

**MINUTES OF THE PATERSON BOARD OF EDUCATION
BOARD RETREAT**

July 14, 2021 – 5:30 p.m.
Remote - Zoom

Presiding: Comm. Manuel Martinez, Vice 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. Oshin Castillo-Cruz

Comm. Jonathan Hodges
Comm. Kenneth Simmons, President
Comm. Corey Teague

Absent:

Comm. Dania Martinez
Comm. Nakima Redmon

Comm. M. Martinez read the Open Public Meetings Act:

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

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

**Board Retreat
July 14, 2021 at 5:30 p.m.
Remote - Zoom
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.

Comm. M. Martinez: Good evening and welcome. Before I turn it over to our Superintendent for the presentations, I would just like to take a moment to acknowledge one of our colleagues who lost her mother, unfortunately. I'd like to have a moment of silence for our colleague, Dania Martinez, who lost her mother, and also for the young man who was unfortunately caught up in the senseless shooting yesterday and who is struggling on life support. If we could just take a brief moment for those two individuals, I would greatly appreciate that.

Moment of Silence

Comm. M. Martinez: We will continue to keep them in thought and prayer.

PRESENTATIONS AND COMMUNICATIONS

High School Restructuring Plan

Ms. Shafer: Thank you, Mr. Vice President. Good evening, Board Commissioners and Paterson community. As you know, we have been working on the High School Restructuring Plan. We had agreed that this high school restructuring would be separated into two different areas, the administrative structure and the curriculum and pathways. You voted back in May on the administrative structure. Tonight, you are going to hear from Deputy Peron about the changing in pathways and curriculum as we go forward. She has a team that has been working on this for the entire school year. I'm going to turn it over to Deputy Peron. I would ask that you keep all your questions until the end of the presentation. If you want to jot them down, everyone would be more than happy to answer the questions.

Ms. Peron: Thank you, Superintendent Shafer. Good evening, Board members, community, and colleagues. Tonight, we are going to present to you an update on the work of high school restructuring. It goes back to 2019 when we first met in a retreat that we began speaking about high school restructuring. At that time, data and programs were shared, and the Board had challenged us to restructure the high school in two phases. The plan was presented regarding research, planning, and outreach. Phase I should have been research and planning, phase II planning and outreach and preparation, and phase III implementation. We had a little hiccup during that time where we ran into a pandemic. We put the work a little bit on hold but gathered again in 2020 and this high school restructuring became a goal of the Board of Education once more. At that time, the Board challenged us to get this done in two phases. Tonight, I am here to present to you the two phases, all the work that has gone into it, and all the data that has informed the work around high school restructuring. Tonight, I will be presenting this PowerPoint with Will Graulich, who is the Director of Secondary Education, and Eliza Rodriguez, who is the Executive Supervisor of Special Projects. They are my leads on this project, but I do have to say that I am working with colleagues across the district. We will talk to you a little bit about how we structured committees and how it came to be. As a reminder, we were in two phases. We are going to talk about Phase I, which is over and done with. We did an audit and a reorganization of the administration. We reviewed the current administration at all of our high schools. Our two complex high schools, which are Eastside High School and John F. Kennedy, we reorganized the high school administration. We submitted the action to the Board of Education and it was approved. As it stands, for September we will have an academic instructional principal over Eastside High School Complex with an operational principal, and the same at JFK. We have eliminated one principal at International High School on Grand Street and there will be a vice principal in place. Next steps are to create a job description for program coordinators for each of the program themes and pathways. We are going to get into Phase II tonight, which is the planning research for future curriculum courses and programs. How did we do this? How did we determine the programs that we are proposing? They came via community feedback. We did many surveys. My first committee consisted of assistant superintendents, principals, directors, supervisors, and many others. We developed surveys for students. We developed surveys for faculty, parents, recent grads, community members, and organizations. We informed our work around the data, the labor market, facilities, large equipment needs, and teacher endorsements. Subcommittees were formed and hence

we are going to explain to you the work that has gone into this. Before we do, I just thought that it would be important to have a brief overview of the surveys. We have presented this information at other Board workshops, but I just wanted to give you a real quick summary of the surveys once again. At this time, Will Graulich will take over with the overview of surveys.

Mr. Will Graulich: Thank you, Ms. Peron. Good evening Board Commissioners and Paterson community. I am going to review our major findings and recap over our series of our intensive survey efforts. Surveys were not created lightly. Subcommittees were developed for each survey we had. They then reported out to our overall programmatic and curricular high school restructuring committee where additional feedback was incorporated. We then refined them and did it again. Prior to rollout, we did share with members of the Board, asked for feedback and suggestions, and incorporated those where received. That was an arduous process that took probably well over a month and a half to ensure we were getting it right. As Ms. Peron mentioned, we did do a thorough report on the student surveys that was done to the instruction and program committee on March 9. Just as a very brief recap of those surveys, there were three targeted surveys. A survey for students in grades 6-8, targeting their aspirations, interests, and curiosity. Students in grades 9-10, really trying to capture why they selected the school they did, also with the understanding that for much of those students their high school experience had been far from the traditional one that we all hoped it would be, given the pandemic. Finally, our survey for grades 11-12, which we really used as an exit survey to get feedback on student's participation, interest, and experience in their thematic programs. Of note, to recap for this evening, the most popular career clusters selected by those three targeted groups are as follows. We have arts, AV and communications, health science and human services, law and public safety, IT (Information Technology), business, marketing, and human services. You're going to hear a lot of human services tonight. Whenever we provided a survey for any of our stakeholder populations, we would delineate types of programs or examples of pathways within each of those clusters to give them an idea. Human services is pretty popular and one of the most popular services within human services is cosmetology. For each of these surveys, prior to implementation students underwent no less than two career exploration activities and were diving deep into each cluster to really get a comprehensive understanding as to what is available prior to taking those surveys, especially for students in grades 6-8 and 9-10 who haven't really experienced it yet. New information for you tonight is our survey of parents. We did a comprehensive exhaustive outreach for this, which consisted of several Robo-calls, use of social media, emails, and our website. Some highlights for this evening – 97% of respondents reported being satisfied with their child's school's academic or career programs. 72% reported academic programs as being the most important factor when selecting a high school in our district. 61.5% reported course offerings as being very important when selecting a high school. 68% reported a school's campus environment as being very important. 70.5% reported a school's location as being a very important factor when selecting a high school. Just a brief overview of some of the data we've collected from there. Next we asked teachers in grades 6-12 to respond to a series of questions with regards to their experiences in teaching in a thematic pathway, career program, or their experience with preparing students for them. Among the data we collected you will see 44% strongly agree or agree that theme and curriculum in each academy prepared students for a career in their field. 61% strongly agree or agree that they would like more professional development opportunities to broaden their own content knowledge with regards to their thematic pathway. If you look down at the bottom, we also asked the teachers to rank what they believe should be offered in the form of career clusters. You can see a lot of them are very similar to those the students selected – automotive technology, human services, cosmetology, STEM, finance, IT, architecture and

construction trades, marketing, education and training, arts, AV, technology and communications. The final bit of surveys that I'd like to share with you this evening is with regards to our outreach to our community stakeholder groups. We did another exhaustive campaign including Robo-calls, social media, our website, and use of our Family and Community Engagement Department. We specifically targeted the following groups – Paterson clergy and religious institutions, the Paterson Alliance, a network of Paterson non-profits, NJCDC, Paterson Education Fund, William Paterson University, and Passaic County Community College. Notable for tonight, 72.5% reported they strongly agree or agree that the schools that they have an association with, whether it's through volunteering, mentoring, or hosting field trips, believe that they are preparing students for college and career within the school's area of focus. Top career clusters reported by those groups as being something of interest that we should pursue, we see STEM, marketing, IT, hospitality & tourism, finance, education, and training. Down at the bottom you'll see transportation and distribution logistics, and that specifically speaks to automotive technology. 62.5% reported being interested in volunteering with schools in the future, which is great news. It allows us to tap in and follow up directly with those individuals. This is just one facet of data that we have collected and have been building to inform our work in the past and as we move forward.

Ms. Peron: Finally, we did present those surveys through various meetings, such as instruction and program, Board committee meetings, and at the Board workshop. We thought we would solicit the Board's feedback, so we prepared a survey just for the Commissioners. The thrust of it was, are you in favor of moving ahead with research on the programs listed below for our proposed high school restructuring. I really wanted the voice of all the Commissioners. I wanted their feedback and we thought it would be important to capture it for this endeavor. Five out of nine Board members completed the survey. We have the data that I'm showing you on the screen. The five were all for construction trades. Five out of five reported positive in moving forward with IT and computer science programming and pathways. I'm not going to read the entire chart for you, but you can see that we covered the areas from the highest of interest in the surveys for the students, teachers, and community. Our data is also driven by the labor force and other information that you will see that we have gathered. The proposed programs were engineering marketing, business marketing, health science, STEM, medical, dental, automotive, construction trades, which includes carpentry, cosmetology, and electric, plumbing, HVAC, information technology, computer science, law & public safety, and education training with an emphasis on early childhood and childcare.

Mr. Graulich: As Ms. Peron mentioned, in addition to the surveys, another component that we have been paying very close attention to is the labor market. Not specifically nationally, but according to our state, region, and county. As you know, many of our current thematic programs are in fact career oriented. We want to make sure that we have a pulse of when a student is going to take one, two, three, or even four courses in a very specific career area that there is something on the other end waiting for them in post-secondary, whether they want to enter career right away or if it's something they want to get such as a part-time job while they pursue post-secondary education. These next few slides contain data directly from our Department of Labor and Workforce Development. The table on the left is projective growth in specific job titles statewide. Throughout the entire state between the years 2016-2026, the number one career in which there is a projected growth of jobs is home health aides. You see that three of the top seven are in fact related to health sciences. You'll see registered nurses as well as nursing assistants. Number two, you see laborers, which is related to the architecture and construction trades industry. Number four, you'll see food preparation tied to our culinary program. Then we have software developers, with regards to IT. If

we move over to the chart on the right, that is not necessarily growth, but anticipated annual job openings statewide. You'll see a lot of the same. We do see retail, laborers, and food preparation and production. Then we also see prominent openings anticipated in the area of health science, specifically registered nurses, home health aides, and nursing assistants. These next two slides are projected growth on the left in our northern region, the right being Passaic County. This data set is a little different. This is projected changes from 2014 to 2024. If you take a look at the column right in the middle that says 'number,' you see that the specific job titles are ranked accordingly. Again, it's very similar for the northern region. Above the bridge and up, we have the health care, social assistants, and food services. Construction comes in at four, and at six, arts, entertainment, and recreation. We have finance insurance, government, and educational services. They're all populating on that list. If we move over to Passaic County on the right, now we're looking at Passaic County projected growth over a 10-year period. We have health care, food services, educational services, construction, and arts and entertainment. As our group starts to take a look at Board, community, and student interests in specific types of pathways, we are also doing our research to connect them to prospective job markets on the other end to ensure that things that we are considering and creating could in fact lead to post-secondary work, whether it's full-time or part-time career, or in pursuit of post-secondary education.

Ms. Eliza Rodriguez: Good evening, Board Commissioners. I will be speaking about the subcommittees. As was mentioned previously, we developed the high school restructuring committee. It began with three target areas – administrative reorganization, programmatic planning, and facilities planning. From the above committees, we realized that we needed to develop subcommittees for programmatic planning. The current slide delineates the 11 proposed programmatic planning subcommittees. You will see some of them, such as automotive, business marketing, and cosmetology. Here are listed the respective committees and their members. Any committee member that has an asterisk denotes a committee lead. Although the high school restructuring committee has been working since September in the developing of the surveys, this slide outlines the subcommittee's culminating work. The meetings that were scheduled were working sessions. In the first part, the committee members met as a whole group to discuss the week's focus. In the second part, the committees were collaborating via 11 breakout groups. Ms. Peron, Mr. Graulich, and I worked between breakout groups to collaborate with members, address any questions, and provide any clarity. A shared drive was created for all committees to keep their work and research. Areas of focus and research include, but are not limited to, curricula, partnerships, certification requirements, and facility needs for proposed programs. Now, Mr. Mapp will speak about facilities planning for high school restructuring.

Ms. Peron: In researching and planning, some of our committee members reached out to several vocational sites and schools around the state. In 2019, we went to Morris County School of Technology, which is consistent and comprised of vocational programs. In early June, we visited Passaic County Technical Institute with an eye on cosmetology. On June 19, we actually conducted site visits in-district of our facilities, which Neil will speak to you a little bit at length about. We went specifically to Eastside Campus and John F. Kennedy Campus to take a look at the classroom space, the square footage, what we have, and what the opportunities and possibilities are to begin some of these programs in these two campuses. Most recently, on July 8, a team of us went to Donald M. Payne School of Technology in Newark, New Jersey. We really had a comprehensive visit of the building, the programs, and we came back with a wealth of information and ideas. We were really excited about what we saw. We do have a planned future visit to Bergen Academy and that date is to be determined. It is on schedule and we are in communication with the leaders at Bergen Academy. I just

need to give you a little bit of background before I bring Neil on so that you understand that what we are doing is looking at the existing programs at the specific locations of Eastside High School and John F. Kennedy High School. Today we have a culinary pathway, an automotive shop, and a wood shop at Eastside High School. At John F. Kennedy, we have an automotive shop, Westside Café, and a carpentry class. Our proposed program locations from the walkthrough that we conducted and Neil was on, along with Will Graulich and some other members of the district, we are proposing to keep culinary. We have invested a lot of money in equipment, classroom, and the curriculum. We are proposing to leave culinary at Eastside High School. We are proposing to take the woodshop and convert that into our cosmetology space with a hands-on learning lab. These vocational programs have to have a space where the students will be engaged in practical hands-on applications. They also need to have an adjacent classroom or two for theory. In our visits we looked at that. We will consolidate the automotive shop to just Eastside High School. We would take the School of Information Technology and relocate that into a Paterson STEAM high school at the facilities of Paterson Catholic. We would take the School of Government and Public Administration and convert that into a Law and Public Safety Academy. That's at the Eastside campus. At John F. Kennedy, BTMF would remain and we would be adding a stock exchange room. We would also be expanding what we call our TV studio over at John F. Kennedy into a telecommunications program. We would be adding construction trades, such as carpentry, HVAC, plumbing, and electrical studies at John F. Kennedy. We would be moving the School of Science, Technology, Engineering, and Mathematics and relocating that into what we are proposing to develop a Paterson STEAM high school at the facilities at Paterson Catholic. We would continue and refine the School of Education and Training at John F. Kennedy complex. I'm going to turn it over to Neil Mapp so that he can give you his eye with the facilities sense into the things that need to go into developing these classrooms and learning spaces.

Mr. Neil Mapp: Good evening, Board Commissioners and Paterson community. My name is Neil Mapp. I'm the Chief Officer of Facilities and Custodial Services for Paterson Public Schools. What was very enlightening in our field visits to other high schools and other programs was that the space really didn't dictate the program. However, the faculty and the equipment really dictated what the program looked like. That was very enlightening, and it gave us a real sense that we can accomplish some of our programmatic goals here in Paterson. We have facilities at Eastside High School and John F. Kennedy that are amenable to every one of these projected programs. At Eastside, we looked at the former woodshop as a prime opportunity to place our cosmetology program. To that end, we will be beginning to clear that space out and create a white box so that we can begin programing the space. We will enlist an architect to do educational specifications and schematic plan of the space to make sure that all the program elements fit in that space. So too at John F. Kennedy where we are proposing construction trades. There does exist a carpentry program there we can expand on. We have two large spaces at John F. Kennedy that can support, not only carpentry as a construction trade, but also HVAC and plumbing. What we saw at the Essex location downtown Newark is that they had one large space with sections within that space dedicated to various program elements like carpentry, plumbing, electrical, and HVAC. We're looking at our spaces now, beginning to clear those spaces, create white boxes, and establish the educational specifications and schematic plans if we are to move forward with those program goals.

Ms. Peron: Thank you, Neil. I want to thank Neil because he's really been instructional in guiding us with the facility needs and the timeline. We have to make decisions, the sooner the better because we are running on a tight timeline and this work has to be

expedited. Where do we go from here? Here are points to consider and things that we have learned. I'm definitely going to be adding in our stakeholder voice a student group for their help and input in developing programs and creating other features in our high school. As Neil said, sometimes it's really not the facility that dictates the program. It's the teachers and the champions that are steering the curriculum and the enthusiasm. I believe giving the students the voice to have input into planning and developing their high schools and programs is very important. Right now, we have six students who we have recruited, and we plan on recruiting even more. I would like to have a dedicated group to work with. They can then do their outreach with their friends and peers and bring back the information to us as a group. We also have to continue looking at the current career needs, future projections, as well as startup, maintenance, and replenishment costs. I can't do any of that without a determination and decision on what types of programs we are to implement. Once that decision is made, then we can make decisions around what the facilities need and start looking at our current and projected faculty endorsements. I just want to reiterate the fact that we are looking at all our high schools and either restructuring, redesigning, or refining them. These are our other existing academies, not including Eastside High School and John F. Kennedy. I just wanted to give the Board a brief summary on where we are and what we would be doing with them. We are going to continue our International Baccalaureate program at International High School. Currently we have the diploma and certificate program. Now we are adding a career-related program which is under the auspices of International Baccalaureate. At PANTHER Academy we are going to continue our P-Tech program. At Garrett Morgan we will consider relocating the program to our STEAM high school. We would consider relocating HARP Academy to our Paterson STEAM high school. We are going to continue with Rosa Parks, but we are going to refine the program and the facility. When visiting other high schools and seeing their arts component, they had amazing auditoriums, sound rooms, equipment, and facilities. We have to take a look at refurbishing some of Rosa Parks' areas so that program can be refined. At STARS Academy, we are continuing and expanding a transition program into what we propose to be the STEAM high school over at Paterson Catholic. The concept for the new STEAM high school at the Paterson Catholic building would encompass all of what STEAM is about – science, technology, engineering, arts, and mathematics. We would just incorporate the following existing academies and their engineering theme and move it over to our STEAM high school. The slide just indicates which of the academies would directly fit into a STEAM concept and the types of programs that it would culminate. Extensive work has gone into the areas that you see on the slide. Will is going to talk about just a few of them because we don't want to read the slides to you. We want you to know that each of these areas has a committed group that works with them. All of our committees are on a volunteer basis. This is over and above everyone's responsibilities. They dedicate the time to research and put together the information on each one of these programs. Some of the groups have gone as far as developing budgets and actual lists of all the resources and components they need. From here, we have to begin the work of curriculum writing. I need a posting and I need to begin to hire teachers. We need to begin creating curricula for some of these programs. Then we need the practical end of it because most of these have structured learning experiences and we need trained teachers to be able to go out to the sites and monitor the progress of the students. I'm going to turn it over to Will, but I want all of you to understand the extensive work that has gone into high school restructuring. If we're going to do it, we're going to do it right and we're going to make it the best for our students. That's what they deserve.

