

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

August 9, 2023 – 6:28 p.m.
Joseph A. Taub School

Presiding: Comm. Nakima Redmon, President

Present:

Dr. Laurie W. Newell, Superintendent of Schools
Khalifah Shabazz-Charles, Esq., General Counsel

Comm. Oshin Castillo-Cruz
President

Comm. Valerie Freeman
Comm. Eddie Gonzalez
Comm. Jonathan Hodges

Comm. Dania Martinez, Vice

Comm. Manuel Martinez
Comm. Della McCall
Comm. Kenneth Simmons

The Salute to the Flag was led by Comm. Redmon.

Comm. Freeman read the Open Public Meetings Act:

The New Jersey Open Public Meetings Act was enacted to insure the right of the public to have advance notice of, and to attend the meetings of the Paterson Public School District, as well as other public bodies at which any business affecting the interest of the public is discussed or acted upon.

In accordance with the provisions of this law, the Paterson Public School District has caused adequate and electronic notice of this meeting:

**Workshop Meeting
August 9, 2023 at 6:00 p.m.
Joseph A. Taub School
202 Union Avenue
Paterson, New Jersey**

to be published by having the date, time and place posted in the office of the City Clerk of the City of Paterson, at the entrance of the Paterson Public School offices, on the district's website, and by sending notice of the meeting to the Arab Voice, El Diario, the Italian Voice, the North Jersey Herald & News, and The Record.

Comm. Redmon: Good evening everyone. Thank you for coming to our first workshop in August of 2023. We would like to formally welcome Dr. Newell as our new Superintendent to Paterson Public Schools. At this time, please give her a round of applause for being the new Superintendent. I know this is going to be a good year, hopefully. We know that we are looking for a lot of progress. We are supporting you 100% in your endeavors, but we know there are going to be a lot of changes and we want parents to come out and participate this year. If you have seen her, please come out to meet her to get your concerns and questions answered. Please come to our Board meetings. Our workshops will be in person and our regular meetings will be

virtual so please come and participate so we can get to know who you are. We are looking forward to bringing our students here for this 2023 school year.

PRESENTATIONS AND COMMUNICATIONS

ACCESS and New Jersey Graduation Proficiency Assessment

Dr. Newell: Good evening. At this point, we will be having Ms. Joanna Tsimpedes present on the ACCESS scores and NJGPA.

Ms. Joanna Tsimpedes: Good evening, Commissioners. As Dr. Newell stated, this evening I will be presenting the NJGPA and the ACCESS for ELLs 2.0 test results for the 22-23 school year. Just to give you a little background and context as to what the tests are, our English language learners, also referred to now currently as multilingual learners, are assessed via ACCESS, which allows us to see where the students are in the learning of the academic language. It measures a student's ability to understand and produce English used within school settings. When they take the ACCESS, they are measured on four different sections – listening, reading, speaking, and writing. We give this annually to our students who are in the English language program from k-12 until they exit out of the program. There are three different dimensions to this test – discourse, sentence and word phrase. There are WIDA standards that are adhered to and allow us to see where the students are in their trajectory of learning when it comes to the acquisition of the English language. In order for students to test out of the English language program, they have to attain a proficiency level of 4.5. It is composed of a composite proficiency level which measures the four components I just spoke about in the past slide. In the past, and I believe it stopped in 2018-2019, we were able to exit students based on the number of years within the program, inclusive of the CPL score. That has ceased to be the practice from the state and now we depend solely on a CPL score to allow us to exit a child from receiving bilingual and ESL services. On the right is a chart of where you see students can land when it comes to the assessing component. Level one is normally where we see our kindergarten students and students who are coming in from outside the country as a first-year student in the district. We have students in level 2 as beginning, level 3 is developing, level 4 is expanding, level 5 is bridging, and level 6 is reaching. In order for a child to exit they would have to fall between a level 4 and 5, 4.5 to be exact. I wanted to govern some context to what our population looked like in terms of E1. What does E1 mean? An E1 means a child who is coming from out of the country and into our school system for the first time. These numbers were based solely on last year, 22-23. We had 1,549 students who entered Paterson Public Schools as a first-time entry into a school system in the United States. Normally September is the highest point. We had 602 students who entered. Normally we see a decrease as we get towards Christmas and then we increase following the winter break. January and February are probably our second highest numbers when it comes from the beginning of the school year. The reason I wanted to show this slide is for everyone to understand the importance of how quickly our bilingual program is growing in our city. As we know, our demographics are representing approximately 67% of our students being Hispanic and this is the trajectory we are seeing as we see our enrollment increase throughout the years. We also have something known as Alternate ACCESS and this is the ELL portion of the test given to students who have significant cognitive disabilities. We don't assess them on the WIDA ACCESS. We assess them on the Alternate ACCESS due to the different accommodations they need and the learning capabilities that they have. Again, they are tested in the same domains as the WIDA ACCESS – listening, reading, speaking, and writing. They're scored accordingly from an A1 to a P3, where we want our students to be in developing their English language acquisition. Based on the scores

we had for the 2022-2023 school year, we have 196 exits across the district. I have them listed here by school so you can have a clearer picture of where our students are exiting and going out into a general education setting being monitored now as students still receiving support, but not to the extent that they would have as an English language learner identified. I wanted everyone to get a clearer picture, not only of the number of students who exited, but the number of ELLs we have in the district. I wanted you to see the five-year trend starting from 2017 through current day. In 2017, we had approximately 4,325 students who were assessed via ACCESS. In 2023, that number grew by almost 2,000. We're at 6,282 students as of June 2023. As we're registering students now, we are seeing there is an increase as we expected it to occur as has been the pattern for the last two years. The New Jersey Graduation Proficiency Assessment was put forth by the NJDOE with regards to students being deemed graduation ready via an assessment. What is the NJGPA? It is a state graduation proficiency assessment given to all our 11th grade students. It measures English language arts proficiency and mathematics proficiency. When we look at the ELA component, they are measuring to see proficiency of grade 10 standards. When it comes to the mathematics component, they're looking at a mixture of Algebra 1 and Geometry standards. This is telling us that students are graduation ready based on an assessment provided by the state. There were some changes made to NJGPA as per the NJDOE. In spring 2022, NJGPA was declared a field test and therefore the class of 2023 who recently graduated in June was exempt from taking a graduation assessment requirement. The spring 2023 assessment results, which I'm presenting this evening, was not a field test. It will go towards the graduation assessment requirement for the class of 2024. It is our seniors coming to us in September. In the spring of 2023, we saw the State Board of Education approve a change in the proficiency levels for ELA and math. Prior, the scores were deemed to be proficient at 750. The state reduced that to 725. Now a child is deemed to be graduation ready based on a score of 725 in both math and ELA. There's also another pathway that they can utilize to graduate should they not acquire the score of 725. I want to highlight a few of the pathways that were removed this school year. NJSLA ELA grade 9 results, grade 11 results, Algebra I, Geometry and Algebra II will not be used as an alternate method or pathway for graduation, inclusive of ASVAB, which is a military test given to our students. That has been removed as a pathway from the DOE with regards to proficiency. There are multiple pathways a child can get to attain graduation assessment readiness. The first one is what I just spoke about regarding the NJGPA, attaining a score of 725 or greater. The second pathway is regarding a menu of competency tests that students can perform in based on the score and will be deemed valid as a second graduation pathway. Some of these are PSAT 10, PSAT MSQT, the SAT test, Accuplacer, and ACT. The third pathway that we see is the Portfolio Appeals process, which presently is available for the students for the class of 2024 and 2025. How did we fare this year in the assessments? I made a comparison between the state and the district for the last two years. In 2022, the state had a proficiency of 39.40%. In 2023, the state increased its competency to 80.50%. The state saw an increase of 41.10% in terms of students who were able to score 725 or greater. Please keep in mind this is with the reduction of the score from 750 to 725. The district in 2022 was 7.80% proficient. We jumped to 38.50% proficiency in 2023 with an increase of 30.70%. In math, the state last year had 49.50% proficiency. This year they went to 55.00% proficiency and jumped 5.50%. The district had 7.50% proficiency last year and jumped to 11.30%. We saw a minor gain of 3.80%. It is not where we want to be. We all know that. We have work ahead of us when it comes to that, but I'm reporting out what the state results were with regards to where our students are for the class of 2024. I'll break down some more information with you within the next slide, which gives us the difference in terms of the district's performance with the different subgroups that we have. We saw an increase in our gender population for both. For our ethnicity and race, all demographic subgroups had

