

# **MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING**

June 8, 2022 – 6:00 p.m.  
Remote - Zoom

Presiding: Comm. Dania Martinez

Present:

Ms. Eileen F. Shafer, Superintendent of Schools  
Ms. Susana Peron, Deputy Superintendent  
Khalifah Shabazz-Charles, Esq., General Counsel  
Boris Zaydel, Esq., Board Counsel

Comm. Vincent Arrington  
Comm. Emanuel Capers  
Comm. Oshin Castillo-Cruz

Comm. Jonathan Hodges  
Comm. Nakima Redmon, Vice President  
Comm. Kenneth Simmons, President

Absent:

Comm. Manuel Martinez  
Comm. Corey Teague

Comm. D. Martinez 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  
June 8, 2022 at 6:00 p.m.  
Virtual  
90 Delaware 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.

Ms. Shafer: Good evening Paterson community, staff, our students, and Board Commissioners. I would ask at this time if we could please have a moment of silence. Since the last time we met as a Board, we lost one of our sophomore students, Naz'ier Randolph, who drowned in the Passaic Reservoir. Also, since our last meeting, there was a massive shooting at the Robb Elementary School in Texas. I'll just ask for a moment of silence.

***Moment of Silence***

Ms. Shafer: We can all keep Comm. Teague in our thoughts and prayers. He has been hospitalized for a couple of days. I did speak with him and he is doing better. Just keep him in your thoughts and prayers.

## **PRESENTATIONS AND COMMUNICATIONS**

### **Long Range Facilities Plan Middle School Model**

Ms. Shafer: We're going to move into the first of three presentations. The first is from Neil Mapp which talks about our long-range facilities plan and the middle school model. If you recall, some of our Board members have talked for quite some time about having a middle school model. Specifically, we had discussed having a middle school in every ward. Neil will address that, but we are going to move forward looking at the middle school model. Instead of in wards, it will be in clusters throughout the city depending on the number of elementary schools and the enrollment, and then how many students that particular middle school would be able to fit. At this time, I'm going to turn it over to Mr. Mapp.

Mr. Neil Mapp: Good afternoon Commissioners. I'm here today to present a format of a middle school model requesting approval to continue to move the district to a middle school model for elementary schools. As Ms. Shafer said earlier, we're looking at creating neighborhood schools through this format so that it will enable students and families to realize their educational goals from pre-k through 8 in their neighborhood schools. A middle school model is the creation of a cohort of students from 6-8 grades districtwide. There are some benefits to moving to a middle school model for the district. Not only does it benefit the students' education and welfare, but it also benefits the family in many ways. Especially in Paterson, we have families with multiple students who attend various schools. It gives them an opportunity to provide education for their children in the neighborhood. It's an ideal setting for young adolescents to help them strive academically. It helps develop community learners where teachers get to know their students in a cooperative way all the way through eighth grade. Students experience a schedule much like they would in high school. It will better prepare students for high school to make more informed decision as to which high school they would apply for based on those exposures that they have in the various curriculum pathways that we would introduce at the middle school level. The notion of middle schools is not new. It hasn't just been conceived. However, it was approved in the long range facilities plan from 2015-2020. As a result, the district was able to convert Roberto Clemente from an elementary school, which was a pre-k through 8 school, to a middle school strictly 6-8 grade as it is today. The approved middle school model for this district enabled us to convert or replace Don Bosco and build the new Joseph A. Taub Middle School. I'd like to focus on that area. The Joseph A. Taub Middle School is in what we call Area 5. We've segmented the district into seven different areas. There are clusters of elementary schools around Joseph A. Taub, which are School No. 19, School No. 5, School No. 27, and School No. 7. In 2020-2021, efforts were initiated to develop this framework to support the continued process of moving the district to a middle school model for elementary school programming. Paterson Public Schools engaged DMR Architects led by Donna O'Gorman and Ross Haber, who is the consulting demographer, to establish a framework and basis for the continued implementation of the middle school model. This format is purely based on enrollment and building capacity. I want that to be real clear because what we're doing is creating a format to systematically over a period of time move the district's elementary school model to a middle school model. That can happen in a phased approach over the next five or six years. We have captured enrollment data instantaneously and then look at the building's capacity to see how we would fit all the elementary and middle school students in their neighborhoods. We took several steps to get here. We looked at previous long-range facilities plans from 2010-2014 and 2015-2020. We analyzed elementary school enrollment data trends to determine if the long-range facilities plan goals were achieved. There were some outstanding goals that we saw and then we looked at

those to see if they had any merit currently with the facility conditions that exist right now. The second step was to perform existing condition surveys of all our elementary school buildings to see which buildings were conducive to the middle school programming. That means that they should be able to accommodate lab space and other curriculum space that's typical in a middle school model and setting. We did an exhaustive count of elementary schools for classrooms, and we captured that data and put it in our long-range facilities plan, which was approved on August 24, 2021. The third step was to create an advisory team of administrators for their input on the current needs and challenges for providing educational services within the current elementary school programming format that we have now. That team was led by Deputy Superintendent Susana Peron, Assistant Superintendents Joanna Tsimpedes, Cheryl Coy, Lisa Vainieri, who is the Director of Central Registration and Transportation, myself, and the architect and demographer from DMR. We created this framework using the district's enrollment data. Every student in the district was geocoded. That means that every student's address was put on a map, and we located the closest school to that address. Geocoding is an instantaneous look at that enrollment of the entire elementary school population by address. We created a grouping of schools in seven attendance zones around those elementary schools and we anchored them with a middle school. In later slides, you will see the seven areas that we developed and the school that was chosen to be the middle school in those particular areas. The general and special education students in grades 1-8 and kindergarten general education were assigned to an attendance area. We also geocoded all the special education students in the district, so pre-k general education and preschool disabled were not counted or assigned. They require special sized rooms for that programming. Self-contained kindergarten and special education were counted, but not assigned to a particular school. Charter school students were not counted or assigned in this effort. The net rooms available in each area were identified on charts. Calculations were based on capacities and available classroom space. The student data in this presentation was collected in March of 2022. The instantaneous look was taken on March 22. It's enrollment data that was given to the New Jersey Board of Education as required in October. We used that data to place every student in a school and map every middle school student and place them at that particular middle school in that sending area. Recommendations were data-driven and not influenced by special programming. When we need special programming, we're talking about Gifted & Talented programs, performing, arts, etc. Here are the various areas we have developed. You can see it color-coded where a middle school anchors that particular neighborhood. We created a middle school around elementary schools that are in that particular colored area. I want to talk specifically about Joseph A. Taub and Area 5 because that's a pilot program and it's the first attempt to initiate this middle school model throughout the district. When we geocoded every student and placed them in their neighborhood area, we found that students were leaving their neighborhood areas to access educational services. We geocoded students and placed them where they live, and we found that where they attended school was outside of their neighborhood. This was a problem. It shows that there was also an imbalance of enrollment across the district at the elementary school level. Some schools may have classrooms with 30 students and some with 16 students. There is an imbalance in enrollment across the district. As a result, there seems to be an excess capacity in program space based on a student's residency in that particular geographic area. There may be a student who is living near a school not attending that neighborhood school and therefore there may be some capacity to bring that student back into the neighborhood. So, a need for specialized program spaces was not considered regarding room capacity for self-contained rooms and for pre-k. The specialized program spaces need larger rooms to facilitate those special education programs and we did not count them. However, we showed capacity where they could be included in elementary schools throughout those seven areas. We also looked at demographic projections. Between 2014-15 and 2019-20, the district enrollment grew by approximately 5%. This is important because in our instantaneous look at enrollment and capacity we must verify that we are able to support any increase in the enrollment over the next five years. I think based on the demographic

projections we are able to do that with our current capacity. Overall, we are seeing an enrollment increase of about 4.8% over the next five years, predominantly due to the additional multi-family housing that's going up throughout the city. There are the educational benefits of a middle school model. Joanna, would you like to chime in here?

