

**MINUTES OF THE PATERSON BOARD OF EDUCATION
SPECIAL MEETING**

June 2, 2021 – 5:30 p.m.
Remote - Zoom

Presiding: Comm. Kenneth Simmons, President

Present:

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

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

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

Comm. Simmons read the Open Public Meetings Act:

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

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

**Special Meeting
June 2, 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.

MOMENT OF SILENCE

Comm. Teague: Just recently, we lost a pillar of the Paterson community, Mr. Mark Damon Smith, Sr. I just want us to take a moment of silence and then I have a short resolution that I'd like to read on behalf of the Board.

Moment of Silence

Comm. Teague: If it pleases the Board, I'd like to read the resolution. "The members of the Paterson Board of Education extend our heartfelt condolences to the Smith Family on the transition of your father, brother, husband, uncle, cousin, friend, and our leader.

Mr. Smith's exemplary service to the children of Paterson will not be forgotten. The members of the Paterson Board of Education offer our prayers for the students whose lives were so positively impacted by the leadership of Mark. May his life and work continue to radiate in our hearts and minds as much as the light of his life did while here on earth."

Comm. Simmons: We'll just put that into the record.

MOTION TO GO INTO EXECUTIVE SESSION TO DISCUSS LEGAL MATTERS

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

The Board went into executive session at 5:45 p.m.

RECONVENE

It was moved by Comm. M. Martinez, seconded by Comm. Castillo-Cruz that the Board reconvenes the meeting. On roll call all members voted in the affirmative. The motion carried.

The Board reconvened the meeting at 7:08 p.m.

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening Commissioners, Madam Superintendent, staff, and community. Thank you for this opportunity. The reopening of schools gives me hope that there is a light at the end of this COVID-19 tunnel. My gratitude to all the staff members who have returned this week to prepare for the students, and to the ones who have been there all along. I'm hopeful that some students will return in person next week, even though it is a small percentage of the population. Ms. Shafer, thank you for leaving a choice in place for the parents who wanted to keep their kids at home, even though they qualify for in-person. Paterson Public Schools has put a lot of energy into ensuring that the buildings are safe. PEA raised questions about the safety of our facilities with evidence of pictures and videos. We suggested at the last meeting that the Work Environment Council be called in. To my knowledge, they have been called in, but I don't know that the findings are yet released. However, I saw pictures of a hole in a wall, some mold, and some dead insects that were allegedly taken and posted yesterday. While these did not prevent the opening of buildings, they are issues that must be addressed immediately to ensure everyone's safety. Mold is toxic. Dead pests present health hazards. Crumbling walls are a safety hazard. Even if the occurrences are small, these issues are barriers to physical, social, and emotional well-being for our children and the adults who serve them. We cannot succeed if we do not change. Thank you so much.

Mr. Robert Guarasci: Good evening everyone. My name is Bob Guarasci, CEO of New Jersey Community Development Corporation. I appreciate the opportunity to comment this evening. I wanted to speak just briefly about the American Rescue Plan for the ESSER III funding that the district will be getting. As you know, these are funds to help

with learning loss as well as the social, emotional, and mental health consequences of the pandemic. My organization has been privileged to be a Full-Service Community School provider at School No. 5 for the last 10 years and more recently at John F. Kennedy High School. Expanding the Full-Service Community School model to help in these areas, such as learning loss, social and emotional issues, and mental health, would be a very valuable use of these funds, in my opinion. In fact, the law passed by Congress indicates that using these dollars for Full-Service Community School activities is advisable. Tonight, I simply urge the district to use this as an opportunity to turn more schools into Full-Service Community Schools. Thank you.