Mr. Graulich: As you can see, this is just the tip of the iceberg of the enormous amount of work that's gone underway. I know you had an opportunity to take a look at the slide while Ms. Peron was talking. This is the first of two slides of our subcommittees. You

can see on this there's automotive, cosmetology, education and training, bilingual, business finance and marketing, engineering and manufacturing. On this slide are the other committees we have. We have construction trades that focus on carpentry. We also have the construction trades that focus on the Board's interest in new pathways as far as electric, plumbing, and HVAC. Very recently we have learned that we should consider more or less rolling our carpentry into comprehensive construction trades, where we don't necessarily need three or four independent curricula but can create one comprehensive to encapsulate all those pathways. We have our health occupations, specifically dental and patient care assisting, information technology, computer science, law and public safety, which is inclusive of our vibrant JROTC program currently at GOPA. Each of the last two slides did a very tip of the iceberg for opportunities and challenges, but I'd like to take a moment to speak as to global opportunities and challenges. Given the inertia of high school restructuring, we have an opportunity to make more pathways and programs available to more students by having some curricular flexibility to really assess student interest in the middle grades, in ninth grade, and meaningfully place students into programs that might not have previously been available at the school that they are placed in. Beyond that, we also have the ability to be mindful and efficient as far as combining programs that have doubled or even tripled across our high schools. On a slide or two ago, Ms. Peron mentioned the creation of a Paterson STEAM high school, which could present an opportunity to unite engineering and computer science programs, unite our resources, and properly endorse teachers to create a strong, comprehensive, and vibrant program. We're greatly excited by this and the opportunities such as those that present themselves. With regards to global challenges, especially with regards to new programs that don't currently exist, it goes without saying that our more vocationally geared programs, whether it's cosmetology or construction trades, are going to require a substantial amount of investment with regards to facilities and equipment. Something not to be overlooked as well is annual replenishment costs. We want to make sure that anything that we move forward with that we're prepared and know in year five what this is going to cost. Based on feedback and confirmation we have received from you that work can set forth. Another global challenge for many of these programs is because so many of them are vocational and career-themed the New Jersey Department of Education has hyper-specific requirements. With the intent of putting properly trained teachers in front of students for these career and vocational pathways, the ability for us to recruit teachers in specific areas is very challenging. Districts across the state are fighting each other for computer science teachers, automotive technology teachers, and health science teachers. That is very much a challenge that we are facing. Beyond that, I think we are all in agreement and have aspirations for providing students the ability for internships or externships. To get students out of the classroom and at a worksite requires a state certification, which takes time and money. It's something that we have started to identify and build capacity within our schools and programs. For us to have a vibrant program, which we all want, we need to ensure that in addition to strong leadership and pathway coordinators, we also have faculty indoors to provide structured learning opportunities or what the state refers now to as work-based learning.

Ms. Peron: That brings an end to our presentation. I want you to focus on this slide which talks about final Board recommendations and approvals. We're interested in knowing what's important to you and what you identify as a high-interest or priority that you would want us to bring to fruition. What is important to you that's existing? Would you want to strengthen that program? Would you want to discontinue it? These three targeted questions are around making that decision so that we can move forward with our planning. Our next steps are completing the steps below, gathering that student voice, having them help us, continuing our location visits, planning for facility and equipment, and gearing up for curriculum planning and community partnerships. Of

course, the important work around budgeting, staffing, and resources at the beginning of the year we were already planning for next year. We're in a tight timeline. This is also going to take a reorganization of staff because we need to pool our resources in several instances. That would mean that we would have to begin the work of transferring because of endorsements and experience and having teachers placed where they would best fit. I know this is a lot of information. We tried to bring it to you as concise as we could. We really need to make this decision around the programs very soon. I would love for it to be tonight so that we can continue this work. We have a lot of ideas around what we need to do in the middle school. We are also going to be working in tandem with high school restructuring and planning for curriculum writing in the middle schools so that we introduce our students to these pathways at the middle school level so that they have a more concrete idea, their awareness is broadened, and their knowledge is deepened into the different career paths that they could go into as a freshman. We came away with a lot of ideas from our visits. One of them was that they developed summer programs for their middle schoolers around the career pathways and themes. The students in the summer attend the high school. The seniors and high school students are the co-teachers in that summer program. You're building awareness for the middle schoolers in terms of what they can aspire to do and you're strengthening the knowledge of your high schoolers in that they are becoming the teachers and sharing the knowledge that they are learning. They are really different concepts to think about and things that we are going to begin planning for. At this time, I know there are probably many questions, and we will entertain them.

Comm. M. Martinez: Thank you to Eliza, Susie, Will, and Neil for putting this together and for presenting this evening.

Comm. Hodges: I have some housekeeping questions first before I get into the substance, which I will come back to. How many students do you anticipate being housed at Paterson Catholic?

Ms. Peron: I believe that building has the capacity to house around 800 students.

Comm. Hodges: And the two comprehensive high schools can handle 2,000 apiece? What we're going to be doing is sending most of our Information Technology, STEM, and medical arts program. You'll have a limit of 600 or 800 kids. For the other courses, the majority of them you'll have 4,000 students who will not be able to participate. You will reduce that portion of the curriculum that those students will be able to participate. Is that what I'm getting?

Mr. Mapp: Dr. Hodges, we have to look at this comprehensively. As part of the long-range facilities plan, if the Board sees it fit that we move in this direction, we then have to look at programing the exiting Paterson Catholic to accept these particular programs. Right now, the Don Bosco program is moving out of there. It's roughly 800 students. The HARP program is moving in, which is significantly fewer students. We have some capacity left at Paterson Catholic. We have to look at it comprehensively over a five-year period and we have a chance with the long-range facilities plan to make those types of decisions and place those programs there. The SDA as one of their initial projects they will be taking on when funding becomes available is an addition to Paterson Catholic. We have to look at this comprehensively and view this as an opportunity to develop that program now so we can tell the SDA that we need 'x' amount of capacity in this school so they can design the correct size addition to that building for us. It's very important that we begin to describe that new programing for the building so we can get the facilities that we absolutely need in that space to support this new programing. Any program that goes in there now would be a beta-type program to

say this is what we're placing in there, but we need a more robust program going forward and therefore we need a larger building. Right now, we can't tell them what size building we need because we can't tell them what programs are going in.

Ms. Peron: Also, to answer your question, Dr. Hodges, it may sound like we're taking all the engineering courses and moving them over to our STEAM high school and no one would have the opportunity, if they're not in that building, to be exposed to engineering courses. That's not the case. At the International Baccalaureate program there is an engineering theme with the new career-related program that we are adding to them. That aspect of learning and programing would be there as well. All high schools will always have advanced placement and honor courses. They all must have their graduation requirement courses and things like that. I don't want to present the fact that we are limiting just specific courses in science, technology, and computer science to the STEAM hub. Other programs will incorporate that into their curriculum.

Comm. Hodges: That's not what the presentation suggested. That's my concern. The type of student that goes to Paterson Catholic is not going to be the same type of educational instruction that they're going to receive at the two comprehensive high schools. I'm a little concerned about that just from looking at the presentation. The bulk of the science and engineering students are going to be limited in space to the footprint of Paterson Catholic. I'm troubled by that population that will be allowed to have that level of education. That's just my surface understanding of the plan. I see 4,000 students going to cosmetology, carpentry, or whatever. I see 800 kids going into more significant science programs and I'm a little troubled by that.

Ms. Peron: Actually, cosmetology is going to be one of the smallest programs right now to begin with because it is a rigorous program that requires hours. It has a practical aspect and a theory aspect. We would need to begin with two teachers, which is a challenge. For the beginning of cosmetology, we have to limit the enrollment due to size of classroom and staffing. There are going to be other programs other than cosmetology at Eastside High School. We're not only doing cosmetology and automotive. Those are the two vocational themes that we're adding to that complex, but there would be different programs there as well. 1,000 kids are not going into cosmetology. That's impossible.

Comm. Hodges: No, but you understand what I'm saying.

Ms. Peron: I do, and we spoke about this. This is such a comprehensive presentation and there are so many intricacies. The next step would be, when we get into curricula, the outlining of all the courses for each of the themes. That would give you a much better idea of all the different courses that the students will be enrolled in.

Comm. M. Martinez: Is there any way to steer kids in one direction or the other? If this is an opportunity they're going to have to choose, how do we tell kids who are interested in cosmetology or science that they can't go that way if that's what they want? How do we navigate that?

Comm. Capers: I have an idea for that, but I was going to save that in my questions.

Comm. M. Martinez: Give them a bite at that apple right now and circle back and maybe you can add a little bit to it.

Ms. Shafer: Let me add something to the conversation. We all know that space is an issue for us. Some of these programs require more lab space if you're going to do

plumbing, electrical, carpentry, cosmetology, and medical and dental careers. You know that you would have rooms in the medical and dental that would be set up like a dental office. You would have the actual lab there. If you look at HARP, we had a number of rooms that were set up like a hospital room. You have to keep in mind space has to be allocated for that particular lab work that the students are going to have, as well as engineering and putting in a stock exchange room at Kennedy High School for the business academy. I just want you to keep that in mind. You take a place like Paterson Catholic, and you don't want to use up all the space for a particular program and then you have less children that can be in that building.

Comm. Hodges: You're moving Garrett Morgan out of International High School, which is the engineering program, and you're moving that over to Paterson Catholic, according to what you said. I don't know what other educational programs you're going to have at Garrett Morgan. That component might have gone into one of the larger schools, as opposed to the smallest one. That's my concern in terms of what you can offer and the number of students who can attend those types of instruction. Then move the vocational services over to Paterson Catholic.

Ms. Shafer: That's what I'm saying. We have electric, plumbing, HVAC, carpentry, cosmetology, and automotive. If we move them into Paterson Catholic, the labs would be set up for the practical experience for the certification, but it would not allow you to have classrooms for theory. Therefore, you'd have even less students in the program.

Comm. Hodges: But you're already saying you don't have the size. These are just concerns of mine. That kind of education is going to be limited to about 800 students. That's my concern.

Mr. Mapp: Carpentry and automotive already exist in place at specific locations in the district. To move those services, you have to build infrastructure to accept it. It's significantly more expensive to do that. We looked at that and we decided that it would be less expensive to leave the infrastructure in place and build the program around the existing infrastructure. At Paterson Catholic, if you move the engineering services there, the program space there is more suitable to those types of engineering curriculums where you have labs and space existing that can support those types of curriculums. To move vocational programs out of existing spaces is dramatically more expensive and probably would not be achievable at Paterson Catholic.

Comm. Hodges: I'm just looking at the type of program that you're going to offer at Paterson Catholic versus what you're going to offer at Eastside and Kennedy and I'm a little troubled by that.

Mr. Mapp: Don't be troubled because a middle school educational program is the largest educational program you have. A high school program is smaller than that because you have fewer labs and the need for lab space. If Don Bosco were able to fit into Paterson Catholic with 800 or so students, we should be able to move at least two high school programs in there, which are Garrett Morgan and HARP Academy at this time. I think programmatically they fit.

Comm. Hodges: You'd have HARP, but you'd also have Garrett Morgan.

Mr. Mapp: Yes, and programmatically they fit.

Comm. Hodges: You have STEM, but you could only have at best 800 students.

Mr. Mapp: But this is not an instantaneous move. This has to be gradual because you have to hire staff. It will happen over a period of time, and we have to look at it holistically.

Comm. Hodges: Do you anticipate having 2,000 students attend Kennedy and Eastside for a 5,000-student body roughly?

Mr. Mapp: If you move a significant portion of the programs out of Eastside or Kennedy, that 2,000 enrollment number will be reduced, right?

Comm. Hodges: That's what I'm asking you. Do you still intend to have about 5,000 high school students?

Mr. Mapp: Certainly. They're going to be spread across the district.

Comm. Hodges: You have 500 at International and 800 at Paterson Catholic.

Mr. Mapp: No. Those 800 students are going to the new middle school. HARP has significantly less than 800 students.

Ms. Shafer: I think he means when you fill up Paterson Catholic.

Mr. Mapp: You'll probably have around 800 high school students if you move the two programs there, which the building can accommodate at this time, and both programs without major infrastructure renovations.

Comm. Hodges: I can go back further down the road. I think Ms. Shafer understands my concerns.

Comm. Simmons: When we talk about these programs, what types of certifications are we going to be preparing students for? Will they be able to take certification exams prior to leaving? When we talk about some of these programs that require technology, like SOIT and business finance, have we considered grouping those programs that require similar technology together? Then you can have rooms that different programs can use.

Ms. Peron: There are many certifications that each of these programs have. We have researched them, and we can get those to you. That was one of the foci of the groups. Each of them had to investigate what types of certifications we could possibly offer for each of these pathways. In terms of technology, I think some programs require more, but all these programs require technology. We have to present technology in a way that's not static but is at the hands of every child. Specific to some of the business programs, like the stock exchange room, would lead up to some different technologies in that room. I think in terms of technology, we can do 3-D printers, mechanical devices, TV studio cameras, and other musical technologies would be incorporated into the telecommunications pathway. At Rosa Parks we need to integrate the different technologies for theater, music, and production. I see technology not in a static sense, but in a way that needs to be incorporated into every single aspect and theme. Each of them needs to incorporate technology into the course of study. I didn't really look at it that way, but we certainly know that each of them have their different aspects of technology, some more intricate and others more global. They call vocational schools 'schools of technologies' now. When we went to visit, every school had what we call a version of a Promethean Board and computer equipment that they used for their programs. I'm looking at incorporating technology into everything. Telecommunications

would be at John F. Kennedy. BTMF would be at John F. Kennedy because it's there. Construction trades have a use of technology that they would need and that would be in that building as well. The intricacies and the study that go into cosmetology, there's a lot of science that goes into that theme and pathway and that was one of the things that we were discussing with some of the directors that we visited. We have to move away from thinking that each of these need a certain type of thing. All of them are very integrated. We saw the School of Technology students collaborating with their business marketing students because they're developing entrepreneurship opportunities. What they grow they are selling at markets in the city. It all ties in and it's all integrated. Each of these different pathways and themes do incorporate high-level courses. I know that in this presentation you may have come away with this is just going to happen here and there because we gave you a summary of things. But they're each really intricate and they're comprehensive in each of the studies. Yes, we are looking to incorporate certifications into all of these. We're looking to incorporate internships and apprenticeships. Some of them will be internally in the district and externally in companies that we partner with. I did have an extensive conversation with Neil around the students in construction and trade and the projects that they can be a part of in-district helping our department of facilities with issues that we have at hand at different schools. That would be a hands-on learning experience. There was even talk about joining some of the carpentry and construction trade unions. They are reaching out to these schools to grab the students at senior level to become apprentices and begin working in these areas. I'm all over the place with my answer, but the short answer is there are certification programs for most of these themes. We are really isolating them, trying to identify them, and offering them to our courses.

Comm. Simmons: Thanks. I just have one more question and it's around SOIT because I saw computer science. My concern is that typically when we talk about a school of technology, we only focus on computer science and computer science is different than information technology. And information technology is different than networking. So are we talking about those different pathways within technology?

Ms. Peron: Yes, we are. That pathway and that work and that committee, we did give them that focus and so I would have to review the work that we have in the drive and really answer your question. But I can do that. It is possible because we do have a lot of work around that, the different technologies, and we've had those different types of people. I reached out to networking, infrastructure, and information technology so we have that representation in that subcommittee.

Comm. Capers: Thank you for the presentation. Since I got on the Board, I've advocated and I've had plenty of conversations with you, Susie, and some of your curriculum staff around these different areas. One of my colleagues always fought with me many times around this topic of having cosmetology and construction trades, and really enhancing those different things. I'm glad to see the district is really doing that because now we're putting more emphasis on college and career readiness. If you go to a lot of our local barber shops and stuff like that, you see a lot of young people are cutting hair. So now we can give them the skill and they can get certification and those kinds of things. I am glad we're seeing that, but on the flip side I have a few questions. At Eastside and Kennedy, are we getting rid of some of the current academies that are there already? How are we going to strengthen those academies? There's no mention of the English and math scores and the stuff in these different academies. They were at an all-time low before the pandemic and I'm assuming how it's going to look now. What are we doing in those different areas?

Ms. Peron: What are we doing in what different areas?

Comm. Capers: In terms of structuring the academies academically. I know we're giving them the trade/skill, but how about the reading and the math and all those other good things? We were failing at that before the pandemic.

Comm. Hodges: Will they share math and science teachers?

Ms. Peron: Yes.

Comm. Capers: We tried this before and it didn't work.