Ms. Joanna Tsimpedes: Good evening everyone. There are educational benefits when it does come to the middle school model. One of the most beneficial is to be able to create unified academic programs allowing for consistent course offerings and truly create a middle school model where students have cycles. They can cycle through fine and performing arts, robotics, makerspaces, career explorations like other middle schools have. It would also allow us to mimic a high school schedule to better prepare our kids. It also allows for us to decrease the need to in-district transportation, providing a cost-savings. Our kindergarten students would be reduced by 25%. Because we're now going to have sectors where there's going to be k-5 buildings, we wouldn't need to send overcrowded kindergarten classes to other parts of the district because within that area we would have several schools that would be k-5 area buildings. We would also be able to reduce our class sizes to meet more of the educational adequacy standards. For example, for special education the standard class ranges anywhere from between 6-16, depending on the classification of the program. Based on what we have, the norm here has been 12 because of the programming. Again, autism classes are usually around 6 and then we go LLD with 16. Our preschools are capped at 15 as per the regulations from the state. Our k-1 would then drop to about 21 students in the classroom. Our grades 2-5 would be 23. Our middle schools would be around 24 or 25, which is the norm. It would also help create balance in the class sizes across all buildings so that we won't have classrooms that have 30 students and other buildings that have 20 students. We're trying to make it more equitable for our classrooms across all buildings. We're able to offer flexibility and accessibility for in-district special education and preschool programs, allowing students the opportunity to be at a building for more than just one to two years depending on the program that they're in. It also helps us with decreasing absenteeism because the students are in their neighborhood attendance area. Lack of transportation sometimes prohibits students to get to school. Since they would now be within a general area, they can walk to the neighborhood schools versus having to be driven there because there's a special program somewhere. We'll also be better able to support social distancing should we ever have to go back to those strict measures with COVID where we had the partitions and the six feet apart. Having fewer students in the classroom will allow us to have better seating arrangements so that we can reinforce those COVID protocols.

Mr. Mapp: I'd like to reiterate that we'd be balancing the enrollment across the district. With the middle school model, we're looking at standardizing the number of students in a classroom depending on the curriculum. When we looked at balancing the enrollment, we saw that we had excess capacity that would support special programming like special education.

Ms. Tsimpedes: One of the things you had mentioned earlier was regarding teachers. You get more bang for your buck when you're able to have middle school settings and not having 26 schools looking for the same art, music, math, or content-specific teacher. When you have the middle school model and those seven area schools, you're able to hone in on having teachers who are masters in their craft. You're not in competition with your own local schools. It's easier when there are seven schools versus 26, as we see now when we are filling positions at various schools.

Mr. Mapp: So you're saying we're centralizing those middle school teachers to those neighborhood areas.

Ms. Tsimpedes: Yes.

Mr. Mapp: Absolutely. We geocoded every special education student in the district so the little tics you see on the screen are geocoded students. In Area 5, which houses School No. 27, School No. 19, School No. 5, School No. 7, and Joseph A. Taub as the middle school anchoring that neighborhood, we geocoded the special education students in that area and we found those students don't stay in that area, but they are bused to other schools outside that area for special services. We'd like to bring those students back into their neighborhoods and provide those services in particular schools in that neighborhood so they don't have to travel outside to chase those services. Ms. Coy will elaborate on some of the implications for special education students.

Ms. Cheryl Coy: For the department and the students, it will limit the number of movements that they have from pre-k to 8 in their school experience. Currently, a lot of our sped students move across the district based on where the program is, not based on where they live. The middle school model will allow for us to build a neighborhood for the students. Meaning, they may not live in the cluster 5 zone, but if they start there at kindergarten, they will grow as a mobile neighborhood with their peers from k-8. This will be a great benefit because these students don't get longevity with their peers. They may know a group of students for three years and shift and move to another school that's all the way across town. Now they have to learn a whole new environment. This middle school model does support some longevity for them when it comes to building relationships as well as with the parents. It will allow us to standardize bus routes and will reduce transportation to have to continually go out and do bids on an annual basis. If we have an established route, we can just renew and change the student as each year goes along. It will also build a cohesive network of support for the families. If the child starts at kindergarten in a program and goes in that cluster through 8, they get to know the building and the staff k-5. There's not constant movement for them. Then when they move to middle school, they will have that same routine going from elementary to the middle school model. It builds more capacity in the relationships with the parents, the staff, and the students in the long run. It will also allow us to centralize our resources and maximize support in each of the schools that the students in the program are in. For instance, the autism program requires us to have sensory rooms in each building. That will allow each one to have a consistent program support, the common rooms for the BD population. It will be a huge asset for the child study teams to be able to work in a cluster instead of working with one population of students on the left side of town and then going all the way across town to work with another population of students. They really don't get time to build relationships and get to know the population of staff within the building. It will also offer expansion of related service provider service rooms.

Mr. Mapp: Thank you, Ms. Coy. I'd like to add that it's been eight years that I've been working with Ms. Coy, and she's been asking me for space. With this middle school model, I think we are able to identify space for those services in seven neighborhoods where students don't have to leave and continue to seek out services outside of their assigned neighborhood. I come back to the Area 5 with Joseph A. Taub. We'd like to implement this model for this coming September 2022. Area 5 will see that Joseph A. Taub will be the anchoring middle school for that area. Joseph A. Taub now serves as a middle school from 6-8. School No. 7 will shift to a 5-8 program in September. That middle school component at School No. 7, those students will be moved to Joseph A. Taub. The shift then adds approximately 27 additional rooms among the various elementary schools that we can repurpose and use for special services. Also, at the middle school level we have eight additional rooms that we can also repurpose for special programming. We just wanted to show you that count. School No. 19 will be a k-5. They have a capacity of 222 students. They have a total student count of 233. That means you'll need about 12 rooms for those students. We have 15 rooms available so there's a net of about three rooms. You can go down the list and as we place students in elementary schools based on the capacity of the school, we have additional capacity in those schools. That brings you up to 27 rooms available for special programming. There will be

some busing required for School No. 7 students to go to Joseph A. Taub. That's due to the traffic conditions in that area and the geographic features. You have the Passaic River, bridges, and high-traffic volume streets. There are no safe pedestrian corridors and pathways on Glover Avenue to get students from School No. 7 to Joseph A. Taub so they will require busing. The other logistics around this is it allowed staffing transfers. We have teachers who will be placed in areas with higher need for those teachers based on the consolidation of these two schools. It also provides the opportunity to offer specialized programs to allow students within their neighborhood areas, such as bilingual, Gifted & Talented, and Fine & Performing Arts. We have spaces within elementary schools now where we can provide those special programs. In conclusion, we're recommending we continue the implementation of the middle school model throughout the district phased over a five-year period. Area 5 would be the first area to be converted this September 2022. Every year we will continue to convert two areas over the next five years to the middle school model. This will balance our school enrollment throughout the district. It will reduce busing across the district. It will encourage community pride. It keeps siblings and families in the same attendance area from pre-k to 8. It consolidates our pre-k-5 school services. It centralizes our middle school programs. Our next steps are to get the approval to continue moving on implementing the middle school model throughout the district, to introduce this model to our stakeholders through two charettes that we're planning to hold, and Area 5 implementation this September 2022. We will also identify the next areas to implement the middle school model. Are there any questions? I know it was a lot of information that we provided today and I'm here to answer any questions.

Comm. Hodges: What is the impact that you anticipate about the transitory nature of our students?

Mr. Mapp: The transitory nature of our students?

Comm. Hodges: Moving from one school to the other and one neighborhood to the other, which has been a major concern in the past. Have you discovered this is less so?

Mr. Mapp: If a student lives in an area, we expect that student to stay in their area from pre-k through 8. The transitory nature of that student going outside of the area to get educational services will be reduced.

Ms. Tsimpedes: May I add to that? You're right. It's transient, but also within the areas. School No. 19 is a k-4 building. Then they go to School No. 27 for one year. Then they go to Joseph A. Taub. They switch three schools and they're at preschool somewhere else because it's not a preschool building. For preschool they're somewhere else. For k-4 they go to School No. 19. Some in kindergarten go to Dale because they have to be bused because there's overcrowding. Now you have children who perhaps were at preschool somewhere else. They were at School No. 19 but were bused to Dale as kindergarteners because of overcrowding. Then they're back at School No. 19 for grades 1-4. They go to School No. 27 for one year and then they go to Joseph A. Taub for middle school. Even within neighborhood areas right now you do have kids who are in more than two schools due to the inability to bring in a k-5 setting the way it is happening right now. Even within its own area we have that going. Never mind the kids who go across town. We do see it within their own area as well.

