

MINUTES OF THE PATERSON BOARD OF EDUCATION WORKSHOP MEETING

February 9, 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. Nakima Redmon, Vice President
Comm. Corey Teague

Absent:

Comm. Oshin Castillo-Cruz
Comm. Manuel Martinez

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
February 9, 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

School Safety Data System (SSDS) Report

Ms. Shafer: Thank you, Mr. President. Good evening, Paterson community, Board members, and staff. Tonight, we have our School Safety Data System Report, the SSDS Report. I'm going to introduce now Nicole Payne for the HIB report. I think Nicole is having some technical difficulties, so we're going to move on to Laurel Olsen.

Ms. Laurel Olsen: Hi everybody, Board Commissioners, Superintendent and her cabinet, my name is Laurel Olsen. I'm the Supervisor of Student Support Services and I'm going to talk to you tonight about the SSDS information for the SAC Department or any of our substance cases reported this year between July and December 2021. To be considered positive for a SAC substance abuse case, any positive result reported to the NJDOE using SSDS includes being confirmed drug use with a urine test. They are found in possession of substances or drug paraphernalia. They refuse to take the medical exam or drug test, or the amount of possession is also enough for sale or distribution. During prior pre-COVID years, the department provided substance intervention with medical examinations to anywhere between 150 and 250 students during a full school year. According to the prior trends of the SAC Department, while we were completely remote during that 2021 school year, we only had 3 positive cases reported. As we returned to in-person learning for the 21-22 school year, we noticed our numbers of reports increasing. As we hit that halfway mark for the school year, we're just about the same on reporting coming in with a total of 74 students tested, with 60 of them being considered positive. Of those positive cases, 40 of them had tested positive for marijuana, 1 student tested positive for MDMA or ecstasy, 20 refused to have a test completed, and 18 students were in possession. When I say 18 were in possession, that's a combination of marijuana possession, paraphernalia on their person like baggies, grinders, or rolling papers, and 3 vape pens believed to contain THC or better known as the Psycho-active ingredient found in the cannabis plant. This slide shows us a 20-year comparison of the substance abuse reports beginning in the year 2000, with the blue being good results and red being less desirable. You'll notice a drastic spike which I've gone over before but just to reiterate during the 18-19 school year this was due to our policy stating that all vape pens were considered drug paraphernalia. As you can see, many of the students did test positive, even though their urine may have been drug free because of the way our policy was written. We changed our policy during the summer of 2019 to still report vape pens, but additionally we also had to believe that they were under the influence of the mind-altering substance as well before we would perform a medical examination with drug testing. The 2020-2021 report is not an accurate representation of what we experience in the department on a typical basis. While we understand and were in touch with the students while remote, we understand that some of them are in environments that prevented them from appearing on camera, additionally making it difficult for staff to identify a student who may be under the influence or need SAC services. Because of this we identified many fewer students under suspicion and in possession during remote time and increased our efforts to provide support to students within the SAC Department's prevention and intervention activities, including collaboration with school and outside agencies, counseling sessions on Google Meet or telephone, virtual crisis intervention, grief counseling and classroom lessons. I would be remiss if I did not also note how the district lens of treating the whole child has grown this school year. I'm going to start from the bottom up with student support services. I'm now the Supervisor of the Student Support Services Department, which oversees both the SAC team and our new SEL team. The combination of forces will allow us to adequately and confidently address emotional, social, and behavioral concerns. Not just counseling for crisis and substance interventions, but the preventative efforts by helping children and our staff explore their own emotions and build their capacities in the areas of SEL which is self-awareness, self-management, responsible decision-making, relationship building, and social awareness. The SACs are continuing the Escape the Vape Campaign which began pre-COVID in 2019. To kick off the school year right with the anti-vaping stance in our schools, each principal received an anti-vaping care package containing 10 different pamphlets on vaping, which was paid for a vaping grant awarded to the SAC Department before our COVID closure, along with a large anti-vaping poster created by

the SAC Department and printed so kindly by Mr. Olympio in our security office. We are also continuing to note all vape pens confiscated this year and referring those students who need additional help to services. The department has partnered with PCASA, which is the Paterson Coalition Against Substance Abuse at Montclair State University to provide the JFK full-service community school, Al Moody Academy, and the SACs with free 6-hour training addressing early intervention techniques through a grant they have with Prevention Is Key. With this we are assisting to fulfill our goal area four of the strategic plan which is the social/emotional learning goal of building the capacity of stakeholders to address the social and emotional needs of the students and staff through PD, instruction and support services. These sites that participate in the initiative will receive money to assist with implementing and providing a safe nurturing school environment, allowing them to purchase supplies for their locations that support student well-being. The mental health first aid is continuing to achieve this goal of mental wellness. We've had 2 SACs, 2 SEL team members and myself become certified mental health first aid trainers in December and now have the ability to train other PPS staff. My vision as the year continues is to begin first training all SAC and SEL team members and, thinking a bit futuristically, hope to have as many additional staff certified as well. The training topics cover depression and mood disorders, anxiety disorders, trauma, psychosis, and substance abuse. The mental health first aid teaches recovery and resiliency, the belief that individuals experiencing these challenges can and do get better and use their inner strengths to stay well. That is going to be the end of my part of the presentation. I guess I will turn it over to Dalton or Ms. Payne.