an increase. In economically disadvantaged and students with disabilities we saw an increase. In ELL we had a decrease. It's the only population where we saw a negative percentage. Keep in mind that the numbers I showed you before are the students entering our schools for the first time without having any type of language acquisition when it comes to understanding English. That was the math and now we're going to ELA. We definitely saw larger increases when it comes to our subgroups, genders, ELL, students with disabilities, and economic disadvantaged. ELA has shown an improvement in comparison to math. We have the data. What do we do with it and how do we continue to make gains to ensure that our students are successful? I'm going to start with ACCESS for ELL? How are we addressing our multi-language learners, formerly referred to as English language learners? We provide the following intervention platforms and supports for multilingual students across the district. We have Achieve3000, NewsELA, ALEKS, and IStation. We're currently in the midst of adopting a new K-5 math intervention program. We have Reading A-Z. We also offer after school, summer, and Saturday enrichment programs that serve our multilingual learners identified as high risk at designated sites. I just mentioned intervention platforms. What do we do with the data that we receive from the intervention platforms? How does that impact student achievement? In the previous years, I would send out the reports to all the administrators in the district, so everyone was in the know of how our students are progressing on the various platforms, looking at the growth and deficiencies. The information was then shared with the building administrators and supervisors who then turnkeyed it to their teachers. The information was also discussed at individual data meetings with principals who then shared that with their teaching staff. When my colleagues and I meet with the principals, one of the major aspects that we look at is the data in the building. What is the data telling us? What stories? What is the usage telling us? Are we seeing gaps, challenges, or successes? The data that is provided to the schools is also used to inform small group instruction to help teachers differentiate and hone in on what skill sets their students are deficient in. We also provide benchmark assessments given twice a year providing a secondary check of growth for our teachers and administrators. As I mentioned, one of the reasons we do share the data weekly is to ensure consistent usage of programs. We know when they use the programs with fidelity, they yield the results that are expected. We also emphasize home usage of the digital intervention programs because every student does have a device at home and accessibility to the internet, which affords them the opportunity to use the intervention programs at home as an extended part of their classwork homework. What did we see with regards to the data? It was no secret that we had persistent vacancies and teacher turnover the last year. We had substitute shortages. We had limitations on how and when we could pull out teachers for professional development due to the lack of substitutes and teaching staff. We needed to have our substitutes in the classroom to ensure that students were being taught. We also saw student attendance and chronic absenteeism as a main issue of concern and continue to address. I just spoke to you about data analysis and what we do with it. When we look at the data, we disaggregate it by subgroups, grade level, and we look at the standards and concepts that our students did not do well on. We then look within the curriculum to see if there's something that we're missing. Did we not hit the mark with a standard? Do we need to add a different type of support within our curriculum? Do we need to professionally develop our teachers in a different manner? After we present the results here, we then share the information with the administrators and supervisors who support the buildings to ensure that everyone knows what the data is telling us and what the work is that we have in front of us to do. We provide job-embedded coaching to our teachers to ensure they understand where the gaps are as well as to help our new teachers come in line with the expectations of the curriculum and the resources. The last part of that we continue to do is learning walks across the district, inclusive of district and school administrators, so we can have dialogue about

what we see in the classrooms when we're visiting. Regarding resuming pre-pandemic successes, what changes did we make in 2022-23? We increased support to the schools. We hired an additional math and ELA supervisor at the high school. Comprehensive schools received increased support. We had a focus on coaching and data-based instruction to ensure that the data was telling us a story, and everyone knew how to read it. Additional support was provided to novice teachers. We also had data binders. It's not enough to have a sheet of data in front of you. It's also how do you use it to progress monitor the students that you have, what skill sets, and how to rotate the groups to ensure that learning is indeed going on and students are progressing. We use support instruction at the academic levels for all students. At the high school, last year we established the high school student support teams, which were inclusive of several different stakeholders at the high school that would help to ensure the success of students. They included preventive measures as well as individualized support based on the student's profile. For this school year we're going to have the continuation of the Equity Initiative, which started three years ago. We're going to continue our classroom visitations, which are inclusive of district and school administrators. We will continue our data meetings to see what the data is telling us and how we are going to move forward to ensure that we see the successes that our students deserve. We're going to continue to work on Restorative Practices. One of the things that I'm happy we're going back to is being able to pull our teachers out for professional development to ensure they are equipped with the tools they need outside of the half-days that we have in-service. We want to professionally develop them on content and pedagogy so they can better assist our students in the classroom. The continuation of job-embedded coaching support to both our teachers and school administrators to ensure all decisions are made with the child in sight. The last piece I want to share with you has been an ongoing conversation regarding the school-based student support teams. There's an area of focus we need to look at in the high school when it comes to a child to ensure from the moment they walk in the door as a freshman until the moment they leave our hands and graduate their senior year that we follow them, communicate, and provide them the level of support that they need in order to be successful throughout their high school career. What are their academic difficulties? How can we help them? What does their attendance look like? If they have poor attendance, why is that? Are there discipline problems? Are there health-related issues affecting the child? Are there infrastructure things that we are not aware of? What about parental involvement? Needs for enrichment? Knowing how to provide that level of support to students so that they feel safe when they come into our schools and want to come every day is important. When they leave our hands as seniors and graduate, they are prepared to enter the world and be a global productive citizen. I just wanted to add a tidbit because this question came up at the committee the other day. I was asked to share some information regarding bilingual. Comm. Gonzalez had asked me in I&P what we would need to do to be where we need to be with our bilingual learners. I said to him I would share this information this evening. As I showed you in the first couple of slides, we have increased the number of ELLs in our district by over 2,000 students within the last five years. We have been working with the business office and the various departments to see what it is that we need in order to ensure that we are in compliance when it comes to the growing number of students that we have in our district. Comm. Gonzalez asked me what does that look like in terms of personnel in order to be in true compliance with what we need. It's not a simple answer to give because our numbers change. We know we're a transient population. This past school year I was given 11 additional positions related to bilingual students and ESL. That puts a dent into what's needed. With the help of the business department, we have been putting in a multi-year plan to hire additional staff within the area to ensure that we do have the staff needed for our multilingual learners. If you look over a five-year period and if the numbers are consistent to what we have now, if we add in what we have added in this school year,

within the next five years we hopefully should be where we need to be in order to provide the absolute best resources we can for our students when it comes to personnel in the district with bilingual learners. Comm. Gonzalez, I hope that answered your question from the other day.

Comm. Gonzalez: You said you have 11 additional.