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

REPORT OF THE PRESIDENT

Comm. Simmons: Before we do the Superintendent's report, I just wanted to address something really quick. I didn't get an opportunity to attend the City Council meeting last night because we had a fiscal meeting. There were some comments made by Councilman Velez regarding taxes and our use of the CARES Act money. I wanted to address that. Maybe he doesn't understand it. Number one, the city did not give us CARES Act money. That money came through the county. Mr. Matthews can correct me if I'm wrong, but we didn't physically receive \$3.2 million. His comment was that we purchased Chromebooks and we probably did things with the money that we weren't supposed to do. The city BA has an itemized list of the items that were purchased by the city for the school district and then turned over to the school district. If he had just done a little research before he made that comment, he would have known that. Secondly, the city does not pay us taxes. Let me rephrase it. The city only collects taxes for us. When taxes are collected, they are collected for the city, the county, the school district, libraries, and some other things. He expressed that we raise taxes, bill them, and we don't provide a service. It was a comment that we raised taxes above 2%, which we didn't have the right to do. We absolutely have the right to raise taxes above 2% because we are an SDA district. The second part to that is maybe the Councilman should look at the things that he votes on. In this city there are a little over 3,000 new residential units. Those units come with children and we end up having increased enrollment. When the Council votes on these projects and they approve pilots and abatements for these projects, 95% of the taxes collected for the payment in lieu of taxes goes to the city. 5% goes to the county. The school district gets zero. We don't get a dime of that money. Maybe Councilman Velez will take heed to what he's voting on before he talks about us being fiscally irresponsible. I just wanted to clear that up because we are doing everything we need to do. We've raised taxes five times in the last 15 years. How many abatements and pilots has the City Council approved in that same time period? Remember, we don't get a dime from any pilot or abatement. I wanted to clear that up. If the Councilman wants to have a conversation with me, if you allow me to switch vernaculars, I'm around. You can reach out to me. Doing these things on social media and attacking this Board in Council meetings, I won't stand for and I'm pretty sure I speak for every Board member when I say that. We don't do the same here. There's a level of respect that we have and I think we should receive that same level of respect.

REPORT OF THE SUPERINTENDENT

Ms. Shafer: Good evening Board Commissioners, City of Paterson, and the Paterson community. Yesterday was an exciting day for us. We finally opened schools to all of

our staff after 14 months. Our attendance rate was 92%. I thought that was good because prior to COVID, our attendance rate was in the 90s. I'm looking forward to Tuesday when our students return. I visited some schools yesterday and today. A lot of staff was happy to be back. The students actually saw the classrooms in the background and were asking when they can come back. Students want to come back and we're happy that our staff is back as well. The district will be hosting a Senior Night Out on June 14 and 15 from 4:00 to 7:00. It's going to include a DJ, dancing, food, drink, and party favors for all our seniors. As you know, all our students have missed out on so much over the last 14 months. Especially our seniors have missed out on their senior year, their senior trip, and their prom. We just thought it fitting to bring them together and have a Senior Night Out for them. It will be a party. It will be outdoors. We will give you the venue when we get closer to the date. It will only be for Paterson seniors. They're going to sign up ahead of time. We will give you that information because we'd like you to join us in congratulating our seniors through these difficult times. We gave all our staff appreciation pins to commemorate their hard work during these times. I'm eternally grateful for everyone's hard work during the pandemic. We're going to give them to the Board members as well. If you look up here, you can see what they say. It goes on your lapel. There's a schoolhouse, a puzzle piece, a star, and an apple. The staff was very appreciative of those mementos as well. As you all know, as students enter our buildings next week, they will have to fill out a COVID-19 questionnaire. That questionnaire can be done by the parents on the parent portal. If the parents are not able to use the parent portal, we made up a notepad and that's what you see on the screen. We're going to give every student a notepad to take home. Their parent can fill it out and send it in with them so that when they get to the school they can just turn it in and be able to enter into the school building. We also developed a parent information letter for the families that will be coming back on Tuesday. That is our pre-k through 12 self-contained special needs children and our Newcomer students from New Roberto Clemente and School No. 15. The letter is being mailed. It's on the district website, the school website, and it can also be found on the parent portal. As of today, we have approximately 2,000 k-8 students registered for summer school and we're keeping summer school registration open. We have over 600 special needs children that are signed up and over 500 staff members who have applied for summer positions. On Tuesday, June 8 when our students come in it is not going to be business as usual. We are asking everyone to be flexible as students come in and get oriented to the new normal. We also want our staff to talk to the students about the pandemic, what it meant for them, how they felt about being back in school, and all of the social/emotional trauma that maybe students went through during the pandemic. Many of us already know that children lost parents, grandparents, and relatives and so we want to be able to have that conversation. If a student isn't opening up, we want to pay particular attention to them and maybe give them one-on-one sessions. That's just an update of where we are. We're all looking forward to Tuesday when our students will be returning. At this time, I'm going to turn it over to Deputy Peron who has an announcement about some information going around about a prom.