Comm. Hodges: You considered the fact that our community doesn't necessarily stay in the same neighborhood from year to year.

Ms. Tsimpedes: There's a transient population that we have.

Comm. Hodges: Right. I'm just making sure that you're able to address that mobility problem that we've had in the past. That's number one. Do you have a response to that?

Ms. Tsimpedes: Commissioner, you can't prevent people from moving. A lot of people do move because of another apartment or house that they have purchased. You can't stop them from moving. We try to let them finish off the year where they are, if they can, so that there is less of a movement for that child if it's not a hardship to the families. You have families who move across town for various reasons. It's hard to tell them they can't do that. From my own experience when I was a teacher, they may have moved from School No. 5 to School No. 27 area, but they're all going to go to the same middle school so they're not going to be separated out. It's hard to stop it from happening because it's a personal issue with the families.

Comm. Hodges: I'm not trying to stop them. I'm looking at capacity. That's all I'm saying.

Mr. Mapp: The benefit for families with multiple students is they get to stay in the area. We get to provide those services from pre-k through 8 and special education in their neighborhood area.

Ms. Shafer: Even now as students are transient, we may have a class that is filled and then we have some transient students in and out. It balances itself out. The same thing is going to happen when we move to the middle school model. It's not just a certain area or middle school where it's going to be transient. Our transient rate is across the district, and we have been able to balance it out. We are going to continue to be able to do that. This model is going to keep the children in their neighborhood school from k-8 if they don't move. If they do move, we want to try to keep them until the end of the school year. If we can't do that, then we will still be able to move them to a different middle school in the neighborhood where they have now moved to.

Mr. Mapp: What I didn't say in this presentation is that it also brings parity across the district. The curriculum is going to be provided in these middle schools at the same level with the same facilities, which will create capital projects to make sure that all middle schools have the lab spaces and all the other ancillary spaces needed to support that curriculum. It brings parity across the district at that middle school level.

Comm. Hodges: I'm glad you addressed that. You have a Gifted & Talented program at School No. 28. Do you now anticipate having seven different programs across the district?

Ms. Tsimpedes: In the ideal world it would be nice to have seven different locations. As Mr. Mapp has shown in the presentation, we were looking to expand to different areas. It may not be seven because you have to train all the staff. It is a specific training for staff members. We do want to expand it to have it in different areas in the district. We do see it as a growing need, and this would afford parents the opportunity to bring their students there. To say that we can put it in all seven we don't have the spacing for every building to have special education, Gifted & Talented, and bilingual classes. That's also included in there when you look at your magnet and bilingual self-contained. As we look at spacing that's available, that plays a major role in the number of programs you can bring into a school.

Comm. Hodges: That's a major concern because you're going to still have the busing to the Gifted & Talented programs that are in the district. Then there are fine arts, which is School No. 24. How do you balance out that program across seven different areas? Or do you?

Ms. Tsimpedes: As I had mentioned under the educational aspect of it, you would be able to have fine and performing arts classes provided to students at all schools, just at different levels. You need an instrumental, vocal, and art teacher. The middle school model provides for these types of electives to take place at the school to expand. Then you can also look at expanding them for students who have a greater interest just to go beyond your normal

exposure during the day. You can expand to programs situated in the afternoon such as PNP. We started the Jazz House Club at School No. 6. There are different ways to bring those arts into the schools, but I think the most important is to ensure that our students have the exposure to them across the district.

Mr. Mapp: It gives us an opportunity to have those types of programs in multiple areas because we now have the space to provide those programs. Not only having it at one school and then having students bused out of their neighborhoods to that particular school. That's the issue at Roberto Clemente. There's no art room. There's no music room because there's just no space in that facility to support that programming. Now we have an area with multiple elementary schools with available space that we can provide that programming.

Comm. Hodges: I don't have a problem with that. I'm just concerned that we don't have educational deserts in various areas. I don't know what Cluster 2 is that doesn't happen to have a fine arts or Gifted & Talented program. Do the parents there still have a way to get their kids to School No. 28? Now you're going to have to train teachers to provide those services at least in one site in all those areas.

Mr. Mapp: That's why we'd like to phase this in over the next five or six years. It gives us an opportunity for training. It gives us an opportunity to identify the school that would support that particular program. You mentioned Area 2, which has School No. 13, School No. 20, School No. 24, School No. 16, and anchored by the middle school which is MLK. We have an opportunity now in those elementary schools to provide that programming because there's upwards of 50 spaces that would be able to support that programming. In terms of educational deserts, over the next five or six years we can do the hiring and training that's needed and now we have identified the space, which is a huge issue in the district right now with schools not having space to support particular programming.

Comm. Hodges: My concern was with the teachers, much less the space. I personally would love to have the educational instruction distributed throughout the district. I think it's a problem that we don't now and I would live to see this dispersal. Then it would give other kids the opportunity to attend and receive that kind of Gifted & Talented program.

Mr. Mapp: Absolutely.

Comm. Hodges: I worry that that won't happen because of the funding. We don't have music and arts now primarily because of funding. Not because of space, but because of funding. That's my concern with this. I want all these areas equally developed educationally. I don't want to have one area more advantaged than the other.

Mr. Mapp: One of the benefits of the middle school model is that you centralize middle school curriculum and services, so you no longer need middle school teachers in multiple elementary schools. For those content areas you now have them in one location. You may have an excess staff now in that middle school because you have now centralized all those resources and opening up availability for other resources. You talked about the desert. We're now able to repurpose those educators to do just that, to provide those services in that particular area.

Comm. Hodges: That's the only concern that I have. Special attention has to be made to make sure that doesn't happen. We have our wavering funding issues for teachers. That problem, particularly in the area of music and arts, can be an issue. I wanted to have Gifted & Talented programs in every part of this city. You can then increase the enrollment and share the ability of kids to take advantage of those programs. This is a step in that direction if we develop it properly.



Mr. Mapp: Yes.

Comm. Arrington: Will there be a curriculum principal and an operations principal at these middle schools like we do at Joseph A. Taub?

Ms. Shafer: We're going to have to look at that. At this point, it would be a principal and vice principal. A lot of that has to do with the size of the building. Even at Joseph A. Taub, this isn't forever. This is to get us in a good place, being able to maximize the use of that building by adding School No. 7 and more students. It also maximizes the use of every amenity that's there.

Comm. Arrington: Thank you. I have one more question about Napier and lab space there. Is that an adequate location school with lab space there?

Ms. Shafer: Neil, do you have that information?

Comm. Arrington: I haven't been there in a year or so.

Mr. Mapp: School No. 4 is in Area #4. There is adequate space for labs. That would be the middle school for that area. The sending elementary schools would be School No. 12 and School No. 28. It has adequate space to develop labs in that school.

Comm. Capers: Would adding more lab space increase enrollment?

Mr. Mapp: It won't increase enrollment. Students who live in that area will attend that middle school. It's in their neighborhood, so they attend that neighborhood school. If students move from another neighborhood into that school, they will be able to attend that middle school.

Comm. Capers: What does School No. 4 have now when it comes to space?

Ms. Tsimpedes: They have technology. This past year we added an art teacher to be shared between that location and EWK. We're trying to ensure that our schools do have art and music. As Dr. Hodges has alluded to, that's one of the things that went away, but we're trying to bring it back, so students do have exposure to it. I believe it has 1.5 technology teachers. There is half art. I need to look into music. They have physical education.

Mr. Mapp: Comm. Capers, if there are no labs at School No. 4, in order to move that area to a middle school model we'll have to install labs as a capital project, include it in our long-range facilities plan, and put those labs in place. At Joseph A. Taub, we have created a standard lab for middle schools that will enable that standard to be placed in every middle school. You've seen the middle school at Joseph A. Taub. We intend to do that at every middle school.