Ms. Peron: We're going back to being in a complex, so we are sharing the math teachers and the science teachers. We do need to do that. We have had academies in the past where there were 12 kids in a classroom and then you go down the hallway to the different academy and there were 32 kids in an ELA classroom or a math classroom. By doing it this way, there will be the academic wing that takes care of the graduation requirements and the content academic courses, and then the vocational aspect. Even the vocational aspect has a theory aspect, a learning component, a classroom component, lectures, speech, and things like that. Earlier in the presentation I talked about transferring teachers because we need to find the right teachers and put them in the right place. We have some academies that have done away with World Languages and that's a graduation requirement and also a requirement of college. When you go into college, they want two years of a language. Those are things that we have to incorporate and strengthen in all the academies.

Comm. Capers: But we're going to run into the same problem because you're not giving me a solution. They're still going to be overcrowded and overpopulated and that's going to affect people educationally because they're still going to be sharing teachers.

Ms. Peron: They didn't share teachers in the past, Commissioner. Some classrooms were overcrowded, and some were empty. Of late, since I've gone into academics, we have said we have to share teachers because we're had a shortage of teachers in some academies and not in others. By sharing teachers, you break down the classes and you minimize the number of students. Not sharing teachers sometimes causes overcrowding in one place and not the other.

Comm. Capers: Got it. We're looking to relocate STEM out of JFK?

Ms. Peron: Yes.

Comm. Capers: Based upon your presentation, and this is how I'm looking at it, you're making Eastside and JFK vo-tech schools and we're taking the rigor programs out of these schools. That's what it looks like.

Comm. Hodges: Yes.

Ms. Peron: I just want to reiterate the fact that we have to move away from the mindset that vo-tech programs are not rigorous because they are rigorous.

Comm. Capers: I'm not saying that. I'm not downplaying because I do like the fact that we have vo-tech. But when you're trying to make two comprehensive high schools that had rigorous educational programs, such as engineering and stuff like that, the problem we're going to run into, especially in this community, is that our STEM school is

currently in JFK and a lot of those kids, the majority of the demographic of that school, live in that ward. If you rewind back a couple of Board meetings ago when we moved the kids in there now the parents from the second ward were upset because they had to relocate to the opposite side. So, keeping the STEM school in JFK may be convenient for those students who live in that area. I don't know if you guys looked at that – the demographic and where they live and the proximity to the homes.

Comm. Castillo-Cruz: They travel to Tech.

Ms. Peron: It's in the surveys that one of the major things that was important for parents was the location of school, but something has to give. Something has to move out for something to move in.

Comm. Castillo-Cruz: I'm sorry, Mr. President. We talk about making the best schools to keep our students, but some of our students in Paterson are getting in a bus and going to Tech as well. So the fact that they have to travel to a school that will focus on their area of study at a high school level is different when you're sending younger children. When we did the kindergarten and preschool, we were talking about five year olds. High school students are now getting on a bus to travel. Though it is difficult for some parents, it is more common practice and it's a specialized school. We talk about a vo-tech school and a rigor school, but I don't know if anyone on this call has taken a cosmetology class. Any professor or student from Tech will tell you that cosmetology is one of the most difficult academies at Passaic County Technical Institute. The science and the physics and the chemical components that go into this class are absolutely very rigorous, as well as engineering and mathematics in construction. I just want us to be very careful when we talk about vocational as if they're not as difficult as health sciences. It's not just grabbing a hammer and nailing something. There's so much more to those components than one would expect, and we definitely learned that in the automotive when we did the training with BMW. I learned how difficult and extensive and detailed it was. Some of our students say they will never need math in life ever again, until you get into one of these programs and you realize how algebra, calculus and all of those play into a big effect. So, I just want us to be mindful of that.

Ms. Peron: And let's not forget that we are still preparing our kids for college because they are going to be meeting their graduation requirements. We are still preparing them to attend college. We're giving them an edge with giving them the opportunity for an internship or apprenticeship or certification to go into a career and many of the students from the vo-tech schools that we visited have used their career-related theme, gotten into a career, saved money and went to college. They've moved on their career in a different aspect. I attended a vocational high school and I went to college and I geared off from where I began my vocational practices to my professional experience as an educator. I just think that the opportunities are endless.

Comm. Capers: Susie, I'm not downplaying what you're saying.

Ms. Peron: I understand. I just want to cover it all and be comprehensive.

Comm. Capers: I just want to finish my questions on this so another Commissioner can go. I heard you say that cosmetology is going to be one of the smallest programs.

Ms. Peron: To begin with.

Comm. Capers: How are these students going to be selected to get in there? What are the requirements? What's the selection process going to look like?

Ms. Peron: We're still working on that because I can't begin that work, Commissioner, if that's not a route we're going to take. I have a little bit of time to get these high school restructuring programs into fruition. To come to fruition, I need decisions and then I can proceed.

Comm. Capers: I don't know how it looks to my colleagues, but I know how it looks to me. We're coming up with these plans, but we don't know how our students are going to get selected into it. They are great plans, great schools, and great programs, but how are our students going to get selected into it when you say they're going to start small. Then you're changing Eastside and Kennedy into vo-tech and taking all these different programs out. Some of these kids, especially the Black and Brown kids, can't get into STEM. It's hard because they have educational challenges. Just look at the picture being painted before us. I'm not saying you're going down that route, but you're not giving us enough meat to chew on to say this is a good idea. Overall yes, we know it's a good plan. But you can't answer this simple question – how the students are going to be selected to get in there.

Ms. Shafer: Let me jump in a minute. The first phase of this was the administrative reorganization. Then we went into taking a look at the current themes that we have and adding themes based on the student surveys and parent surveys. That's what Susie is presenting tonight. We can't develop what the curriculum is going to look like, what the hand on experience is going to look like, and what the entry process is going to look like until the Board says okay, go with these programs or don't go with these programs and we want you to add something else. This is the year of planning. Implementation is September of 2022. Susie kind of got ahead of it because we did the first year this past year with the administrative piece, but then she also started the career theme pieces. She's giving you this right now to tell you here's what the surveys said, here's what kids said, and here's what the job market is going to look like. Now, we need the Board to say we like all of these, or we don't and we want to change and put something else. Then she can do the rest of the work with her team to say now we need to have partnerships, we need to have universities attached to us, we need to have an entry process, we need to have a transfer process, etc. If I get in the first year and I say this isn't for me, I want to go over here, we need that process. But we can't have all of that yet until the Board says these are the 8 or 10 themes that we want for September of 2022. Keep in mind that we can continue to add themes. It would just mean that in each theme you would have less students. You can add another theme to Eastside or Kennedy a year or two from now, but now the charge is to bring in some vocational programs. We heard this from the Board, from parents, and from everybody. This is just the beginning. We will have an entry process and once we put that together the Board will tell us yes we like it or no, we don't. Once a student is done, what are they going to walk out of these programs with? What type of certification? Can they take the test right here in the district to move on? We're not there yet. We need a year of planning coming up and those are all the things that will be looked at.

Comm. Capers: Comm. Martinez brought up how we're going to look at students and get them interested. I had this conversation with Susie and the Superintendent. I think the Board needs to look into really hosting a 9th grade academy. I know Montclair and Trenton do it. You can really get an assessment of every 9th grader when they graduate 8th grade. You have one 9th grade academy, and you have little assessments to go through every year. Sometimes coming out of 8th grade we place the kids in the wrong academies, and they are set up for failure. But having a 9th grade academy really works. I also think we really need to consider adding a high school component onto YMLA. I think that program is really thriving and going forward. That model works and I

am a product of an all-male school. In this community now, we definitely need it where young men learn together and do all these different things together. I think the Board and the district need to really consider those two things.

Comm. M. Martinez: I would just make a recommendation. As our Superintendent said, this is just the beginning. This is not a finished product that's being presented tonight so any questions, suggestions, or constructive add-ons that you'd like to bring to the table, prepare them, email them, and let's get the conversation going. We can discuss as much as we can tonight, but we still have other things on the agenda tonight too. I do want to afford Commissioners Teague, Arrington and Castillo-Cruz the opportunity to take a bit at the proverbial apple.

Comm. Teague: Thank you Ms. Peron and your staff for the presentation. I'm sure you probably know what I'm going to ask. If it's possible with the high school students and these programs, can you get me a percentage of how many SPED students in high school in these academies that are in these actual programs, like engineering and others, so I can get an idea for the parents of students with IEPs? I want to see the percentage of how many of our special needs students are able to take advantage of these programs as well. I also presented something to you about other districts that have work programs for students with special needs as they get older. They're in high school now and they're preparing to go out into the workforce. If you could get that to me, then that would be awesome. You don't have to do it right away, but if you could email that to me so I can have it, I would appreciate it. That's pretty much all I have.

Ms. Peron: Yes, Commissioner.

Comm. Arrington: Thank you Susana and Will for the presentation. I do like the idea of the STEAM high school. I think it's great having the like-minded disciplines co-located in one school. I have two quick questions. How many students are in these programs now versus the 800 seats? Is there a delta or some students going to be "not having a seat" and have to go into another discipline? Does that question make sense, Susana? I know, like Neil said, this is a pilot and eventually that school will expand, but I'm just curious is there a delta of the students in the program now versus the 800 seats?

Ms. Peron: I can get you those numbers, Commissioner.

Comm. Arrington: Okay. Susana, you kind of talked about it and I think Neil or Will may have spoken about it. The recruitment and retaining of CTE certified teachers, how many do we need to start the programs at Eastside and Kennedy? Are we just repurposing the teachers that we have now to get them certified for these CTE programs? Or are we going to look for new teachers? I've heard stories about the automotive teachers being very hard to find. Can we staff these programs? You don't have to answer it now but that's something on the top of my mind. I think we already spoke about the licenses. Susana and Will, will these schools at STEAM be almost like a school choice program?

Ms. Peron: All the programs will be. We're a choice district now, except that we don't have enough seats for all the programs. Some programs are more popular than others, but yes. We would have to have something in terms of what Comm. Capers talked about – the freshman academy. In theory, we would do a freshman academy and we would begin that in the middle school, introducing our kids into these pathways so that when they get to 8th grade, they're going to make choices around the different themes or pathways that they want to go into. Then we would have some type of interview or enrollment process or criteria. We'd have to come up with something for each program,

with different specifications. The kids would actually choose and of course in a perfect world I would want them all to have their top choice. When you're interested in doing something you put more emphasis and you're more motivated to get it done. However, that's not going to be the case because we do have limits in terms of seats so they would have to choose their top three choices and prepare work around getting into one of those choices. Somehow, we have to take a look at where the interest lies. I don't want to go into a lottery kind of thing. I would really like it to be a choice and that they have to somehow demonstrate different things to get into their choice academy.

Comm. Arrington: I do like the idea of the STEAM program, but I am a little bit concerned about the 800 seats, just for the record, and also the recruitment or training of the certified teachers. I understand moving everybody to STEAM is easy. We got those teachers. How many new teachers are we looking at if we did these new programs at Kennedy and Eastside? Thank you, Mr. Vice President. I don't want to elongate the time.

Comm. Castillo-Cruz: I'll be short since I kind of interjected before. I do want to thank you for the presentation. Will, you know where I'm going to bug you next. It's about students going out to work, but we've gotten this far, and I do appreciate it. As we move forward, the reality is we are not going to have seats in every academy for all the students that want it. Maybe in the first year we will because students are still trying to figure out which direction they want to go into. As our academies expand and become more appealing to our students, we will run into the same situation that every single technical high school is going through. Obviously, I speak about Tech because I graduated from there. I know a little bit more about it. They cap their programs until you have the opportunity to expand. I think that right now our focus is with the thought of expanding and what the next steps are. How do we make this academy the most appealing and effective for our students right now? Do we want 800 students? Will we have all 800 the first year? I'm not sure. Hopefully we will. I'm not sure. Probably not, though. It's about piquing that interest. I think that we have to take things one step at a time. I think Paterson Catholic also has the ability to expand, if needed, in the future as we start to plan for various steps and as we put money into capital projects that we can then put into Paterson Catholic. I think that's very important. I think with Eastside and Kennedy, there's not much movement. You are kind of stuck in that grid. Unless you go into the park or the street, there's not much movement. Paterson Catholic does have a beautiful area in which you can expand up or even a little to the side. Those are conversations that we can continue to have moving forward. The focus is to get it started and to get it started well. I think the first rollout of the academies was a little 'eh,' which is why we are where we are right now. But I do think this is a great opportunity. I want to thank you all for starting this. We've been definitely talking about it for a few years now. I am concerned, like Comm. Arrington, with the certified instructors. I do know how difficult that can be. The sooner we make a decision and move forward, the sooner the administration can start working on that. We have to be very realistic that some of the academies may give us a little bit more of a difficult time with the CTE-instructed individuals to come and teach. It won't be because of a lack of trying or work, but because of the way the market is in certain areas. That's the reality. I think we have to start thinking of what that contingency plan may be. Hopefully we won't have that issue, but there is a strong possibility that we may. I think we also have to focus on what those realities may be during the planning process. I want to thank you guys and let's start pushing through. I just want to make sure the Board is on that same page. It's not going to be smooth sailing from here to September 2022 on these decisions.

Comm. Hodges: You're absolutely right about that. Part of the curriculum has to come from those instructors. The design of the program has to come from those people who

have those skills and training. That's what we didn't do with our academies and that's why they suffered. You're going to have to make sure that those people are in place and part of the curriculum planning. In college you had engineering, biology, or whatever. We had chemistry, physics, and calculus. Everyone took that. Then you branched off into engineering, electrical, mechanical, aeronautics, or whatever. Is that going to be the approach here where everybody gets taught the requirements for the state and then you layer these other disciplines on top of that? That's what I need to understand. If that's what you're going to do, then we need to have those people in place who are trained and skilled in doing that as you shape those schools. That's the kind of thing that I'm looking to understand. I like the fact that you're going to put all the engineering in one building because then you can have fewer teachers teach the engineering, because they're hard to come by. That's fine, but I am troubled about the 800 students. That bothers me a little bit there. You're moving P-Tech...

Ms. Peron: No, I'm not moving P-Tech. P-Tech is at PANTHER.

Comm. Hodges: I'm sorry.

Comm. Castillo-Cruz: Can you go over the academies that are going to be at Paterson Catholic? I definitely messed up somewhere in my notes.

Ms. Peron: Actually, we're opening up more seats if we move it into Paterson Catholic like that. At STEM in John F. Kennedy, we don't have nearly 800 kids there. These themes are their electives. This doesn't take away from their course of study. These themes would be the students' electives.

Comm. Hodges: The approach would be different from the academies where you teach the course through the academies.

Ms. Peron: Excuse me?

Comm. Hodges: The courses won't be taught through the academies, which is what the academies were supposed to do. You're now having a different approach from that. You're going to just teach the discipline individually and then layer the rest of the curriculum shared by everybody else in the building.

Ms. Peron: Yes, the required courses – math, science, ELA, and history.

Comm. Castillo-Cruz: You're basically following the Tech model.

Ms. Peron: Sort of, yes. We're taking HARP, SOIT, STEM, the component of engineering at John F. Kennedy, and Garrett Morgan. Engineering will stay at 200 Grand at International because we need to have that for International Baccalaureate. We're taking the transitional program from STARS and moving it into the STEM Paterson Catholic building. HARP, SOIT, STEM, ACT engineering, Garrett Morgan, and the transitional program for STARS. That would be housed in the Paterson Catholic building.

Comm. Capers: I'm not going to prolong the conversation on different things, but I think we need to have an offline conversation. Can we do so please?

Ms. Peron: Sure.

Comm. M. Martinez: To that point, if anyone has any follow-up questions or suggestions, email them or schedule a conversation, however it's convenient for you all, and let's tackle it that way. I do want to reiterate to Ms. Peron's and Ms. Shafer's point, this is not a finished product. We still have a long way to go and there's a lot of work to do. Suggestions and solicitations are welcome as long as they're productive in nature.

Comm. Capers: What is the next step? Where do we go from here now?

Ms. Peron: I need to have all your questions answered. We need to set aside some time for any one of you who may have specific questions. You can't move forward with making a decision if you don't have enough clarification. You need that clarification to make a decision so that we can move forward. We're running out of time.

Comm. M. Martinez: Do we have a hard date of when you want those questions?

Ms. Peron: Yesterday and tomorrow.

Comm. M. Martinez: We have a meeting next week. Is it safe to say by next Wednesday's meeting? Is that elongating it too much?

Comm. Capers: If we get all this stuff in, if I have some ideas, are we going to have another retreat around this topic?

Ms. Shafer: We have some questions from tonight. If you get her any other questions and/or recommendations by Wednesday, then let us sort that out. Then we can look and see is it something that we can hand to you and say here is the question and here is the answer. Or do we need to have another discussion? We can have that conversation with the Board President.

Comm. M. Martinez: Suggestions and recommendations being brought forth by Board members aren't musts. They're suggestions and recommendations. They can be looked at. We can say we will try it, but then it doesn't really work. I don't want to fall into a situation where we have suggestions or things being brought to the table, we can't have them happen, and then we gum up the works because we don't get what we want. Suggestions are suggestions. If they can work, they can work.

Comm. Hodges: What I would like to have is a breakdown of what's going to go in each building and how many students you plan to accommodate in the three different buildings versus our high school population so I can see where those students are going to be slotted.

Comm. M. Martinez: Doc, am I'm hearing that you're asking for a compendium of sorts?

Comm. Hodges: Not a compendium. I'm tired of asking that same question and not having it fulfilled.

Comm. M. Martinez: To your point, that would be a very helpful breakdown. Thank you for that suggestion.

Comm. Hodges: I need to see what the buildings are going to look like, how many students are going to be there, and what programs are going to be available to those students. Then I can talk about my concerns and ideas better when I know what the footprint is going to look like.