Ms. Nicole Payne: Good evening. Sorry about the technical difficulty. I didn't know if there were questions. Let me wait.

Ms. Olsen: Yes, I'll take any questions.

Comm. Hodges: I have one, thank you. I'm just trying to get an understanding of the social and emotional learning. What is the assessment of the school district in terms of their needs and when will we have a report about that status?

Ms. Joanna Tsimpedes: This was discussed, Dr. Hodges, as you know at Monday's I&P committee and I said that at the April I&P committee meeting we would bring data, additional information on the programs that are supported in the district, and how the data correlates to the support that's being received. So that will be conducted at the committee meeting in April.

Comm. Hodges: I know that, but when will it be brought to the Board as a whole?

Ms. Tsimpedes: We can have the same presentation done in I&P and then brought to the Board at the request of the President. If you'd like, we can have it presented also at the Board workshop or the Board meeting in the month of April.

Comm. Hodges: I think that there needs to be some discussion of that since we're engaging in that program. I think the Board as a whole needs to understand where we are with social/emotional learning and the progress that we've made. That's why I did raise it at the I&P meeting, but I wanted to bring it to the attention of the entire Board. I actually was asked about this and I didn't have an answer for them, so I'm trying to make sure that the Board is not left in that position.

Comm. Simmons: Might I suggest, Dr. Hodges, after it's presented in I&P, and I'm not sure if I&P meets before workshop or after, but the meeting following the I&P meeting and the presentation, please do the same presentation at the meeting following

because I'm being asked the same question. I think I know who's asking you because they're asking me and I'm always left a little off guard when trying to respond to it.

Comm. Hodges: Yes, that's why I think it's important that the Board be brought up to it. That's why I raised it tonight as well as I guess on Monday at the I&P meeting.

Ms. Shafer: So we'll bring it then to the April Board meeting.

Comm. Hodges: Thank you. That should also contain what your standard is and what your rubrics are for assessing the students so that we can have a reasonable idea of where we are and how you're coming to that conclusion of where we are.

Ms. Shafer: Thank you, Laurel. We'll move on now to Nicole Payne.

Ms. Payne: Thank you and good evening. Hi, I'm Nicole Payne, the Anti-Bullying Coordinator for the district. Twice a year we have to submit for the SSDS the number of incidents and the trainings and programs that are done within the district. This is a background of the anti-bullying law and as I just stated, Report 1 covers from September through December, Report 2 February through June. Each year we have to submit the ABR scores and we also have to look at the SSDS data. The Anti-Bullying Bill of Rights (ABR) score is a self-assessment grade that schools use as a tool to measure and to see in which areas they are doing well in terms of the harassment, intimidation, and bullying law. The largest amount of points a school can get is 78 and there are 7 sections in which schools enter the information. The district score is an aggregate of all of those scores, the average of that, and we use it as a tool to be able to see in which areas we need to improve. I encourage all anti-bullying specialists and the principals at the schools to make sure they are reflecting in a purposeful and intentional way, so that we can definitely drill down to see what's going on. The scores for 2019-2020 were just released in June of 2021. We recently submitted our 2021 scores and they will be reviewed by the state and then we will get a confirmation. To go back to our latest scores, the 2019-2020 score was 66 out of 78. We made an improvement of 6 points from our 2018-2019 score and an improvement of 8%. I know that for the 2020-2021 school year we will also see some great increases in that score. One of the reasons is when we began to look at how the schools were scoring themselves and then the areas in which the district could provide further support and having them look at what they were documenting, this is just a 2-year comparison of 18-19 to 19-20. We did some professional training around this tool and as you can see in 18-19, 18 schools scored within the 80th percentile and we were able to double that in 19-20. So we were able to have at least 36 schools fit that bill, and you guys can see the breakdown. That's what this is about - being able to see in which ways we can improve and really do that with fidelity. Also, if we look at the bottom scores, we have 2 schools that scored between that 48 and 46. We are going to continue to work with those 2 schools, but as you can see we were able to move up in certain areas. Just like Laurel, there was a dip last year due to the remote instruction, but once students came back into session, we're pretty much on trend with our other school years. I think last year we had a total for the whole school year of 28 incidents, and as you all can see between September and December we had 196 alleged incidents. As I was saying, there were 70 founded and there are 126 unfounded cases. I think one of the things that we have identified is that there was academic loss but also as we came back we're noticing that students' social/emotional, how they cope, how they're managing, how they're responding, the impact of those 15 months of being out of school. Students had to become re-acclimated and I think we understand the soft skills and those other qualities that are constantly reinforced throughout the school day and how much students learn from that - from having interactions within the school building that

