

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

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

Presiding: Comm. Kenneth Simmons, President

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. Jonathan Hodges

Comm. Dania Martinez
Comm. Manuel Martinez
Comm. Nakima Redmon, Vice President

Absent:

Comm. Oshin Castillo-Cruz
Comm. Corey Teague

Comm. Simmons 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
April 6, 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.

PRESENTATIONS AND COMMUNICATIONS

Paterson Healing Collective After School Program

Ms. Shafer: Good evening, Board Commissioners, staff, and Paterson community. Tonight, we have with us the Paterson Healing Collective After School Program. I'm going to turn it over to Mr. Casey Melvin and Dr. Chowdhury.

Mr. Casey Melvin: Good evening, Commissioners, BOE staff, administration. Hope all you guys are doing well today. Glad to see you. I'm Casey Melvin, Field Operations Director with my director of the program, Dr. Lisa Chowdhury to my right. We appreciate the opportunity to talk about the Healing Space Initiative. It's an after-school program specifically geared towards the residents of the first and fourth wards. We targeted two locations, School No. 28 and Frank Lautenberg School No. 6, to begin the pilot. This program deals with young individuals in the neighboring community, as well as providing services to the family members. I hope all of you have received the packet of the brief outline of some of the programs that we want to implement. Before we go on to that, I want to talk about our program because I know you are interested in what type of program the Paterson Healing Collective is. I'll start off and then let my director to my right give you the meat of it.

Dr. Lisa Chowdhury: As you guys know, we launched a high school-based violence intervention program last year. We've serviced over 160 gunshot and stab wound victims. A lot of the focus groups we did with the community members that are survivors of violence show that there's nothing in their communities, specifically in the first and fourth wards. We were going to pilot this program based on their focus group suggestions. Some of the things we want to do were resilience circles. That means we want to bring in speakers, have focus conversations around trauma, and provide them with resources if they want to get a job. Our office already does that. We're being funded through a piloted grant project through the Governor's office called the Community Response Intervention Grant. This is a part of our proposal, where we want to create more healing spaces in the community. As you know, there are not enough large, recreational spaces where we can gather in those communities. That's why we reached out to the school system to see if you can be a partner with us. This will be of very little cost to the school community because most of the cost will be taken up by our grant. It's going to provide food for the participants. We're going to have our staff manage the operations of it. We're going to have guest speakers and entertainment. This event will happen biweekly. One will happen in the first ward and then in the fourth ward. It will be two events per month in the different school areas. Our hope is that the data we gather from these events can give us more information on the needs of the community and how we can continue supporting them. Our target population is in the first and fourth wards, which is a greater community. Our program only allows us to service victims of violence. We want to also service those who are not victims of violence, and we want to use this opportunity to prevent future violence. We want to get these 16-year-olds and 17-year-olds that are hard to reach. To piggyback off something else we have already launched with the help of the district, it's a mentoring program in John F. Kennedy High School and Al Moody Academy, which has been very successful. We have already engaged over 50 youths, and this is going to be an offshoot of some of that work so it's consistent. We want to use this work to have this community-based robust model. Hopefully from this data we can partner with the school district to see how to grow these projects. That's in a nutshell what we're trying to do. The help we need from the district specifically is maintenance. We will clean up. If there are other maintenance needs the school has, we want to help with that, and then also security. We will be there for operational needs, but if the school can support us with that, that would be great.

Comm. Arrington: Are we targeting high school children? Or is it more for elementary students?

Dr. Chowdhury: This will be for the community. If you look at the Lights On Program in Westside High School, it targets the community of the first and fourth wards. It will be open to the community.

Comm. Arrington: I met Principal Cook in Paterson. I visited that program and it's incredible what they're doing over there. That's a great program to model. Any age student from fifth to twelfth grade is welcome to come to this program.

Mr. Melvin: Yes.

Ms. Shafer: They are also partnering with recreation. School No. 6 and School No. 28 have a recreation evening center. Those students that are involved in recreation programs will also have this opportunity, as well as anyone else in those two neighborhoods who want to come and participate.

Comm. Arrington: I think it's a great idea. We run the Omega Teens Program out of School No. 20 twice a week also. Anything to prevent violence and help the students is awesome.

Ms. Shafer: Yes.

Comm. Simmons: Does any other Commissioner have any questions? Thank you for the presentation. When are you looking to start?

Dr. Chowdhury: Hopefully with your support we were thinking about launching on April 28. That gives us a good amount of time to plan with the district and get us prepared to advertise the program to the community. We want to do a big launch at School No. 28. We've done a lot of work in that area in the first ward in terms of peace. We're already talking to those young folks out there. They're excited and we definitely want to do a really nice launch for that community so they can see from the Towers to North Main that this is a healing space for them to really come together and have these conversations about trauma.

Ms. Shafer: We're ready. We were working today with additional security. Because it is in collaboration with recreation, the sites are already open. They're already being used. We have custodial staff there because of the recreation program.

Comm. M. Martinez: The custodial and security needs they're requesting are already taken care of?

Ms. Shafer: Right. The custodial is already there for the recreation program. We're going to add some additional security.

Comm. M. Martinez: Excellent. We appreciate it. Thank you.

Comm. Simmons: If there are no other questions we can move forward. We look forward to working with the Healing Collective.

Ms. Shafer: Thank you, Dr. Chowdhury and Casey.

Strategic Plan Update

Ms. Shafer: As the Board and the community know, we have a five-year strategic plan that ran from 2019 to the completion of 2024. When we developed this plan, it was with the involvement of all our stakeholders, and we had four goals with objectives. Tonight, is our midway report as to where we are. We're in the middle of the five-year strategic plan. It will be a long presentation because there was a lot of work that went into what

has happened to address the strategic plan. I would just ask that you hold your questions to the end. We're going to go as quickly as possible and then be able to take all the questions. I want to thank in advance everyone who is on tonight and all of those who participated in putting this report together and all the activities that we have participated in during this period of time with the strategic plan. At this time, I'm going to turn it over to Ms. Rodriguez to put the PowerPoint up and we'll move right into the presentation.