Comm. M. Martinez: Having that on paper would be very helpful in being able to visualize and see the rest of the map once we have that on paper.

Comm. Capers: I think a big part of it is some type of a theoretical plan on what the selection process would look like. Not a permanent thing, but overall. If I have some type of idea, then we can make an accurate decision.

Comm. Hodges: You can't make a selection process until you know what you're going to have. I just want to know what the buildings are going to look like and what's being offered. Once we decide or agree on what that is going to be, then we can talk about how you try to get the kids to go there or how many seats are available. That's my real concern. How many seats are going to be available for these kids?

Comm. Capers: I agree.

Comm. Hodges: A breakdown of all the buildings. How many kids are going to be available for International, P-Tech at PANTHER, and the other three high schools? Then we can look at what the population is for all the three schools and a breakdown of what you plan to offer in those buildings. Then I can give you questions once I see that.

Comm. M. Martinez: Again, that's a very helpful request. If there are any other suggestions or recommendations, please either email them or communicate them in whatever manner is most convenient for you. Let's do that as timely as possible so by next Wednesday we have all of this in order. Thank you all for a fruitful discussion.

Prospect Park Lease Extension; Financing Alexander Hamilton; Paterson Catholic Field

Ms. Shafer: Our next presentation is the Prospect Park lease. As you know, we're moving Young Men's Leadership Academy into 45 Smith Street. I'm going to ask Neil and Leon to give us an update on that. Then we are going to talk about financing Alexander Hamilton and the Paterson Catholic field. We have heard the Board for quite some time now in trying to get out of leases. The Prospect Park lease is one that we will get out of. Financing Alexander Hamilton, if the Board agrees, will get us out of that lease as well. As you know, we just got out of the HARP lease because HARP will be going to Paterson Catholic. Neil, can you talk about the Prospect Park lease extension? And then we'll go right into Mr. Matthews about the financing.

Mr. Mapp: We had anticipated completing the renovations at 45 Smith Street by August to allow for the Young Men's Leadership Academy to move out of St. Paul's into 45 Smith Street. Due to a number of issues, such as supply chain issues and labor shortage issues, all due to COVID, we are delayed in the renovations of 45 Smith Street, which I will get into a little more in the facilities presentation. We probably need another month or two of an extension of the existing lease at St. Paul's to accommodate the program there until 45 Smith Street is ready.

Comm. Capers: Are we asking questions? Are we waiting for the other presentation?

Comm. M. Martinez: We'll certainly yield to questions when they're done. Was that the completion of that presentation?

Mr. Richard Matthews: Mine is not a long presentation. As Ms. Shafer said, we've been involved with a lot of leases and a lot of them are not really good. In particular, I'm going to speak to you tonight about the Alexander Hamilton lease. That property sits on

16th Avenue and to the tune of \$1 million a year between the rent expenses and taxes we are paying and have been paying for many years. One of the things that I've been tasked to do and have been working on for a while is to find an opportunity where we can lease, acquire and actually own the property and also address our structural deficit. Long story short, we have an owner over at Alexander Hamilton who is eager to work with Paterson Public Schools. He wants to sell the property to the district. We went out in the fourth quarter last year and got an updated appraisal. We've been having some conversations with the owner about asking price. We did some preliminary numbers regarding what it would cost us to own the property over a 20-21-year period. I want to go through some of these numbers and talk about how we would do the financing. Basically, we will be going to the Passaic County Improvement Authority, and they will be issuing bonds. We would have a debt service of about 21 years. We are going to be reducing our monthly payment by leasing the property. As I said to you earlier, annual cost is \$1.1 million. Over in the left column is the year and what we would typically pay based on rent expense plus taxes. The third column is what we would be paying back through bonded debt service to the Passaic County Improvement Authority. That number is about 2.3%. The fourth column is what would be our annual savings. Without going through every year, I will go down to the bottom year, 2041-2042. At the end of that term, we would have spent \$23 million if we stayed in the lease and did nothing. Going through this acquisition, we would now spend \$13 million and own the property by the year 2042, which will have saved the district \$10 million. More than that, we are going to be able to buy this property, save \$10 million, and totally re-turf the old Paterson Catholic field. We have some numbers that are in excess of \$1 million, which would allow us to restore this facility to a first-class facility as it stands right now with the football, softball, and baseball. There might be some other things we can do there because we haven't had the architect in to come up with a design for you guys to review. With this proposal, we are looking at borrowing \$10.5 million, which includes the bond counsel and financial advisor cost. We would be going through the Passaic County Improvement Authority to pay for this. The Passaic County Improvement Authority would do this through issue of bonds for Paterson Public Schools, and we would pay on an annual basis for 20 years. Just to go back so that everybody is clear, what we would be paying is in column 3. That would be our Fund 40 account. That's what we would be paying the Passaic County Improvement Authority every year as opposed to paying \$1.1 million. In the fourth column is what our annual savings would be. The updated appraisal that we got from our appraisal company was \$8.5 million. The buyers have been talking about \$9 million. As my notes say, it's negotiable. The buyer is willing to work with Paterson Public Schools. This would involve a total field upgrade and turfing of football and softball complex of the old Paterson Catholic. What we are asking of you today is to authorize bond counsel and financial advisor to contact Passaic County Improvement Authority to submit a resolution at the July 21 meeting. I'm asking that we do a resolution to authorize bond counsel and our financial advisor. Obviously, we will be working with our attorneys at Paterson Public Schools regarding negotiating the price with the owner, Mr. Ray Hovey. That's what the plan is to move this thing forward to the next step so that we can take advantage of this opportunity. We were looking at preliminary dates of spring of 2022 to do the fields. Obviously, the date of closing is going to impact what that first year of savings number is going to eventually be. That's pretty much it.

Comm. Hodges: Was there any thought into also purchasing the pickle factory behind there?

Mr. Matthews: Dr. Hodges, this is a piece that I could bring to the Board today. There are other considerations beyond this for us to consider, but this owner is eager to sell the property. We want to buy the property and it also affords us to do a major upgrade

of our athletic facilities on the Eastside of Paterson. We are looking at other opportunities within our lease properties and other acquisitions as well.

Comm. Hodges: I just want to put that on the table because that's important for PANTHER and for the planetarium. It also provides parking for PANTHER, which we don't have. There are just a number of considerations there. If you want to do some of the work to put all of the labs that need to go into the P-Tech program, you needed to build a third floor and an attachment on that, which would also help the planetarium as well. That factory is an important consideration down the road.

Mr. Matthews: It's on the radar.

Comm. Capers: How much is this property worth?

Mr. Matthews: The appraisal came in at \$8.5 million. The owner has talked about \$9 million.

Comm. Capers: Let's go with the high. Let's just say \$9 million. How long have we been renting in there?

Mr. Matthews: I don't want to guess the exact years.

Comm. Capers: Rough estimate.

Comm. Hodges: Before 2005.

Mr. Matthews: Yeah, I was going to say 20 years.

Comm. Capers: Let's just go with 2000. You said it costs us \$1.2 million a year?

Mr. Matthews: Yes. Before we go down that road, let me explain. I know where you are going to go with this.

Comm. Capers: Hold on. I'm just doing math. I'm not a big mathematician here. You said \$1.2 million per year we've been putting into this building until now, right? \$1.2 million times 20 years, we own this building 10 times over. Now we're going into an extra 20 years?

Mr. Matthews: Commissioner, doing nothing will cost us \$23 million more. Doing this will save us \$10 million. Doing nothing will cost us \$23 million.

Ms. Shafer: Not only that, we will finally own the building and we won't be paying.

Mr. Matthews: And we get to do the PC field as well.

Comm. Capers: I get that whole argument. Doing nothing, I get it. Me and Dr. Hodges were talking about the Fabian building. We could have had that, but we did nothing. That Board at the time didn't make the decision and now we don't have it. I get that whole plan. I'm just not saying we're going to go with it. We already talked about 20 years, which you agreed. We own this two times over. Can we negotiate with him in shortening the years because of the amount of taxpayer dollars that already went to this? We have a valid argument.

Comm. M. Martinez: Pretend you are the owner of that building and somebody was paying you. Now they come to you and say, 'I've been paying rent for all these years. I want to buy it from you. Knock it down.' What are you going to say to that tenant? The same thing he's going to say to us. We're Monday morning quarterbacking right now. We can't do anything about that.

Comm. Capers: No. I'm asking about the length of time. That's all I'm asking because of the amount of money we already put in. I get it. He's not going to say, 'You paid this. Let me just be generous.' This is business at the end of the day. But asking another 20 years, Manny?

Mr. Matthews: We are not paying him for 20 years. We're paying Passaic County Improvement Authority. They are going to give us the money and we are going to pay the owner. Let's say it's \$9 million and we close by September 15, which is not going to actually happen. He gets his \$9 million. Passaic County Improvement Authority is going to be owning the property. We are going to be paying Passaic County Improvement Authority.

Comm. Castillo-Cruz: It's like buying a house. Capers, you're buying a house. Even if you pay rent for the house, when you purchase it you still get the loan from the bank and then you pay off the loan. It's the same concept. You're still saving. I bought a house I've been renting. I decided to buy the house. Now, my mortgage is going to be \$10 million less, but I still have to pay for it. What are you asking? We keep giving you answers.

Comm. Capers: What I'm saying is the length of time. We already put a lot of resources into the building. You're asking for an extra 20 years. What I'm asking for is shortening the length of time.

Comm. Castillo-Cruz: The answer is no because you're not asking the owner to give you less amount of time.

Mr. Mapp: We're getting a loan for 20 years.

Comm. Castillo-Cruz: It's like buying a house. When you get a mortgage for 30 years, you are not going to tell the bank, "Don't give me 30. Give me 20."

Mr. Matthews: The \$1.1 million is already in our budget. We are cutting that budget number from \$1.1 million to \$600,000 a year. Every year, we are going to save \$450,000. This is a win-win for us. There are other opportunities out there. It's also allowing us to redo the PC field.

Comm. Capers: I get that. This is long overdue. It is a win-win. I was just saying the length of time because of the amount of resources already put in the building. That's all my argument was.

Mr. Matthews: I think the savings will be nominal going from 20 years to 18 or 15 years. I think it's not significant enough. You're not going to reap the benefits by going lower than that because now the payment is going to be higher.

Comm. M. Martinez: The length of time will be shortened, but instead of paying \$1 million a year, you're going to be paying \$1.25 million a year. You're making the payments larger because instead of 20 years, you're making it 18. It changes nothing.

Mr. Matthews: Over time we will spend \$13 million as opposed to \$23 million and then we save \$10 million.

Comm. Arrington: Eileen and Leon, thank you for getting us out of this bad deal. It's a win/win. When we redo the field at PC, are we going to address some of the drainage issues?

Mr. Matthews: Most definitely. If I'm afforded the opportunity to move forward with this, I'm going to reach out to architects. Drainage is a big issue. I know how it is in the fall there with the sports. It's a swamp. I have more than \$1 million in this for that field. I want to have a top-of-the-line turf field. I know a lot about turf fields. If it pours, the field should still be dry. There are turf fields that when it rains and a ball hits it, you'll see the water splatter because they don't have the proper drainage under the field. The answer is yes.

Comm. Arrington: I just want to make sure we address that underlying issue. Let's make sure we get the input of the Director of Recreation, the coaches, and the stakeholders who are going to use that field.

Mr. Matthews: We're going to engage everybody in terms of coming up with some plans with community members, architects, and bring it before the entire Board to make sure everybody is on board with it. It will also allow for the future expansion of PC so we don't put down a field that's going to interfere with that as well.

Comm. Arrington: I hear that sometimes the lines with the multi-purpose fields can be a little bit confusing for the scholar athletes. As long as we get stakeholder input, I think that's important.

Comm. Capers: If this gets approved, when will construction start on the Paterson Catholic field? At the Young Men's Academy, we're asking for a two-month extension. Is that a significant amount for time? Or are we going to come September and say we need an extra two months? Is that timeframe enough for you to complete the work over at the Smith Street building?

Mr. Matthews: To answer your first question about when we will start, in my mind I'm looking at spring of 2022. That's what I said earlier. I know these things are going to take some time. I'm thinking about spring of 2022. We looked at doing Bauerle Field in July. I'm pretty confident in the spring of 2022 we can start that field. We don't want to take away the field from them this fall because they don't have a place to play. I don't want to interfere with the fall. I think the springtime would be best because it's used for baseball. They have the Larry Doby Field and other facilities that they can use for softball and baseball.

Comm. Capers: Makes sense.

Mr. Mapp: We're looking at an additional two-month extension in the lease. We negotiated a month-to-month with them. Hopefully, if everything goes right and the contractor is able to get all his materials, we should be able to complete the job and move in.

Comm. Capers: I'm glad you said it like that. If the contractor says he needs more time, it's going to cost us more money at the end. Do we have an agreement with the contractor to say they need to be done by this time?

Mr. Mapp: Yes. Once we give them the purchase order, that's his contract.

Comm. Capers: If the contractor doesn't finish, since we have to keep our kids in the building...

Mr. Mapp: You're asking for liquidated damages.

Comm. Capers: Correct.

Mr. Mapp: It wasn't written into the contract. We're working off a co-op contract, so it's not written into their contract. We're in a really weird time right now where every type of contractor in every industry is experiencing delays in getting material and equipment. We believe right now for him it's probably more labor than anything else. We don't have issues with long leads and materials.

Comm. Capers: When you take a job you run the risk of this. It's going to put the district in a financial bind if he comes to you and says he needs an extra month.

Mr. Mapp: Right now, he's committing to the end of August. We have not told him he's had an extension. He's committed to the end of August. We came to the Board as a stopgap measure to say if we don't finish in August can we extend the lease for two more months. I'm giving him that option.

Comm. Capers: I agree to that because we live in a different time. If I agree to the two months and he's still not completed, what would be his consequence?

Comm. M. Martinez: Hold on. We're getting into hypotheticals. The two questions spin off into a million other questions.

Mr. Mapp: The only additional expense we will have is the rent for the two months. We can't pay him any more money. His contract is capped at a certain amount. If he was supposed to finish in 10 weeks and he finishes in 12 weeks, he still gets the same amount of money. Our only additional expense would be the additional monthly rent.

Comm. Capers: At the fault of the contractor.

Mr. Mapp: Yes.

Comm. Capers: That's not good.

Mr. Mapp: That's something we'll have to manage, like any other project.

Comm. Capers: Okay. Let's see how this plays out.

Comm. M. Martinez: Are there any other facility updates, other than the two items you were discussing? I know that was something else on the agenda.

Ms. Shafer: I wanted to give the Board a presentation as to where we are with the facilities, with an emphasis on opening in September. I just want to cycle back to the lease. I think it's important that the Board recognize that through their due diligence, as well as the administration's, in this short period of time this year we were able to eliminate three leases – Prospect Park, Alexander Hamilton, and also HARP Academy at Colt Street. That's a significant change from one year to the other where we have the ability to eliminate three leases.

Update on Facilities

Ms. Shafer: Neil, I'm going to turn it over to you just to give us the facility department update.

Mr. Mapp: We typically do this at that fiscal committee meeting. We give a facilities department update. At this juncture, there's so much work happening and so many developments of facilities. We wanted to give you an update. I'm not sure if I can share my screen. Who would give me that option? I put this presentation together with Tracy Ann Williams. She's our new Senior Manager of Capital Projects and Energy. I've gotten some help now with some of our ongoing capital projects. She's been instrumental in driving some of these projects and getting some great results out of a lot of what we're doing now. The facilities department has just augmented its staff. We have approximately 14 new positions that we added to facilities, which includes the administrative portion and then our maintenance department. Those positions you see highlighted in black are all new positions that we have created. We created a grounds and landscaping department, led by Ryan Taylor who is a supervisor of trades. We have two existing employees who will join that group, along with four new employees. I believe we have PTF's in the works for right now. Tracy Ann Williams is our Senior Manager of Capital Projects. We have also hired a Coordinator of Maintenance. For the last couple of years, I've been managing all of our maintenance activities. All of the supervisors of trades for the electricians, plumbers, carpenters, and HVAC have been reporting to me. Now I have a Coordinator of Maintenance who will be managing all those activities and making sure that we triage some of the more important work as we go through the work order process. This is just a little of what we have done over the last couple of months by hiring 14 new positions, three of which are in our facilities department. It includes Javier Valle, who is a Sector Supervisor. We now have four sector supervisors, where historically we have had three. We are breaking up our 50 locations into four parts to get a little more traction and continuity throughout the district. We have done a lot of repairs in the last couple of months. These numbers all reflect what we have done from July 1, 2020 to June 30, 2021. We have done a number of minor roof repairs at School No. 6, School No. 13, School No. 21, and School No. 27. We're looking at doing some patchwork at Paterson Catholic. It has had major issues in the gymnasium and the building is currently owned by the New Jersey Schools Development Authority. They're planning a complete renovation of that roof in the upcoming months. We need to stop some of the water infiltration so we're planning to do some repairs to Paterson Catholic's gymnasium. There are a couple of roof restorations that are taking place now, including one at School No. 5. If you go in front, you will see all of the foliage, shrubs, and trees have been removed. The SDA is about to start an \$8 million project there repointing the entire building, rebuilding the parapet walls all the way around, removing the decorative terracotta appliques in the building, putting a new parapet wall and roof back, and replacing the HVAC units that serve the gym and the auditorium. It's a massive project that has started and the majority of the work will take place this summer. There is no summer school there or any activity at the time. We're preparing for a September opening of schools and the majority of the work will hopefully be done by then. At Rutland Center, 45 Smith Street, and School No. 1, these projects are out to bid now. Those are roof restorations on all three of those locations. We've done some repair work at 45 Smith Street to get the building watertight so we can do the interior renovations. That's a project that's out on the streets now for bid and we're hoping to do those restorations in the next couple of months. The ESIP program has allowed us to get major roof restorations done. At John F. Kennedy we have done a \$1.1 million restoration of that roof with a 15-year warranty. At Eastside we're about 50% done with those roof restorations. At School No. 28 we have done the roof restoration. The only thing we have left at School No. 28