Ms. Tsimpedes: There were 11 additional this year that were provided and that's what helped us with the magnet program for School No. 4 as well as providing additional ESL and bilingual teachers across the district where the greatest need was. If we're able to attain a minimum of 11 a year, within the next five years we should be in compliance, as long as our numbers continue to stay within that growth that we see.

Comm. Gonzalez: Thank you.

Comm. Redmon: Are there any other questions?

Comm. Hodges: In medical school we have unit tests for every subject. There's a test for anatomy, biochemistry, on and on, and those tests are exhaustive. If you pass those tests, it suggests that you have a firm understanding of the material. You go through two years of that, but you also have training on the floor of the hospital the last two years. Once you get through that four years and you pass everything, you're not a doctor yet. You have to pass the National Board, which is tantamount to the NJGPA. The individual tests are extremely stringent, and they cover the material exhaustively. If you pass, the school is guaranteed that a substantial number of you will pass the national standard. Every physician in the country who is graduating takes this test. The classroom test is more difficult than the National Board test. Our summative tests, I'm assuming, should follow that same pattern. We shouldn't have to get to the New Jersey test to determine the understanding or the proficiency levels of our students. Our tests should show that, but that's not my understanding of what's been happening. If you are seeing that problem of these results, then the data is there on two or three tests that you can react to and make corrections. It should be there, but that's not been the case. I've been told that the results are still in that bell curve of A, B, and C. These aren't A, B, and C grades. They're not. They're end-of-year tests when it's way too late. What happens...(tape cuts out) (Tape resumes)...summative tests at closer intervals so that we can track the problem.

Comm. Redmon: Dr. Hodges, they can't hear you. Hold on, please. The viewing public cannot hear you.

Comm. Hodges: (Tape resumes)...to the students and then tailor with formative tests to see whether it's working or not. I'm worried that we're not addressing the issues that we need to address. Before COVID we had the same problem. We were giving kids A's and B's, but when they face the test, the results were the same. I know we have made a lot of steps between that and now and we've gotten some success, but not enough.

Ms. Tsimpedes: You are correct, Dr. Hodges. I don't want to argue with anything you're saying. One of the practices we did put in place was the standard grading practice. It goes in line with how many assignments kids are provided, how many assessments they have per making period, and how many projects. That is universal across the district to ensure that an A that the teacher here gives has the same weight and value as an A across the district has. We did that from k-12. We had our standard-based grading in k-2 and in grades 3-12 we standardized what is the norm for classroom teachers and the expectations of students in terms of completion of

assignments, assessments, quizzes, projects, and so forth so that we had a better gauge of student performance. With regards to what you just said prior to that, assessing students earlier on, I'm currently working on the assessment calendar to see where we would fit in pockets to do more summative assessments or checkpoints to be able to say we're in October and this is what we saw. What are we doing? What is the remediation to the problem? What are we prescribing? That is something we are working with my team to finalize.

Comm. M. Martinez: Doc, my observation dovetails on your thoughts, so feel free to jump in. Similar to what Dr. Hodges was asking, I'll pose the question rhetorically. I don't know if there's an exact answer. If you can, provide some insight. I'm trying to draw a correlation between the low GPA numbers with the high graduation rate. I'm trying to find the middle ground. If these numbers are coming in so low, how are we able to have high graduation rates?

Ms. Tsimpedes: Within your presentation there's a slide that talks about the three pathways. The first pathway that students have to graduate with is obviously to achieve a 725 or greater within the assessment. The second pathway allows for students to take an alternate competency test such as SAT or PSAT. There's a minimum score requirement. In the past, it was NJSLA. They took that out because of COVID. They weren't offered the opportunity as freshmen. There are about 10 tests that they can take. If they don't meet any of those requirements, then it goes to the Portfolio Appeals process where students have to complete a portfolio of work, whether it be in math or ELA or both depending on the student's proficiency, and they would have standards that we have to create based on what's provided by the state test. The students have to complete their portfolio, then that is scored and provided to the state. We upload everything to the state. That is a pathway. This year's graduation rate results in the fall won't have that because the class of 2023 was exempt from graduation assessments due to COVID. In years prior we provided that to the Board, how many passed via the test, pathway 2, and the portfolio.

Comm. M. Martinez: I think that a little bit of information will be helpful in understanding or trying to bridge that gap.

Ms. Tsimpedes: The state has provided three different pathways for students in order to be deemed graduation proficient for assessment.

Comm. McCall: You talked about the Saturday programs and the other tools that are provided. How effective is that? How many children are actually coming on these Saturday programs that we are providing for them to get the extra help?

Ms. Tsimpedes: The Saturday programs that I mentioned earlier on were specific to our multilingual learners. We have a Saturday STEAM program that has taken place the last two years. I don't have the numbers offhand, but I can definitely give you the number of students that we have for both after school programs and Saturday STEAM so that you have the correct information. I can have that sent to you tomorrow.

Comm. McCall: I would like to know what the percentage is of kids attending the program. We talk about some of the issues that we have with students who are not coming to school. How are we dealing with the truancy of our children? Do we have a program in place that actually gets out there to get our kids back to school when we know they're not coming? The year won't count before they have 20 plus days out. I see here we talk about the discipline problems, health-related issues, and substance abuse. What programs do we have in place to address these issues so that our kids

can be more successful in this process? We know attendance is a big thing. I get very annoyed when I hear a child has been out for a certain amount of days but it wasn't really noticed until it was time to count up how many days for the midyear or end of year and this kid is walking around with 40 days of absences. What are we doing as a district to avoid those things from happening and getting kids in class? If they're not there, they're not going to learn.

Ms. Tsimpedes: We do have a student attendance department that oversees chronic absenteeism. We also charge our principals in the buildings to speak to the attendance. Robocalls are conducted when kids are absent. Teachers should be calling. Principals should call. There's a committee at the schools that review their ADA for the month and see what their chronic absenteeism rate is, who are the students that are out, and calls are made. With regards to the high school, when you mention certain areas here regarding discipline, you mentioned health-related issues. That's the purpose of having those student support teams, to help identify the challenges our students are having and then lead those students in the right area along with their parents. Sometimes the parents need additional support. The student support teams at the high school were created with the mindset that it's to help the entire child from top to bottom and ensure they have the resources. If they need medical support, where do we direct them so they won't get turned away? If there's a discipline problem, what's causing it? Are there triggers? Is there something that happened in the child's life? Did they face trauma? These are questions that the student support team should be having with the child and the family if it's deemed that the parents have to come in if they need additional support. Maybe something is happening, and nobody really knew what was happening. One of the things that we're doing right now is tightening up the process with the student support teams to ensure that we have a list of those students who have been absent more than 20 days, have been failing, and are displaying symptoms of having behavioral problems or disinterested in coming to school. We're meeting with those students and their families to see what is going on and what support we can provide as a district. That's where our guidance teams and SACs come into place to provide that extra layer of support to the families.

Comm. McCall: How are we staffed for that? Do we have enough staff to provide our entire district at those levels? Are we still looking for staff? I know when I first got on this Board, I was very concerned about our substance abuse counselors and knowing that we only had seven in the entire district of a city that is plagued with drugs. Do we have enough staff to provide this type of service? All this looks good. This is not to you at all. I know you work very hard at what you do. All of this looks good on paper, but if we can't implement it or have the staff to make it happen, then it's just paper. I'm very concerned to make sure that as we're trying to also fill our classrooms that these support systems are available throughout the district and not so sparse where one person is trying to handle a quarter of the district when 75% of our district is dealing with these issues. We've got one or two people in place to do it. That doesn't make it proficient for me.