reinforce positive behaviors and positive decision making, and also having those outlets to be able to talk to folks if they are feeling unsafe. There have been changes in the units as we all know. We put this information into an Excel spreadsheet, so the formulas would have been thrown off a little bit. So the units represent what our traditional units represent and not the temporary move that we have right now. Our traditional Unit 1, these are the schools and we had a total of 61 alleged incidents, 37 were unfounded, 24 being founded. These are the numbers for Unit 2, a total of 49 with a total of 15 being founded. Unit 3 has Eastside High School so even though the list looks smaller they also have a large school. What also happened is when we get outside information, if someone logs in an HIB incident from the portal, sometimes the person entering the information may not know which academy the student is in, either at JFK or Eastside. That's why we have this one column that just says Eastside High School Complex, because the person wasn't able to delineate which particular academy that student was located in. That's why that is there. Here is Unit 4 and Unit 5. If we look at the 3-year SSDS Part 1 data, so that represents this period between September and December, we can see that in the years 19-20, 20-21, and 21-22 where we are and as I indicated, for 21-22 we're pretty much on trend. Although we had an aggregate total that is higher, the founded and unfounded are also similar in numbers. As I told you, last year we had a small number and that was just due to remote instruction. This is the 5-year trend data of HIB investigations and this is the total years. What I did here was to indicate the percentage that were confirmed and unconfirmed and again we can see the patterns throughout the years. Even with a smaller number last year, it still remained pretty much on trend of about 34% being confirmed, 34-40%. We had a dip in 2018-2019 and this is a 5-year trend again. This is the percentage of change. Over time we go up and we go down and this is a representation of those numbers. Trainings and programs are to be able to be provided for school climate and culture. Ways to prevent and intervene with allegations of harassment, intimidation, and bullying. All of the programs and trainings do not directly speak toward HIB. There are some that directly speak toward the procedures and the policies, but then there are things that we do within the school climate to really prime the students and prepare them and to create safe spaces and places where they have voice and they can grow because all of those things impact HIB. It's not just about teaching students between right and wrong. It's also creating an environment in which they can flourish and really participate in using those social/emotional skills. These are some examples of the trainings conducted across the district. HIB Peer Mediation Groups, 8th Grade Bystander Program, parent training on cyber bullying and the district policy. These are some of the programs that the practitioners did within the schools. We see a lot of positive things going on throughout the schools and the ways they're supporting our students and families. We really see some wonderful activities happening throughout the schools. The School Safety Patrol Program, the New Beginnings Program for students in grades 3-5 to help them adjust to school and establish a connection with a counselor. Spreading positivity to establish a culture of inclusion and students are rewarded for their thoughtfulness. We're continuing with the SEL curriculum that's embedded into lessons. Presentation on "How to Get Along With Other Girls," a Kindness Day, Ms. Yvonne Harvey has come to speak at individual schools. We had a presentation on friendship. We had Tina the Turkey come in Thanksgiving, dropping off and visiting classes and providing families with baskets. Climate and culture lunch lessons with the principal, as well as principal sitting with young people talking to them and sharing strategies. I was just identifying some of the activities they did in the elementary with the Week of Respect. These days with social media there are all these challenges so they put a twist on it. Say hi to 5 people you don't know, help at least one person, etc. All of these things build a climate and culture within the school that is positive, that students can flourish in other non-academic ways. We're seeing a lot of mentor programs happening in schools right now and I think the schools are recognizing

that the students coming back after 15 months not being with us, they need this additional support and schools are figuring it out, in which ways can we be that for those students. We had a Hispanic Heritage Concert. "The Take Out" is a district SEL resource that's available for teachers. We had movie nights for families. The youth equity stewardship program that's new this year is centered around social justice. In closing, these are some of the other programs that the district was able to provide for our students for the first part of the school year. This is the contact information for the department. Of course, if you have any questions please feel free. Thank you.

Ms. Shafer: Thank you, Nicole. Moving on, Mr. Dalton Price.