is to add some ladders and some access to those roofs. We have proposed change order work from Phase I of the ESIP program to do new restorations at MLK, Rosa Parks, and School No. 6. We will be coming to the Board to ask to use the balance of the funds remaining from the ESIP Phase I work to do those restorations. That's an upcoming Board action that you will see shortly. In the upcoming future, as part of our long-range facilities plan, we have planned to do a new roof at School No. 25, a major restoration at School No. 15, and a new roof at School No. 2. Those are planned and part of the five-year long-range facilities plan. Overall, we have spent over \$5.3 million in roof restorations and repairs in the last 12 months. We have done a significant amount of work on our roofs to get our buildings watertight. This is a proof for us. We have not had the ability to do this in past years and it's exceptional work that has been done thus far. We have also done a lot of building envelope work at 45 Smith Street. We have waterproofed the entire building. At School No. 5 that work by the NJSDA is occurring where they will repoint the entire building. At School No. 2, there is the initial design work to replace the windows, which is a historic renovation taking place. We will be replacing the windows in the original building. We have to go through the Historic Commission in Paterson to get the approval to do that. The architect is finalizing the drawings now for that work. We're looking at another \$6.7 million worth of building envelope work in the upcoming year. Over the next five years we'd also like to pursue work at John F. Kennedy, School No. 7, School No. 12, School No. 15, School No. 25, and School No. 19. Those facades are failing. In the picture you can see some of the deterioration of the façade at John F. Kennedy where we have major structural cracks. The bricks are eroding, and the face of the brick is popping off. It's becoming hazardous. A lot of the infiltration now is coming through the wall system and the masonry. That's this area here. It's not the roof anymore because we have a brand-new roof. We're trying to eliminate all of the issues around water infiltration in the building. We're looking at a \$15 million estimate to redo the building envelope at John F. Kennedy. If we look at the ESSA funding that we have been getting, I can spend all of it at John F. Kennedy. That's going to be a major renovation that we need to begin to contemplate. We have a number of capital projects we're pursuing now. Handicap lifts is one of those projects. We're providing handicap accessibility to stages at Eastside and Kennedy. Historically they have not had direct access to the stage from the auditorium and that's a violation of access laws. At Rosa Parks, we're just replacing that handicap lift in kind. The two other locations require a little more extensive work, and that project is \$194,000. It's been awarded to a contractor who is now waiting on permits from the city to do the work. The city will not issue construction permits until the NJDOE gives us an educational adequacy approval to move ahead with the project. We've filed project applications for these projects with the DOE and we're just waiting for them to give us the approval. Every other school district in the state is having the same problem where the DOE is not responding quickly to project applications because they have a staffing shortage. A number of the representatives who manage districts have retired and they have a major staffing shortage there so it's delaying a lot of our projects. We're doing new boilers. The picture you see here is the new boiler going in at School No. 8. That boiler has been problematic for many years. That project is approximately \$11,000. We're putting in a new boiler at 45 Smith Street under that renovation. That also is in progress. As capital projects, we're planning to install new boilers at John F. Kennedy and School No. 21. Under the ESIP program, we will be putting in a new boiler at Dale Avenue.

Comm. Hodges: Will you be acid washing the pipes as well?

Mr. Mapp: Which pipes?

Comm. Hodges: When you put in new boilers, do you not have to clean the system out as well?

Mr. Mapp: You will flush the systems. We don't typically acid wash. We have priming systems, but we won't be acid washing. We will be flushing the system. It's the same thing that's happening at Eastside High School. It's a three-phase process to upgrade the HVAC systems. A couple of years ago we put in eight new boilers – four in the new building and four in the old. The next phase will be to remove or replace all of the piping that goes to all the unit ventilators in the classrooms. That's going to be another conversation that I'm going to expand upon a little later in this presentation. We've had a number of insurance claims over the last couple of months due to water infiltration. As you see, they're enumerated here. The claims at School No. 12 and MLK were \$134,000 and \$58,000 respectively. Those claims were paid out by insurance companies. However, we did not contract that work out. We did the repair work in-house, saving the district about \$192,631. The other claims are more recent. The work at School No. 2 and School No. 7 are being scheduled. The work at School No. 5 for \$459,000 has been contracted to All Risk and they're about 30% complete with that work at School No. 5 to repair and restore all the damage that was done there. We've had a number of claims and we're waiting on our insurance to settle all those claims that say TBD. We're waiting a statement of proof of loss from the insurer so we can begin initiating the repair and restoration work at those locations. 45 Smith Street is high on the agenda here. We initially were going to do a full renovation of the building – reprogram the bathrooms on the ground floor, add another bathroom in the nurse station, expand the bathroom on the top floor, and make it handicap accessible. We have applied for construction permits and we have not received it. We have to value-engineer the project and we will keep the bathrooms as they were in the place that they exist now. We will just upgrade the finishes in those bathrooms, and we will pursue those renovations next summer in order to get into the building by September. We will refurbish all the classroom spaces, the finishes in the bathrooms, and we will bring the building online. That's a major renovation that's taking place there. School No. 1 was a modular construction for classroom only. They did not design administrative space into that building. Currently the principal is sitting in what was originally designed as a classroom. We will be modifying her office to create space for an assistant and counselors in the area that she's sitting in. We're doing that work in-house and plan to have that completed by September. At the STARS transitional program at Paterson Catholic, we're renovating five classrooms on the ground floor to create a school-to-work program. That work is under way now. We're starting the demo work and framing up of walls there too. We're waiting on a permit for some of the mechanical work we have to do in that space also. We're looking to have that done by mid-August. At Eastside High School on the ground floor there's a boys' bathroom on one end of the building and a girls' bathroom on the opposite end. Those bathrooms also stack on every floor going up. They're in such bad shape and disrepair that we have started the renovations. The project has been awarded and you see the pictures here. We have started the demo work. We're also waiting for construction permits from the city on this project. We have decided to move forward with all the work that does not require permits, and that would include construction and framing, until we can get the permits from the city. That can or may delay the project, but we have so much demo work to do that it may not be a delay to us. We will keep an eye on that. Those bathrooms may not be open for September, but the bathrooms on the upper levels will be open right above them. We have done a bunch of site improvements at Early Learning Center. We're trying to redo the retaining wall along the longest part of the building between the neighbor and the school. We're planning to relocate the steps that go down to the lower level of the school and move that to the corner of the lot. This will enable us to put a new playground structure in for the early childhood program there. We're also looking

at redoing the fire escape coming out of Early Learning Center. At School No. 18, we have built a new parking lot. That's the picture you see there. It's where the two sets of TCUs once stood. We demoed the TCUs late last year and we paved and striped that lot for parking. Now the staff would not have to park on the playground, which is in the interior courtyard of the school. They will be parking across the street and allowing for playground space inside the building and the confines of the school, which is huge. We're also looking at a retaining wall project at School No. 8. We're rebuilding the wall along the backside of the school that borders the playground. That contract has been awarded and we're waiting permits from the city to do that work. Again, the permitting situation has been a problem. At School No. 12, we will be repairing the main entry stairs, the monumental stairs going up to the playground from the street. That's deteriorating. We have closed it off so no one should use it because right now they're hazardous. That's another project that's ongoing. We have done a number of new fence installations around town. What you're looking at in the picture is the Alonzo "Tambua" Moody Academy where we used our district standard ornamental fencing around that site. That's typical of what you'll begin to see around the district. We're looking at a fence installation at School No. 1. We have completed the one at School No. 6. If you haven't seen it that was a beautiful job that was completed. We will be doing a fence installation at School No. 7 and School No. 14. We're repurposing School No. 14 to store our landscaping equipment and our site and grounds crew will be stationed there also. We put up protective fencing at School No. 14. You will see that if you go down Union Boulevard. We're doing a fire escape coming out of Early Learning Center. That metal structure is eroding and we're replacing that. There's a major drainage issue at Eastside High School. When it rains there are classes in the basement in the front of the school that flood. We're waiting on a bid award on that. We will be digging up the front of that building. You'll see major excavation taking place in the next couple weeks in front of Eastside High School to waterproof and add drainage at the base of the foundation to alleviate the flooding that's taking place there annually. At Madison Community Dental Center, we have just received approval from the city to close up the walls. We got our close-up inspection. That project is ongoing. We have moved out of the health department downtown. All of our equipment is now stored at Madison K until we finish the dental lab where we will fit out that lab with the existing equipment from the health center. We are looking to complete that project by mid-August. At 45 Smith Street, we did a major asbestos abatement. It was a \$238,000 project. That's completed and it has now allowed us to fit out that project. We have done a lot of repair and preventive maintenance over the last year. We have done over \$10 million worth of repair and maintenance. That's nearly \$1 million a month. It's been a significant amount of work taking place and we have just enumerated that based on scope in this slide. From COVID equipment to remediation and restoration, landscaping, flooring, and boiler repair it's been a lot of work. We're currently in summer cleaning mode. We're cleaning and preparing schools for September. We're making sure that all schools have the adequate and required preventative measures to prevent the spread of COVID. That includes stocking the schools with PPE and making sure that paper towels, hand sanitizers, and everything is in place for September. We're doing ongoing repairs to univentilators and other HVAC equipment to make sure that they are operational for September. We're doing readiness inspections of schools. As we clean, we're inspecting the schools and making sure that they are ready to be shown. Then we have a process in place where the administration will come in and sign off on those schools that are ready for school in September. We're holding meetings weekly with the Superintendent, BA, facilities, and Pritchard Industries to discuss the status of our school readiness. I just wanted to go through the process that we're using right now with Pritchard to clean our schools. Pritchard will be using their summer cleaning and school preparation chart, which you will see going forward. That will be on every classroom door, and it will itemize every cleaning process that should

take place in that space. Their project managers will be signing off on it. When those rooms are ready, Pritchard will approach the chief of the school. He will review that space and make sure that the cleaning was done adequately. The chief is opening up all univentilators and Pritchard is cleaning them, making sure that filters are changed and dated. Then those univentilators will get closed. It's a five-step approval process that we have right now between the Pritchard management, our chiefs, our sector supervisors, the administration, and the other facilities department administrators to make sure that rooms are cleaned properly and ready to be occupied going forward in September. We have several signoffs going forward. This is the Pritchard status list and the percentage of rooms that were done in the schools. They give you the number of rooms in the schools, the numbers that have been cleaned, and what percentage of the school is complete. They will be giving us this list on a weekly basis. As schools are completed, we will have a chief, a sector, and an administrator sign off on that particular school saying that it was cleaned. This is the summer cleaning task sheet that's placed on every door. A Pritchard supervisor and a district representative will sign off, date it, and confirm that room has been cleaned to our expectations. The checklist will be posted outside of the classroom door and a custodian must initial and date each task performed. Both supervisor and chief will inspect the room and sign off if satisfactory. If not, they'll direct the custodian to correct the issue and a re-inspection will take place. This is a district form that our chiefs will be using as part of our inspections to make sure that univents are operational and paint is not peeling or chipping. They'll make note of that, if that's the case. We'll put in work orders. In the comment section we will list any work orders that need to be done. There will be one of these sheets for every room in the building. We'll sign off on every room in the building going forward. These are some of the pictures. We have about 13 schools that are completely clean now and this is what the expectation is going forward. Floors and classrooms are set up with 3-foot social distancing. We have custodians opening up and cleaning, vacuuming, and wiping down univentilators throughout buildings. They're actually vacuuming out all the innards of the ventilators, wiping them clean, changing the filters, dating them, and they they'll close them back up. This is a picture of School No. 7, one of our older schools. This school too has been completed. That's basically the overview of what we're doing for summer cleaning. I'd like to move now to our long-range facilities plan. We've been at this for a year or so now. We've completed the demographic study. We've done a redistricting model for middle school alignment. We've done the districtwide inventory. We inputted in the DOE database every school and every classroom and all of the attributes to that room. That's been extremely time-consuming. We have come up with a list of capital projects that we'd like to pursue over the next five years. We had to come up with that list of capital projects because that's how we are able to do projects going forward. We have to identify them in our long-range facilities plan and then we can pursue them going forward in the upcoming years. We've done our projected enrollments and submitted that to the DOE based on the demographic study. We're currently balancing enrollment across elementary and high schools. We've found now that although the FES standard is 24 students per classroom, we're looking at 30 students per classroom in the Paterson School District to balance out the enrollment to make sure every student is housed. That's coming up with a determination that we absolutely need a new high school. We will be submitting a Board resolution for the 26th for approval to submit the long-range facilities plan to the DOE for approval. Hopefully, we will submit that plan on the 27th. Before that, we'd like to give the Board that plan in the upcoming days before the 26th so they can review it. I'd like to say that this is not the end of the process. Due to COVID, we were not able to hold our stakeholder charettes. Once we submit the plan, we are able to do major amendments to the plan as we see fit. We'd still like to hold stakeholder charettes to identify programming and capital priorities that the Board and our other stakeholders

would like to pursue over the next five years so we can amend our long-range facilities plan. Are there any questions about that process?

Comm. Hodges: Where did you get the capital projects? Where did those ideas come from?

Mr. Mapp: Those come from deficiencies throughout the district. Anything that we identify as a facility deficiency, we have to list in that plan.

Comm. Hodges: What about new buildings?

Mr. Mapp: The new buildings will come out of the balancing of the enrollment. Right now, our last long-range facilities plan identifies new buildings. We're just using this plan to substantiate the need for those buildings that have previously been identified. It's not something that you can ask for. We have to substantiate the need for new buildings, and I think we will be able to do that.

Comm. Hodges: We've substantiated them in the past and they haven't been built.

Mr. Mapp: I don't think we have because just redistricting a portion of the district using the new middle school as part of the middle school model, we're able to find available program space in the groupings of schools that we redistrict. We have to be able to demonstrate that and I think we will be able to demonstrate we need new facilities. But we have to redistrict our district first to make sure that every classroom in every building is used efficiently.

Comm. Hodges: I'm a little concerned about that 30 student per class number.

Mr. Mapp: Very concerned about that, especially at the high school level.

Comm. Hodges: That worries me because that is where some of the lack of buildings can come from, if we're using that as our guideline.

Mr. Mapp: You can go into Eastside High School on any given day and see 60 students in a class. Then you go next door and see four students in a class. There is a problem. We have to make sure that we attend to those issues. Beyond the long-range facilities plan, over the last 12 months we have received federal funding through the CARES Act, ESSER II, and ESSER III funding. The CARES Act we used for immediate COVID mitigation. We bought products, materials, and equipment to stave off the spread of the COVID virus. Under the ESSER II funding, I put a snapshot of some of the things we used the funding for - \$3 million on PPE and \$5.9 million on air purification devices. \$1 million was used to augment our district custodial contracts for spaces that we have programs in. We had programs to support community services. We had approximately \$13.3 million allocated to facilities to respond to the spread of COVID. For ESSER III, we're looking at putting \$27 million towards HVAC replacement upgrades and modifications, \$10 million towards window replacement and shades, \$4 million towards air conditioning, and \$3 million towards PPE. We'd like to focus on air conditioning because that's been the lynchpin of some of the conversations going on in the last couple of months. I just wanted to give the Board some perspective on air conditioning and what it really means in terms of the funding we're getting. We're involved in the second phase of the Energy Savings Improvement Program, which has benchmarked the energy consumption for those schools that are part of the ESIP program. We have about 30 schools that are part of that program. We said initially this is how much every building is consuming in energy on a daily and annual basis. We used the benchmark

values to determine what the energy saving measures would be to reduce the energy consumption at those locations. Those calculated savings, after we reduced the consumption, were spread over an 18-year period and those savings were used to fund capital projects in those scopes of work that we're doing under the ESIP program. Any significant increase in energy consumption over the next 18 years at those locations may affect savings guarantees that we had at the locations and the overall project savings guarantee. As a result of that, we may have to pay some of that money back if we exceed the energy consumption that was originally benchmarked for us. We'd like to use the ESSER III funding to acquire engineering design services to identify any properties where we deem appropriate and that the monies that we get from ESSER III would be spent efficiently to provide air conditioning and upgraded HVAC systems to those schools. For example, School No. 19, if we were to add air conditioning, the engineers will tell us whether or not we should add split systems to the classrooms, window air conditioners, or we have to refurbish our univentilators to add compressors to them to provide cooling in that one unit. They will make that determination on what system should be put in that school to make efficient use of the funding that we have. To the extent that we can provide window air conditioners at locations and not exceed the benchmark values of energy consumption, we absolutely will. To the extent that we can upgrade existing systems to add compressors for cooling, we absolutely will. With the amount of money that we do have allocated we cannot address every issue in the district, but we will use it as efficiently as possible.

Comm. Hodges: That's one of the schools that we wanted to get rid of. School No. 3, School No. 8, School No. 19, School No. 17...

Mr. Mapp: What would you like to do with them?

Comm. Hodges: Part of our long-range facilities plan was to get those schools reconstructed, getting those projects addressed and making sure that they are taken care of, or at least identified as having to be renovated. I don't know how many schools are over 100 years old still and all of those were targeted.

Mr. Mapp: We're slowly but surely making some of those needed renovations. The next scope of work for School No. 19 would be the roof. We did the retaining wall. The property was falling into the neighbor's yard. We redid the retaining wall at \$800,000. We put up new fencing. We put in a new mechanical system in the gym. The next major work to be done would be the roof. We're attending to those slowly but surely. These next slides are just how we spent some of the ESSER II and ESSER III funds. That's my presentation. Are there any comments or questions?