Ms. Tsimpedes: And sustainable. In the May meeting you had mentioned adding more SACs. The district was charged with identifying additional positions for that and we have done that. We have lightened the load of the SACs so that they have more time in the schools and less schools. They are needed in the schools and the supports that are needed have to be more direct. In terms of the guidance teams, I was just speaking with my guidance director today about how we are going to ensure the success of these student support teams so that our children get the support they need, are successful, and make it to graduation with the correct marks, attitude, and willingness to want to move on to greater things once they leave Paterson Public Schools. Those are things

we're looking at. When we meet with our teams in September, all of us are charged with ensuring that students are our utmost priority and the main concern. We don't want issues where we have students who are out so many days and no one knows where they are or students failing with no remediation in place. I will tell you we are all invested in ensuring that the students are getting the supports that they need. Along the way if we find that there are additional personnel needed, we will make the recommendation for that with specifics to what is exactly needed and where it would be housed.

Comm. Redmon: I know the district had an initiative with the absenteeism when I first came on the Board. I would like to see that initiative come back. It was taken away because we went virtual for a while. I would like to see that initiative come back because we did see success of the absentee rate when we did the campaign kickoff throughout the district.

Ms. Tsimpedes: Attendance Works. My counterpart, Assistant Superintendent Coy, is overseeing the student attendance department. This is high on the priority list to ensure that we go back to doing all the things that we did prior to COVID to ensure our students are showing up every day. The hashtag was #ppsshowup.

Comm. Redmon: We would like to bring that hashtag back to make sure that our students are back in the classrooms with us.

Comm. Freeman: I just have one concern that I need to ask about. It's about the number of seniors who graduated in June. In particular the number who were allowed to walk, but some of whom are now attending summer school. I got several calls about that. I don't understand that. They had different choices if they didn't make it. They could choose one of those pathways to get on point. I had several parents who did what they were supposed to do in June and were allowed to walk the grass and graduate. But there were some students out on that field who are now in summer school. I don't understand that. To me that's failing the student. You're rewarding them for something they haven't even completed. The other children, who did what they were supposed to do walked the grass and met the mark without having to go to summer school. That was never allowed when I was in school and when I worked in the district. If you didn't complete your task by June, you did not graduate, you did not walk the grass, and you did not put on the cap and gown. You completed it in summer school and that's when you received your diploma. I don't want to put the children on the spot, but some of them were allowed to walk and they're now in summer school. I don't understand that. That doesn't make sense to me.

Ms. Tsimpedes: That should not have happened because the clearance comes from the principals with regards to who walks. We do not allow students to walk if they have not fulfilled the graduation credits and requirements as of the date of graduation. I'm not sure why that happened. I don't know if you have the names of the students that you can give us offline to follow up. That is not the practice of the district that students who have not fulfilled graduation requirements to walk at the June graduation. They would go to summer school and be handed their diploma at the end of the summer program.

Comm. Freeman: I will get you those names and then you can discuss it with the building principal. There were quite a few parents who were upset about it. There was nothing that I could say to them. I'll get you the names and you can investigate it further and see why it happened or to make sure it doesn't happen again. That's just not fair. We have to challenge these children more than we do. The level we are at and what we deem acceptable is okay. A 'D' is okay. That's not okay with me. When they go to

college and are not prepared, they have to take those remedial classes before they can get into their own major. That concerns me. We have to raise the bar and change the narrative with the children and the parents. They have to become more involved in their education. Unless we raise the bar, they're going to remain where they are. I'll get you those names and we can see to it that that never happens again. We have to raise the bar and hold the children and the parents more accountable for their child's education and their own education. We're going to stay stuck and stay looking at these horrible numbers.

Comm. Castillo-Cruz: In our conversations there's one part that I continuously hear. It's the building principal who has the authority. There are a lot of things that we have to do as a unit, but it seems that maybe not all the building principals are following the same standards to the tee. There is a lot of liberty that principals have and that's why we're seeing some of the inconsistencies. It's not necessary that they're doing anything wrong. Maybe they are. Maybe there's additional training or clear direction that they need. That is where a lot of the inconsistencies in the district are happening. One principal may allow for something when another principal may not. One principal may let something slide and another may not. That's a way to tighten things up as well and really be able to assess what's happening in that building. It's up to the Superintendent, but there needs to be additional oversight into what's happening in these buildings. How do we do that, so the direction is coming clear from what the Superintendent's vision is, what the Board is approving, what is happening in the classroom, and what we're seeing through this reporting? That's a major gap I have been able to assess in the last few conversations we've had.

Comm. Simmons: I received calls as well regarding students who were allowed to walk and who are now in summer school. I do agree with Comm. Freeman. I had a question in terms of the clearance. What is the process for students to be cleared for graduation? If it's done at the school level, are there some types of checks and balances at the district level to ensure that the clearances are legit?

Ms. Tsimpedes: Clearances start at the school level. There's a review of their transcript and final grades to ensure course completion and passing. Once the review has happened, then the child is deemed to be cleared at the school level. When the students come to the graduation ceremony, all the team from that school are aware of who is walking and who has not deemed to be ready for that June graduation. There are times when the district oversees it as well when we're going to the last minute to ensure that every child has successfully completed their course completion and graduation credit requirement. The work happens at the school because the guidance counselors, principals, and vice principals know the students and they clear them when their report card comes out. Their grades are posted, and they have a true representation of the final grades for the senior year. After listening to both Comm. Freeman and Comm. Simmons, there definitely needs to be a tighter check. If we know where those students are coming from, we can see if it's a practice within the building that needs correction or if it's widespread across the district.

PUBLIC COMMENTS

It was moved by Comm. Hodges, seconded by Comm. McCall that the Public Comments portion of the meeting be opened. On roll call all members voted in the affirmative. The motion carried.

Ms. Rosie Grant: Good evening, Madam Chair, Madam Superintendent, Commissioners, Board, staff, and our community. Welcome back to the new school

year. Not that you ever left because I know you met in July. Welcome back certainly to you, Madam Superintendent. It's a pleasure to have you at your first in-person meeting because I know you had one before. PEF is really excited. We're ready to collaborate with you, the School Board, administrators, and teachers. Especially we're excited about Paterson Reads, the 50-Book Club, our Restorative Practices, healing centered engagement, Full-Service Community Schools, and 21st Century community learning programs. We're ready to expand the list to make sure that our kids have everything that they need to succeed. To the School Board, I do want to question why you chose to go into executive session to discuss the Superintendent's 100-day plan. Sufficient explanation was not given to us in the public and there was no reference to legal, contractual, or personnel discussions. I'm sure your legal counsel advised you, but this was a possible violation of the law. It took us 30 years to get out of state control. Nobody wants the extra attention that we get from these indiscretions. That said, thank you for all that you do. I do look forward to a successful school year. I am pleased at the questions that are being asked this evening. I'm here to help you succeed. Your success is my success is our children's success. Thank you.

Mr. David Thompson: I'm David Thompson, Founder and Executive Director of Halls that Inspire. I'm here representing my organization to welcome our new Superintendent Newell. We're really happy to have you on board. It's a real honor for me to be here again. I spent the entire last year off. I had four joints, my two hips and both of my knees, replaced just so I could get into this new run. We're presently in one of your buildings now, School No. 16. Our next building is this building. We're really excited about what we have laid ahead of us. We're at your disposal. This is our 15th year in this arena with this beautification project that we've taken all over the states. We've landed in 17 of the 21 counties here. We're very proud of the work that we've done here in this specific school district. I am a class of 1979 Ghost, a Ghost for life, so I'm very proud and honored to be able to continue servicing our school communities. We look forward to seeing you on the 23rd. We already have a meeting set with you. Our greetings, we're really happy and we welcome you onboard.