Comm. Capers: I love it at Joseph A. Taub. That should be the model at every school. We do need labs, but how many labs are we putting in? Would it take away anything that already exists at Dr. Napier School?

Mr. Mapp: It wouldn't take away from the existing facilities at all. If anything, it brings parity across the district. It will make sure that Napier has the same facility as Joseph A. Taub. That's what we're intending. Neighborhoods will have the same facilities. Everyone deserves the same facilities in their neighborhood and that's what we're trying to move to.

Comm. Capers: We have to have equity across the board. I get it.

Comm. Hodges: I'd like to ask the Superintendent; how will the assistant superintendent structure be modified to address the seven different cohorts? Will one assistant superintendent handle Area 7 and another handle Area 5? How will that division work since it would now seem to call for more centralized responsibility? You have 10 schools which don't correspond to their various middle schools. I assume the assistant superintendent would want to control all the schools plus the middle school as well.

Ms. Shafer: That's correct. Right now, assistant superintendents have so many elementary schools and high schools. Once we move to the middle school model, the assistant superintendent would be over that cohort. They would have some high schools as well, but they would also have the middle school and the feeder elementary schools that go into that middle school. We wouldn't want to separate a cluster. You don't want them to have the middle school and not the feeder schools. You wouldn't want them to have the feeder school and not the middle school. It would be divided accordingly. We have five assistant superintendents with schools right now. We would certainly be able to divide those up.

Comm. Hodges: You have seven areas. How would that work out?

Ms. Shafer: One or two would have more than one cluster. Cheryl Coy and Joanna have a department. Right now, they have six schools plus Joanna has curriculum and instruction and Ms. Coy has special education. They would have less. Maybe they would have some of the high school programs. Or if a cohort has six or seven schools with the middle school, then they would have that one. David is over security and the other two assistant superintendents are not over departments. They would be able to have more than one cohort.

Mr. Mapp: There are some areas that have two elementary schools only and one middle school. The other areas may have four elementary schools and one middle school. It would be evenly distributed.

Comm. Hodges: Do all the assistant superintendents have principal experience?

Ms. Shafer: Not all of them. They are already overseeing principals now and don't have principal experience.

Comm. Hodges: Okay.

Ms. Shafer: Thank you, Neil, Joanna, and Cheryl.

### **High School Restructuring Update**

Ms. Shafer: As the Board knows, this has been a two-year process. The first year was the change in administration. This is our first year with the new administrative organization. This has been a planning year for all the new pathways. Ms. Peron will give you an update as to where we are as we look forward to the 2022-2023 school year of implementation.

Ms. Peron: As Ms. Shafer mentioned, high school restructuring has been a goal for over several years. It has gone through many phases, the first one being the reorganization of the administration. To get into the presentation, I'd just like to walk through a little bit of the history so that we're reminded that these decisions were based upon a lot of work from many people. Many decisions were made, and the Board Commissioners had input in the decisions that were made. I'm going to revisit just the original Board goal, which was to complete phase 3 of the high school redesign. That was inclusive of planning, organizing, selecting programs and pathways, and getting ready for implementation in September 2022 for the incoming freshmen. Our Board approved on September 8, 2021, that at Eastside High School we dismantle the

academies and go to a comprehensive high school complex where we are going to have pathways and introduce the students to these pathways in their sophomore year. They're going to be involved in their pathways in their sophomore year. They're going to be introduced to their pathways in their freshman year. The incoming freshmen in September of 2022 will have what is called a freshman seminar. I will get more into the details of that course as I go through my presentation. At Eastside High School, the pathways will include cosmetology, automotive, culinary, and law & public safety. At John F. Kennedy, the complex will include construction trades, business, marketing & finance with a stock trade room, information technology/communications, and the school of education & training. HARP is going to be converted into a more comprehensive STEAM building. I'll talk about that as I go through the presentation as well. I'm going to read the last portion of the Board resolution. "Therefore, be it resolved that the Board approved Option 1 and the program offerings to be completed by June 2022." They have been and we continue working on many moving parts. There are many moving parts to the program, but for the most part we are at the completion. The implementation will be phased in during 2022 and 2023. We'll talk about that as we get into the presentation a little more. The recent developments I think are important to highlight. Our current eighth grade students have already gone through their high school application process. They attended virtual meetings. The district presented a PowerPoint, and they learned about high school and the choices through their guidance counselors and other teachers. The high school choice classes were revised to reflect the restructuring updates. The application changed. Whereas we added in the specific complex of Eastside and Kennedy the specific pathways that they would be seeing and learning about, and we also added an interest area where the students had to identify whether they were interested in cosmetology and JROTC. These two pathways will begin in the freshman year for students. In September 2022, we will still have our existing sophomores, which will be juniors and our juniors who turn into seniors next year. They will be sunsetting their pathways. They are going to remain at their schools. We did not do any transferring of any students who are currently attending John F. Kennedy or Eastside High School because we did not want to disrupt their high school experience. After spending three years in the high school, it's not fair to have done that to them. This is why we went back to the implementation and added an extra year so that we could sunset these courses. The new freshmen that are coming in will have a newly proposed seminar to explore the pathways. The only freshmen that are going to begin their pathways are the ones who have opted to enroll in cosmetology and JROTC. I'll talk a little bit more about that. In 2023, many courses will sunset and transition. From John F. Kennedy, STEM will transition to STEAM and SOIT will transition out of Eastside. Engineering will transition into STEAM and will also be available at International. All pathway courses begin for our incoming freshmen in their sophomore year. Tonight, we have on the agenda a proposed Newcomers High School program which would be opened at 133 Ellison Street. High school restructuring is not just about changing courses. It is inclusive of research, community, and students. As you all know, the most important part in setting up a successful high school experience for students is that we offer them challenging classes, pay personal attention to our students, and provide extra help for those who need it. Lastly, we need to bring in the real world into the classroom. The department of academic services has really taken this to heart and has dedicated a lot of time, money, and talent into creating courses, taking a look at our curriculum and revising it - some because we need to. There are mandates from the state that call for revisions of curriculum, and then others because of the new pathways. What we want to ensure is that all students have the opportunity to take their graduation requirements and their core subjects, but also that we give them the opportunity to earn industry certification and some college credit while they're in high school through programs such as advanced placement, International Baccalaureate, and dual enrollment. I'll talk to you a little bit about that in another slide. All of these indicators of success that make up a high school were taken into account and studied. We ensured that when we went to write curriculum that we took a look and audited all our courses. We have deleted some and created some. There is development of elective courses for students and there's an expansion to career themed course offerings. We also talked

about adding these course career pathways in the middle school. This year in 2022, we're going to have a pilot in the middle school for career exploration courses that are aligned to our high school pathway so that our students can become aware. They can learn about it. They can really dive into what careers and types of courses we are offering at the high school level. We find that when students are interested in something, they're going to pay attention. It increases motivation, grit, and perseverance. We want to align our courses in the middle school with our high school career pathways. I want Ms. Tsimpedes to talk a little bit about the freshman seminar course, which is the course we are adding. It's going to be a uniform course across the district for all our freshmen students. Through this course, we hope to provide exposure to the pathways that are at their current schools. We also want them to develop a detailed plan for graduation right at the beginning of their freshman year. This course is going to, not only introduce them to the pathways at their high school, but it will also help to develop them as a student. It will help to develop their goals for graduation and give them a better idea to be involved in extra-curricular activities, specific clubs that they want, start independent projects, and just be involved in school. Ms. Tsimpedes, could you talk a little bit about the freshman seminar course?