Comm. Capers: In reference to facilities, you guys did an amazing job. I just want to reiterate that with the roofs and all the different capital projects you guys are working on this is awesome and great news. I'm glad this is a priority. Keep up the good work. Don't let any outside influence distract or deter you. You're doing a great job.

Mr. Mapp: I just want to add that there's a lot I didn't show here. We're redoing the steps and ramps at the TCUs at Eastside High School and John F. Kennedy. If you go by there, you will see that work taking place. In no way, shape, or form are we going to have pristine brand-new facilities come September. What I can assure you of is that we understand, and we know where our deficiencies are. We have triaged those deficiencies and we have systems in place to attend to those deficiencies. Some of the systems we have in place are capital projects to stop the origin of some of the issues that we've been dealing with. Then we will fix the aesthetic and results of that water infiltration that we have been having. It's a process. As you can see, we have spent a

lot of money trying to resolve the origin and the issues of some of these problems. Going forward I think we will have a more stable environment.

Comm. Hodges: I just want to echo Mr. Capers' comments. It seems like an awful lot of work. I do appreciate that, and I want to thank you for it. I'm also concerned about making sure that the long-range facilities plan reflects those overriding concerns with those old buildings. We're putting a lot of money into them and I'm worried about that. All those new schools that we were supposed to get we didn't receive and all those schools that are over 100 years old have to be identified as being future projects that have to be considered by the SDA. That needs to be a strong component of our long-range facilities plan.

Mr. Mapp: There are a couple of things to keep in mind. In order to replace a school, you have to put that population somewhere. When we do a larger redistricting of the entire district, we will be able to show where that population can move to temporarily in order for us to raze a school and build new at that location. We'll also have to look at whether or not the footprint of that site can take on a larger building if we have to build up six floors, much like we did at Union Avenue. We built up five floors. All those things have to be looked at and determine what we can absolutely put at that school to make it worth demolishing a building and building new.

Comm. Hodges: At School No. 12 there was supposed to be extensive renovation and an addition placed onto that building. We can't do it anymore because across the street they put brand new housing and what we were planning to do before is no longer possible. Time has hurt us substantially and the funding...

Mr. Mapp: There's no funding. The SDA told us of the first tranche of projects Paterson Catholic is on the top of that list of priorities. That's the only project that they have. We have to do the best with the funding that we have. We don't imagine any funding coming any time soon to build new schools.

Comm. Hodges: The reason I really want to make sure our need is captured in the long-range facilities plan is because of what has happened in the past and what we did not receive. That's my point.

Mr. Mapp: We certainly will do that, and you'll have an opportunity to see that shortly.

Comm. Arrington: I want to echo what Dr. Hodges and Comm. Capers said. You guys are doing a great job. Is this the perfect storm for the roof replacements and repairs? Are there some preventative maintenance things we can do to prolong the life of our roofs? Is it just that they have reached life expectancy?

Mr. Mapp: It's a lack of maintenance over the years. This didn't just happen in the last three years. This has been happening for years. The perfect storm is that we now have funding to do it. The perfect storm is that we now can go and bond for the money to do this work, just like we can bond for the money to buy AHA. It's where we are right now using the resources and the expertise that we have on payroll to make some of these things happen. It's never happened in the past and now we're making it happen.

Comm. Arrington: The important thing is to stay out of this position again where we have multiple roof failures at the same time. Thank you, Neil. You guys are doing a great job.

Mr. Mapp: School No. 25 is a good example of it, a \$3 million proposition right there and that's been happening for years. When I first got here eight years ago, I had to replace all of the cornices around the building just to stop the water infiltration. Now we have to replace the roof. Eight years later, the roof has reached its useful life. We have buildings that are so old that systems are failing. At School No. 9 all the Airedale units in the classrooms are now failing. We replaced four last year to the tune of \$300,000, but the remaining units are going to fail in the next couple of years, and so too at Rosa Parks because they have reached their useful life, so much so that there are no more parts for them. You can't get parts for them, so you have to replace the entire unit. That's what we're up against. We just don't have the resources to do wholesale replacement of HVAC systems in the buildings. We have to compartmentalize the issues and just keep chipping away at it. We can't do nothing. We have to do something about it and keep chipping away at it.

Comm. Arrington: That goes to Dr. Hodges' point. Sometimes we're putting good money into bad by putting a Band-Aid. It would be nice to take these schools out of service and build a new one. Thank you, Neil.

Comm. M. Martinez: The reassuring thing that I heard you echo a few times is that now there are systems in place. That's the solid step we needed to have in place to ensure that when these devices or mechanisms reach their shelf life, the system is in place where we identify it and we can take those steps. Phenomenal work! Thank you.

Ms. Shafer: I want the Board to be mindful as we open in September, we have buildings that are on the docket for a new roof. The reason they're on for a new roof is because they have water infiltration. We see from our friends' pictures of buckets in the hallway because water is coming through. Just know that those roofs are on the list to be repaired, but they're not going to happen between now and September. I just want to make sure everybody knows that. School No. 25 is definitely one of those buildings where there is water infiltration.

Mr. Mapp: Rosa Parks, School No. 6, School No. 1, and Rutland Center. It's quite a few. We have a plan.

Ms. Shafer: I just want to let the Board know as we continue to work with Pritchard and Neil's folks that schools are ready, have all the COVID protocols, and are clean, we're going to then open up the buildings to Board members who want to do walkthroughs. We're also going to have some afternoon and evening sessions for parents who want to come and do a walkthrough as well. We will keep you posted on what that's going to look like. I want to thank Susie, Eliza, Will, Neil, and Leon for the presentations tonight. Hopefully if the Board has any recommendations or questions, please get them to Susie. We'll put all the answers out for the Board members and then continue to move forward.

Comm. M. Martinez: I'd like to echo that very sentiment. Any questions, suggestions, recommendations, or anything pertaining to any of the presentations today, please put them in email form or reach out to one of the individuals to schedule some time to discuss them. Our deadline would be by next week's meeting. Please be as timely as possible.

PUBLIC COMMENTS

It was moved by Comm. Capers, seconded by Comm. Arrington 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. Thank you for these presentations this evening. I want to call your attention to the equity bus tour that the PEF organized in the fall of 2019 when we took educators and community members to visit PCTI and Eastside High School. Some of the things that people hoped for were modernized classrooms, removable furniture, the elimination of the front of the classroom teacher model and kids in a row to allow room for circles since we're moving towards restorative practices in so many of our schools, and also to think of common spaces as learning spaces, such as hallways with comfortable furniture where kids can gather and do projects together, and the professional development necessary for the staff to initiate and implement all of this. I ask you as you do the high school redesign to think of these concepts and many others that will reflect modern classroom and adequate learning experiences for Paterson kids. We're letting the SDA off the hook. Initially in that long-range facilities plan, we were promised 11 new schools. Our enrollment has not dropped. I think we still need those new schools. We've gotten some, so the number is less. All those schools that we're spending more than half of our American Recovery Plan funds to refurbish were supposed to be razed and rebuilt by the State of New Jersey. Please join in the advocacy. I know that staff is limited in how much advocacy they can do. I encourage you School Board members to join us and go at the state to get what we were promised and what was decided by the Supreme Court under the Abbott law. Thank you so much.

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

RESOLUTIONS FOR A VOTE:

Resolution No. 1

WHEREAS, this supports Paterson-Promising Tomorrow Strategic Plan , Goal 4: Social - Emotional Learning: to create a culture that recognizes the need to educate the whole child by meeting their social, emotional, academic and physical needs

WHEREAS, the Paterson Public Schools has applied for the CAPS Bullying Prevention Program for grade PreK-6 And

WHEREAS, CAP's Bullying Prevention Program is an initiative of NJCAP and is funded through the NJ Department of Children and Families; NJCAP offers a series of workshops for staff, parents and students to assess the specific nature of bullying in the school, to train adults in appropriate intervention strategies and to improve student interaction And

Therefore, Be It Resolved, the Paterson Board of Education approves the District's application to the NJ CAP Bullying Prevention Program for Grades PreK-6 at cost to the District.

Resolution No. 2

WHEREAS, Priority I, Goal 1 of the 2019-2024 Strategic Plan of the Paterson Public Schools provides for effective academic programs to increase achievement levels; *and*

WHEREAS, the district is eligible for the American Rescue Plan Act Elementary and Secondary School Emergency Relief (ARP ESSER) – ESSER III Grant in the amount of \$106,683,858.00 to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student groups ; *and*

WHEREAS, In addition, section 2001(e) of ARP specifically authorizes an LEA to use ARP ESSER funds to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff; *and*

WHEREAS, the district will comply with the terms and conditions of the grant and will expend the funds in the most effective and efficient manner; *and*

NOW, THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the acceptance/submission of the American Rescue Plan Act Elementary and Secondary School Emergency Relief (ARP ESSER) – ESSER III Grant in the amount of \$106,683,858.00. This grant will provide the Paterson Board of Education funds to continue to address our student's needs, a safe environment, and improve school facilities during the grant period of March 13, 2020 through September 30, 2024.

Resolution No. 3

WHEREAS, this partnership supports Paterson – Promising Tomorrow Strategic Plan, Goal 4: Social -Emotional Learning; to create a culture that recognizes the need to educate the whole child by meeting their social, emotional, academic, and physical needs And

WHEREAS, Kean University will apply for the New Jersey Personal Responsibility Education Program (PREP) with Paterson Public Schools as a partner (October 1, 2021 – September 30, 2022). The program's target population will be students in Grades 9-10 at Panther Academy with their evidence-based model entitled "Reducing the Risk-Building Skill to Prevent Pregnancy, STD and HIV" And,

WHEREAS, the purpose of PREP is to fund the implementation of sexual health education, youth engagement and parent engagement. The goal of the program is to teach life skills and increase efficacy in using these life skills to prevent teen pregnancy, reduce sexually transmitted infections and increase healthy behaviors And

Therefore, be it Resolved; the Paterson Board of Education approves the district's partnership with Kean University (October 1, 2021 – September 30, 2022) to apply for the NJ Personal responsibility Education Program at no cost to the District.

Resolution No. 4

WHEREAS, this program supports the Paterson- A Promising Tomorrow strategic plan, Goal Area #3: Communications & Connections: 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 Goal Area #4: Social – Emotional Learning: Build the capacity of all stakeholders to address the social and emotional needs of the students and staff through professional development, instruction and support services, and

WHEREAS, the Institute for Relationship Intelligence (IRI) is applying to the Department of Health and Human Services for a 3-year Sexual Risk Avoidance Education grant to provide education about healthy relationships and risk avoidance; providing an increased quality of life, empowering to make safer and healthier decisions for middle school and high school students for the 2021-22, 2022-23 and 2023-24 school years, and

WHEREAS, the Institute for Relationship Intelligence will provide Relationship Intelligence Training (RIT) education for 1,500 7th graders receiving six hours and 1,500 9th - 10th graders receiving 7.5 hours in the first year and 7.5 hours in the second year AT NO COST to participating school districts; and an incentive for schools of \$25 per classroom will be given for classrooms of students who have 90% return of completed permission letters, and

NOW THEREFORE, BE IT RESOLVED, the Paterson Board of Education approves the collaboration with the Institute for Relationship Intelligence AT NO COST to participating school districts for the 2021-22, 2022-23 and 2023-24 school years.

Resolution No. 5

WHEREAS, Goal Area #1: Teaching & Learning of the Paterson School District's Strategic Plan - *A Promising Tomorrow* is to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning; Dual Enrollment courses serve the purpose of providing instruction that challenges high end learners and meets each student's learning needs.

WHEREAS, the rigor of the Fairleigh Dickinson University Middle College Program at Eastside High School, John F. Kennedy High School, International High School, Rosa Parks High School, and the Academy of Earth and Space Science offers students in Grades 9-12, dual enrollment opportunities for articulated college credit, from Fairleigh Dickinson University. Students enrolled in a variety of courses will be eligible to earn three (3) college credits per course.

WHEREAS, the proposed articulation agreement demonstrates the following relationship, between successful completion (grade of "C" or higher) of courses, and credits issued at Fairleigh Dickinson University upon enrollment (not including other requirements outlined within the Agreement):

BE IT THEREFORE RESOLVED that the Paterson Board of Education approves the attached articulation agreement between Fairleigh Dickinson University and Paterson Public Schools at a cost to not exceed \$267.00 per three credit course, for a total not to exceed \$230,000.00.

Resolution No. 6

WHEREAS, Goal Area #1: Teaching & Learning of the Paterson School District's Strategic Plan - *A Promising Tomorrow* is to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning; Dual Enrollment courses serve the purpose of providing instruction that challenges high end learners and meets each student's learning needs.

WHEREAS, Paterson Public Schools has partnered with Passaic County Community College to provide an educational alternative for approximately 10 juniors to complete their senior year on campus at PCCC while obtaining college credits. All tuition, textbooks and fees will be paid for by the district.

WHEREAS, students enrolled in the STEPS program who excel will receive additional academic stimulation and an early start on their college career, while saving money on the cost of a college education.

WHEREAS, by creating closer relationships between our high school students and colleges and stronger partnerships between high school students and college faculty, Dual Enrollment can have positive effects on high school graduation rates and college enrollment rates.

BE IT THEREFORE RESOLVED that the Paterson Board of Education approves the attached articulation agreement between Passaic County Community College and Paterson Public Schools at a cost to not exceed \$60,000.00.

Resolution No. 7

WHEREAS, Goal Area #1: Teaching & Learning of the Paterson School District's Strategic Plan - *A Promising Tomorrow* is to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning; Dual Enrollment courses serve the purpose of providing instruction that challenges high end learners and meets each student's learning needs.

WHEREAS, college-approved, rigorous Dual Enrollment course offers 12th grade students in the Application of Education class opportunities for articulated (3) college credits per course from William Paterson University (WPU).

During the Fall semester of the 2021-22 academic schoolyear a qualified instructor from WPU will teach CIED 2050-Foundations of Bilingual and Multicultural Education, on-site at JFK-SET to a maximum of 15 students. \$295 per credit x 3 credits = \$885 per student. 15 students x \$885 = \$13,275.

WHEREAS, upon successful completion of the course, students will their grade recorded on an official William Paterson University transcript using the William Paterson University's standard grade notations. Additionally, the proposed articulation agreement demonstrates the following relationship between successful completion of the course. The University will grant advanced standing for students who have taken the courses above a grade of "C" or higher.

WHEREAS, Dr. David Fuentes from WPU will assist SET teachers on integrating SLO's into current HS curriculum and provide professional development for the SET teachers who will be teaching the three WPU courses in the future integrated with the Education & Training I, II, and III curriculum and will be paid a stipend for \$5000.

BE IT THEREFORE RESOLVED that the Paterson Public Schools Board of Education approve the attached articulation agreement between WPU and School of Education and Training at John F. Kennedy Educational Complex at a cost not to exceed \$18,275.00

Resolution No. 8

WHEREAS, Paterson Public Schools (the “District”) has a need to purchase specialized software to comply with NJSIAA/Big North Athletic Conference requirements relating to sportsmanship. The Hudl software provides Eastside High School and John F. Kennedy High School coaches and athletes an opportunity to use video and data to gain insights on their competitor analytics to support competition.;

WHEREAS, boards of education may use competitive contracting in lieu of public bidding to purchase or license proprietary computer software designed for board of education purposes pursuant to N.J.S.A. 18A:18A-4.1 and N.J.A.C. 5:34-9.1;

WHEREAS, the District has determined to acquire such software through a non-fair and open contract in accordance with N.J.S.A. 19:44A-20.4 and 20.5, and by resolution of the board of education at a public meeting, without public advertising for bids, pursuant to N.J.S.A. 18A:18A-5(a)(19);

WHEREAS, Agile Sports - Hudl has completed and submitted a Political Contribution Disclosure Certification which certifies that the vendor has not made any reportable contributions to a political or candidate committee in the District in the previous one year, and that the contract will prohibit the vendor from making any reportable contributions through the term of the contract.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education authorizes the Superintendent to enter into a contract with Agile Sports – Hudl for the purchase of proprietary software, in an amount not to exceed \$20,000.00 for the 2021-2022 school year; a

Resolution No. 9

Whereas, creating a student-centered environment to prepare students for career, college readiness and lifelong learning is Goal 1 of the Strategic Plan for Paterson Public Schools; and

Whereas, building the capacity of all stakeholders to address the social and emotional needs of the students and staff through professional development, instruction and support services is Goal 4 of the Strategic Plan; and

Whereas, Paterson Public School Number 7 has designated funds to provide students with an after-school opportunity to explore using strategic planning to enhance their learning and overall school experience; and

NOW THEREFORE BE IT RESOLVED, the Paterson Board of Education approves the use of funds allotted to run co-curricular after-school clubs, which are to include: Environmental Club, Homework Helpers Club, History Club, Art Club, and FOCUS (For Our Capability Under Stress) Club, and Book Club at Public School Number 7 for the 2021-2022 school year, not to exceed \$2800.00.

Whereas, creating a student-centered environment to prepare students for career, college readiness and lifelong learning is Goal 1 of the Strategic Plan for Paterson Public Schools; and

Whereas, building the capacity of all stakeholders to address the social and emotional needs of the students and staff through professional development, instruction and support services is Goal 4 of the Strategic Plan; and

Whereas, Paterson Public School Number 7 has designated funds to provide students with an after-school opportunity to explore using strategic planning to enhance their learning and overall school experience; and

NOW THEREFORE BE IT RESOLVED, the Paterson Board of Education approves the use of funds allotted to run co-curricular after-school clubs, which are to include: Environmental Club, Homework Helpers Club, History Club, Art Club, and FOCUS (For Our Capability Under Stress) Club, and Book Club at Public School Number 7 for the 2021-2022 school year, not to exceed \$2800.00.