Mr. Dalton Price: Good evening, Superintendent and Commissioners. I am Dalton Price, the Director of Security and Emergency Preparedness, and I will be presenting the 2021-2022 SSDS Report. Here are the Category III infractions and definitions which will be available for you to read at your convenience. On this slide you can see the number of in school suspensions and out of school suspensions. It also gives you the total of persons suspended for in school and out of school, and the amount of days total missed from the district from those being suspended for in school or out of school suspension. Here's a list of the enumerated items and the reason we have this slide is because every infraction in the school district does not require an SSDS form. Based on that, we have this slide so everyone understands. Arson, assault, computer trespass, damage to property, false public alarm, fighting of any kind, HIB alleged, HIB confirmed, kidnapping, robbery/extortion, sexual contact, sexual assault, substance abuse, possession, sell, or suspected of substance abuse, theft, threat, whether simple or criminal, trespass, weapons use, possession or sell or other incidents leading removal. Removal is not suspension. Removal is if a student is removed from the school or from the district for any reason. This is the list of incidents by school. We removed the dates because if we include them in the slide anyone looking at this slide could narrow down the incident per school and possibly per person. So those numbers were taken out but here are the incidents by school. Listed here are the types of incidents which are obvious. Assault you have 14, fights you have 6, threats 7, damage to property 2, weapons possession (2 MACE) (3 knives) a total of 5, false fire alarm 1, trespass 1, sexual assault 1, and sexual contact 2, for a total of 39. These numbers actually match the actual number submitted by the principals from each building. This is the indication from that previous report. We have an overall total of 39. We can see the increase if we go back to 2019-20, which we can compare and we can see what the numbers look like. Violence was 30 compared to 82, vandalism was 7 compared to 4 presently, weapons were 8 compared to 5, and again we have the total of 39. We don't want to look at our numbers and decide that we have good numbers compared to someone else. But just so we have something to look at to measure our numbers, and we can always do better, but we have an idea of the numbers that we're looking at. Newark has 38,000 students and their violence incidents total 176, vandalism 20, substance 28, weapons 16, other incidents 6, and arrest 2. Again, we're not saying that our numbers are great. We just need something to compare it to so we're using Newark's numbers and again we can always do better at whatever we have going on. Security training and initiatives - we create an atmosphere where security officers are viewed as a resource through restorative practices. Security officers are part of the fabric of the school building. They're not just there to enforce the policy of the school, but they want our students to remain comfortable with security as they come into the building, knowing security is someone that they can talk to and security recognizes the students as they come in and they speak to them and treat them a certain way. Knowing a student's name can interfere with something the child is doing. You can see a student that's starting to act a certain way and you can call his name and that may cause that student to not continue the activity and it can make for a better school district

for everyone. Again, all the guards were trained for the new guidelines regarding age-appropriate school security drills. The age-appropriate drill was written obviously because someone was out of place with their drills. The new drill protocol is no blood, no guns, and no flashbangs of any kind. You don't have to have all those things when you're doing a drill and the Governor has put out a policy that they cannot be done during a drill. We also, with the help of the Paterson Police, brought in the Violence Prevention Program. At the beginning of the school year we were having issues at 2 of the high schools, Eastside and Kennedy in particular, so we create a Saturday program which we start in an auditorium where every student was invited along with their parents. We have special guests come in and talk to the students about the importance of changed behavior. The Saturday program, every student that came to the program was made to stand up, introduce themselves, the school they attend, and what was the activity that caused them to be involved in this Saturday program. Each one was asked how they felt after you saw yourself on video or after you heard or talked about what you've done. Each one expressed regret about what they did. We continue a 3-to-4 week program and I can say that 2 of the students that came to the initial presentation were involved in another incident. Outside of that, the other students were not involved in anything. Granted, we ended the program right before Christmas, so we only had a week or so in between up until this point that we've been back. Even though we had the remote learning, we haven't had any incidents with those students and we hope it continues. I believe that a lot of this meeting, which forced the students to come, helped to curtail their activity, realizing that if I continue this I'm going to end up forced into a program or forced out of school, whatever the case may be. I think the program did help. You can't read this but here's the breakdown of the incidences by school. Everything is listed. Again, this just continues with John F. Kennedy and throughout the district. Here's a breakdown by gender. Male – 32; Female – 30, and the total is 62, fairly obvious. Here's a breakdown by race. White – 6; Hispanic – 31; Black – 25, a grand total of 62. Here's the police involvement. The police reports were made with 13, with 6 arrests out of the 13. Are there any questions?

Comm. Simmons: Early in the presentation when you mentioned students being removed from school, are they being removed from school for that day or are they being removed permanently?