Ms. Tsimpedes: Sure. I had discussed this in greater detail on Monday in the instruction and program committee. The purpose of the freshman seminar is to help students make informed choices as they navigate through high school. One of the things that we want to ensure is that our students do have those success skills when it comes to study skills. I know some of the Board members have asked in the past how we ensure that our students know how to study. How do we ensure that they have those skill sets in place so that they can be productive and successful in their classes? Another piece of it also is continuing the work of SEL. We know that the social-emotional well-being of our students is the most crucial right now as we see everything happening in the world. We as a district continue to address these needs in the buildings. We also want our students to be able to utilize the data they have. One of the things we want to ensure is that kids actually access their College Board accounts as they start taking PSAT starting in ninth grade all the way through twelfth grade. We want them to be able to see the resources that are provided within the College Board accounts to help them with making choices when it comes to careers. There's a lot of information within College Board as well as Naviance. Naviance is another aspect of our students having access to help them with their careers. There are different profiles in there that they can log into to help them make choices. How many of our students really know the purpose of dual enrollment versus AP courses and honors courses? As our children begin their freshman year, we want our students to identify what courses will be in their best interest to take as they start planning for their graduation and moving on to postsecondary schooling. We have never had a course that students had just to do that. It's also a place where our freshman seminar teachers can work with our students and develop that relationship where the students feel comfortable asking questions when in doubt. They have their counselors, but counselors also have a workload where they can't form those really deep relationships and ask those questions that the freshman seminar course may address just by being in the curriculum. We're looking forward to this. As Ms. Peron has stated, there are some pathways that will have their freshman seminar embedded within their actual first course, such as cosmetology. However, half of their freshman seminar course will be dedicated to cosmetology and acquiring the hours they to meet the standard for the licensing. JROTC is another one we're working with now. They need to have four years so we're working with Major Barazza and his team to revamp some of that curriculum so that the elements that we have in our freshman seminar course our students would have access to. We feel it's important that all students across the district have this. In Rosa Parks, we'll have the theories class because they have so many courses to take within their electives. We want to make sure we place it in there. Lastly, our P-Tech at Panther, they had something similar established a few years back, workplace learning. Two years ago, we worked with Mr. Forth from IBM, and we put in a lot of these skill sets. They already have a basis for it. It's just now adding other elements that we had included within our freshman

seminar class so that it is across the board. We're also doing that for our special education students. One of the conversations that came up last week was what about our special education students. Based on the school that they're in, we want to expose them to the programs that are within that building. It will be modified because we want our students across all subgroups to have access, including our bilingual students. We're working on developing a piece in there about careers that would be multifaceted because Newcomers is more geared to the program versus a pathway that has a specialized approach. These are exciting things. We obviously have to train our teachers in order to provide them with the supports in place. But I believe that this is in the betterment of our students being successful throughout their trajectory of Paterson Public Schools at the high school level. We're all looking forward to seeing the changes that are going to occur starting in September 2022 with our new pathways in the schools.

Ms. Peron: Thank you, Ms. Tsimpedes. The freshman seminar course is something very new that all the freshmen will be experiencing. We're hoping that we are going to make that connection between the real world and the classroom. Embedding and aligning what we call book learning today looks very different. We barely have any books. We use a lot of technology. It's also the skills that are needed to be successful in life – your work habits, character, sense of personal responsibility, and attributes like that. Those are embedded in the freshman seminar course. The JROTC program will only be at Eastside High School. We have dismantled the program at John F. Kennedy. We are looking to expand JROTC at Eastside High School. This coming year academic services will be working on a development of online student course catalogs for them so that they have the ability to search their courses to know the objective of the courses, the work that it entails, and things like that. Good things are coming through the academic services department for our students and the work continues. There are many curricula on the agenda for Board approval and I&P academic services covered all the curricula and those actions on Monday. For personnel updates, I've given these updates before. They have been a part of fiscal updates. The appointment of the Director of STEAM has been completed. We now have an appointment of four pathway associate supervisors at some of our high schools. We had five, but we had to go back to the drawing board for one. Those interviews are complete. Then we hired two cosmetology teachers. One will be a teacher coordinator and the other one will be a teacher. They are set to come on board for September 2022. We also hired a construction trades teacher coordinator, and we still have a posting out for a construction trades teacher. We continue to look for someone. The reorg and the hiring staffing at the new STEAM high school and other pathway programs have been completed and the needs assessment for special education and bilingual ESL programs in all our high schools has also been completed. As you all know, it's important to have the skilled teachers and the strong leaders that will instill a vision and a mission of learning in schools and effectively manage the personnel. Up to now, this is what we have. Many of our programs did not require any changes in the facilities and some required a lot. All of them do require new materials and resources. We diligently worked with every principal. We had committees set up for these pathways in the past. We took the work of the committees, and we shared them with all the principals. We have been meeting with principals on a weekly basis and we cover many areas. The most important area that we have to cover in terms of facilities upgrades and changes in redesign is at Eastside High School for the cosmetology room. We worked very hard on developing programmatic specifications and we just didn't decide on these designs and program specifications. We visited other vocational schools. We took trips. We met with staff from technical and vocational schools. We had meetings with them. We shared curricula, designs, and vendors. We talked about what makes your program successful, just to capture all the ideas. Up to now, we have contracted our engineers. We developed a detailed scope of work. Of course, we continue our facility walkthroughs. We have submitted a list of drawings for classrooms. At this time, I'm going to call Neil Mapp and Ms. Tracy Ann Williams who are the project leads for facilities. Neil, you can better talk about our expectations and where we are in terms of contracting. I know that

we are ready to look at bids for the contractors and talk about the work that needs to go on there. We have bids for the furniture and materials. Thanks to Mr. Gaines. He works closely with us. We are ordering all the furniture and materials for the classrooms. As you know, supply and demand is a challenge and lead times are becoming longer and longer. This work is really something that needs to happen. We need to be diligent, and we need to continue communicating about the timelines and the expectations.

Mr. Mapp: I'd like to step through the structure of the overall project. There's a design portion of the project for which we hired a design consultant firm to design the project. We reviewed those drawings with the administration. We approved the scope of work. Now those construction documents are complete. We have submitted those documents to the New Jersey Department of Education for education spec and schematic review and approval. The schematic review and approval of that educational program will then allow us to get a permit for construction from the Paterson city construction authority. We're in the process of doing that now. We're waiting on approval from DOE of the educational specification and schematic drawings for the cosmetology lab. However, in parallel we have gone out with those drawings to two contractors to get quotes on constructing the spaces for those specs and drawings. We're anticipating getting those numbers back in terms of a construction cost in the next two weeks. What the two contractors have told us is that we have an ambitious schedule to try to meet the September 1 date due to the long lead times on materials and equipment. That's something we have not been able to overcome. However, we're going to endeavor to try to get the project done by September. If need be, we will approve going on double shifts, working a regular shift from 6:00 to 3:00 and then an evening shift because it's inside and it will be a controlled environment. We have that option, and we will wait to see what we get in terms of numbers from the contractors. There is material equipment and furniture associated with the project. The equipment and furniture orders are being placed now. Again, those lead times on materials and equipment are upwards of 12 to 15 weeks. It puts us squarely beyond our September 1 date just because they're not available anything faster than that. There's construction material that's being used within the cosmetology lab for troughs that we can run mechanical lines through the floor, so they won't be exposed. It supports washing and hair drying stations where we run utilities through those troughs. That equipment too has upwards of 15 weeks lead time. We're challenged by the market to get that equipment and materials onsite in a timely manner, but we're pushed to do that.

Ms. Peron: Thank you, Neil. In terms of September 2022 when our students who have enrolled and are registered to attend the cosmetology pathway, if you see the layout of the area in Eastside High School, we actually have two rooms. One room is the lab and that is the bigger room that will be designed to look like a hair salon. We will have barbering stations, manicure and pedicure stations, sinks, an aesthetic room for skincare, and a lecture room. The lecture room will be set up like a classroom. It will have a Promethean board, student desks, and areas where students can practice on their beginning skills. We actually have a little leeway in time where the students don't really need to go into the lab right at the beginning. I'm hopeful that this timeline captures the sufficient amount of time that is needed to complete the lab and the students are not missing any learning while they're working on a mannequin in the classroom, taking their lecture, and learning about the things they need to learn in cosmetology. The practice will be doable in that classroom area while we complete the lab area. That's Plan B. I also have a Plan C. I'm looking into maybe leasing a cosmetology school that has been closed. We're taking a look at that in case we run into any more timelines or challenges with materials so that the students can go into an actual lab and not miss out on any of their hours for their practical lab experience. That's actually in the works as well just to cover and just to be safe so that we have more options than one. I most certainly don't want to bring in the kids. They're super excited. We met with them. We had virtual meetings, and they are excited to join and start these classes. At Eastside High School we are renovating the science labs. There are five science labs that need renovation at