Ms. Peron: Good evening Board Commissioners, community and colleagues. We at Paterson Public Schools are extremely proud of our seniors and congratulate them on their completion of high school. We recognize all the challenges they and their families may have had during this tumultuous school year and we look forward to celebrating them at commencement ceremonies in June. This morning our District Security Coordinator, Dalton Price, informed us that there has been a flyer circulating on Instagram advertising a senior prom to be held at the Art Factory on Friday, June 25. I'm bringing this to your attention and providing this disclaimer. Due to the ongoing COVID pandemic, the district has decided not to sponsor senior proms this year. This

is not a district event. Please be guided accordingly and stay tuned for our Senior Night Out details.

Ms. Shafer: At this time, I'm going to turn a presentation over to Neil Mapp. We all know Neil and his staff has been working extremely hard to ensure that our schools are safe. We have seven layers of protection. Neil, do you want to set up the presentation?

Mr. Neil Mapp: Good evening. My name is Neil Mapp, the Chief Officer of Facilities and Custodial Services for the school district. In light of recent conversations around repair and maintenance districtwide, I'd like to emphasize the existing district work order system that's in place now, which is in our School Dude system. It's to address equipment failure and any other maintenance issues that may be required around the district. We are required to have a work order system in place as policy and procedure. Anyone who cites an issue or deficiency throughout our district - teachers, administrative staff, or Board members - they can make a call, contact the chief custodian for anything school, and submit a work order to have any issue addressed and repaired. That work order goes to our sector supervisors. We have four sector supervisors. We have split the district schools into four sections, Sectors I, II, III, and IV. Those sector supervisors will then triage those work orders accordingly. The work orders can range from a leaking roof to a repair of a broken ceiling tile. If repairs can be made in-house, they can go to the in-house repair and maintenance group that will address them. Or if the repair needs an outside vendor who may have material and equipment that far surpasses what the district has in-house, we'll then send it out to a time and material vendor. For instance, if there's a rooftop unit that fails after its useful life, we may need a crane to replace that rooftop unit. We don't have cranes in-house so we typically would call on a T&M vendor to provide the crane, the service, and replace that unit. There are larger projects. For instance, if a boiler goes out or if a roof needs to be replaced, much like we've done at the John F. Kennedy facility, we'll need an engineered solution for that so we would call in an engineer and architect. They will provide an engineered solution and then we will hire a contractor and use capital funds to replace that system. The work order system works and as teachers return to schools should they have concerns around repair and maintenance around the schools, we urge them to use our work order system to at least have that issue acknowledged and we will remediate that issue as soon as possible. I'd like to just put that out there. I'd also like to talk about the COVID safety and the steps that we've taken for COVID prevention throughout our district. Paterson Public Schools is using the latest technology out there called ActivePure Technology. This technology provides continuous cleaning of the air and surfaces within classrooms, offices, and other occupied spaces, such as lunchrooms and auditoriums. ActivePure Technology uses new technology that puts out oxidized molecules into the air that grab on to pollen, dust, and other microbials in the air and deactivates or kills them. It makes them larger so they can be trapped in our filtration systems, so it works very well on the Sars-Covid virus. This ActivePure system looks like a small black box. It's about 14 inches by 14 inches. We have put a version of this unit in place in every classroom, office, and occupied space. This unit combines a HEPA filter system, UV lighting, hydroxyl oxidized molecules, a carbon filter, pulse ionizer, and ActivePure cells to produce those oxidized molecules to provide continuous disinfection in our classrooms to keep our students and teachers safe. This unit serves a room up to 2,000 square feet. An average classroom is about 800 square feet. It continually cleans a space that's twice as large as the average classroom. The ActivePure system combats odors, mold spores, pollen, and dirt. It grabs it, takes it out of the air, makes it heavier, and drops it down to the ground. It deactivates it and kills it so it does not become dangerous. It also has a HEPA filter system already within the box and it takes those molecules and strains them out of the air. It's not like a HEPA filter system that you may plug in and put in a room. That's a passive system. This is