Mr. Price: I would have to follow up, Mr. President, to see exactly what it's for. The idea was to make sure that everyone knew that for the SSDS form a simple suspension did not qualify for an SSDS. So according to the state, it's other incidents leading to removal which is more than just a suspension.

Comm. Simmons: Got it. Are there any other questions from Board members?

Comm. Teague: Thank you for the presentation, Mr. Price. What I was trying to figure out was about students who were taken out of school I guess because of too many infractions. Does that work side by side with the attendance department? What's the young lady's name? I can't remember her name right now but they work with the attendance because they have some cases that I've been hearing about. I'm trying to figure out if there's a correlation between the two, between Natalia and your department. Is there any kind of connection there with some of the students who are not in school versus students who have been put out of school? She's saying some of the parents have to be taken to court now because of the excess absences from school. I'm trying to see if there's any correlation between the two.

Mr. Price: I haven't seen an SSDS that was about a student missing too many days from school.

Comm. Teague: Okay, but that's what I was trying to figure out.

Mr. Price: I haven't seen any. I don't think it is because I haven't seen any.

Ms. Shafer: David, did you want to respond?

Mr. David Cozart: I was going to add to that. The attendance does not factor into the SSDS reporting at all. When a kid is removed basically they have a suspension attached to this, so that's a removal. We have no students that have been expelled from school. They all have been short term removals, which fall under the category of out of school suspensions.

Ms. Shafer: Thank you David and thank you Dalton for your presentation.

Mr. Price: You're welcome.

Ms. Shafer: That concludes our presentations for tonight, Mr. President.

REPORT OF THE SUPERINTENDENT

Ms. Shafer: I just want to thank Tamisha McKoy, Director of Counseling, and the crisis team, Ms. White, Principal of HARP, and her staff for providing counseling for students and staff because of the death of Robert Quadra. Again, keep Robert and his family in your prayers. I want to let the parents know that report card night is tomorrow night for elementary schools from 4:30 to 6:30, then on Monday, February 14th, for our middle schools from 4:30 to 6:30, and Tuesday the 15th for our high schools, 4:30 to 6:30. Some of our staff will be in the buildings doing the remote report card night and some will be home depending on how far they live. Some have opted to stay in their classroom to conduct report card night. I'm going to ask Boris to put up the vaccination and booster flyers. Again, we are seeing a decline in the coronavirus and all of the different strands, not only in the region and the county but even in the district. Everything is going in the right direction. Again, I just want to remind our parents and our staff. If you need a vaccine, St. Joe's and the Department of Health are offering them. If you need a ride for our students, all you need to do is call us and we will provide you with a ride. We have this on our website so you can see the hours of operation and you'll also receive a gift card from McDonald's. As everyone knows, the Governor has lifted the mandate of wearing masks starting March 7th. In order for us to gather feedback from all of our stakeholders, I have already met with cabinet and the principals, discussed this with our Director of Health, and also the President of the Paterson Education Association. On Tuesday, we will have community forums for our parents in both English and Spanish. This morning we sent out a survey to all staff and we are hoping that by next week when we have our Board meeting we will come to the Board with a recommendation. But we want to make sure that we have all stakeholders have an opportunity to weigh in, not only on the masks but also on the partitions that we are using in all the classrooms. There has been some research done on those partitions that because the virus is airborne it doesn't necessarily help, but we do know that some of our staff and students feel more comfortable having it and really all of these layers of protection is about how each individual feels and how comfortable they are, whether you remove them or you keep them. That is why we are doing the survey and why we are doing the parent forums next week. On the forums, the parents will have an opportunity to complete the survey in the chat and then we will gather all of that data as well before we come to the Board with the recommendation. I want to congratulate Cicely Warren. She is our contact person with William Paterson

University. It's been a long-standing professional development partnership and we are being recognized this week by the National Association of Professional Development Schools, and both the district and the university are recipients of the National Association of Professional Development Schools Award. I want to congratulate William Paterson as well as Cicely and all of our principals that are involved in this program. I'm going to ask Mr. Price if he would just give a brief update to the Board on recruitment of seniors for police positions.

Mr. Price: Thank you, Superintendent. The district has partnership with the Paterson Police in their efforts to start a recruitment program for law enforcement. The exam is this year. I think the deadline for the application is February 28th. Starting this morning they were at John F. Kennedy and they'll be back at John F. Kennedy. They're going to cover all of the high schools and do a full presentation on the life of law enforcement as a career. As we know, some of our students aren't prepared for college, especially financially. Becoming a police officer can allow you to make a living and be able to go back to school. Of course, you get college credits just for joining the academy, so it'll help our students down the line and it can change generational poverty once you get a job in public safety. The program is moving forward and it's very interesting, especially for our seniors because they have their diplomas and they'll be of age by the time the test comes around. Some of these students, if they score well, could become police officers by the time they're 20 years old, and 30 years from then they can retire with a real career and they can benefit the community and it benefits them and their families. The efforts are moving forward with the presentations. You'd be surprised how many students are interested, despite the article last week where they interviewed 6 students or young adults who were not interested in becoming police officers, which is fine. But there are a lot more that are interested in coming into law enforcement or public safety as a whole. The presentations are going well, the recruitment is going well, and if you know of anyone that's interested in becoming a police officer they can contact the Paterson Police Community Policing Division and get the information for the application, confirm the deadline, and get help filling out their application, which is important. Thank you.