Eastside High School. That work is going to begin during the 2022-2023 school year. The engineers have been there. There are some drawings, but there's more work to be done there. They became priority number two because we are working on the science labs over at the STEAM High School so that they are ready in September for our students. At John F. Kennedy we have the stock exchange room. Facilities completed their portion of the construction. We're waiting on the vendor to get us the ticker. The furniture has been ordered and is coming in now at the John F. Kennedy construction trades room. Those rooms are really set out. They were ready to go. We're bidding on and ordering equipment, cleaning out outdated equipment and supplies, and getting those classrooms ready. At Panther we are awaiting quotes for equipment and updates for the planetarium. For the STEAM High School, the priority there was the science labs. We conducted walkthroughs. Neil, Tracy Williams, as well as many other district staff were a part of that. We created specs for general science lab, biology, and chemistry labs. Those were received. The additional construction work is required of all the lab rooms. They're outdated, but they're going to be worked on. We also have to do some asbestos removal. All that work is going to be started as soon as school ends. That building is not going to be open to anyone while that work goes on. The dental program continues over at STEAM. There is going to be a classroom and a lecture room as well, a lab. We have received quotes. We're bidding the equipment, classroom furniture, and cabinets to set up the lab area for the dental room and for the patient care classroom as well. Remodeling of the media room is going to turn into an engineering lab. The staff have all been interviewed and hired and the freshman class has been enrolled. That has been finalized. There are about 125 new freshmen coming into that high school in September. We conducted a walkthrough for Rosa Parks. We are looking at refurbishing and remodeling the theatrical lighting and we have quotes. We are looking at new technology and supplies that the programs need. That was all received. We're adding a TV studio as a course pathway perhaps in 2022-2023 pending teacher hire. At International we have designed and created an engineering lab, which is completed. The science labs are also being refurbished and we have a projected timeline which begins in September. Materials and supplies have been ordered for International High School. Regarding our high school choice application, as I mentioned earlier, I just wanted to delve into a little bit more detail so you can understand that each high school offers themes and pathways and career preparatory classes. There was an online application for students and their guidance counselors assisted them with the applications. We held a districtwide virtual high school choice event. Individually high schools prepared presentations for elementary schools around recruitment events and their programs. I also wanted to mention that all the high schools districtwide offer advanced placement courses, dual enrollment courses, extracurricular activities, and clubs. They all have access to sports located at John F. Kennedy and Eastside. We talked about the freshman experience with that freshman seminar course. Thematic programs and pathways will begin for grades 10-12. What's a pathway? A pathway is a sequence of courses, usually three, sometimes four, and they take a class once per year. The first class introduces the student to a career or academic theme and then each class provides more rigorous and specialized training and learning opportunities. Each high school campus in our district will have different pathways available to the students. We talked a lot about John F. Kennedy and Eastside, but I just wanted to bring up that work for refurbishing and talking about reorganizing and restructuring did happen at the other campuses. P-Tech at Panther, pathways in technology and early college high school career, I just want to bring to your attention that this model still occurs. Our students have the opportunity to develop skills. We have a partnership with PCCC and IBM. They have a summer bridge program. They offer the high school diploma, an associate degree, and all the other great things that you see on the screen. At this campus students must complete a separate application for consideration and enter into a lottery for enrollment. Our original application for high school choice mentions that. Each of these different high schools that I'm about to talk about have a separate application process. At International High School, we offer the baccalaureate certificate and diploma program. We are now offering the engineering pathway of Project Lead the Way formerly Garrett Morgan. It will be inclusive of International

High School. Garrett Morgan is a pathway. It is not a school anymore. Students must complete a separate application for consideration and interviews are required. At Rosa Parks, we offer an array of pathways in the fine & performing arts. You can see all the different ones and the newly added TV production. Here, as well the others, students must complete a separate application for consideration. At this school, school leadership conducts interviews and auditions and they are a requirement for enrollment. At the STEAM High School, which is HARP, a formal name will be forthcoming. It is inclusive of HARP Academy, located at the Paterson Catholic building. We are going to continue with our medical and dental arts. We are adding engineering, sustainability studies, computer science, and information technology. Here, the students must complete a separate application for consideration and then they're entered into the lottery for enrollment. What we've done up to know and what we will keep doing is meeting. We continue meeting with our school leaders who really are going to be the people that are going to make the difference for high school restructuring. We talked about rebranding the high schools. Every high school and every pathway will have an advisory board. We talked about their staffing needs. They have to establish a higher education or community partnership to establish internships, worksite experiences, and apprenticeships. We have deleted courses. We have created courses. We have conducted an audit of all high school clubs. Principals know that clubs are an initiative of high school restructuring, and they will all have clubs. We continue meeting with our high school leadership in our accountability biweekly meetings and we have conducted community meetings. We had community forums for targeted students and parents. For Eastside, we had virtual meetings for cosmetology on May 3, 4, and 12. For our JROTC students that may be interested we are conducting two meetings on June 11 and 15. At the STEAM high school, there will be a virtual meeting conducted for parents and students on June 14. As I said, we continue meeting with our high school principals around ordering materials and rebranding. Freshman orientations have been scheduled and all the schedules are falling into play through our department of scheduling and at the schools. That concludes my presentation. I know there are questions. I'll take them now.

Comm. Hodges: You have to have a special application to get to Paterson Catholic School? Or just to get into HARP?

Ms. Peron: HARP is at Paterson Catholic. That is our STEAM High School and there was a separate application, yes.

Comm. Hodges: To get into STEAM High School?

Ms. Peron: Yes, only because we have a limited enrollment for our first freshman class.

Comm. Hodges: That becomes an exclusionary school and that was my original complaint about that program. If you do that, then what you're doing is you're forcing the kids into cosmetology and the rest of these vocational programs. That's what you're doing because you're creating an extra hurdle. Everybody can't go to Rosa Parks or to the international baccalaureate because those are not open to everybody. This isn't open to everybody either. This is precisely what I tried to stop. You're shifting our kids toward vocational programming because those are the easiest ones to get into. That's what you're doing.

Ms. Peron: Absolutely not. Actually, cosmetology has the smallest enrollment. We are only accepting 50 students in cosmetology. We don't have the space nor the staffing to accept more than 50 students in cosmetology. That is not a true statement, and the application processes are open to all of the students. Rosa Parks, since its inception, has done a separate application with interviews and auditions. International baccalaureate has done the same. Panther P-Tech is the same and then there's a lottery because it's a small school. The



enrollment has to be measured. Students have access to every school. Students have access to apply to the school of their choice. Then they have to do different things.

Comm. Hodges: It is not the same access if you have to have a special application process to get into them. There's no special application to get into the other two high schools. There is none.

Ms. Peron: They have to show their interest. They have to apply for it. They all apply for their interest. The students apply for what they are interested in.

Ms. Shafer: Dr. Hodges, if you take a look at the international baccalaureate, that has certain requirements and there is an interview process and application. When you go to the STEAM high school, it's an application. Everyone can fill it out and then, because there are limited seats, there is a lottery. There isn't any special requirement similar to the international baccalaureate. It's the same thing with P-Tech. There isn't any specific requirement, but because there are a limited number of seats, there is an application process, so we know you're interested, but everyone is equal and is in the lottery.

Comm. Hodges: My original complaints about what you're doing with the STEAM program stand and this just doubles up on that. I do not accept that this is going to be an equal process for the STEAM school. I just don't see it.

Ms. Shafer: We need to know the students that are interested in attending. That's why we have the application. Then because we have a limited number of seats, you have to have a lottery, especially if you go over the number of seats. How else could we do that? If we didn't have a limited number of seats, then we could just take everyone. You have to have an application to know who's interested and then do the lottery. It's the same thing at P-Tech because there are a limited number of seats.

Comm. Hodges: Are there plans to expand the facilities at Paterson Catholic?

Ms. Shafer: Yes, there is. We already had one conversation with the SDA, and we have another conversation scheduled on Monday as a follow-up. That is to put an addition on Paterson Catholic. I'll let Neil talk more about it. One conversation has already taken place and the other one is scheduled for Monday.