an active system that puts out molecules. It touches all surfaces and disinfects door knobs, light switches, telephones, key pads, and work surfaces. It is non-toxic and does not contain any ozone. We have also used the Carrier OptiClean air scrubber. It's a system that incorporates, not just a regular filter, but a HEPA filter system and provides multiple air changes in rooms. We're using this through current funding as a solution when any of our ventilation systems in classrooms or other spaces fail. If a ventilator system in a classroom is offline, we will bring this unit into the classroom to provide supplemental ventilation and air purification in the room. This will work in tandem with the ActivePure system to not only provide air exchanges that takes the air in the classroom and strains it multiple times through a HEPA filter, but in tandem with the air purifier you're disinfecting and killing any viruses that may be in the air again. This is taking those virus particles out of the air. This serves rooms up to 1,500 square feet and is also placed in classrooms or medical sick rooms without windows. This serves a dual purpose to us. It helps us in our maintenance efforts when we take systems offline to bring this into a classroom to make it safe and even more comfortable. The indoor air quality is greatly improved by these two pieces of equipment. It not only takes the dust and pollen out of the air. It also kills germs and viruses that may be in the air and on surfaces in classrooms. The Hydroxyl Blaster is a slightly larger unit than the ones being used in classrooms. These units are used in gymnasiums, cafeteriums, cafeterias, and auditoriums. It cleans 1,000 cubic feet of space in an hour, which is up to 20,000 square feet of space. If you can imagine a gymnasium, we can put this one box in there and it will let out oxidized molecules into the air onto every surface within that space and disinfect those surfaces. These are the levels of disinfection and protection that we have placed in schools, classroom spaces, office spaces, cafeterias, and gymnasiums to keep our students and faculty safe. In summary, we're using the best practices for use of PPE as declared by the CDC and the NJDOE in terms of spacing in classrooms. We are using the related fogging devices to disinfect staircases, hallways, touch points in hallways, and water fountains. We're using a product that is hydrogen based. When it's sprayed on a surface, it's non-toxic and dries to water. It's called PureOxide. It's a one-product system that we use to not only disinfect, but also to clean and sanitize. Most of our univents and ventilators in our classrooms use passive filtration. That means that the air has to get to the unit to be filtered. We're also using the ActivePure units in classrooms to disinfect surfaces. That's an active disinfectant that's being used in tandem with our ventilation systems. The black box in every classroom is called an Air & Surface Pro. The larger silver box in gymnasiums and cafeteriums are called a Hydroxyl Blaster. They both use the ActivePure Technology to disinfect our environment and educational milieu. We're using a diversification of mitigation and prevention protocols as recommended by the CDC, ASHRAE, NJDOE, and best practices to clean and sanitize spaces as recommended by those agencies. We're also using the latest emerging technologies, such as the ActivePure system and the Carrier OptiClean system to clean, disinfect, and sanitize our spaces. Thank you.