Ms. Shafer: Let me just make one final comment. You may know Monae Clancy. She went to Rosa Parks High School and was also a critical component of us putting together the all-city band prior to the pandemic for the Turkey Bowl with Eastside High School and John F. Kennedy High School playing football. She has just most recently become a police officer in the City of Paterson. I'll take any questions or Dalton will take if we have any questions.

Comm. Teague: Dalton, if I heard correctly, you're doing the recruitment right now for seniors but here's my question. If you have let's say 8th graders or freshmen who are interested, is there a way that you can start getting them prepared for what they'll need to do when they become a senior instead of waiting until they become a senior?

Mr. Price: Absolutely, the Paterson School District and the Paterson Police have always participated in the career day. Through that career day, that's when those 8th graders... We started going down to 8th grade about 5 years ago because we realized that we needed to get to these students as soon as possible. Once they realized the importance of staying out of trouble, it would help them in school not to get involved with these things because these things will come back during the interview process. Through the career day, this is how the police department starts their recruitment.

Comm. Simmons: Dr. Hodges, did you have a question?

Comm. Hodges: Yes, I do. I have asked in the past to have a report of the number of students we have moving on to college and I think that as we move into our high school reform or redesign program it will be interesting to continue to do that so we have a sense of the impact of the programs that we're proposing so we can see the changes, if there are any, in the number of students who still plan to go to college after we have restructured the school. I am asking, in advance, for a report of the students who are proposing to go to college when they graduate and who are prepared to go. If we have a chance, where they might be attending so that we can get a sense of how well we're preparing students and what we're preparing students for.

Ms. Shafer: We will continue to provide that report.

Comm. Hodges: Thank you.

Comm. Simmons: Are there any other questions? Thank you, Madam Superintendent. Thank you, Mr. Price.

Ms. Shafer: Thank you.

REPORT OF THE PRESIDENT

Comm. Simmons: For myself, I don't have much but I will just remind Board members. As most of you know, there has been lots of conversation, at least on the City Council level, about our budget and our budgeting process. If you recall, there were two correspondences where we reached out to the City Council and proposed having a joint meeting so that we can have the discussions and try to find solutions for any issues that were raised. In the last correspondence I proposed two dates, one was February 1 and the other was February 7. Immediately they told me that they could not do February 1 and that they would poll the Board and get back to me about February 7. As of today, I have not heard anything back. I will continue to effort to schedule a joint meeting and I guess we are at the mercy, if you will, of the City Council on when they want to decide to have a conversation with us.

PUBLIC COMMENTS

It was moved by Comm. Redmon, seconded by Comm. Teague 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, staff, and community. Ms. Shafer, thank you and your staff for the presentations. I look forward to reading them more closely as I couldn't follow online well enough. However, I appreciate that they are being shared in a public forum. Thank you also for the community forums around the budget. I see that those are being attended by our parents and community members as well as by staff, so that's appreciated. PEF will be doing a series of forums over the next couple of months to develop a community vision for our children and our schools as we move into the future and I encourage everyone to watch our website and our Facebook pages for announcements as these come out. We will have lots of partners collaborating. We are not ready to announce them yet, but I'm sure that the information will be circulated and I encourage everyone to participate in at least one of these forums once the dates are announced. They will be virtual. I wanted to add my congratulations to the district and William Paterson and Ms. Warren on the national recognition. Those are not easy to come by. They go only to exemplary programs, so kudos on that. We are continuing our work with restorative practices and

healing centered engagement in the district and I invite you Commissioners, if you're interested in attending any of the sessions or participating, you are more than welcome to do that. Thank you. Oh, I have one more issue and I talked with Ms. Shafer and her staff through email around making sure that our seniors graduate this year because the State of New Jersey is making it more difficult. The exit tests have now been announced and the cut score is higher, making it harder for kids who are struggling to graduate. We are on top of that and I'm proud of this district for doing this in advance of almost everyone else. Thank you so much.

It was moved by Comm. Redmon, seconded by Comm. Teague that the Public Comments portion of the meeting be closed.