Comm. Hodges: My concern is that I don't want to see kids in Paterson shifted to vocational services and away from college preparatory programs because that's what we have now. This town has a situation where 10% of its population and less have a college degree. I do not want to see us shuttle most of our kids into vocational programs. That's what my problem is. I'm defensive when I see any kind of process develop that would do that shifting and that's what I'm seeing.

Ms. Shafer: Let me just say this. That is not the intent of anything that we're doing. The intent of expanding vocational education came from parents who wanted us to bring back some vocational programs. Those vocational programs are ones that parents actually talked to us about. We're not shifting away from the number of students that are in college prep classes. Even when you go to cosmetology, the number of science anatomy classes that you have to take for that pathway, this is not 'let's go cut hair and be done with it.' There is other course work that needs to be taken. As a prime example, the number of students that can go to cosmetology in September is 50. I don't see us funneling a large number of students towards the vocational program. In addition to that, I've been watching the number of students, and I'll take culinary arts. The number of students that are interested in culinary arts, when they graduate from high school, they end up going to college for something totally different. I think

we need to keep that in mind as well. Neil, do you want to talk about Paterson Catholic, the meetings we've had, and what it looks like going forward?

Mr. Mapp: The issue, Commissioner, is that it's a structural issue. The programs that are at the larger high schools have areas and program space that will support those programs. At Paterson Catholic, you don't have an enrollment capability of 2,700 students as you do at Eastside or John F. Kennedy. It's a structural issue. We had to find some equitable way to get students into those limited 800 seats that are at Paterson Catholic. The discussions we've been having with the SDA initially started as an addition to the building, which would seem very disruptive. In our last conversation, we suggested that it should be a new building that's built on that site to replace the existing structure, and then replace the existing fields where the existing structure sits currently. We'll be able to upsize the capacity of the program through the construction of a new facility. That's what we're in discussions about now with the New Jersey Schools Development Authority. It's squarely a structural issue where the existing Paterson Catholic can only house about 800 students. How do you equitably get kids into that program based on the limited amount of seats?

Comm. Hodges: Where would the swing space be for that?

Mr. Mapp: There's no swing space. We would build upon the field that exists now and then replace the field where the existing building structure sits.

Comm. Hodges: Thank you.

Ms. Shafer: Thank you, Susie, Neil, and Joanna. Certainly, high school restructuring has been going on for a little bit over two years and it really involves everyone at central office working together. Thank you, Susie, for taking the lead and for your presentation.

### **Fund Balance Review**

Ms. Shafer: Next, we have Mr. Richard Matthews who will give us our fund balance review. As you know, we need to do this presentation three times a year. This is the final for this fiscal year.

Mr. Richard Matthews: Good evening. Thank you, Ms. Shafer. Good evening Paterson, Commissioners, community, teachers, and staff. Today I'm going to give you our final projection for the 2021-2022 school year. It was a good conversation over the middle school model and high school restructuring. But like anything else, there's always funding attached to everything that we do. I'm going to go through the projection for the year-end. As Ms. Shafer said, three times a year in November, February, and May, this year we are doing it in June. We're looking at the district's financial situation and making projections so that we can end the year in a positive, meaning we are not going to overspend our budget, we'll have more revenue than appropriations at a year-end, and extend our fund balance year-over-year. This is five years of audited data, and the final year is 2021-2022. Looking at the general fund in the revenue side, we had \$565 million in revenue for the year. We're projecting that at year-end we're going to spend \$551 million. We're going to have a difference of \$14 million that we're going to add to our fund balance from year 2020-2021. If you look at year 2020-2021, the final number for fund balance was \$42,642,816 based on the 2021-2022 year. We're going to add \$14 million dollars to that. Our projection for year-end 2021-2022 is that we'll be at \$56,622,667. This represents a \$32 million add to our fund balance over the last two years. Earlier in the year I had mentioned to you that we'll be putting money into surplus. If you look at the five years of data, this is something that we haven't done in terms of protecting us against unbudgeted ideas that don't have funding attached to it, just kind of inflation that's happening right now. We're putting in another \$1 million this year and there's a resolution

before you to put another \$1 million into capital reserve. On a side note, we had a local finance board meeting today. We got approval for the Alexander Hamilton project. One of the things I said to the local finance board was with the savings from that money we'll be putting money into capital reserve. We're going to own that property so we're going to be responsible for the upkeep, maintenance, and the repair. Also highlighted in yellow you see \$5 million for emergency reserve. That's going to be restricted money in case there are issues regarding health benefits. There's another \$1 million into legal. That's another line item that's typically been under-budgeted. Now we have \$1 million in that category for anything that happens in 2022-2023. The final number for the year will be \$22 million in unassigned fund balance for a total of \$56 million of fund balance for year-end 2021-2022. Are there any questions regarding 2021-2022? If you look at the audited numbers for the past couple of years and our projection, we're coming within 1% year-end projection versus audited numbers. These numbers are pretty good. They're pretty safe for how we're going to end the year. We obviously every year want to do better. This is the projection for 2021-2022. We'll go into 2022-2023 trying to manage it even better, even tighter, so that we can continue to add to our reserves - capital, emergency, legal, and maintenance. These are things we have to do in the next couple of years because our funding is not going to be there beyond 2024. We have to protect our district and these reserve categories for things that are unbudgeted for whatever reasons. We're at the end of the year. We're actually closing out the year. Boris, can you go to the previous slide? There's one item I want to mention that I didn't mention. You see under reserve for encumbrances \$200,000. That's the year-end close. Everything that we've encumbered for the year is not going to be done. We're closing out P.O.s. We're reserving that money for next year. These numbers are pretty tight because we're going through that process right now. This is something that you need to be aware of. We're actually closing out the books for 2021-2022 as we speak. Charter school was final. Transportation costs are still coming in, not at an alarming rate. Again, unbudgeted emergent needs are things that come up for various reasons. Class coverage has been an issue for the entire year, but we've got that under control. Next year we are putting it into a digital process. We'll have a better handle on processing time sheets. The process right now is labor intensive. It's all manual time sheets. Payroll is working overtime to make sure that we can pay people on time. In special education and food service there is this inflation. We're getting prices in and then a month or two later the prices are changing. It's more like inflation, but it's definitely impacting our number. We're at the end of the year, so these numbers are pretty tight for year-end. This is based on where we are year-to-date through the month of May. We're going to be adding \$7.8 million to our fund balance for 2021-2022 and we've done most of our revisions. We'll continue to look at it over the next couple of weeks. We don't really foresee anything major having an impact on what's been presented to you tonight regarding end-of-year projections for fund balance. That's pretty much it. Are there any questions?

Comm. Hodges: I have one more question of the Superintendent. How many students are part of HARP?

Ms. Shafer: Right now?

Comm. Hodges: Yes.

Ms. Shafer: About 250.

Comm. Hodges: Are there any plans to increase that? Or are you comfortable with that?

Ms. Shafer: No. We would always want to increase it. HARP is going to become a pathway at the STEAM building. We want to increase the STEAM building and that's why we're working with the SDA and have already started conversations with them. It wouldn't be increasing HARP as we know HARP. It would be increasing the number of students that move

through the HARP pathway as well as the other pathways that are going to be at the STEAM high school.

Comm. Hodges: Alright.

Ms. Shafer: Any questions for Mr. Matthews? Thank you, Mr. Matthews.

