0 hours / 0	8 hours / \$426.64
Language Arts 6 – 8 Selectives	R	Kathleen Clarke Anderson	4		0 hours / 0	4 hours / \$213.32
		Dan Luts	4		0 hours / 0	4 hours / \$213.32
Language Arts 6	R	Marisa McCann	4		0 hours / 0	4 hours / \$213.32
Language Arts 7	R	Amber Nizza	4		0 hours / 0	4 hours / \$213.32
		Michelle Primavera	4		0 hours / 0	4 hours /\$213.32
Language Arts 8	R	Meaghan Ozaydin	4		0 hours / 0	4 hours / \$213.32
<b>Fine &amp; Applied Arts</b>						
Graphic I, II, III, IV	R	Lisa Valenti	30		0 hours / 0	30 hours / \$1599.90

**SCHEDULE A**  
**Revised Rent**  
**2% Increase**

<b>Leases for 2021-2022</b>								
	<b>2020-2021</b>				<b>2021-2022</b>			
	<b>School/ Square Foot</b>	<b>Rate per Square Foot</b>	<b>Monthly Rent</b>	<b>Annual Rent</b>	<b>School/ Square Foot</b>	<b>Rate per Square Foot</b>	<b>Monthly Rent</b>	<b>Annual Rent</b>
Infant Toddler	Glen School 4,538	\$25.21	\$9,533.58	\$114,402.98	Glen School 3,782	\$25.71	\$8,104.26	\$97,251.10
Ridgewood Community School	Various	n/a	\$9,567.81	\$114,813.72	Various	n/a	\$9,759.17	\$117,109.99
						<b>TOTALS</b>	<b>\$17,863.42</b>	<b>\$214,361.10</b>

<b>Contracted Therapists/ Providers for Special Education Student Services for the 2021- 2022 School Year</b>			
<b>Contractor</b>	<b>Service</b>	<b>Schedule</b>	<b>Rates</b>
ABA Clinic	ABA services for the STEPSS & PERL Programs	2021-2022	\$105/hr
Above and Beyond	Speech /Language Services	2021-2022	\$100/hr
Bayada Home Health Care, Inc.	Nursing Services, 1:1 & Home Health Aide	2021-2022	\$46 - LPN, \$55 - RN, \$24 - HHA
Care Plus, NJ Inc	Licensed Therapists @ RHS, BFMS & GWMS	2021-2022	\$19,500 per month
Dr. Lori Hanes	Educational, Psychological, Speech & Language, Social, OT and PT Evaluations	as needed	\$450 per evaluation, \$80/hr
Progressive Therapy	ABA Therapy, Coordination, Supervision, Consult, Parent Training	2021-2022	\$70- \$110 per hr
Reed Academy	ABA Therapy, 1:1, Coordination, Supervision	2021-2022	\$57 - \$150/hr
VOLT	Parent Training/Home Programming/ABA Therapy	2021-2022	\$60/hr - ABA, \$110/hr - BCBA

**Monthly Pest Control Services\* and IPM Compliance Services\*\*- Invoiced Monthly**  
**Bid #10399 (\$18.75) + Bid #9163 (\$29.25) = \$48.00**

1 Hour Service Monthly per Building – 8 buildings

(Community School, Orchard, Willard, Travell, Somerville, Hawes, Ridge, Glen)

- 1 Hour Service 2X Monthly per building – 3 buildings

(High School, G Washington Middle, B Franklin Middle)

**Total per Month (11 Buildings-14 services) \$672.00/month**

**Total per Year (11 Buildings-14 services) \$8064.00/year**

*\*Pests Included: Routine service for General Indoor Ants, Cockroaches, Mice, and Rats during regular service visits.*

*\*\*IPM Compliance Benefits Include: 1-hour training per above, update of the IPM Logbook annually (upon request), regular IPM recommendations made by your customer service representative, monthly tracking of any pesticides used, creating notices, sign postings, inclusive of the annual notification, etc.*

**Quarterly Rodent Station Services – Invoiced quarterly per service**

**Approved:**

Glen School	\$30.00/quarter
Ridgewood High School	\$65.00/quarter
Somerville	\$85.00/quarter
Ridge	\$65.00/quarter
<b>Total per Year (4 services per location)</b>	<b>\$980.00/year</b>

**IPM Compliance Web Portal -\$10.00 per location per month-Optional**

**Approved:**

<b>11 locations</b>	<b>\$110.00 per month</b>
<b>Total per Year</b>	<b>\$1320.00 per Year</b>

Includes:

- 24/7 Historical Inspection Report Access
- Pest Activity Threshold Alerts
- Pest Conducive Condition Reporting
- IPM Staff Training Documents
- Online Support & Service Request Submission
- Unlimited Users with designated access profiles.
- Accessible via any laptop, desktop, or mobile device.

Pests Excluded: Stinging Insects\*, Wood Destroying Insects, Live Animal Trapping and any other pest not specifically included

\*Stinging Insects \$70.00 per nest up to 15' high. Pricing additional for nests over 15' high, ground wasps, ground/miner bees, and treatments requiring special equipment.

Emergency Services: \$70.00/hour (excludes intensive services, clean-outs, etc.)  
(72 hours response time)

**Requested 24 Hour Response/Services: Additional \$95 may be assessed**

Logbook Replacement: \$50.00 per logbook.