Resolution No. 10

WHEREAS, creating a student-centered learning environment to prepare students for career, college readiness and lifelong learning is Goal 1 of the Strategic Plan for Paterson Public Schools; and

WHEREAS, School 7 is committed to providing interdisciplinary curriculum and 21st century learning in order to promote critical thinking skills and increase student achievement levels; and,

WHEREAS, the Newsela platform meets the criteria for effective instructional programs and offers interactive literature and activities which are designed to increase instructional rigor; and,

WHEREAS, Public School Number 7 has designated funds to provide teachers and students with access to the Newsela online literature, lessons, and resources in order to increase student engagement; and,

BE IT THEREFORE RESOLVED that the Paterson Board of Education approves the purchase of Newsela software licenses for all students at Paterson Public School 7 for the 2021-2022 school year in the amount of \$7075.00.

Resolution No. 11

WHEREAS, creating a student-centered learning environment to prepare students for career, college readiness and lifelong learning is Goal 1 of the Strategic Plan for Paterson Public Schools; and;

WHEREAS, School 7 is committed to providing interdisciplinary curriculum and 21st century learning in order to promote critical thinking skills and increase student achievement levels; and;

WHEREAS, the Seesaw platform meets the criteria for effective instructional strategies and offers tools to increase student engagement and facilitate effective teacher feedback, and;

WHEREAS, Public School Number 7 has designated funds to provide teachers and students with access to the Seesaw platform in order to increase student achievement and engagement; and;

BE IT THEREFORE RESOLVED that the Paterson Board of Education approves the purchase of Seesaw software licenses for all students at Paterson Public School 7 for the 2021-2022 school year in the amount of \$950.00.

Resolution No. 12

WHEREAS, the State of New Jersey under NJAC 6A:8-31, requires district boards of education to ensure that the District Professional Development Plan is designed and delivered to demonstrate knowledge and skills specified in the New Jersey Student Learning Standards, and

WHEREAS, New Jersey law requires each school district to adopt annually the District Professional Development Plan and Mentoring Plan approved for the schools of the district, and

WHEREAS, this initiative supports the Paterson- A Promising Tomorrow Strategic Plan, Goal # 3 Communications and Connections, Goal # 4- Social and Emotional Learning and the regulations as indicated in the TEACHNJ ACT, to support and improve teaching and learning in the Paterson Public Schools District, and

WHEREAS, New Jersey Quality Single Accountability Continuum (NJQSAC) stipulates that the District Board of Education approves the District Professional Development Plan and Mentoring Plan that supports student achievement of the New Jersey Student Learning Standards in every school for all students, and

WHEREAS, the attached document contains timelines and procedures for professional development planning for the 2021-2022 school year, and

BE IT THEREFORE RESOLVED, the Paterson Board of Education supports and approves the 2021 2022 Professional Development Plan as submitted. No additional funding is needed.

Resolution No. 13

WHEREAS, this initiative supports the "A Promising Tomorrow" Strategic Plan 2019-2024, Goal 1: Teaching and Learning focuses on creating a student-centered learning environment to prepare students for career, college readiness, and lifelong learning through teaching and learning and Goal #3 Communications and Connections, to establish viable partnerships with parents, educational institutions and community organizations to support Paterson Public Schools educational programs, advance student achievement and enhance communication

WHEREAS, Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning, creating a well integrated system of instruction and intervention guided by child outcome data.

WHEREAS, the Rutgers Center for Effective School Practices (RU-CESP) is a technical assistance and training center dedicated to providing customized and practical solutions that maximize organizational effectiveness. RU-CESP will provide include 54 hours of remote professional development for all district administrators and instructional staff, remote I&RS team coaching sessions, a five-year graduation cohort audit and a comprehensive district RTI manual.

BE IT THEREFORE RESOLVED, the Paterson Board of Education approves the purchase of the above RTI professional services for the 2021-2022 school year at a cost of \$39,700.00

Resolution No. 14

Whereas, creating a student-centered learning environment to prepare students for career, college readiness, and lifelong learning through teaching and learning is Goal 1 of the Strategic Plan for Paterson Public Schools. The required IB Category 2 and Category 3 Workshops for teachers will facilitate the implementation of the IB Diploma Programme and serves the purpose of providing rigorous instruction that challenges students of all ability levels.

Whereas, The New Jersey Department of Education stipulates that teachers receive high quality, relevant and timely professional learning experiences, both individualized and collaborative, that is integral to the educator life cycle and necessary for continued professional growth. Educators engage in sustained professional learning to refine and expand their practice in order to help students perform at higher levels.

Whereas, New Jersey teachers must earn at least 20 hours of professional development annually, in accordance with N.J.A.C. 6A:9C-3.4. The 20 hours include formal courses (regular or online) and conferences. These experiences include, but are not limited to, workshops, seminars, institutes, and/or other such programs. And

Whereas, the International Baccalaureate Organization (IBO) requires that all designated IB subject area teachers and administrators are required to attend an IB Sponsored Category 2 Workshop to teach IB courses and maintain IB authorization, and

THEREFORE, IT BE RESOLVED that the Paterson Board of Education approves the online International Baccalaureate Category 3 Approaches to Teaching and Learning for DP & CP Classroom Teachers for (12) teachers, and (1) administrator, Guidance Counselling for CP & DP for (1) Guidance Counselor , (1) teacher and (1) administrator for the Category 1 and 2 Career Related Program Personal and Professional Skills course, and (1) teacher for IB Business Management Training category 1 and 2, not to exceed \$8,550 for the 2021-2022 school year.

Resolution No. 15

Whereas, creating a student-centered learning environment to prepare students for career, college readiness, and lifelong learning through teaching and learning is Goal 1 of the Strategic Plan for Paterson Public Schools. The required IB Category 2 and Category 3 Workshops for teachers will facilitate the implementation of the IB Diploma Programme and serves the purpose of providing rigorous instruction that challenges students of all ability levels,

Whereas, The New Jersey Department of Education stipulates that teachers receive high quality, relevant and timely professional learning experiences, both individualized and collaborative, that is integral to the educator life cycle and necessary for continued professional growth. Educators engage in sustained professional learning to refine and expand their practice in order to help students perform at higher levels.

Whereas, New Jersey teachers must earn at least 20 hours of professional development annually, in accordance with N.J.A.C. 6A:9C-3.4. The 20 hours include formal courses (regular or online) and conferences. These experiences include, but are not limited to, workshops, seminars, institutes, and/or other such programs. And

Whereas, the International Baccalaureate Organization (IBO) requires that all designated IB subject area teachers and administrators are required to attend an IB Sponsored Category 2 Workshop to teach IB courses and maintain IB authorization, and

THEREFORE, IT BE RESOLVED that the Paterson Board of Education approves the online International Baccalaureate Category 2 subject trainings for (3) Math teachers and (1) Chemistry teacher not to exceed \$1800 for the 2021-2022 school year.

Resolution No. 16

Whereas, creating a student-centered learning environment to prepare students for career, college readiness, and lifelong learning through teaching and learning is Goal 1 of the Strategic Plan for Paterson Public Schools. The required IB Category 2 and Category 3 Workshops for teachers will facilitate the implementation of the IB Diploma Programme and serves the purpose of providing rigorous instruction that challenges students of all ability levels.

Whereas, The New Jersey Department of Education stipulates that teachers receive high quality, relevant and timely professional learning experiences, both individualized and collaborative, that is integral to the educator life cycle and necessary for continued professional growth. Educators engage in sustained professional learning to refine and expand their practice in order to help students perform at higher levels.

Whereas, New Jersey teachers must earn at least 20 hours of professional development annually, in accordance with N.J.A.C. 6A:9C-3.4. The 20 hours include formal courses (regular or online) and conferences. These experiences include, but are not limited to, workshops, seminars, institutes, and/or other such programs. And

Whereas, Project Lead the Way and the IB Career Related Program requires that all designated PLTW and IBCP engineering teachers attend a PLTW training and attain IB Career Program authorization and

THEREFORE, IT BE RESOLVED that the Paterson Board of Education approves the virtual/online training for (1) engineering teacher to attending the PLTW teacher training not to exceed \$2400 for the 2021-2022 school year.

Resolution No. 17

Whereas the Paterson Public School District is committed to providing professional development to certificated staff members: and

Whereas, the Professor in Residence program, as one part of the partnership in the Professional School Network, meets the criteria for the Dr. Hani Awadallah's Annual School Plan (ASP) goals. Area of focus: Goal 1 Effective Instruction included but not limited to Professional Development, teacher collaboration and job embedded coaching, Goal 2 Curriculum and Standards and Goal 3 Climate and culture with specific focus on Social/Emotional Learning and

Whereas, The Professor in Residence at William Paterson University will work with staff at Dr Hani Awadallah School. In person and remotely, to contain a positive trajectory in both Student Growth in Literacy, STEM and Social Emotional Learning. The PIR's expertise in the area of creating highly functioning teams will be beneficial in sustaining these efforts and

Whereas , The Professional Development opportunities provided by the partnership William Paterson University Professional Development network as well as job embedded coaching, PLC development provided by the PIR will continue to allow Dr Hani Awadallah staff to participate in professional learning, in person and remotely, specifically in the areas of Humanities (Reading & writing), STEM and Social Emotional Learning as defined by the Annual School Plan. These PD sessions foster collaborative learning opportunities design to build teacher capacity and address their individual needs,

Whereas, According to the 2021-22 ASP, PLCs need to have a focus on specific content skills and strategies. The partnership opportunities afforded by the PDS network as well as the mentoring/coaching from the PIR will allow Dr Hani Awadallah staff to participate in distance and in person learning opportunities,

Whereas, Due to Covid 19 restrictions and loss of in person learning opportunities a focus on student foundational skills in Literacy and Mathematics is a priority for the 2021-22 school year. The partnership opportunities afforded by the PDS network as well as the mentoring/coaching from the PIR will allow Dr Hani Awadallah staff to participate in learning opportunities.

Whereas, the program and activities at Dr. Hani Awadallah will serve to increase parent education and support. Parents will be invited to attend sessions at William Paterson University at no cost to them to assist and support their children's academic needs and

Be It resolved, that the Paterson Public School District support and approve the Professor in Residence from William Paterson University at Dr. Hani Awadallah for 2 days per week from September – June (64 days) in the amount of \$20,000.00 total. Funding from SIA funding source.

Resolution No. 18

WHEREAS, the Paterson Public School District is committed to providing Professional Development to certificated staff members.

WHEREAS, the Professor-In-Residence Program meets the criteria for the Five-Year Strategic Plan: Goal # 1 To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning.

1. Create high quality opportunities for educators to deliver research-based strategies that will ignite motivation and promote life long learning.

2. Design, implement and monitor equitable, credible, and rigorous assessments K-12 that are aligned to the curriculum and state academic standards that will inform students and educators of their progress.
3. Empower educators to integrate the arts in all areas of learning utilizing innovative activities, partnerships and incorporating students learning styles and differentiated instruction.
4. Provide students the opportunities to have real world experiences via internships, work/independent studies and exposure to a variety of post-secondary institutions.
5. Will increase educators capacity to utilize technological resources and strategies to prepare students to become future ready leaders.

WHEREAS, the district initiative, that includes modeling of instruction to meet the needs of faculty and students and to provide a combination of professional development programs and student activities to improve content knowledge and pedagogical skills of experiences and novice teachers.

WHEREAS, the Professor-In-Residence Program from William Paterson University will increase the knowledge of our program's best practices and provide professional development to teachers in the classroom setting at Newcomers.

WHEREAS, the program will satisfy the following objectives:

- To build academic capacity at Newcomers.
- To implement the New Jersey Student Learning Standards into daily lesson planning.
- To improve teacher practices this will embrace critical thinking skills and promote academic achievement.

WHEREAS, the Teacher Evaluation process will require faculty to gain a clear understanding of an evidenced based evaluation system. Job-embedded professional development will be provided to the Newcomers staff by the Professor-In-Residence from William Paterson University.

BE IT RESOLVED, the Paterson Public School district will provide NC 1 day a week beginning September 2021 to June 2022 in the amount not to exceed \$10,000. Funding from Account # 15-000-221-320-316-000-1100-0000

Resolution No. 19

WHEREAS, the Paterson Public School District is committed to providing Professional Development to certificated staff members.

WHEREAS, the Professor-In-Residence Program meets the criteria for the Five-Year Strategic Plan: Goal # 1 To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning.

- Create high quality opportunities for educators to deliver research-based strategies that will ignite motivation and promote life-long learning.
- Design, implement and monitor equitable, credible, and rigorous assessments K-12 that are aligned to the curriculum and state academic standards that will inform students and educators of their progress.

- Empower educators to integrate the arts in all areas of learning utilizing innovative activities, partnerships and incorporating students learning styles and differentiated instruction.
- Provide students the opportunities to have real world experiences via internships, work/independent studies and exposure to a variety of post-secondary institutions.
- Will increase educators 'capacity to utilize technological resources and strategies to prepare students to become future ready leaders.

WHEREAS, the district initiative, that includes modeling of instruction to meet the needs of faculty and students and to provide a combination of professional development programs and student activities to improve content knowledge and pedagogical skills of experiences to novice and veteran teachers.

WHEREAS, The Professor in Residence Program at William Paterson University will aim to provide job- embedded professional development opportunities in supporting literacy, math and the fine arts program. The professor in residence will work with staff to build knowledge in mathematics and language arts with an emphasis on intervention and intervention best practices. The professor in residence will also work with the staff in finding ways to support and build the fine arts program and ensure the integration of the fine arts in other content areas. Additionally, the professor in residence will support school community projects and parent workshops scheduled throughout the year.

WHEREAS, the program will satisfy the following objectives:

- To build teachers' capacity in support of literacy, mathematics and the fine arts.
- To implement the New Jersey Student Learning Standards into daily lesson planning.
- To improve teacher practices which will embrace critical thinking skills and promote academic achievement.

NOW THEREFORE BE IT RESOLVED that the Paterson Board of Education approves the contract with William Paterson University to provide professional development for teachers at Public School 24 from, September 2020-June 2022 once per week. Services are not to exceed: \$ 10,000.00 Funding is from account 15-000-221-320-024-000-0000-000.

Resolution No. 20

WHEREAS, approving the following route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for Paterson pupils to out of district special needs/regular education programs and to various other in district schools for the 2021 ESY and 2021-2022 SY, and

WHEREAS, the Paterson Public School District has agreed to jointure with various Educational Services Commission throughout the New Jersey and the District agrees to the terms of the contract for the 2021 ESY and 2021-2022 SY, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the Superintendent approving the following jointure contract for the 2021 ESY and 2021-2022 SY with the Commissions listed, as follows:

Camden County Educational Serv Comm	Educational Services Commission of NJ	Educational Serv Commission of Morris County
Mercer County Educational Serv Comm	Monmouth-Ocean Educational Serv Comm	Somerset County Education Serv Comm
South Bergen Jointure Commission	Sussex County Regional Trans. Coop	Union County Educational Serv Comm
Warren County Educational Serv Comm	Northern Region Educational Serv Comm	Burlington County Special Services

BE IT FURTHER RESOLVED, each vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded renewal of these contracts have complied with all Affirmative Action requirements.

THEREFORE, BE IT RESOLVED, this resolution, to jointure with various Educational Services Commissions throughout New Jersey, to transport regular and special needs pupils to their respective schools in and an out of the district for regular and special needs pupils for the 2021 ESY and 2021-2022 SY, shall take effect with the approval signature of the Superintendent.

Special Education Account # 110002705186850000000000	\$ 1,000,000.00 Estimated
Regular Education Account #110002705176850000000000	\$ 1,850,000.00 Estimated
Management Fee Account #110002703506850000000000	\$ 70,000.00 Estimated
<u>Estimated</u> cost for the 2021 ESY and 2021-2022 SY	\$ 2,920,000.00 PENDING BUDGET APPROVAL

Resolution No. 21

WHEREAS, approving the following route for student transportation service will support Priority 4, efficient and responsive operation Goal 1, increasing accountability for performance, and

WHEREAS, the Paterson Public School District has identified a need to provide transportation for Paterson pupils to out of district special needs/regular education programs and to various other in district schools for the 2021 ESY and 2021-2022 SY, and

WHEREAS, the Paterson Public School District has agreed to jointure with various School Districts throughout the New Jersey and the District agrees to the terms of the contract for the 2021 ESY and 2021-2022 SY, now therefore

BE IT RESOLVED, that the Paterson Public School District ratifies the action of the Superintendent approving the following jointure contract for the 2021 ESY and 2021-2022 SY with the School Districts listed, as follows:

Haledon Board of Education	PC Manchester Regional High	Lenape Regional High School
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	School	
Vineland Board of Education	Rancocas Valley Regional High School	Delsea Regional School District
Englewood Board of Education	Hawthorne Board of Education	Morris School District
Neptune Township School District	YCS KILBARCHAN	NJ Department of Children & Families – Office of Education

BE IT FURTHER RESOLVED, each vendor has been notified that no goods or services will be provided to the District without first receiving a fully executed purchase order; and that the terms on the purchase will be honored completely; if the vendor does not agree with the terms on the purchase order, the vendor will not provide any goods or services to the District until such time a new purchase order is completed and delivered with terms the vendor will honor; and the vendor being awarded renewal of these contracts have complied with all Affirmative Action requirements.

THEREFORE, BE IT RESOLVED, this resolution, to jointure with various School Districts throughout New Jersey, to transport regular and special needs pupils to their respective schools in and an out of the district for regular and special needs pupils for the 2021 ESY and 2021-2022 SY, shall take effect with the approval signature of the Superintendent.