Ms. Joanna Tsimpedes: Good evening, Commissioners. Goal #1 is focused around teaching and learning. As we know in academics, it's what makes a district go around. I wanted to pay specific attention to the goal. It's to create a student-centered learning environment to prepare students for career, college readiness, and lifelong learning. Part of the objective here is to truly create an environment for lifelong learning and a curriculum that is aligned to the state standards. It's also purposeful to integrate the arts into all areas of learning and expose our students to utilizing innovative activities and our partnerships, taking into account the various learning styles our students have in order to educate them. We also ensure that we have real world experiences for our students, and this is via internships and independent studies. We're going to continue to see that grow as part of high school restructuring with our pathways. Another major focus because of the pandemic is to increase the technological resources for teachers and students so that we are preparing them to be future ready leaders. Under teaching and learning most of the Board resolutions that come forth are centered around curriculum. The curriculum is aligned to the state standards. We ensure that when we do bring forth the Board approvals, that we are inclusive of the different mandates that come through the ropes, such as the Amistad, the Holocaust, and LGBTQ+. We also have a new one that was just approved, which was the Asian American Pacific Islander, which will need to be included for upcoming revisions. You'll see them come forth in the summer. We also ensure that our curriculum affords our students the opportunity to prepare them for future college and career readiness. We also ensure that the resources that we include in our curriculum are updated to reflect trends as well as student needs and provide them diversity. Part of the curriculum has ELA, math, science, social studies, and physical education. We also ensure that we expose our students to world languages, computer science, programmatic pathways, our career readiness life literacy and key skills, as well as that mandated curriculum I just spoke about. For financial literacy, the state mandate is for grades 6-8. We take it from k-12. And there's the civics for our students to understand government at the middle school level. Part of the objective under teaching and learning is aligned to assessments and ensuring that we're exposing our students to rigorous assessments aligned to the curriculum. We have assessments built in within our intervention platforms, such as Imagine Math, ISIP for Istation, and Achieve 3000. We also have midyear and end-of-year assessments that are created in-house and our GOLD for our preschool. We also afford our students additional assessments to assist them with college readiness, the SAT/PSAT, ASVAB exams, Accuplacer, and so forth. We also have the required assessments from the NJDOE that we administer and we're going to be administering within the next two weeks. We're going to start on the 25th the NJSLA. We just administered the new assessment that came down the pike. The NJGPS is the new grade 11 state proficiency assessment for our class of 2023 graduates, as well as Access, NAEP and DLM for our special education students. We also have the opportunity under teaching and learning to provide intervention platforms and resources. Many of you are familiar with the Imagine Math, ALEKS, Istation. We were able to bring in this year Newsela for social studies and science as an additional resource in the classroom. We have Mystery Science, Pivot Interactives, and Defined STEM as part of our project-based learning for our students. We also have our FOSS Science Resources. We've also brought in Naviance down to the middle school level,

HIBstervention, as well as monitoring our harassment, intimidation, and bullying cases. Going Merry affords our students opportunities for college. Professional development is key under teaching and learning. We need to ensure that we're continuing to reinforce skill sets and teach our staff new skill sets that they need in order to be successful in the classroom. We've had in the past coaching and leadership, HIBstervention, Kami Tools for Instruction, Istation, Using Achieve 3000, Equity in Leadership, which is a main focus this year. Our leadership team inclusive of cabinet is participating in it. We've had trainings for teachers with the new computer software programs to assist while we were in remote learning, as well as ensure that our teachers are continuing to utilize blended instruction in the classroom as we continue to move forward with meeting the needs of students on all levels. For the visual and performing arts, we have Quaver Music and Art of Education, to provide additional resources to our arts and music teachers. Our district participates with a lot of community sponsors to accelerate our partnerships and student experiences in the district. We have the 21st Century Learning grant, City Green, FAFSA Finish Line partnership, which started a few years back with United Way. We have our Hackensack School of Medicine which started at the onset of the pandemic two years ago. They have been a viable partner with us the last two years and continue to grow. We have Jazz House Kids, which you are familiar with from seeing them interacting at the Senator Frank Lautenberg School this year. We have a partnership with Montclair State, New Jersey Audubon, and the New Jersey Symphony Orchestra. We've also had long-lasting partnerships with PEF, the Paterson Museum, Passaic County Community College at the Passaic County theater, St. Joseph's, who's played a monumental role with the pandemic, Seton Hall, Sharon Miller, and VH1 Save the Music. We also have 22 providers in early childhood that assist us with educating our preschoolers across the district. Every year we bring this to the Board for approval when we put in the budget. The fun activities that happen in academics allow the students to participate and showcase their talents when it comes to different competitions across the district. Unfortunately, because of the pandemic during the last two years we were not able to afford our students these opportunities. But we look forward to going back to them in the future, such as Math Olympiad, Spelling Bee, Quiz Bowl, Mock Trial, and National History Day. We've had robotics club competitions this year, DECA and Winter for Kids. I just wanted to make a note that in order for all these things to occur there obviously is a financial cost that goes to this. The Department of Academics work closely with the Business Department to ensure that funding is appropriated so that we can continue to offer, grow, and expand these activities to our students so we can offer them on a wider range to all the schools in the district. This isn't just done under academic services, but in conjunction with the various stakeholders in the community so that we can move forward with teaching and learning.

Mr. Neil Mapp: Good evening, Commissioners. Goal area #2 is for facilities. The goal statement is to enhance and maximize learning opportunities provided by first-class facilities and technological improvements that prepare students for 21st Century learning. There were five objectives to this goal area. The first was to address facility issues that impact student achievement by including this in the five-year long-range facilities plan. I'd like to start off by saying that we have submitted that long-range facilities plan. It's the first phase of that submission. It's been approved by the New Jersey Department of Education. That first phase confirms the building inventory programming and enrollment throughout our district. It also lists potential capital projects that will be achieved in the next five years. With the advent of the new funding that we've received from the state and ESSER III, we will be amending that project list accordingly. The second phase of the long-range facilities plan will be to involve stakeholders and gather their recommendations on what should be included as a major amendment to the plan for our five-year goals for facilities. One of the goals was the