Ms. Kyranisha Williams-Ford: Good evening, everyone. My name is Kyranisha Williams-Ford. I have three questions for the Superintendent. What are your vision and goals for the children of Paterson? What actions are you going to be taking for the special education department? How will you communicate with the parents? I sent an email to send my daughter out-of-district. If you are so focused on the children and the curriculum, I shouldn't have to send my baby out-of-district. My daughter should be working inside the district. Whatever services she needs should be here not out-of-district. I changed that letter four times because I was at a decision to send my daughter out-of-district. I'm still undecided because I want to hold this district responsible for my daughter. She's in special education. I get so sick and tired of hearing there's too much paperwork or this and that can't be done. I've been going back and forth with this district. This is why I'm asking you the question. What are your vision and goals for these children? I should not have to send my baby out-of-district. When it comes down to the reading, language, speaking, and writing, my daughter is communication impaired. How does she pass reading and she doesn't know how to read? That's something you need to look into with these report cards that come out. The curriculum does not match that paperwork. How is my daughter being passed and she's communication impaired? Something is not translating from the school principal to the paperwork. I have a whole lot of stuff that you guys can look into. How are you passing a first grader? Now she's going to second grade. Now I have to get myself mentally and physically prepared for September because I'm coming in full force. My son graduated. Now I have a chance to focus on her. I'm spending this whole summer focused on her. I'm going to sit on my bed every single day. I want to know what is

being accomplished. There's nothing being done. How many times are you going to send emails out? How many times do I have to call a supervisor and they haven't seen the email and I have to go to the school? That's not right. When I go to the school I expect my daughter to learn for that 6.5 hours and not come home abused. That's what we're facing. I'm not facing that this year. I don't want it. Please look into these matters because when September comes, I'm coming full force. Thank you.

Comm. Redmon: If you have a question for the Superintendent, please stay until after the public portion and she will address some of those issues.

Ms. Andrea Kwasco: Good afternoon. I'm Andrea Kwasco. My son is Alexander Camilo Kwasco. He is special needs. We are really thankful to Ms. Coy because she helped my son with the previous Superintendent. My son wants to give you a welcome.

Mr. Alexander Kwasco: Welcome to the Paterson district.

Ms. Kwasco: She is my son's advocate. She works really hard for our kids. I want you to know we thank her for everything. You need to know how hard she works for our kids.

Ms. Raquel Soto: Welcome, Madam Superintendent. My name is Raquel Soto. I'm a special needs advocate in the City of Paterson. I also advocate for children throughout the State of New Jersey and other districts. We had a really good relationship with our previous superintendent and an open-door policy. Ms. Coy has helped me tremendously advocating for the children that I represent in Paterson. I also have two children on the autism spectrum. One graduated Paterson and the other is still in the district. I look forward to working hand-in-hand with you and Ms. Coy. It's an exciting new school year. A lot of my parents are scared because it's a new change. We had Ms. Shafer for a long time, and she was magnificent. I hope that we're going to have collaboration as we did before. Everybody knows me in this district. I welcome you. My parents welcome you. I have more parents, but they couldn't make it because they have little ones with disabilities. I'm open if you want to meet with us and discuss. We work hand-in-hand with Ms. Coy and the department of special education with the child study teams. I look forward to a productive new year. Thank you.

Dr. Newell: Thank you so much. Thank you, Alexander.

Ms. Wendy Fabian: Good afternoon. My name is Wendy Fabian. Welcome to the Paterson district. I'm the mother of a special needs child.

Ms. Shree Martin: Hello. My name is Shree Martin. I just want to say welcome to Paterson.

Dr. Newell: Thank you.

Ms. Greta Mills: Hello everyone. Welcome. I'm glad to see you're here. I was supposed to be at the other meeting, but because I was stuck in Grenada, I couldn't make that one. Dr. Hodges, Ms. Freeman, Ms. McCall, you guys ask some awesome questions. Those are the problems that we are having. I'm also a teacher in the Paterson district for over 20 years. One of the biggest problems we are having is that the kids are receiving grades on their report cards that do not reflect what they look like when they take these tests. We have things in place that are not being used, such as Infinite Campus and Envision. The kids are supposed to be showing their work. It can be there for anyone to see. Those things are not being done and I think that's

something that needs to be addressed. I'm hoping you will meet with some teachers. If not, I'm willing to meet with you to have a long discussion on things that I feel need to be looked at. The kids in our district are not making it. I was born and raised in Paterson. I went through the Paterson School District. I believe in the children, but I know there is a lot going on that should not be going on. The kids are not where they need to be. I would rather see the kids become the teachers, assistant superintendents, and superintendents in the district and that's not happening because the kids are so low and far below where they need to be. Hopefully we can all make that change that needs to take place. Once again, it wasn't due to COVID. It was way before COVID. As stated by Ms. Tsimpedes, there are supposed to be grades in the system so it can be seen and that's not being done. Once again, welcome. Hopefully we can all make some positive changes. Thank you. I did mindfulness over the summer and that was awesome. I did the one over in the 201. It shouldn't be just teachers. We need this for the students and the parents. If they can put that in place, that would be great. Thank you so much. Everybody enjoy.

Mr. G.E. Soriano: Good evening, everybody. My name is Mr. Soriano. I'm the PTO District President. I'd like to say hello to the Commissioners, Counsel, and new Superintendent. I'd like to apologize to you because I think you spoke to my president. She thought I sent you the email and I put the wrong address. That was on me. Don't blame her. We're looking forward to working with you. It's a pleasure to meet you tonight. The PTO leadership went to 13 different locations, and we met a lot of parents. They're willing to come on board. I want to say thank you to everybody. It's a pleasure seeing you again. We're here to work with you. Thank you.

It was moved by Comm. Hodges, seconded by Comm. McCall that the Public Comments portion of the meeting be closed. On roll call all members voted in the affirmative. The motion carried.

REPORT OF THE SUPERINTENDENT

Dr. Newell: Before I start, if the Commissioners can look in their packets, I come bearing gifts. Commissioners who are online, I sent you an email. I want to first of all thank everyone, Board President Redmon, and Board Commissioners for your very warm welcome to the Paterson Public Schools community. I thank all the partners, my team, and everyone for the very warm welcome. One of the things that I have been hearing at the microphone and questions from the Board Commissioners is we really need to do a level set and look at the level of expectations that we expect from our students, parents, staff members, and everyone under the umbrella of Paterson Public Schools. I have been tasked by the Board Commissioners to come in, give an eye to what has been in existence, look at all the structures, and pay attention to what some of the practices have been. I think it's also very important as Board Commissioners and as a Superintendent and my leadership team to get to a point where we're owning the work and the data. At the end of the day, we are the ones who are making the decisions that are supposed to be positively impacting our students' lives. It is very important that we own the work. Folks who worked with me for the almost six years that I was here before know that I am a firm believer in accountability and doing things the right way. I'm not known to do shortcuts. I don't believe in that. Where I come from it says shortcuts can draw blood. If we do it the right way, if we do it the long way, the hard way, it raises the level of expectations, it helps our students learn persistence, and when they do go to college they can survive in college. We should not be having kids graduate and once they get to college, if that's their goal, they have to be hampered with a year of remedial classes. One of the things that I have been doing is starting to meet with everyone. I have been hitting the ground running, speaking with everyone,