Special Education Account # 110002705156850000000000 \$ 25,000.00 Estimated
Regular Education Account #110002705136850000000000 \$ 25,000.00 Estimated

Estimated cost for the 2021 ESY and 2021-2022 SY \$ 50,000.00 PENDING
BUDGET APPROVAL

Resolution No. 22

Whereas, the Paterson Public School District approves the payment of bills and claims dated June 30, 2021, beginning with check number 227035 and ending with check number 227440, and direct deposit number 1045 through 1058, in the amount of \$4,702,100.34, and bills and claims dated July 14, 2021, beginning with check number 227441 and ending with check number 227463, in the amount of \$2,531,888.20, for a total of \$7,233,988.54;

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. 23

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 6/15/21 for in the grand sum of \$12,061,946.88 beginning with check number 1013106 and ending with check number 1013122 and direct deposit number D003315425 and ending with D003319508.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 6/25/21 for in the grand sum of \$13,244,189.01 beginning with check number 1013129 and ending with check number 1013161 and direct deposit number D003321351 and ending with D003325843.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 6/30/21 for in the grand sum of \$18,656.99 beginning with check number 1013162 and ending with check number 1013171.

THEREFORE, 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. 24

WHEREAS, the Paterson Public School approves payment for the gross direct deposits dated 6/25/21 in the grand sum of \$9,866,296.13 beginning with direct deposit number D003319509 and ending with D003321058 for Summer Savings One Lump Sum Payments.

WHEREAS, the Paterson Public School approves payment for the gross summer paychecks dated 6/25/21 in the grand sum of \$22,921.15 beginning with check number 1013123 and ending with 1013126 for Summer Savings One Lump Sum Payments.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks dated 7/15/20, 7/30/20, 8/13/20 and 8/31/20 in the grand sum of \$459,870.33 beginning with direct deposit number D003321059 and ending with D003321350 Summer Savings Four Installment Payments.

THEREFORE, 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. 25

WHEREAS, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

WHEREAS, Pursuant to 18A:18A-4.3, Board is allowed to procure specialized goods and/or services through Competitive Contracting; and

WHEREAS, the Paterson Public School District desires to contract with a vendor who can provide an online bulletin board platform/tool that enables both teachers and students to interact in both synchronous and asynchronous learning environments through digital posts; and

WHEREAS, The Paterson Public School District encourages free and open public competition for goods and services; and

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

THEREFORE, BE IT RESOLVED by the School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the Department of Purchasing to initiate the competitive contracting process, pursuant to 18A:18A-4.3, to contract for an online bulletin board platform/tool for the 2021-2022 school year.

Resolution No. 26

WHEREAS, the Paterson Public School District recognizes the need for complying with the New Jersey purchasing laws for obtaining the most competitive and responsive bid for goods and/or services; and

WHEREAS, Pursuant to 18A:18A-4.3, Board is allowed to procure specialized goods and/or services through Competitive Contracting; and

WHEREAS, the Paterson Public School District desires to contract with a vendor who can provide an application/tool that enables Google Slides to become interactive in both synchronous and asynchronous learning environments so that all students are engaging in the content areas of instruction and requiring that students respond to purposeful and demanding questions, while teachers assess their understanding of critical skills; and

WHEREAS, The Paterson Public School District encourages free and open public competition for goods and services; and

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

THEREFORE, BE IT RESOLVED by the School District of the City of Paterson, County of Passaic, State of New Jersey, authorizes the Department of Purchasing to initiate the competitive contracting process, pursuant to 18A:18A-4.3, to contract for a Google Slide Application/Tool for the 2021-2022 school year.

Resolution No. 27

WHEREAS, the operation of school and administrative facilities that are clean, safe, and aligned with 21st Century Learning Standards is Goal Area 2 of the 2019-2024 Strategic Plan for the Paterson Public School District;

WHEREAS, the District is the lessee of certain real property located at 286 Haledon Avenue in Prospect Park, New Jersey pursuant to a Lease Agreement (the "Lease") between the District, as tenant, and St. Paul RC Church, as landlord;

WHEREAS, the parties wish to extend the Lease on a month-to-month basis, commencing on July 1, 2021 and ending no later than October 31, 2021, with no other change in Lease terms or conditions.

NOW, THEREFORE, BE IT RESOLVED THAT, the District approves this month-to-month extension of the Lease Agreement with St. Paul RC Church and authorizes payment of rent until October 31, 2021, at the rate of \$7,250 per month, for a total cost not to exceed \$29,000 during the 2021-2022 fiscal year.

Resolution No. 28

WHEREAS, the Paterson Public School District formulated a needs based Long-Range Facility Plan which included much needed renovation, alterations, additions and new school buildings, and,

WHEREAS, authorize Coppa Montalbano Architects to prepare and submit amended Long Range Facilities Plan and application document to the NJ Department of Education, Office of Facilities, for required approval of the following projects:

NJDOE-Facilities State Project No. 4010-040-21-3000 - Renovations of the girls and boy's bathroom at EHS

NJDOE-Facilities State Project No. 4010-040-21-2000 - Installation of a handicap chair lift at EHS

NJDOE-Facilities State Project No. 4010-030-21-2000 - Installation of a handicap chair lift at JFK

NJDOE-Facilities State Project No. 4010-120-21-1000 - Site improvement at PS 8.

NJDOE-Facilities State Project No: 4010-303-21-1000 - Interior and exterior renovations at 45 Smith Street.

WHEREAS, these repairs are necessary to ensure the safety of students, parents, visitors and staff; and

WHEREAS, amending the Long Range Facilities Plan is in line with the "A Promising Tomorrow Strategic Plan 2019 2024*", Priority II "Creating and Maintaining Healthy School Cultures", goal 4 - "Create/maintain clean and safe schools that meet 21st century learning standards." And .

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education is requesting that the New Jersey Department of Education accepts this resolution as an amendment to the District's Long-Range Facility Plan for Renovations of the girls and boy's bathroom and installation of a handicap chair lift at Eastside High School. For the installation of a handicap chair lift at JFK High School. For site improvement at PS 8. For interior and exterior renovations at 45 Smith Street.

Resolution No. 29

WHEREAS, the Board of Education of the City of Paterson in the County of Passaic, New Jersey (the "School District") is a political subdivision created by law, and the Board of Education (the "Board of Education") of the School District is charged by law with the responsibility of providing a system of public education within the School District over which it has jurisdiction and has the authority to provide a handicap chair lift.

BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic, New Jersey as follows: the Board President, the Superintendent of Schools, the Business Administrator/Board Secretary, Coppa Montalbana Architects, and other appropriate representatives of the Board (the "Board Representatives") are hereby authorized to prepare and submit facilities project application to the NJ Department of Education, office of facilities for the installation of a handicap chair lift at Eastside High school located at 150 Park Avenue Paterson, NJ 07501. The Estimated cost of the project \$65,000.00, funded with district's capital reserve fund,

Resolution No. 30

WHEREAS, the Board of Education of the City of Paterson in the County of Passaic, New Jersey (the "School District") is a political subdivision created by law, and the Board of Education (the "Board of Education") of the School District is charged by law with the responsibility of providing a system of public education within the School District over which it has jurisdiction and has the authority to provide a handicap chair lift.

BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic, New Jersey as follows: the Board President, the Superintendent of Schools, the Business Administrator/Board Secretary, Coppa Montalbana Architects, and other

appropriate representatives of the Board (the "Board Representatives") are hereby authorized to prepare and submit facilities project application to the NJ Department of Education, office of facilities for the installation of a handicap chair lift at JFK High school located at 61-127 Preakness Avenue Paterson, NJ 07522. The Estimated cost of the project \$65,000.00 funded with district's capital reserve fund.

Resolution No. 31

WHEREAS, the Board of Education of the City of Paterson in the County of Passaic, New Jersey (the "School District") is a political subdivision created by law, and the Board of Education (the Board of Education") of the School District is charged by law with the responsibility of providing a system of public education within the School District over which it has jurisdiction and has the authority to provide renovations to the girls and boy's bathrooms.

BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic, New Jersey as follows: the Board President, the Superintendent of Schools, the Business Administrator/Board Secretary, Coppa Montalbana Architects, and other appropriate representatives of the Board (the Board Representatives") are hereby authorized to prepare and submit facilities project application to the NJ Department of Education, office of facilities for the renovation of the boys and girls bathrooms located in the basement at Eastside High school located at 150 Park Avenue Paterson, NJ 07501. The Estimated cost of the project \$376,975 funded with district's capital reserve fund.

Resolution No. 32

WHEREAS, the Board of Education of the City of Paterson in the County of Passaic, New Jersey (the "School District") is a political subdivision created by law, and the Board of Education (the "Board of Education") of the School District is charged by law with the responsibility of providing a system of public education within the School District over which it has jurisdiction and has the authority to provide site improvement and a Retaining Wall.

BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic; New Jersey as follows: the Board President, the Superintendent of Schools, the Business Administrator/Board Secretary, Coppa Montalbana Architects; and other appropriate representatives of the Board (the "Board Representatives") are hereby authorized to prepare and submit facilities project application to the NJ Department of Education office of facilities for the installation of a Retaining Wall and site improvement at Paterson Public School # 8 located at 35 Chadwick Street Paterson, NJ 07503. The Estimated cost of the project \$458,971.16, funded with district's capital reserve fund,

Resolution No. 33

WHEREAS, the Board of Education of the City of Paterson in the County of Passaic, New Jersey (the "School District") is a political subdivision created by law, and the Board of Education (the "Board of Education") of the School District is charged by law with the responsibility of providing a system of public education within the School District over which it has jurisdiction and has the authority to renovate the interior of the school building.

BE IT RESOLVED by the Board of Education of the City of Paterson in the County of Passaic, New Jersey as follows: the Board President, the Superintendent of Schools,

the Business Administrator/Board Secretary, Coppa Montalbana Architects, and other appropriate representatives of the Board (the "Board Representatives") are hereby authorized to prepare and submit facilities project application to the NJ Department of Education, office of facilities for the inferior renovation of the first second and third floors of the school building located at 45 Smith Street Paterson, NJ 07505. The Estimated cost of the project \$810,000.00, funded with district's capital reserve fund.

Resolution No. 34

The Paterson Public Schools District evaluation system is governed by TEACHNJ, regulated through AchieveNJ and New Jersey Quality Single Accountability Continuum (NJQSAC). The District's evaluation system is directly correlated to the Priorities and Goals contained in the Strategic Plan under the areas of Instruction and Program: curriculum implementation, Operations: data integrity and accountability/responsibility, Personnel: hiring and recruitment, and Governance: local control transition.

AchieveNJ defines new requirements for educator evaluation systems, other professional growth and development systems, and tenure decisions. The system was created by New Jersey educators for New Jersey educators. An Evaluation Pilot Advisory Committee formed in 2010 and made up largely of educators, helped guide 30 New Jersey school districts in piloting new evaluation systems over two years. Lessons learned from these pilots, emerging research around evaluation, and ongoing outreach to educators shaped the statewide initiative.

Whereas, The TEACHNJ Act ("TEACHNJ") is the bipartisan tenure reform approved unanimously by the legislature and signed into law by Governor Christie on August 6, 2012. The goal of the law is to raise student achievement by improving instruction through the adoption of evaluations that provide specific feedback to educators, inform the provision of aligned professional development, and inform personnel decisions." At its core, TEACHNJ reforms the processes of earning and maintaining tenure by improving evaluations and opportunities for professional growth. Specifically:

- ✓ Tenure decisions are now based on multiple measures of student achievement and teacher practice as measured by new evaluation procedures.
- ✓ Lengthy and costly tenure hearings are shorter, focused on process only, and less expensive.
- ✓ Educator feedback and development is more individualized and focused on educator practice and student outcomes, and

Whereas, The Paterson Public Schools District has participated in the Excellent Educators for New Jersey Pilot and is currently implementing the evaluation system, and

Whereas, The implementation process of the evaluation system utilizes customized district developed templates to include, but are not limited to: district forms to conduct observations of principals, vice principals and teachers; district forms to conduct walkthroughs of principals, vice principals, teachers and all other certificated staff members, and

Whereas, The Paterson Public Schools District utilizes these tools and resources to collect data from classroom observations, input commentaries to support feedback, demonstrate evidence of practices represented in the evaluation system, and support calculations for scoring of evaluation practices.

Whereas, The Paterson Public Schools District currently acquires classroom visits and observation data utilizing Media X software for principals, vice principals, teachers and all other certificated staff members via district product/service licensing, and

Whereas, Media X systems platform provider for the class visits and observation system, and

Whereas, Media X systems will provide the following feature to include but not limited to:

- In-depth customized rubrics that can comply with the district's state approved evaluation system and contain overall ratings and level-based number values.
- A variety of reporting systems for quickly analyzing real-time data as well as going in-depth to identify professional practice at the indicator level.
- A user interface and mobile application that will allow users to access evaluation data from multiple devices and various locations.

Whereas, any contract the amount of which exceeds the bid threshold, shall be negotiated and awarded by the board of education by resolution at a public meeting without public advertising for bids and bidding therefore if (a) the subject matter thereof consists of: (19) the provision of performance of goods or services for the support or maintenance of proprietary computer hardware and software, except that this provision shall not be utilized to acquire or upgrade non-proprietary hardware or acquire or update non-proprietary software, therefore,

NOW. THEREFORE, BE IT RESOLVED, The Paterson Board of Education approves the Media X contract for purchase of product/service licenses: Fifty-nine (59) site licenses for full eWalk access at fifty-nine (59) Paterson Public Schools District sites and administrative accounts for district-level staff and customization, training and professional services to provide continued support tools and resources to collect data from classroom observations, input commentaries to support feedback, acquire demonstrated evidence of professional practices specified in the evaluation system, and support calculations for scoring of evaluation practices within Media X systems for the 2021-2022 School Year at a cost not to exceed \$85,000.00 annually pending satisfactory performance in years one and two.

Resolution No. 35

The Paterson Public Schools District evaluation system is governed by TEACHNJ, regulated through AchieveNJ and New Jersey Quality Single Accountability Continuum (NJQSAC). The District's evaluation system is directly correlated to the Priorities and Goals contained in the Strategic Plan under the areas of Instruction and Program: curriculum implementation, Operations: data integrity and accountability/responsibility, Personnel: hiring and recruitment, and Governance: local control transition.

WHEREAS, the Paterson Public School District (the "District") is required to annually submit to the Commissioner of Education, for review and approval, the evaluation rubrics that will be used to assess the effectiveness of teachers, principals, assistant principals, and vice-principals and all other certificated staff members pursuant to N.J.S.A. 18A:6-122;

WHEREAS, the District recommends using the Focal Point Teaching and Principal Practice Model evaluation instrument to evaluate all educators in all pre-kindergarten centers, elementary, middle, and high schools for the 2021-2022 school year; this is

inclusive of teachers, principals, assistant principals, and vice-principals and all other certificated staff members. Evaluation instruments are in alignment with revised standards: Professional Standards for Educational Leaders (PSEL) and New Jersey Professional Standards for Teachers/ New Jersey Professional Standards for Teachers;

WHEREAS, the Focal Point Teaching Practice Model was created Focal Point LLC and approved by the New Jersey Department of Education for meeting the minimum standards established by the State Board of Education (September 7, 2012); and

WHEREAS, results of evaluations will be used to identify and provide professional development to teaching staff members inclusive of teachers, principals, assistant principals, and vice-principals and all other teaching staff members and will be provided to the commissioner, as requested, on a regular basis in accordance with N.J.S.A. 18A:6-123.

NOW, THEREFORE, BE IT RESOLVED, The Paterson Board of Education approves the adoption and use of the Focal Point Model evaluation instruments for the 2021-2022 school year for certificated staff members and recommends its submission to the Commissioner of Education for review and approval in accordance with N.J.S.A. 18A:6-122.

It was moved by Comm. Castillo-Cruz, seconded by Comm. Arrington that Resolution Nos. 1 through 35 be adopted.

Comm. Arrington: There was a request made to have an itemized report on the spending of the ESSER III money. I'd like to make a request that the district provide a monthly report on how that money is being spent.

Comm. M. Martinez: We'll make note of that and make sure we have that monthly turnaround.

On roll call all members voted in the affirmative, except Comm. Arrington who abstained from Resolution Nos. 10 and 11, and Comm. Hodges who abstained. 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
- 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

OTHER BUSINESS

Comm. Hodges: It's a little bit too late now, but the city sold the Leader Dye building to a company that's going to offer it to charter schools. The problem with that is that they're charter schools. Number two, while they're going to receive the most money, a \$7 million payment to the city one time, it will only be one time because a school will not be paying any future taxes to the city. That's a problem. That's short-term planning. They could have taken a smaller bid from a company that was going to pay taxes over time instead of just getting that one-time payment. And it's going to force us to take money out of our budget to pay the charter schools moving forward. That is a problem.

Comm. Capers: And raise taxes.

Comm. Hodges: And raise taxes. That's a real problem that didn't get approached as a Board or as a city. We didn't get a chance to put that conversation to the city and that's an awful shame. I think something should be said to them about that.

Comm. M. Martinez: You said it so eloquently here. I volunteer you to say it to them.

Comm. Hodges: I have no problem, but I can't speak for the Board.

Comm. M. Martinez: I knew you wouldn't. The notion of you speaking on behalf of Dr. Hodges would more than suffice.

Comm. Hodges: I don't think it would.

Comm. Simmons: I did have a conversation with the Mayor and members of the City Council about it.

Comm. Hodges: You might want to put a public comment in the paper about that too. That's a significant problem, both financially for the city and for the school district.

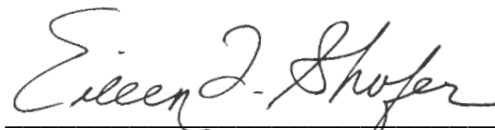
Comm. Capers: It's going to lead us to raise taxes in the future.

Comm. Hodges: Yes, it will.

ADJOURNMENT

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

The meeting was adjourned at 8:56 p.m.

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

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