implementation of a middle school model throughout the district. We're in the process of doing that and that recommendation will be presented to the community and the Board in the near future. We have three charrettes involving all of our stakeholders that will be taking place in the upcoming months. We have satisfied some of our long-range facility goals at this point by the opening of the new Joseph A. Taub Middle School. Every teacher and student have their own digital device. We have project labs, art rooms, and science labs for all grade levels. There are three floors and each one has a particular grade. Each grade level has those particular program elements. We also relocated two educational programs. HARP went from Colt Street to Paterson Catholic and Young Men's Leadership Academy moved from St. Paul's to 45 Smith Street. This provides improved program spaces so these programs can have access to better and more educationally adequate spaces. The other benefit for moving those two programs was that we now reduced the amount of facilities that the district is leasing. Part of our objective also is to impact student achievement and included in that effort was to provide better facilities for our students. We're doing so through high school restructuring. We're adding vocational programming and standardizing program lab spaces throughout our high schools in the district. At Paterson Catholic, we're looking at updating five science class labs, one dental lab, and one medical lab. At Eastside High School, we're doing cosmetology labs, automotive shop, and renovating seven science labs. At John F. Kennedy, we're doing construction trades, a stock exchange room, and updating their science labs to the district standard. There are major capital improvements that have been done throughout the district enhancing the learning opportunities for our students by creating safer environments. We've placed new roofs in a number of schools totaling well over \$3 million worth of work. We've placed new boilers. New windows are scheduled at School No. 2 this summer. Playground equipment was installed at several other locations. The next slide is just a picture of Joseph A. Taub. It's a 158,178 square-foot facility with a maximum student capacity of 1,100 students. That's a huge win for the district. Here are some of the educational components at Joseph A. Taub. There's a cafetorium that also features a dance studio on the stage with theatrical lighting and sound. It's a theater capacity of 1,100 persons. We have a media center and up-to-date lavatories with touchless faucets and hand dryers. There are computer rooms and project labs on each floor. The typical classroom feature desks that have adjustable heights where you can either sit at the desk or stand at the work surface. The seating is flexible. You can sit three or four different ways on that seat. It also comes with a carrier for the books and coats. At YMLA we opened at 45 Smith Street after significant renovations took place at that location. On October 1, we installed new boilers, updated the landscaping, put in LED lighting, air conditioners, air scrubbers, air purifiers, and all the COVID-19 mitigation equipment needed for that school was installed. You can see some of the spaces on the next slide that were renovated to a brighter, safer, and cleaner environment for our students. Objective #1 also addressed major capital projects to improve the educational milieu. The Department of Early Childhood funded major renovations at the Anna Landoli Early Learning Center where we were able to replace their fire escape that was pretty much dilapidated. They replaced the retaining wall between our neighbor and the school. We're installing a new playground structure, a new sidewalk alongside the building, play surface, and we are relocating the steps that bifurcate the playground now to the edge of the site, providing more playground space and floor space for the students there. At John F. Kennedy, we're looking at a \$500,000 repaving project over the spring break, which is half of their parking lot. We've retrofitted all the roofs at John F. Kennedy. We're renovating the greenhouse there and added solar arrays to that facility also. At Eastside High School, we'll be adding blacktop this spring break also. We're adding drainage to mitigate the flooding that's taking place on the ground floor computer room in that facility. We have also added new roofs and solar arrays at that location. Objective #2 is to monitor and hold accountable the cleaning crews tasked

with improving appearance and sidewalk appeal of our schools and grounds. The district has instituted a sector supervisor rotating second shift. Our sector supervisors are now coming in once a month to do quality control on the custodial services that we're receiving after-hours. We've also instituted monthly IAQ reports, daily chief custodian updates, building temperature checks on a daily basis. We've also put in inspection forms in bathrooms to monitor the cleaning of bathrooms and touch points. We've also acquired equipment to clean and sanitize our facilities and handheld foggers. We've gotten remote robotic cleaning equipment for large spaces like the cafetorium at Joseph A. Taub. We've spent millions of dollars in equipping every occupied space with air purifiers. We also created a grounds department and we've hired a coordinator of maintenance so we can coordinate the needs instantaneously at any location where there is an emergent problem or condition. That's been working very well. We've also instituted mandatory overtime for our maintenance and custodial employees during inclement weather. That is evident in this winter's snow and ice removal that was seamless through every event the district experienced. Objective #3 was to provide instructional areas designed and equipped with special built-in equipment for industrial arts and vocational trade learning, including but not limited to cosmetology, electrical, plumbing, etc. To that end, through our high school restructuring and opening of Joseph A. Taub, there's a list of features for the building, including an aquaponics lab, dance studios, musical and vocal rooms, theatrical lighting in the cafetorium, and a regulation size gymnasium. As part of our high school restructuring plan, we're looking at constructing a cosmetology lab at Eastside High School and a dental lab at Madison Pre-K, which is about 90% complete. At Paterson Catholic, we are including a special education program there in a number of classrooms. At 45 Smith Street, that was a complete rebuild of that building. At Rosa Parks, we're doing theatrical lighting and sound. At John F. Kennedy, we're doing construction trades. We're upgrading the science labs there and we're installing a new gym floor and bleachers. Through the ESSER III funding, we'll also be doing air conditioning for that gymnasium also. Some of the common districtwide facility upgrades occurring are new auditorium seats at School No. 10, School No. 20, School No. 5, and School No. 28. At School No. 28, it will be a full tear-out where we will do new flooring and new seats. We've also installed washers and dryers that are accessible to our students to use for their personal use at School No. 11, School No. 12, School No. 21, Eastside High School, and STARS. Objective #4 was to develop a comprehensive maintenance program geared towards long-term upkeep of all Paterson Public Schools facilities. To that end, the facilities department has hired a coordinator of maintenance. We've hired a senior manager of capital projects and energy. We're also hiring an environmental coordinator who will administer regulatory trainings, testing, and reporting data to state agencies. We've also submitted the comprehensive maintenance plan for the district. Through our maintenance and custodial departments, we have engaged multiple HVAC contractors this fiscal year to address ongoing maintenance issues. In the past, we relied on one T&M contractor. We had three HVAC vendors in the district this year tackling any ongoing issues relative to heating, ventilation, and air conditioning. We've also created a central database for work orders, regulatory data and quality control inspections. We've also instituted mandatory overtime and using outside vendors for chief custodial coverage that will be also doing quality control inspections after-hours. Objective #5 was to prioritize and align with the budget adequate resources for timely implementation. We've appointed architects and engineers of record to provide design solutions for capital and repair maintenance projects. We've also issued an RFP for design services to utilize the ESSER III federal funding that will be providing solutions to a myriad of HVAC issues throughout the district, including adding air conditioning to some of our more vulnerable populations, such as at School No. 19. We're also utilizing shared services agreements with the city

and county to minimize our overall material costs. Hopefully those objectives have achieved the goal for facilities.