Ms. Shafer: Two weeks ago, I reported to the Board of Education and Paterson community that the district is reopening our buildings because it's safe and it's time. Yesterday, we took a major step toward normalcy. Still, the Paterson Education Association President is deliberately working towards making it a time of anxiety and doubt, and trying to prolong the isolation and disconnection of our students, which they have been subjected to for the past 14 months. This is demoralizing to the people that we work for – our students, their families, and this Paterson community. I've been part of this community for the past 30 years embracing the people in the community that I serve. I've gotten more involved in this community than in any other community. The PEA President has generated all kinds of misleading propaganda about me. That's fine, but don't exploit the people in the Paterson community. He's not been involved in this community. I have not seen him at student events, graduations, National Honor

Society ceremonies, sporting events, church events, or when a child is taken from us at a wake or a funeral. He needs to stop using the community for his own agenda. If he has issues in our buildings, bring them to the administration and we will remediate them. We did walks on April 21 and 22 and they gave us a 700-page report with about 200 findings. We remediated all of those findings. Why not give us your findings from last week? Or do you have a different agenda? My job is to educate our children and that is exactly what we're going to do. Our children deserve to be educated just like every other child in the State of New Jersey. There have been many of us, including PEA members, coming to work every day for most of the pandemic. Their days have been long. We've put in extra time and weekends. We've done it because we're dedicated to the idea that any time we go above and beyond for a student or parents we're increasing the likelihood that that child will be successful. We're bringing peace of mind to our parents. Most of our waking hours are spent here in Paterson doing whatever it takes to educate the students who are entrusted to us. That includes installing several layers of protection and instituting protocols to keep students and staff out of harm's way as they come back to teaching students in the classroom. How sad was it today when I visited schools and students were asking teachers when they can come back. It's time and they will be back on Tuesday. I never forget the honor that I have in being Paterson's Superintendent of Schools nor the trust that the Paterson community has given me. It's my hope that all of us can work together in safely bringing students back to our buildings so that they can be educated effectively. There is no replacement for a teacher and a student in a classroom for learning. If that hope is not realized, I won't let our students down nor will I let the community down that entrusted them to us. We are open. Our schools are safe. Our staff is back. Our students are coming back on Tuesday and we can't wait to see them. Thank you, Mr. President.

GOAL SETTING SESSION

Comm. Simmons: I have asked the administration to give a brief overview of some goals that they have. I want to the Board members to begin to think about the goals you want to see. Then we can schedule a meeting where we are solely talking about goals. I think it's going to be an extensive conversation.

- A. District Goals**
- B. Board Goals**

Ms. Shafer: Similar to what we did last year, we have five goals for the Board to look at and we are selecting three. I'm going to ask Deputy Peron to talk about Goal #1.

Ms. Peron: Goal #1 is the restructuring of high schools. As you know, this was a two-year goal. In completing it, we need another year. We would complete the redesign of all the program offerings and the organizational structure by June 2022. We'd then be ready to implement all the programs for September 2022. That's really the work of restructuring high school and it is ongoing right now. As you know, we're proposing many different types of programs, some vocational, and that would require facilities restructuring and redesigning of classrooms. It will take us another year, but our goal is to complete it by the end of June 2022. That's Goal #1.

Ms. Joanna Tsimpedes: Due to the pandemic this year and having the ability to have devices in everyone's hands we did a lot of professional development around remote learning. Moving forward for the 2021-2022 school year, we still want to use technology in the classroom as an instructional tool. We are going to have learning acceleration by professionally developing our administrators and teachers with the utilization of blended learning and pedagogy. This will assist the teachers and administrators in continuing to

use the devices in the classroom to differentiate for students as a means to continue all the strategies they learned this year through remote learning to continue for next year. This will be evidenced via our walk-throughs, artifacts, lesson planning, and so forth. This is just a continuation going from remote learning to blended learning since we will be back in schools fulltime in the fall.

Ms. Cheryl Coy: Goal #3 is the special education transition program. We will be monitoring the transition program for students with disabilities for ages 18-21 to support them on post-secondary goals, such as onsite job training, life skill supports, and independent living. Another part of the transition will involve students, their families, school, and community to work together to build a plan that will develop the independent life skills and living for these students. This program will consist of a coordinator, five transition teachers, and five transition aides. It will begin in September of 2021.