and looking at a lot of the data. I just wanted to give you a quick update. I have been trying to be in the district and in the community balancing everything as we go about continuing the business of Paterson Public Schools. On July 24, we had a groundbreaking celebration at School No. 25. This is a collaboration with the City of Paterson. One of the things that are very important is for our students to have green and recreational spaces so I'm looking forward to our students being able to participate in this newly renovated field. On July 28, I met with African American pastors at Calvary Baptist Church and I'm very grateful to Reverend Lester for hosting us. It was really an opportunity to meet with the clergy and present my vision for the next few years while I'm here at Paterson Public Schools. It also gave them an opportunity to ask questions and for me to get a lot of their feedback. In collaboration with Paterson Public Schools, William Paterson University has an Aspiring Administrators Institute where we actually have students who are in our high schools interested in becoming educators back in our district. These students in our high schools are participating in a cohort of work over the summer so that they can learn what it takes to be a teacher. As has been mentioned, one of the challenges that we currently have nationwide are the teacher vacancies. I have also been looking at the facilities, doing walkthroughs at Eastside High School, John F. Kennedy, International, P-Tech, STEAM, Newcomers, Al Moody Academy, almost all of the elementary schools by ward, and being out in the schools and observing what is going on in our classrooms. We do have summer school and enrichment. We have summer recreation, including Books and Balls, and we have the extended school year program. Part of the work that we are trying to do is strengthen collaboration, meeting with the Paterson Education Fund with Ms. Rosie Grant to discuss the partnerships that we have currently and how we can strengthen and build and grow. I have also met with the Paterson Library Executive Director Corey Fleming because the library is very important. We talk about literacy and reading. How can we engage our kids from a very early age to partner with the library? It's normal for them to have a library card. That's one of the initiatives that we had a discussion on when I met with the Executive Director. Lastly, I have given the Board a few pages of some of the work that I've been doing in the last month. I was pleased to attend the ESY program. They had an end-of-year celebration at School No. 2. I was able to visit School No. 2 and School No. 16 where our students were putting on a talent show and just really being able to see all of the gifts, how beautiful our children are, and how brilliant they are in all their forms and expressions. Thank you, President Redmon.

REPORT OF THE PRESIDENT

Comm. Redmon: I just wanted to let my colleagues know that I'm sending a letter to City Council again and requesting a joint meeting with them. I'm sending this letter because we need to really have those conversations about the development that has been happening in the city and how it's affecting our infrastructure and where our students are being able to go. Secondly, we're also going to be talking about our budget. We know in October our budget season will be coming up again. We would like to have them be a part of it so the viewing audience in Paterson gets to understand how our budget season works. We also need to talk about our shared services agreement plan. I'm going to have the letter sent via email to all Board members and Council members. As stated, to date, we still have not gotten a date from City Council to sit with them and talk about education and how it's affecting our infrastructure and the students. Thank you.

Comm. Hodges: This is a serious situation for me and I'm sure for some of the other Board members. This is going to require a lot of conversation. I'm hoping that we don't just have this in committee, but that we have major conversations. My two issues, which I'm no longer allowed to present, included my concerns. I wanted to help this

district understand that for me there's nothing else more important than what's going on here. I wanted to impress the Superintendent with that so she would see that urgency from this Board. There are people who have said this Board has not been as urgent as it needs to be. I agree with that. I've been here a long time and have asked a lot of these questions over and over again. That's why I'm getting more frustrated, because I get the answers, but the kids don't see the results. Madam Superintendent, I'm expecting a lot of conversation on your part around this result. I'm also hoping that we will find ways to close the gap that exists between our students and the rest of the state. I will tell you part of the reason I'm frustrated is because we had a program here called Operation Link-Up. They took students with low GPAs and low SAT scores and put them on Syracuse University's campus, Penn State's campus, and Ramapo's campus. They did so well that in Syracuse University we graduated the highest cohort in terms of GPA and the highest graduation rate was Paterson students. Students can do the work. When we visited those students and asked them if the district prepared them, they said, "No. We had to come here and find a way to get better." In Paterson when things were getting tough in the classroom we complained, and the teachers let up. The teachers did not take the kids to their potential. They didn't see it. They gave in to them. There was no giving in on Syracuse University's campus. None! They had to do the work. They had to fight. Operation Link-Up is no longer here, but the kids are still here, and the ability is still here. I'm an old man now and I'm grumpier, but I want the potential to be reached. I want our staff to look at this and be afraid to come here and give us this data. I want them to know that this is not going to fly with them. As opposed to saying we can give this to them and have it go by. It shouldn't. I'm hoping that this Board wants to have more substantive conversations just around this. The facilities are a whole different matter. We have issues there too. Special education has its own set of problems. Funding is going to be an issue. But the whole point of being here is to have the kids educated and we're not doing it. The students are capable of it and we have got to come out of our buildings and offices and understand this job can be done a lot better than it has been. When you see me and I'm frowning, that's what's on my mind. Whenever I sit here, that's what's on my mind. We've had the conversations over and over again and I'll continue to have them until I begin to see the answers that I'm looking for and that's for the GPAs to go up for these kids. I'm hoping that you understand why I'm snarling at you. I need to see that. I need your staff to understand that I'm snarling at you because I expect you to snarl at them. That's all I really want to say tonight. There's next week. Thank you and welcome aboard. You've heard what some of these issues are and I hope we can roll up our sleeves and get them addressed.

RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING

Resolution No. 1

Whereas, the Paterson Public School District approves the payment of bills and claims dated through August 9, 2023, beginning with check number 238363 and ending with check number 238404, in the amount of \$3,286,312.34, along with direct deposit number beginning with 1761 and ending with 1796;

Be It Resolved, that each claim or demand has been fully itemized, verified and has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

It was moved by Comm. Hodges, seconded by Comm. D. Martinez that Resolution No. 1 be adopted. On roll call all members voted in the affirmative. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Oshin Castillo-Cruz

- Self
- City of Paterson
- Transportation
- Downtown Special Improvement District
- Celebrate Paterson

Comm. Valerie Freeman

- Self
- Family

Comm. Eddie Gonzalez

- Self
- Family
- New Jersey Community Development Corporation (NJCDC)
- Community Charter School of Paterson

Comm. Jonathan Hodges

- Self
- City of Paterson

Comm. Dania Martinez

- Self
- City of Paterson
- Ilearn Schools
- Paterson Arts & Science Charter School

Comm. Manuel Martinez

- Self

Comm. Della McCall

- Self
- City of Paterson

Comm. Nakima Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Kenneth Simmons

- Self
- Family

Resolution No. 2

WHEREAS, on March 15, 2007, the State of New Jersey adopted P.L.2007, c.53, *An Act Concerning School District Accountability*, also known as Assembly Bill 5 (A5), and

WHEREAS, Bill A5, N.J.S.A. 18A:11-12(3)f, requires that conferences/workshops have prior approval by a majority of the full voting membership of the board of education, and

WHEREAS, pursuant to N.J.S.A. 18A:11-12(2)s, an employee or member of the board of education who travels in violation of the school district's policy or this section shall be required to reimburse the school district in an amount equal to three times the cost associated with attending the event, now therefore

BE IT RESOLVED, that the Board of Education approves attendance of conferences/workshops for the dates and amounts listed for staff members and/or Board members on the attached and

BE IT FURTHER RESOLVED, that final authorization for attendance at conferences/workshops will be confirmed at the time a purchase order is issued.