Ms. Jenna Goodreau: Good evening. I'm Jenna Goodreau, Director of Full Service Community Schools, to introduce Goal Area #3 – communications and connections. The main purpose of this goal is to establish viable partnerships with parents, educational institutions, and community organizations to support our educational programs and advance student achievement. There are several objectives to accomplish this goal, including establishing mentoring programs, partnering with faith-based organizations, increasing partnerships for before and after-school care, utilizing all media platforms, and continuing to improve clear and accurate internal and external communications. We have 10 school program sites. We have 8 schools that are up-and-running. We have School No. 5, Napier School, NRC, School No. 15, Senator Frank Lautenberg, School No. 2, John F. Kennedy, and Alonzo T. Moody Academy. Our two upcoming sites are School No. 16 and Joseph A. Taub. Many of our schools were started with funding through the federal Full-Service Community Schools grant. Through the district's commitment to continue the programs for these schools that we've been able to maintain our services once the schools come out of their grant cycle. In addition, we have also utilized the ESSER funds to help support our three new sites – BTM, School No. 16, and Taub. Our community partnerships are as follows – we work with NJCDC for School No. 5, Taub, and John F. Kennedy. Boys and Girls Club for Napier. St. Paul's was School No. 15 and NRC, and New Destiny with Senator Frank Lautenberg. We work with Oasis – a Haven for Women and Children with School No. 2 and School No. 16. We are partnering with Paterson Education Fund for the Alonzo T. Moody Academy. We work with Health and Wellness as a medical provider for all of our schools. We also have several other community partnerships that help support the Full Service initiative. These include 21st Century grants that we have at School No. 24 and MLK. Paterson Education Fund also has a 21st Century grant at School No. 15 and Lautenberg. We work with Cigna Health Foundation at School No. 15 on the Healthier Kids for Our Future grant. They are assisting us in building a food pantry that will turn into a food market at the school. We've also done a full cart summer program where we provided hundreds of families with groceries. In addition, we have collaborated with Alexandra's Playgrounds to bring numerous playgrounds to our schools throughout the district. Our latest sites are School No. 10 and School No. 19. We're currently working on a new playground for School No. 13, hopefully to be completed later this spring. This chart details the services that we offer at each school. All of our Full Service schools have a site coordinator that is a staff member that is located right in the school to coordinate all of the programs and provide services for the students and families. Many of our schools have after-school and summer programming. All of our schools participate in some form of mentorship, leadership, or college and career readiness and provide various student activities to accomplish that. Our schools have provided parent workshops virtually throughout the pandemic. Some of our schools have also continued to provide adult education, whether it's in ESL and technology courses. All of our schools also provide the medical services for the students. This slide details the number of students and families that we have provided services for over the last few years. These are points of service. It could be an after-school program. It could be mentoring. Perhaps they have participated in the food pantry or food backpack program. Maybe their families have attended workshops or the adult education classes. We have serviced 8,656 students and 8,966 families over the last three years. We also provide medical services, pediatric care, dental, optical, nutritional wellness, and behavioral health counseling. Over the last four years, we've had 3,308 students admitted into our clinic and received services. Thank you.

Mr. Gilman Choudhury: My name is Gilman Choudhury. Here we have our Full Service Community Center and here's the data that we have so far. For the first two and a half years of the five-year plan, we have been able to offer a plethora of different services targeting directly some of the most different areas that we find within the community. As we know, a great amount of parents are looking for jobs, opportunities to not only accelerate in their career, but also help their family members and students by offering an opportunity for their basic income to be met. The FSCC has really become a cornerstone in the community at 512 Market Street. As you can see from the numbers on the right, we've had about 3,000 parents since the opening who have been served in one capacity or another. We've been able to help multiple parents receive professional job training in certificated skills. About 300 parents connected to community resources. Those include food banks, medical centers, and tutoring centers. This is just a brief overview of the Department of Family and Community Engagement. Kemper McDowell is the Executive Director. It just specifies some of our crucial focused areas that we're here for to help parents. One of our most premier programs is our PTO leadership executive board. This is a collection of parents from local PTOs that come together to form an executive board overseeing all aspects of PTO involvement for parents. Not only do they offer a crucial assistance to parents, but they also offer a technical bridge in everything. We've held about 50 executive board meetings. We've provided direct support to 20 school-based PTOs. They've also helped reform the PTO districtwide bylaws and instituted mandatory trainings. Case in point, we make sure that any parent who is a treasurer at their schools receives the proper training on basic accounting, money counting, banking principles, just to make sure that we're following, not only the school regulations, but also safe practices. Our Parent University workshop series is one of our premier opportunities for us to provide workshops after-school, online, and at different locations and centers. Since the beginning of the five-year plan, we've held over 250 workshops. 20 of them have been online and they're continuously happening. The frequency is anywhere from one to two events happening within a week. We also make sure that we follow up with parents. Some of the community providers who offer these free services, such as St. Joseph's Hospital and CUMAC, we will do a follow-up with the parents who are interested in following any of their guidance or support structure. As for our school-based parent coordinators, these are staff members who are parent coordinators and liaisons that are stationed directly in the schools. They've provided over 1,000 parent workshops, handled over 10,000 parent issues, ranging from bullying, confusion about homework, and a variety of others. They have held over 400 community engagement events, including book bag drives and turkey drives, things we know our community members desperately need. This is a small sampling of some of the most frequent workshops that we host for our families. We do a heavy emphasis on basic banking knowledge, financial literacy and learning. We want to make sure that not only do the parents understand exactly their responsibilities and how they can improve themselves, but also the entire family. A lot of these workshops are taking a holistic approach into serving whatever we can. What we found is that a parent might show up just to learn about home ownership, but while we have them and they're a captive audience, we also try to connect with different resources and let them know that we have ongoing workshops happening. We have a parent office in central office which offers direct support consultations and also connecting with community-based organizations. We make sure that we offer in the four main languages, English, Spanish, Arabic, and Bengali. As you can see, the numbers on the right are so far how many parents we have served from parent phone calls to them coming to the desk, and also the amount of parents needing anything from sheltering, domestic violence, and job training. It's pretty much a one-stop shop at the office. As anyone from central office knows, we have a lot of parents coming in with multiple different issues or barriers and we do the best we can to service them with dignity and respect. One of the projects that we worked on that we have staffing that are able to flex to help these out is the Google

help desk. As many of us remember, during the height of the pandemic there was lots of confusion regarding how to access Google Classroom, the Chromebooks. We made sure we manned the phones during the workdays and frequently checking them on off hours. We received over 500 calls on that section. Then the PPS parent hotline was just for general questions such as where to go for a testing site, where to get vaccines, and what to do if their child is sick. They had a FAQ which they were able to answer all those questions. Again, we offered this in four different languages. We've received over 400 calls on that and they're continually coming in. That's it for me. Does anybody have any questions of what we have discussed?

Ms. Shafer: We're going to hold the questions until the end.

Ms. Nancy Aguado-Holtje: Good evening. I'm Nancy Aguado-Holtje, Director of Early Childhood. I just want to present that we do collaborate with 22 preschool providers throughout the City of Paterson, as well as 14 in-district classrooms that are listed here. The Board sees all the sites on every Board summary. The Department of Early Childhood also does a lot of outreach regarding the preschool program and we advertise through the New Jersey Transit buses, the New Jersey Group, El Especialito, Al Madar News, Paterson Public Schools media and website, as well as we did a billboard on Route 80 in 2019.