Comm. Hodges: How many parents or people outside of the district do we have in the meeting tonight?

Comm. Simmons: I'm not sure. Boris, can you see that information?

Mr. Zaydel: Can you repeat the question, please?

Comm. Simmons: How many parents or other people are attending the meeting virtually?

Mr. Zaydel: We're not able to tell on Zoom, but Paul Brubaker should be able to see how many viewers there are on the live stream.

Ms. Williams: I will get that information.

Comm. Hodges: Thank you.

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 February 9, 2022, beginning with check number 229397 and ending with check number 229627, and direct deposit number beginning with 1242 and ending with 1265, in the amount of \$8,262,475.84, and wire in the amount of \$7,000,000.00, for a total of \$15,262,475.84;

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.

Resolution No. 2

Whereas, the District's received its allocated portion of \$75 million in funding included in the New Jersey Fiscal Year 2022 budget, to be distributed by the New Jersey Schools Development Authority (NJSDA) and the Department of Education (NIDOE) to school districts for emergent projects and capital maintenance projects associated with students' return to in-person education (the "Designated Funding").

Whereas, the District will utilize its allocated portion of the Designated: Funding to pay for expenses already incurred or to be incurred in Fiscal Year 2022 for emergent

projects (as defined in N.J.A.C. 6A:26-3.14) and capital maintenance projects (as defined in N.J.S.A. 18A:7G-3) necessary to facilitate students' return to in-person education.

Whereas, the Designated Funding will not be applied to purchases, expenditures or scopes of work that are or will be funded or reimbursed through other resources, including other state or federal funding or reimbursement programs. I certify that the Designated Funding will be utilized in connection with the emergent projects or capital maintenance projects identified in Attachment A, specifying the relevant school facility and scope of work, in the amount of \$4,499,987.

WHEREAS, the awarding of this contract is in line with the "A Promising Tomorrow Strategic Plan 2019 2024". Goal Area #2: Facilities, Objective 4, Develop a comprehensive preventative maintenance program that is geared towards the long-term upkeep of all Paterson Public School facilities;

NOW THEREFORE BE IT RESOLVED, that the Paterson Public School District accepts the allocation of funding from the NJSDA and the NJDOE to be utilized in connection with the emergent projects or capital maintenance projects identified in Attachment A, specifying the relevant school facility and scope of work, in the amount of \$4,499,987.

Resolution No. 3

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

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

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

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

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

CONFERENCE/WORKSHOP REQUESTS

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
*Tiffany McBride	ASCD Leadership Summit	January 18-20, 2022	\$199.00 (registration)
Vice Principal/School 5	Virtual		
*Susana Peron	RIEL First Annual Symposium	February 4, 2022	\$49.00 (registration)
Deputy Superintendent	Virtual		

*Eileen Shafer	RIEL First Annual Symposium	February 4, 2022	\$49.00 (registration)
Superintendent of Schools	Virtual		
*Cicely Warren	2022 NAPDS Annual Conference	February 9-12, 2022	\$1,642.41 (registration, transportation, lodging, meals)
Assistant Superintendent	Chicago, IL		
Michele Borak	Custom Computer Specialists Data Days & Master Schedule	March 1-3, 2022	\$799.00 (registration) **Anyone in the district w/access to Infinite Campus can participate at no additional cost
Supervisor/MIS	Virtual		
Maria Choy	Institute for Professional Development: Government Ethics in the Modern Era	March 9, 2022	\$50.00 (registration)
Purchasing Coordinator	Virtual		
Emanuel Capers	NSBA 2022 Annual Conference	March 31 - April 4, 2022	\$3,672.00 (registration, transportation, lodging, meals)
Board Member	San Diego, CA		
Tiffany McBride	ASCD 2022 Annual Conference	April 20-22, 2022	\$699.00 (registration)
Vice Principal/School 5	Virtual		
Maria Choy	CEUnion S.W.O.T. Analysis	April 28, 2022	\$55.00 (registration)
Purchasing Coordinator	Virtual		

TOTAL CONFERENCES: 9
TOTAL AMOUNT: \$7,214.41

***FOR RATIFICATION**

Resolution No. 4

Recommendation/Resolution: Approve professional services contract with DMR Architects, 77 Terrace Avenue, 6th Floor, Suite 607, Hasbrouck Heights, NJ 07604

WHEREAS, at the Board of Education meeting of June 17, 2020, Resolution #54 was approved to award a contract for professional services to produce a Redistricting Plan, DMR Architects, of Hasbrouck Heights, NJ; and

WHEREAS, at the Board of Education meeting of November 12, 2020, Resolution #2 was approved for additional professional services to complete and submit a Major Amendment to the District's Long-Range Facility Plan (LRFP) to; and