CONFERENCE/WORKSHOP REQUESTS

| STAFF MEMBER | CONFERENCE | DATE | AMOUNT |
|--|--|---------------------|---|
| *Lakisha Kincherlow-Warren | International Society of Technology Educators Conference | June 25-28, 2023 | \$745.00 (increased registration) **This conference was approved on March 15, 2023, however the registration increased by \$100) |
| Supervisor of Science | Philadelphia, PA | | |
| *Sarah Sterling-Laldee | International Society of Technology Educators Conference | June 25-28, 2023 | \$745.00 (increased registration) **This conference was approved on March 15, 2023, however the registration increased by \$100) |
| Director of STEAM Education | Philadelphia, PA | | |
| *Michelle Van Hoven | International Society of Technology Educators Conference | June 25-28, 2023 | \$745.00 (increased registration) **This conference was approved on March 15, 2023, however the registration increased by \$100) |
| Supervisor of Fine & Performing Arts | Philadelphia, PA | | |
| Tamisha McKoy | NJSCA Annual Leadership Development Institute | July 27, 2023 | \$65.00 (transportation) |
| Director of Guidance & Counseling | Ewing Township, NJ | | |
| Oscar Rivera | Managing Safety Hazards/Rutgers Continuing Studies | August 16, 2023 | \$220.00 (registration) |
| Manager of Sector Supervisors & Custodial Services | Virtual | | |
| Sham Bacchus | NJPSA/FEA/NJAS CD Fall Conference | October 11-13, 2023 | \$625.00 (registration, lodging) |
| Principal/New Roberto Clemente | Atlantic City, NJ | | |
| Boris Zaydel | NJSBA Annual Workshop 2023 | October 23-26, 2023 | \$1,113.07 (transportation, |

| | | | |
|--------------------------------|-------------------|-------------------|---|
| Attorney | Atlantic City, NJ | | lodging, meals) |
| Sham Bacchus | NABE 2024 | March 27—30, 2023 | \$3,063.00 (registration, transportation, lodging) |
| Principal/New Roberto Clemente | New Orleans, LA | | |

***FOR RATIFICATION**

Total Number of Conferences: 8

Total Cost: \$7,321.07

It was moved by Comm. Hodges, seconded by Comm. D. Martinez that Resolution No. 2 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Oshin Castillo-Cruz

- Self
- City of Paterson
- Transportation
- Downtown Special Improvement District
- Celebrate Paterson

Comm. Valerie Freeman

- Self
- Family

Comm. Eddie Gonzalez

- Self
- Family
- New Jersey Community Development Corporation (NJCDC)
- Community Charter School of Paterson

Comm. Jonathan Hodges

- Self
- City of Paterson

Comm. Dania Martinez

- Self
- City of Paterson
- Ilearn Schools
- Paterson Arts & Science Charter School

Comm. Manuel Martinez

- Self

Comm. Della McCall

- Self
- City of Paterson

Comm. Nakima Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Kenneth Simmons

- Self
- Family

Resolution No. 3

Recommendation/Resolution: to comply with purchasing laws for College and Career Readiness Online Platform (Grades 6-12), RFP-472-22, for, 2023-2024 school year, and

WHEREAS, the Paterson Public School District recognizes the need for obtaining the most competitive and responsive proposal for goods and/or services; and

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A:18A-4.5, using the request for proposal (RFP) document was solicited for College and Career Readiness Online Platform (Grades 6-12), RFP-472-22, for the 2021-2022 school year. Five (5) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which four (4) vendors responded; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on April 6, 2021. Sealed proposals were received and opened on April 27, 2021 at 10:00 a.m. at 90 Delaware Avenue, 4th floor, Paterson, NJ 07503, via livestream (Zoom) by the Purchasing Department; and

WHEREAS, this award is in line with the 5 Year Strategic Plan 2019-2024, Goal Area #1: Teaching & Learning; and

WHEREAS, based on the recommendation of the Evaluation Committee Members from Guidance and Purchasing and the attached bid summary, it is recommended that this contract be awarded for College and Career Readiness Online Platform (Grades 6-12), RFP-472-22, for the 2021-2022, 2022-2023 school years, with an option to renew for the 2023-2024 school year, pending the availability of funds and satisfactory performance to Naviance by PowerSchool, 3033 Wilson Boulevard, Suite 500, Arlington, VA 22201, based on 18A:18A-4.5; now

THEREFORE, BE IT RESOLVED that the Superintendent of Schools supports the above mentioned recommendation that Naviance be awarded a contract for College and Career Readiness Online Platform (Grades 6-12), RFP-472-22, for the 2021- 2022, 2022-2023 school years, with an option to renew for the 2023-2024 school year, pending the availability of funds and satisfactory performance, at a cost not to exceed \$100,000.00 annually. Year three (3) of three (3). Original Board Adoption Date, June 16, 2021. Resolution Number: I&P-11.

It was moved by Comm. M. Martinez, seconded by Comm. D. Martinez that Resolution No. 3 be adopted. On roll call all members voted in the affirmative, except Comm. Freeman who voted no. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Oshin Castillo-Cruz

- Self
- City of Paterson
- Transportation
- Downtown Special Improvement District
- Celebrate Paterson

Comm. Valerie Freeman

- Self
- Family

Comm. Eddie Gonzalez

- Self
- Family
- New Jersey Community Development Corporation (NJCDC)
- Community Charter School of Paterson

Comm. Jonathan Hodges

- Self
- City of Paterson

Comm. Dania Martinez

- Self
- City of Paterson
- Ilearn Schools
- Paterson Arts & Science Charter School

Comm. Manuel Martinez

- Self

Comm. Della McCall

- Self
- City of Paterson

Comm. Nakima Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Kenneth Simmons

- Self
- Family

Resolution No. 4

Recommendation/Resolution: To procure goods and services under the use of New Jersey State contract vendors (18A:18A-10-a) during the 2023-2024 school year, and

WHEREAS, the Paterson Public School District, pursuant to N.J.S.A. 18A:18A-10a and N.J.A.C- 5:34-7.29(c), may by resolution and without advertising for bids, purchase any goods or services under the State of New Jersey Cooperative Purchasing Program for

any State contracts entered into on behalf of the State by the Division of Purchase and Property in the Department of the Treasury; and

WHEREAS, the awarding of this contract is in line with the Five-Year Strategic Plan 2019-2024, Goal Are # 3, Communication & Connections; and

WHEREAS, the Paterson Public School District shall enter into a contract with Allied/Universal Security Services through this resolution and properly executed contracts, which shall be subject to all the conditions applicable to the current State contract; now

THEREFORE, BE IT RESOLVED, the Paterson Public School District authorizes the use of an approved New Jersey State Contract Vendor to provides security guard services as needed from August 2,2023 until May 31, 2024, pursuant to the Allied/Universal's State contract award date, terms, and conditions at amount not to exceed \$8,200,000.00.