Mr. Paul Brubaker: Good evening, Board Commissioners and everybody else. My name is Paul Brubaker. I'm the Communications Director for Paterson Public Schools. The communications department's role in the strategic plan has really been about supporting and implementing initiatives that pertain to the last two objectives in this goal area. We talk about district branding for a moment, which is why it's highlighted here. We look at that as really defining who we are as a school district. We do this through earned media. In virtually every communications job I've ever had, the emphasis has always been about getting positive stories. To get those positive stories, we could buy advertising, or we could go through earned media. We do that by communicating internally first and that's telling the communications department what's going on. How do I know when to send out a press release about somebody who's gotten into a great college? The principal usually tells me. We also get proactive and keep in contact with principals, department heads, and people who work throughout the district to find those good news stories. After that, we communicate externally with the communications department, telling the media what's going on. All the while, the communications department is maintaining hopefully very good media relationships on behalf of the district. In terms of earned media clips for a full year, this gives you a window. If you look at the middle column to the left, that's when we start to see the strategic plan being implemented. We had a banner year that year and then COVID. Now you can see year-to-date, we are on track to be back to our pre-COVID strength in terms of getting great earned media clips. Here are a few examples. This is early on just after the beginning of the current strategic plan. We see headlines about student achievement, new programs, and things like that. Same continues for television coverage. We also have very strong relationships with the Latino media outlets here. We've gotten some national press by way of how we have managed getting through the pandemic, as recently as the Omicron surge. We did have a fantastic opportunity to feature one of our teachers. I'm always looking for opportunities to highlight great achievements by the staff. That was Talena Queen featured in a profile talking about her approach to teaching. It always comes back to the students, and these are just a few examples of some of the media that we've earned on behalf of student achievement. It's not always about classroom achievement. It's also about some of the things that are happening culturally. One thing I always want to emphasize is getting great clips like these really is a team effort. When they say that you're only as good as the people around you that is

particularly true with the communications department. Case in point, the Channel 4 clip, some of the staff and all of those students showed up at P-Tech at 5:00 a.m. so they could be featured on the morning broadcast multiple times that day. It's a team effort - great ideas coming up with new programs and then actually doing what needs to be done in order to get the coverage. Press conferences usually deliver a great bang for the buck. These are just some of the events that we have done that have earned us fantastic media coverage for a variety of reasons. We also have engagement. Since the implementation of the current strategic plan, our social media following on the three social media platforms has grown. There are the numbers. We also have engaged parents and staff members through surveys. Here are a few of the topics we have done. What do you have at home? Do you have computers? Do you have internet access? It was that data that was derived that really helped the district understand where Paterson Public Schools families were before we could close the digital divide. We also have been engaging parents and staff through online community forums. Board of Education meetings are now live-streamed, including this one. When it comes to clear and accurate communication, we do put out a number of in-house publications. Paterson Post comes out once a month, but we also do other publications as needed just to make sure people understand what's happening on an annual basis. When it comes to resuming or coming into the new normal, there have been a number of publications that we've worked with our colleagues to put together to make sure that staff and families have the most accurate, complete information possible. Of course, we also do a lot of immediate communications, Robo-calls, email blasts. Sometimes we'll put out a video message, a lot of work on social media, and on the website. We do use video as a means of instruction. We did that with the previous slide with the back-to-school in-person instruction video, "A Day in the Life of a Paterson Student." That was done with a lot of great volunteer students out of School No. 9 with our Director of School Safety, Dalton Price. His team collaborated to put together a school safety video. These are some of the most collaborative things that we do working with our colleagues to put together celebrations of Hispanic Heritage, Black History, and our holiday presentation with the help of the very capable Daniel Juan in my department. We also celebrated our rites of passage, such as the 10+1 anniversary of our Full-Service Community Schools and the one-year anniversary of the pandemic. I did want to present to you a brief highlight reel of where we have been throughout the last two and a half years of the strategic plan. This is a very brief video, but I hope that it makes you feel as good as it made me feel seeing where we have been as a district community.

(Video Presentation)

Mr. Brubaker: We've been around the world in two and a half years around Paterson Public Schools. Thanks everybody.

Ms. Cicely Warren: Good evening, Commissioners and Paterson community. Goal #4 is around social-emotional learning. The goal statement is to build the capacity of all stakeholders to address the social and emotional needs of the students and staff, your professional development and instruction and support services. The objectives focus on areas ranging from mental health first aid to development of curriculum and a comprehensive program to prevent bullying.

Ms. Eliza Rodriguez: Thank you, Commissioners and community. From January 2021 through May 2021, the district conducted a mental health series with the help of Dr. Jason Coleman. It was to aid in the pandemic stressors for the districtwide community. There were a series of 15 workshops that were divided into three modules. There were parent, administrator, and staff trainings.

Ms. Warren: We also addressed equity as a component of social-emotional learning because we want to move beyond just being diverse to being an inclusive school system. To that end, we had diverse stakeholders ranging from our PTO executive board to district leadership, to teachers, parents, and buildings administrators participate in courageous conversations training last year. That was a two-day training that gave us a framework for having discussions around race, implicit bias, and diversity. Subsequent to that training, we developed our Social Justice Committee. Last year and this year, our eight subcommittees are in the process of examining all school district operations in the areas that you see indicated here. At the end of the year, those subcommittees will report out regarding their findings and make recommendations for next year. Additionally, district leadership is engaged in training with Montclair State University. That is a two-year partnership that will begin with leadership and extend to teachers next year. The focus is equity-based leadership. Our building leaders and supervisors are engaged in goal setting as strategic planning from an equity lens and also training regarding implicit bias. We have not forgotten our young people. Students at five schools are participating in Youth Equity Stewardship and they have also done some goal-setting and strategic planning during the five days that they meet and collaborate at Rosa Parks High School. They're working with adult advisors, incorporating the arts and advocating for their needs in their own schools. We're also addressing mindfulness as a way to self-regulation and manage stress. This is something that came to the forefront when we were in the height of the pandemic. We realized that, not just our students and our families needed support in that area, but also our teachers. In that effort, every school in the district has a core team identified that enrolled in Mindfulness 101, and that is teacher-centered practice. We currently have a cohort at each building engaged in Mindfulness 201, and that is supporting teachers and using Mindfulness in engaging with their students.

Ms. Goodreau: We also participate in the Healing Centered Engagement Program, and we have three schools participating in this – the Alonzo T. Moody Academy and School No. 2 are in Cohort 1. Napier School is in Cohort 2. This initiative will help schools and communities address systemic issues that cause students and teachers not to attain their highest educational and personal goals. This is a partnership that's facilitated between the schools and the communities that they serve.

Ms. Warren: You heard from the Paterson Healing Collective earlier. They were speaking about their community efforts, but they are also working with students at Alonzo T. Moody Academy and John F. Kennedy High School in helping students in terms of their goal setting, mentoring, and dealing with some of life's challenges. They are working with students seven days a week. It does not end when the school week ends.

Ms. Tamisha McKoy: Here we have an additional trauma-informed approach that the district is engaging in where we want to partner with Dreams regarding the Nurtured Heart Approach during this current school year, which focuses on assisting and supporting students with troubling behavior and those who require behavior modification. There are 15 staff members who were fully trained to utilize the Nurtured Heart Approach in addition to two lead trainers, Laura Olson, who is a SAC supervisor, and Shawn Douglas, who works within our School No. 6. These two individuals are now partnering and developing a plan to turnkey the information to additional stakeholders, teachers, the community, as well as our parents.