WHEREAS, Paterson Public Schools (the "District") has a need for additional professional services, to produce a district-wide plan that creates Middle Schools zones with sending Elementary Schools and to update to the approved LRFP that was approved on August 25, 2021;
and

WHEREAS, the term "professional services" is defined in N.J.S.A. 18A:18A-2 to mean services performed by a person lawfully practicing a regulated profession that requires advanced knowledge which is acquired through a formal course of specialized instruction, other than general academic instruction or apprenticeship and training, or services necessary to provide original and creative goods or services in a recognized field of artistic endeavor,

WHEREAS, the District has determined to acquire such services through a non-fair and open contract in accordance with N.J.S.A. 19:44A 20.4 and 20.5, and without public advertising for bids pursuant to N.J.S.A. 18A:18A-5;

WHEREAS, the anticipated term of this contract will not exceed 12 consecutive months, pursuant to N.J.S.A. 18A:18A-42;

WHEREAS, DMR Architects has submitted a proposal offering to provide such services for a total price that will not exceed \$19,760; and

WHEREAS, the awarding of this contract is in line with the "A Promising Tomorrow Strategic Plan 2019-2024". Goal Area #2: Facilities, Objective 1.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education authorizes the Superintendent to enter into a contract with DMR Architects for professional services, in an amount not to exceed \$19,760 for the 2021-2022 school year, and

BE IT FURTHER RESOLVED, that notice of the award will be published within 20 days in an official newspaper stating the nature, duration, service, and amount of the contract, and that the resolution and contract are on file and available for public inspection in the office of the board of education, pursuant to N.J.S.A. 18A:18A-5(a)(1) and N.J.A.C. 5:34-9.5.

It was moved by Comm. Teague, seconded by Comm. Redmon that Resolution Nos. 1 through 4 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

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. Arrington: Mr. President, we did meet but we will report at the next meeting.

Operations

Comm. Arrington: Mr. President, the operations committee met. Present was Assistant Superintendent Cozart, Lisa and Nicole. We covered three items that will be presented at the next Board meeting. One resolution is a residency resolution with Montclair State. The other resolution is the reimbursement of parents that were driving their students to school that had the contract. The last resolution is the harassment, intimidation and bullying investigation report. Present at the meeting was Comm. Capers and Comm. Teague. That's our report, Mr. President.

Fiscal Management

Comm. Simmons: Fiscal met last night. We discussed an update on the budget process and some other items with regard to some upcoming bids. Those items will be discussed in executive session. There was a presentation by the charter school association. As some of you may know, they had approached the district about redoing the field at School 25 so that they can have a home field for athletics. However, during the presentation, it appeared that they wanted exclusive rights so we would have to follow their schedule before we could actually have access, our students or recreation. I'm sure there will be further conversations, but as of last night it just appeared that they required too much control for that space.

Personnel

Comm. Redmon: Personnel met on Monday. The discussion was around the vacancy list. As of Monday, it was 80. That's with retirements, resignations and everything as of Monday. We also discussed the upcoming job fairs. The district is heavily pushing recruitment and that was basically what the personnel meeting was about on Monday.

Governance

Comm. Simmons: The governance committee has not met yet. I believe the meeting is next week. After that meeting, there will be a report.

Committee Report

Facilities

Comm. Capers: Facilities met on Monday, but can I give the report at the next Board meeting?

Comm. Simmons: Absolutely.

Family & Community Engagement

Comm. D. Martinez: We are scheduled to meet next week on Thursday.

Negotiations

Comm. Simmons: I believe negotiations will give an update in the executive session.

Comm. Redmon: Yes.

Policy

Comm. Teague: The policy committee is going to meet next Tuesday so I will report at next week's regular meeting.

Technology

Comm. Simmons: Technology has not met yet but there will be a report as soon as the committee meets. Does anyone have any other information or items before we take a motion to go into executive session?

OTHER BUSINESS

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

The Board went into executive session at 7:10 p.m.

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

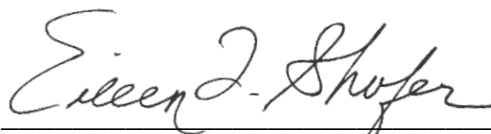
The Board reconvened the meeting at 7:53 p.m.

Comm. Capers: I just wanted to congratulate the boys' basketball team. Yesterday Eastside and John F. Kennedy played, and I believe Eastside won. I just wanted to congratulate them on that victory yesterday and go Bengals for the Super Bowl. Thank you.

ADJOURNMENT

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

The meeting was adjourned at 7:58 p.m.

A handwritten signature in cursive script, reading "Eileen F. Shafer".

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