## **REPORT OF THE SUPERINTENDENT**

Ms. Shafer: As you know, we've been working with the New Jersey Department of Health. They have set up in schools since the beginning of April and they just ended this past Friday. I'm happy to say that 230 individuals were vaccinated during that period of time. School No. 9, School No. 28, and School No. 27 had the greatest turnouts. I want to thank those principals and staff for encouraging the students and the families to get vaccinated. We'll continue to work with the Department of Health as we continue to move through the pandemic. Today, Neil Mapp, Comm. Capers, and Paul Brubaker had a tour with Senator Nellie Pou, as well as reporters from The Record, a reporter from Trenton, and a photographer with The Record. The Senator wanted to see some of the conditions of the schools throughout the city because she is hearing there may be some additional funding with SDA. We took her on a tour of Kennedy High School where we have a boiler down that needs to be replaced. More importantly, Neil if you want to jump in here, it's really about the envelope and the facade of Kennedy High School, which is all brick and is crumbling right before our eyes. As Neil and I were walking toward the front door, here we saw a piece fall off the building into the grass. Not only did we go to Kennedy, but we also went to School No. 3 where they have three TCUs. They have no gymnasium, no auditorium, and a very small cafeteria. They have two boys' rooms and two girls' rooms for the entire building. It's about 70 students who could be lined up at any given time trying to use the restroom and this came directly from the principal. We also went to Roberto Clemente. If any of you know anything about Roberto Clemente School, they have an entire floor that is divided into quarters and there are four rooms. Those rooms could be two third grades and two fourth grades with no walls and no doors. What they have are partitions, cabinets, and bookshelves that divide those classrooms. Those were the three schools that we took them to. We talked about our buildings that are over 100 years old. We talked about the infrastructure. We talked about taking two schools offline. Neil, do you want to add anything that I missed, especially about the three schools we went to?

Mr. Mapp: We just looked at three schools, but those three schools are microcosms of our entire district. That's what I wanted to impart to the group, that we need help around capital maintenance of our aging infrastructure where systems are reaching their useful life. It's not just at those three schools. It's throughout the entire district, with the exception of the new schools that were built. We're thankful for the funding that has been made available recently, but that's just not enough. Just to replace the facade at John F. Kennedy is upwards of \$25 million. It's a challenge to the district to maintain operating at these levels and we wanted to impart that information to them.

Ms. Shafer: Thank you, Neil. That concludes my report.

## **PUBLIC COMMENTS**

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

No speakers.

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

## **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 June 8, 2022, beginning with check number 231434 and ending with check number 231902, in the amount of \$11,683,165.74, and direct deposit number beginning with 1377 and ending with 1400, along with wire in the amount of \$6,441,819.83, for a total of \$18,124,985.57;

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. Capers, seconded by Comm. Redmon 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. Arrington

- Self
- Family

Comm. Capers

- Self
- 4<sup>th</sup> and Inches
- Westside Park Group
- Insight
- Jersey Kids
- NFL Foundation

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. Dania Martinez

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

Comm. Manuel Martinez

- Self

Comm. Redmon

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

Comm. Simmons

- Self
- Family

Comm. Teague

- Self
- YMCA

## **Committee Report**

### ***Facilities***

Comm. Capers: The facilities committee met June 1. Members present were myself, Comm. Arrington, and Mr. Matthews. We had two companies come in and speak. The new facility maintenance firm from ACB, his name was Scott Kline, talked about everything they are going to be doing. We just voted for them to get the contract. They talked about everything that they were going to be doing, all the training they're going to be having, and their hiring process. Also, from the minority set aside company, Blue Stripes, Mr. Patel was there. He has six schools. He talked about all the things he's going to be doing with how to clean the schools, hiring different locals and different employees. He gave an updated report. Mr. Matthews gave a report. As of today, we took a school tour with Senator Nellie Pou and other members from the cabinet. Lastly, we're waiting on an update for the Bauerle Fieldhouse. Mr. Matthews gave an update on the A/C units being installed in the schools. The meeting ended at 6:20 p.m.

### ***Family & Community Engagement***

Comm. D. Martinez: Family & Community Engagement is scheduled to meet June 13. I'll provide a report at our regular meeting.

### ***Facilities***

Comm. Hodges: Madam Chair, I wanted to ask Comm. Capers a question. Were there any discussions about the concession stand at Bauerle Field?

Comm. Capers: We didn't. That was the discussion actually. That was my question. They are waiting to get more information, more funding to look further into it for different architects. I think Mr. Matthews could talk more on that if he's still on.

Mr. Matthews: Yes, Comm. Capers. I'm still on. That was tabled because we wanted to meet with Neil. Neil was reaching out for architects. We tabled that so we didn't really go into a discussion. It was tabled until we had a chance to talk to Neil for an update.

Comm. Hodges: When is that discussion going to take place?

Mr. Matthews: It will take place shortly. I would say we'll be able to talk sometime late this week. I'm actually in Atlantic City right now, but I talk to Neil every day. I will just get an update from Neil before the end of the week, and we'll have it for the next meeting.

Comm. Hodges: Thank you.

Mr. Mapp: May I add something to that? Internally, we're looking at the current existing structure so when an architect does come in we'll be able to discuss the current conditions of the structure, whether we would want it to be torn down or revitalized. We're looking now to see if there are utilities going to the space and what the current condition is. When we do engage an architect, we'll be able to guide them accordingly. At the next meeting we'll report our findings.

### ***Negotiations***

Comm. Redmon: Negotiations met last night, and we'll be giving an update in executive session.

### ***Policy***

Ms. Cheryl Williams: Policy has not met.

### ***Search***

Comm. Redmon: The search committee has met this week. We'll give the update also in executive session.

### ***Technology***

Comm. D. Martinez: Technology did not meet.

## **GENERAL BUSINESS**

### **Items Requiring a Vote**

#### ***Operations***

Comm. Arrington: Operations met today. Present was myself, Comm. Capers. Present from the staff was Assistant Superintendent Cozart, Lisa Vainieri, and Stephanie Wright. We went over about seven or eight resolutions for transportation. We also went over some resolutions for professor-in-residence at different schools. We had some discussions talking about training, our PD, maybe bringing that in-house. That's pretty much it. The minutes will be on the Google Drive.

#### ***Instruction and Program***

Comm. Castillo-Cruz: I&P met on Monday. Present were myself, Comm. Arrington, and Comm. D. Martinez for a short period of time. We had the entire team from the administration on. Ms. Nicole Brown, the Associate Chief Academic Officer, presented the revised curriculum courses submitted for approval. Those are on for approval next week. Attached to the committee minutes are all of those updates and that presentation. Board members, if you have any questions after review, please reach out to Ms. Brown or Ms. T. Ms. Garcia, our Director of Bilingual Education, presented the Newcomers High School that will be starting in September. That's another very important presentation. I know Ms. Tsimpedes wanted to emphasize the Newcomers, what that encompasses for students, the languages, the need based on languages spoken – Spanish, Bengali and Arabic – and the need to begin the Newcomers program in September for Spanish-speaking students. You will see the huge differential. There are services being provided for other students. Of course, the hope is to

grow the academy and the program. Lastly, the dual enrollment courses are being looked at to partner with local universities like PCCC for the Newcomers students so that they can have exposure and work towards an associate degree. The meeting lasted until 6:00 p.m. There are a little over 150 resolutions in I&P but those two presentations are imperative for Board members to review as soon as they can. If they have any questions, they're both on for a vote next week. That concludes my report.

### ***Fiscal Management***

Comm. D. Martinez: Fiscal did not meet.

### ***Personnel***

Comm. Redmon: Personnel met on Monday. We discussed the vacancies. I can't remember the total vacancies. Mr. Lewis, are you on? I think the number was down to 47, but I will make sure we get the accurate number before the meeting is over. We also talked about upcoming virtual job fairs and in-building job fairs. We also talked about the movement throughout the district, the restructuring of principals throughout the district. That concludes my report for personnel.

### ***Governance***

Comm. D. Martinez: Governance did not meet.

### **MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS LEGAL MATTERS**

**It was moved by Comm. Capers, seconded by Comm. Redmon that the Board goes into executive session to discuss legal matters. On roll call all members voted in the affirmative. The motion carried.**

The Board went into executive session at 8:16 p.m.

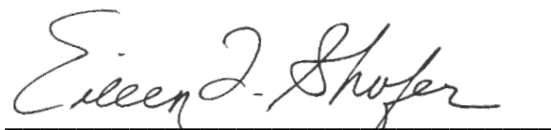
**It was moved by Comm. Redmon, seconded by Comm. Hodges that the Board reconvenes the meeting. On roll call all members voted in the affirmative. The motion carried.**

The Board reconvened the meeting at 9:25 p.m.

### **ADJOURNMENT**

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

The meeting was adjourned at 9:26 p.m.



Ms. Eileen F. Shafer, M.Ed.  
Superintendent of Schools