Ms. Cheryl Coy: Mental health first aid is a course that we rolled out starting in 2019. We had 600 staff members from January 2019 to August 2019 trained in being able to

identify adults and youth in crisis. During the 2019-2022 school year, we trained 60 staff members to turnkey and begin training staff throughout the district.

Ms. McKoy: In keeping with our mental health and social-emotional learning, the district has engaged in several opportunities for staff, administrators, and students dating back to 2018 by way of professional development, the Administrator's Institute and summer PD for staff. We also worked to revise, update, and refresh district curriculum to reflect social-emotional learning driven instruction. During the remote instruction and continuing today, students engage in social-emotional learning check-in questions just to anchor where they stand with regards to their day and how they may be feeling. One of the primary social-emotional initiatives is the onboarding of the district's social-emotional learning team. That currently consists of one data strategist and five interventionists, who work directly with students to provide them with tool kits and resources to navigate their behaviors and their emotions, as well as three instructional specialists who work directly with our teachers by way of PD and grade level meetings. They provide supports for teachers to help them integrate social-emotional learning practices in an organic way within their classrooms. In addition, we are finding opportunities to further highlight and promote social-emotional learning where it's not an isolated event or activity but is integrated and celebrated throughout the school year.

Ms. Coy: We also developed a monthly resource called the Takeout that is updated biweekly. It's been in place since the pandemic did hit and it is used to support teachers with finding resources in order to help students with stress, yoga, motivation. It also has a list of community partners and behavioral health providers within the document.

Ms. McKoy: What we're hearing a lot of is the multiple departments within the district – academic services, special education, guidance, and SAC – working together to build the capacity of our educators to instill trauma-informed practices. With that, we received a mental health grant where we were able to offer grief professional development, additional programs regarding trauma-informed care, violence prevention, youth mental health 101, in addition to opioid misuse and abuse. The SAC department substance abuse intervention has definitely increased. We continue with our contract with the Immedicenter that provides medical examinations, referrals for outpatient treatment, and additional intensive programming as needed for students. We continue to increase monies budgeted to support our students. We are in a time where there are different things like vaping and legalization of marijuana that is impacting our students, especially those who find negative ways to cope or are leaning towards substance abuse. It's being displayed within the classrooms, so additional monies have been set aside to support our students. The SAC department more recently partnered with the department of community engagement to do a Parent University workshop on fentanyl awareness and today's marijuana. That presentation was hosted by a member of DEA. Continuing with substance abuse, the district back in 2019-2020 received a \$6,000 vaping grant from Hackensack Meridian to assist the district with Paterson Public Schools Escape the Vape Campaign. Several of our students drafted slogans and pictures to display their approach and outlook on the dangers and harms of vaping. We were able to afford several students with prizes for that competition, as well as purchase different promotional packages and pamphlets to raise awareness of vaping for our students and their families. All of our schools received that packaging and are continuing to use it as we educate and inform our students to implement healthier practices.

Ms. Marguerite Sullivan: Good evening. I'm Marguerite Sullivan, Director of Federal Programs. Under the CARES Act, we have received over \$12 million to provide federal support brought about by the COVID-19 virus. Under teaching and learning, we have

been able to provide high school summer credit recovery programs, home instruction program to students who are unable to attend traditional school, and extended school year program. That's the ESY program for our special education students. In addition, we're also able to support instruction with one-to-one Chromebooks. To support social distancing, additional transportation routes were required and provided.

Mr. Devon Troxler: With regards to facilities, we had to purchase sanitation and PPE supplies, such as gloves, desk shields, and face masks. We also purchased additional classroom furniture in a number of schools to promote social distancing. With regards to communications, we provided students one-to-one devices and ensured they had access to the internet. We also provided multiple community forums to update about the various grants. This department has monthly ESSER meetings with the community to provide grant updates to the community stakeholders.

Ms. Sullivan: The CARES Act under social-emotional learning, the child study team was provided additional opportunities to meet and complete student evaluations or IEPs. Related services were also offered under physical therapy, occupational therapy, and speech therapy to meet our students' IEP needs. Under ESSER II, we've been awarded and received over \$50 million. The purpose of that funding was to provide resources to safely reopen schools, address the significant learning loss for our students, and also respond to the impact of our teachers, students, and families. To continue under teaching and learning, we have been able to also address additional loss programs, such as the Saturday STEAM program. We have been able to provide nine locations for elementary summer school programs. At this moment, we have 23 after-school programs at elementary school sites, in addition to providing the support to our special education transition program, the TIES program. The online programs that you see listed on the screen were allowed through remote learning to provide for our students while they were home during the quarantine period. In addition, coming back to the schools it also provides the additional support in the classroom. In teaching and learning, we have ensured that the Chromebooks one-to-one program is able to be consistent. We've also ensured that we have three-year recycling and any additional Chromebooks that are needed in case there is an increase in our student registration. With students returning to the classroom, we also provided charging stations and surge protections in the classrooms, which is very needed so students can continue using their Chromebooks seamlessly. We also provided 9-12 tutoring program.

Mr. Troxler: With regards to facilities in the ESSER II grant, we have three major categories – PPE supplies, PPE equipment, and capital projects. We purchased things like face masks, gowns, face shields, and gloves. Under PPE equipment, for very large spaces we purchased air scrubbers, air blasters, and laptops with thermal scanners. Capital projects are broken down by renovations to windows, doors, and HVAC systems. Within communications under ESSER II, we're upgrading our district website. We're also providing hotspots and district access to internet. We purchased additional Chromebooks. We're paying for a districtwide translation service for multiple languages. We're providing parental training. We're paying for the district signs, posters, and barriers about keeping six feet of distancing.

Ms. Sullivan: For ESSER II addressing social-emotional, we increased our SAC coordinators and interventions to support that program. In addition, Full-Service community support, such as mental health, has also been included. Most importantly, we've also included medical services and supplies for our homeless children. Under ESSER III, we received nearly \$110 million. That provides the resources as a result and the impact of COVID 19 on our educators, students, and facilities. Teaching and learning have provided us additional staff, 28 teachers and 30 special education aides.

In addition to reducing class sizes, there's an additional 10 teachers. We've also purchased 932 Promethean Boards at the cost of \$4.6 million and also the high school restructuring supplies and equipment. Please know that these programs were funded under ESSER II. However, ESSER II will be expiring next year. To be able to maintain going forward, we've also funded these programs under ESSER III.

Mr. Troxler: \$50 million of that is designated towards facilities. Within that \$50 million, we have a number of major capital projects such as window replacement and air conditioning. We're also contributing towards the custodial service contract. We're paying for architects and engineers. We're funding the renovation to the high school restructuring. We also have a number of maintenance projects going on, such as HVAC, door replacements, window replacements, more masks, and touchless water fountain installations. With communications, we're purchasing additional communicate boards for parental engagement. We're maintaining a district website once we update it.