It was moved by Comm. M. Martinez, seconded by Comm. D. Martinez that Resolution No. 4 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Oshin Castillo-Cruz

- Self
- City of Paterson
- Transportation
- Downtown Special Improvement District
- Celebrate Paterson

Comm. Valerie Freeman

- Self
- Family

Comm. Eddie Gonzalez

- Self
- Family
- New Jersey Community Development Corporation (NJCDC)
- Community Charter School of Paterson

Comm. Jonathan Hodges

- Self
- City of Paterson

Comm. Dania Martinez

- Self
- City of Paterson
- Ilearn Schools
- Paterson Arts & Science Charter School

Comm. Manuel Martinez

- Self

Comm. Della McCall

- Self
- City of Paterson

Comm. Nakima Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Kenneth Simmons

- Self
- Family

Resolution No. 5

PURPOSE: Resolution of the School District of the City of Paterson, County of Passaic, State of New Jersey, to extend the contract for E-Rate Services, RFP-416-21 for the 2023-2024 & 2024-2025 school years.

WHEREAS, at the board of education meeting of October 14, 2020, resolution number 3, a contract was approved by the board, for the 2020-2023 school years awarding a contract for E-Rate Services, RFP-416-21, to Solix, Inc; and

WHEREAS, the District Administration has deemed the services from the vendor to be "effective and efficient" as required for extension under 18A:18A-42 and that it has also been considered necessary to continue the contracted services by the vendor; and

WHEREAS, Solix Inc. has agreed to extend the contract with the District with no increase in price. There will be no changes to the terms and conditions of the contract and an allowance was made in the RFP specifications for an extension of this contract; and

WHEREAS, the awarding of these contracts is in line with the Five-Year Strategic Plan 2019-2024, Goal Area # 3: Communications & Connections; now

THEREFORE, BE IT RESOLVED, that the Paterson Public School District approves the extension of the contract to Solix for the 2023-2024 & 2024-2025 school years, for the not-to-exceed amount of \$30,000.00 annually & pending budget approval.

It was moved by Comm. M. Martinez, seconded by Comm. Simmons that Resolution No. 5 be adopted. On roll call all members voted in the affirmative. The motion carried.

**Paterson Board of Education
Standing Abstentions**

Comm. Oshin Castillo-Cruz

- Self
- City of Paterson
- Transportation
- Downtown Special Improvement District
- Celebrate Paterson

Comm. Valerie Freeman

- Self
- Family

Comm. Eddie Gonzalez

- Self
- Family
- New Jersey Community Development Corporation (NJCDC)
- Community Charter School of Paterson

Comm. Jonathan Hodges

- Self
- City of Paterson

Comm. Dania Martinez

- Self
- City of Paterson
- Ilearn Schools
- Paterson Arts & Science Charter School

Comm. Manuel Martinez

- Self

Comm. Della McCall

- Self
- City of Paterson

Comm. Nakima Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Kenneth Simmons

- Self
- Family

Resolution No. 6 was pulled.

Resolution No. 7

Whereas, NJAC 6A:26-8.1 establishes the rules for the use of substandard-offsite facilities for public school students;

Whereas, all facilities that are leased by a public-school district are considered to be substandard-offsite facilities;

Whereas, the Paterson School District wishes to use substandard-offsite temporary classroom units facilities as follows:

P.S. 15 - double-wide
P.S. 3 - 3 - double-wide
P.S. 27 - 4 - double-wide
Eastside High School - 6 - double wide
J.F.K. High School - 8 - double-wide

Whereas, the approval of the applications for renewal of use of multiple temporary instructional spaces is in line with the "A Promising Tomorrow" Strategic Plan 2019-2024, Goal 2: Facilities - To enhance and maximize learning opportunities provided by first-class facilities and technological improvements that prepare students for 21st century learning.

Objective: 1 Address facilities issues that impact student achievement by including this in the Five Year Long Range Facilities Plan.

Whereas, NJAC 6A:26-8.1 requires the approval of the County Superintendent the use of substandard-offsite facilities as well as the annual renewal of said approval; now therefore be it

Resolved, that the Paterson Board of Education authorizes the State-District Superintendent to submit applications to the County Superintendent of Schools for approval to use Multiple Temporary Instructional spaces for the 2023-2024 school year.

It was moved by Comm. D. Martinez, seconded by Comm. Castillo-Cruz that Resolution No. 7 be adopted. On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Oshin Castillo-Cruz

- Self
- City of Paterson
- Transportation
- Downtown Special Improvement District
- Celebrate Paterson

Comm. Valerie Freeman

- Self
- Family

Comm. Eddie Gonzalez

- Self
- Family
- New Jersey Community Development Corporation (NJCDC)
- Community Charter School of Paterson

Comm. Jonathan Hodges

- Self
- City of Paterson

Comm. Dania Martinez

- Self
- City of Paterson
- Ilearn Schools
- Paterson Arts & Science Charter School

Comm. Manuel Martinez

- Self

Comm. Della McCall

- Self
- City of Paterson

Comm. Nakima Redmon

- Self
- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Kenneth Simmons

- Self
- Family

Comm. Hodges: Madam President, you made a statement to the public that the Superintendent was going to address the questions asked. Did that occur?

Comm. Redmon: She's going to address those questions with the parent at a later time. That was already discussed.

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. D. Martinez: I&P met this Monday. Present were myself, Comm. Castillo-Cruz, Comm. Gonzalez, and Comm. Dr. Hodges. We discussed the items that are up for voting. We had a thorough and deep discussion regarding issues with Credit Recovery. We hope to have further discussions and more findings on how we can properly address this issue.

Operations

Comm. D. Martinez: We met today. Present were myself and Comm. Gonzalez. We discussed the items that were up for a vote at our next meeting. We discussed specifically regarding transportation. Comm. Gonzalez posed a question regarding the consistency in checking our credentials for our bus drivers and what does that entail. I'm very happy to hear that we're continuing to do that work to avoid future issues. That's all we discussed.

Fiscal

Comm. Redmon: Fiscal had to reschedule due to a power outage at 90 Delaware.

Personnel

Comm. Redmon: Personnel met on Tuesday. Present was myself, Comm. D. Martinez, Comm. McCall, and Comm. Simmons. We discussed several administrative

moves throughout schools. We talked about some administrative appointments. We talked about reorganization of the HR department. We have 175 teacher vacancies. We're working diligently to make sure those vacancies get filled before September. A job fair was held on August 8. We had another held on July 13. We have one coming up on August 16. The personnel agenda was not up on the Google drive as of this morning. The items for personnel were pulled because the rest of the Board did not get all the information. We will update that, and you should have it uploaded by tomorrow so you can review.

Comm. Hodges: How many vacancies are we looking at?

Comm. Redmon: 175.

Comm. Hodges: In science?

Comm. Redmon: I don't know specific positions. I just have a total. The Board package will be uploaded for Board members to review. If you have additional questions, we can also address that with Mr. Rojas. The meeting concluded at 6:05 p.m.

Governance

Comm. M. Martinez: Governance has not met as of yet. We're looking to schedule an updated session for next week, as well as for facilities and technology.

Committee Report

Family & Community Engagement

Comm. D. Martinez: Family and Community Engagement is scheduled to meet next Monday. I will report at our regular meeting.

Policy

Comm. Redmon: Policy was rescheduled but I don't have an exact date.

OTHER BUSINESS

Comm. Redmon: Because the main items needed to go into executive session were pulled from this agenda, there is no need to go into executive session. If you have additional comments or concerns, you can address them with the Superintendent if you don't want them addressed in public.

ADJOURNMENT

It was moved by Comm. McCall, seconded by Comm. M. Martinez that the meeting be adjourned. On roll call all members voted in the affirmative. The motion carried.

The meeting was adjourned at 8:17 p.m.

A handwritten signature in black ink, reading "Richard L. Matthews". The signature is written in a cursive style with a small flourish at the end.

Mr. Richard Matthews
Business Administrator/Board Secretary