Ms. Sullivan: ESSER III is also addressing the social-emotional learning needs. There's been the funding of 14 SEL team members who have been supporting our schools, as well as a districtwide student vision care. In addition to increasing our substance coordinators, we've also increased guidance counselors. The sum of ESSER I, II, and III is approximately \$177 million. With that level of resources, we want to ensure proper compliance, monitoring, and management of the grants. A way to manage the grants is to implement internal controls, such as federal procurement training for our staff, the budget development to ensure that it's aligned to our needs assessments and priorities, and to ensure we have desk monitoring and we're complying with the NJDOE. This level of effort is implemented by my staff, the Office of Federal Programs. Thank you.

Ms. Shafer: That concludes our presentation. We will certainly take any questions you might have. I just want to thank everyone who presented tonight. As you can see, this has been a lot of work that went into preparation of this presentation and all of the things that were done, including during the time of the pandemic. I think everyone could see that the pandemic did not stop the Paterson School District. At this time, we will take any questions that the Board may have.

Comm. Hodges: I had a lot of questions, but I've sort of forgotten them all because they occurred during the various presentations. I want to thank you for the presentation, the preparation, and the time you spent putting this together. I am concerned about the facilities. How many schools do we have that are over 100 years old?

Ms. Shafer: We have 17. Two of them are currently offline.

Comm. Hodges: Which two are those?

Ms. Shafer: School No. 14 and School No. 17.

Comm. Hodges: What part of that long-range facilities plan addresses the replacement of some of those schools?

Mr. Mapp: The current update to the long-range facilities plan addresses capital projects. We were given direction from the DOE that we should list projects that were our goals and achievable. They have to be viable and achievable. We highlighted capital projects that we would, over the next five years, pursue funding for so we could achieve those capital projects. We did not push forward additions because the

development of those additions are to be done by the SDA. The SDA has on many occasions come out and told districts that there is no more funding for any new schools or additions. However, they said that Paterson Public Schools is on the top of the list for the first tranche of projects to go out when funding does become available. When funding does become available, the first addition that we will be doing will be at Paterson Catholic. We're planning now to create a program that warrants an addition at Paterson Catholic. That's what our long-range facilities plan says. Any other addition, i.e. the addition that was suggested and recommended at School No. 25 10 or 15 years ago, that project is not funded and will not be funded. Although it makes sense to do an addition there, it's not achievable in the next five years.

Comm. Hodges: Here's my problem. If you don't ask for it, where will the pressure come to find the money? I understand what the DOE has stated. You can have a plan with two phases, one for five years and these are some urgent needs that also have to be addressed. There should be some significant statement about the fact that we have 17 schools that are over 100 years old and have to be addressed. If you don't do that, then the state can say there are no requests for additional schools so we're not going to look for that money.

Mr. Mapp: That's not necessarily true. It's a five-year long-range facilities plan. It's a plan that should be achievable for us right now. Without funding in place for any of those schools, what you're talking about is a school replacement. To replace a school or to put an addition onto a school you have to show the need. You have to show there's a need for those desks and chairs at that particular location. At this point in time, that's what our long-range facilities plan is doing. As we redistrict our district to a middle school model, it will show where the capacity needs are throughout the district. We should allow the plan to unfold. We should allow the investigations to go on and show how the middle school model will either create capacity or demonstrate that we need additional capacity in our schools. It has not been done before in the district. It's the right thing to do in the district. Therefore, we can have a stronger argument is there's a need for additional schools or an addition to a school at any one of our locations.

Comm. Hodges: Are you suggesting that School No. 3 and School No. 8 are all adequate at this particular point in time?

Mr. Mapp: Educationally adequate? School No. 3 is not because it doesn't have an auditorium. Where do you put an auditorium at School No. 3? There's no land space available to do that. However, if you redistrict and show that the capacity of School No. 3 can be placed elsewhere where there is adequate land space to build a new school, then that's what the plan will demonstrate. The need for additions or a new school is something that I am acutely aware of. I am acutely aware of the needs of this district in terms of capacity. I'm acutely aware of the need for capacity generating space, not only for general education, but for special education. That's what we're pursuing now. We're trying to prove and demonstrate that there is a need and trying to make sure that we have exhausted all of our opportunities to satisfy those needs. It has not been done before and it's going to be done now.

Comm. Hodges: I had sincerely hoped that there is some expression of concern about our aging facilities.

Mr. Mapp: On a daily basis I am addressing those concerns. I'm addressing new roofs on buildings. I'm addressing the failing façade and building envelopes on buildings. I'm addressing new windows to go into buildings where the window systems and

fenestrations have failed. I am addressing all of those issues around aging infrastructure throughout our district.

Comm. Hodges: What I'm hoping is not that you address it, but that the state is placed under pressure in order to raise the funds that they have not raised so far. That's my concern.

Mr. Mapp: Your concern is not at my level.

Comm. Hodges: Let me finish please.

Ms. Shafer: Neil and his department is doing everything they possibly can with the monies that we received from the ESSER III. I understand exactly what you're saying, Dr. Hodges. As you know, this is a political platform that we need to make sure that we're represented, and that Paterson Public Schools needs new schools. We were slated to get six new schools, like School No. 3, and that hasn't happened. We will continue to work with our legislators so when the SDA does get money, or prior to that, we can get on the list and when money becomes available, we will be considered.

Comm. Hodges: I'm just trying to make sure that our long-range facilities plan reflects the concern that there isn't the funding that needs to be in place for those new schools. If you don't say something in your facilities plan about it, then there won't be a need on the part of the state to do that.

Mr. Mapp: You'll have an opportunity to do that in the three charrettes that we're planning, and we'll definitely make note of that in our charrettes.

Comm. Hodges: That's all I'm trying to do. I don't want to let the state off the hook.

Mr. Mapp: Absolutely.

REPORT OF THE SUPERINTENDENT

Ms. Shafer: Thank you everyone for all your work in putting that report together tonight and all your counterparts who helped do all this during the pandemic and prior to and continuing this year. Can we put up the 11 vaccination sites? The New Jersey Department of Health has been partnering with us over the past week to provide opportunities for our five to eleven-year-olds to get vaccinated. That vaccination rate is now at 29%. It was at 24% for a while. They started on Monday at School No. 28 and moving on to 11 sites between now and the first week in May. We have two students that I'd like to talk about for a minute. One you saw on the video, Juan Marrero. He came to this country without speaking any English. He went to School No. 8 to a bilingual program. He went to the International Baccalaureate Program at International High School. This week he went to the New Roberto Clemente School to talk to sixth, seventh, and eighth graders about his experience in coming to this country and not speaking English, exactly where our students in our Newcomers program are at New Roberto Clemente, and some of the obstacles that he had to overcome in order to be successful. Juan was accepted to Johns Hopkins. He went to speak to our middle school students. We also have found out that Isabella Gonzales, another International Baccalaureate senior, was accepted to Harvard University. I met Isabella when she was in seventh grade, and I started running student roundtables. She was one of the students that came and at the time she was in the seventh grade. You could just tell during those meetings that Isabella was a leader and that she was focused and knew exactly what she wanted. I called her tonight to congratulate her, and she said since

she was eight years old she had planned on going to Harvard University. That's one of her goals that she accomplished, and her next goal is to someday run to be President of the United States. She started interning with New Jersey State Assemblywoman Shavonda Sumter and she's involved in all types of activities at International High School. Congratulations to Isabella for getting into Harvard and to Juan for getting into Johns Hopkins. That concludes my presentation.

Comm. Hodges: Madam Superintendent, I gave you a call this past week. I don't know whether this is an appropriate time to talk about that. It's the Tech expansion. I don't know whether the full Board is aware of that information.

Ms. Shafer: I know that I did talk to the President about it. Dr. Hodges had called me for two reasons. He heard Manchester was going to receive a reimbursement from Passaic County Tech of \$250 per student because they had now received \$14 million in state aid. I spoke with Mr. Matthews about that, and we are going to be receiving that same refund as well, \$250 per student. In addition to that, Dr. Hodges told me that he was talking to a Board member from Manchester, and they told him about an expansion that Passaic County Tech is going to be adding to their campus. I called this Board member, he put me in touch with the Superintendent, and we are now a part of that. If any action is going to be taken, I will be receiving the emails from the group that is trying to stop that expansion. If anything comes in, I will certainly make sure that the Board is informed anything about the expansion going forward or any action that this group in particular is going to take.

Comm. Hodges: Thank you.

Comm. Simmons: Thank you, Dr. Hodges. You actually brought up what I was going to talk about.

PUBLIC COMMENTS

It was moved by Comm. Hodges, 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.

Ms. Rosie Grant: Good evening Commissioners, Madam Superintendent, Madam Deputy, staff, and community. Thank you for this opportunity to speak. I first want to say the Healing Collective is doing great work in the community. Just a reminder, as we move them into School No. 6 that we do have the 21st Century after-school program operating there. I hope we will look for ways to collaborate and not compete. The kids and the community really need these services. Thank you, Ms. Shafer, for that consideration for extra security. Kudos to the students on their college acceptance! As for the reports, they were great. Thank you for integrating diversity equity inclusion in the curriculum. Of course, I can't comment on all in two minutes. Full-Service Community Schools in Paterson is serving as a model for the State of New Jersey and other places nationally. Thank you for that work for everybody who is engaged in that. What the Parent and Community Engagement Department and Paterson Public Schools did during pandemic to engage the community is not common across the state. We've heard so many complaints about parents not knowing what to do and it gives me great joy to say, 'not in Paterson.' Paterson parents are getting the assistance that they need through the schools and community partners. Regarding facilities, I'm excited about brighter, safer, and cleaner. I have a yes and it's aligned with Dr. Hodges. We need to press the state to give us educationally adequate facilities. We're doing the best with what we have, but we're entitled to more and are still a long way off from

having adequate 21st Century learning facilities. We continue to advocate for additional funding for the SDA. Mr. Brubaker, you forgot the full service community video that you did such a wonderful job on. Thanks to the staff for all that you've done.

It was moved by Comm. Redmon, seconded by Comm. D. Martinez 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 April 6, 2022, beginning with check number 230407 and ending with check number 230632, in the amount of \$9,106,135.19, and direct deposit number beginning with 1310 and ending with 1333, along with wire in the amount of \$7,000,000.00, for a total of \$16,106,135.19;

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. Redmon, 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. Arrington

- Self
- Family

Comm. Capers

- Self
- 4th 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

Resolution No. 2

WHEREAS, The Department of Family and Community Engagement/ Full Service Community Schools is in concert with Goal area #3: Communication and Connections Goal Statement. To establish viable partnerships with parents, educational institutions, and community organizations to support Paterson Public Schools educational programs, advance student achievement and enhance communication and

WHEREAS, The Department of Family and Community Engagement/ Full Service Community Schools recognizes the many barriers to education that exists with many families, and the case of limited or no ability to exercise and

WHEREAS, The Department of Family and Community Engagement/ Full Service Community Schools will provide a yoga program for parents/guardians/ families in the school district and surrounding community at the Full Service Community Center, 512 Market Street (Madison Ave) and

WHEREAS, The Department of Family and Community Engagement/ Full Service Community Schools will partner with a consultant Aja Humphries, a Chakra Flow University, yoga teacher to provide services once a week, in the evening time between the hours of 5 P.M.-8:30 P.M. Services will commence on April 7, 2022 and ending June 31, 2022, at a cost not to exceed \$3,500; and

THEREFORE, BE IT RESOLVED, The Department of Family and Community Engagement/ Full Service Community Schools shall provide the yoga program as detailed in the attached scope of work and program summary.

It was moved by Comm. Redmon, seconded by Comm. Arrington 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. Arrington

- Self
- Family

Comm. Capers

- Self
- 4th 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

GENERAL BUSINESS

Items Requiring a Vote

Instruction and Program

Comm. Simmons: Comm. Castillo-Cruz isn't here.

Operations

Comm. Arrington: We met today. Present was myself, Comm. Teague, and Mr. Cozart. We had four items that will be presented at next week's meeting.

Fiscal Management

Comm. Simmons: Fiscal met yesterday. We'll have the report at next week's meeting.

Personnel

Comm. Redmon: Personnel did not meet.

Governance

Comm. M. Martinez: Governance is scheduled to meet next week.

Committee Report

Facilities

Comm. Capers: Facilities met last week. I will give the report next week.

Family & Community Engagement

Comm. D. Martinez: We are scheduled to meet on Monday, so I'll report at our next meeting.

Negotiations

Comm. Redmon: Negotiations was rescheduled due to a meeting conflict. We'll be scheduling something soon.

Policy

Comm. Simmons: The policy meeting was cancelled last week and it's going to be rescheduled.

Technology

Comm. Simmons: Technology has not met yet.

OTHER BUSINESS

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 7:52 p.m.

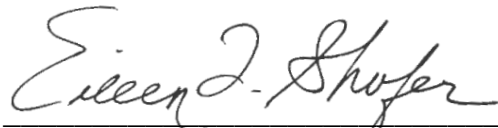
It was moved by Comm. Hodges, seconded by Comm. Redmon that the Board reconvenes the meeting. On roll call all members voted in the affirmative. The motion carried.

The Board reconvened the meeting at 8:11 p.m.

ADJOURNMENT

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

The meeting was adjourned at 8:12 p.m.

A handwritten signature in cursive script, reading "Eileen F. Shafer". The signature is written in black ink and is positioned above a horizontal line.

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