Ms. Tsimpedes: Goals #4 and #5 are tied to academics. Goal #4 is ELA for 70% of our students in k-3, which are foundational grades for students in acquiring academics, to increase their reading comprehension levels by a minimum of two levels by the end of 2021-2022. Goal #5 is for students in middle school for math. 70% of them will have progressed to their Phase II class or beyond in ALEX. Everyone across the district will be utilizing the same platforms for intervention next year. It's the first year that we will be following the district-based programs rather than also having schools purchase their own. This will actually give us the means to measure for fidelity across the board. In ALEX, when they start the program, all students are going to start in response to intervention. If they receive 80% or mastery on their response to intervention, they then move on to their next phase, which would be RTI for grades 6, 7, or 8. Once they max out of that, then they go into their course level work, which would be on-grade level work. The whole preface of this is to ensure that our math proficiency among our students continues to grow so that when they do get to high school they do have the skills to be successful. As we know, math is a struggling area. Goals #4 and #5 both speak to using the intervention platforms that the district has purchased via the ESSER funds. We want to ensure fidelity to the model when using the intervention programs, as well as to ensure that our students are growing. This will give us a good look into how effective our programs are, as well as what the teachers are doing in the classroom with the students.

Ms. Shafer: That concludes the brief summary about the goals. We would ask the Board to take a look at them. We would then present a resolution to implement three of them. With that, we will develop action plans as to the steps we will take to ensure that the goal is reached.

Comm. Hodges: When you say there will be an increase of two levels, is that two grade levels, or what?

Ms. Tsimpedes: When it comes to reading levels, students have levels AA to Z. Their point of entry is based on their reading capability. Every grade level has certain expectations. It doesn't mean two grade levels. It means that they grow two levels according to the skill set of reading comprehension. The goal is to get students reading on grade level by grade 3, which has been the goal for years, even more so now coming back from the pandemic and having students back in the buildings with us and ensuring that they have the teacher support to continue to have them grow so that when they get to third grade they are reading on grade level.

Comm. Hodges: What do two levels represent in terms of a year's worth of improvement?

Ms. Tsimpedes: That's the average growth that students should be growing as they continue on. If they start on AA in kindergarten, by the time they get to first grade they should be on level D. Most of our students at the lower grades grow faster than they do at the upper grades.

Comm. Hodges: After a year we would have gone not quite the entire level of improvement.

Ms. Tsimpedes: Not necessarily. They could. It's not that they can't. We want to set attainable goals for our students because the goal is for them to continue to grow. Sometimes students don't start on AA. We have students who are on level A or B, depending on their skill set, their ability to read, practicing at home, as well as other things that the parents might assist them with. The goal here is to continue to have our students grow to be on grade level. If this is one of the goals chosen, we can put in the chart to show you where students are and where they should be in the trajectory with regards to the reading levels.

Comm. Hodges: I'm trying to determine what I'm going to be looking for in making an assessment. What will the improvement actually be? I don't understand that language or what those goals translate into in terms of student performance.

Ms. Tsimpedes: Their performance is measured by how they improve their levels. When you're reading on level A, it's not just fluency, but also comprehension. The goal here is to ensure that students understand what they are reading, rather than just reading for fluency. That's the misconception that occurs at times. Students read great, but when you go back and ask them questions they cannot answer the comprehension questions, which then keeps them at the level where they originated at. I can send the chart to Cheryl and she can send it to you. It shows you where kindergarten, first, second, and third grade students should fall. If there's a deficiency, then the teacher knows where the student is at the beginning. If they're on AA, A, or B, the teacher then works with the children in small groups with students working on the same level with strategies to continue to help them grow. The minimum is two grade levels. That does not say that's the only growth that they can have. We see our students growing at higher levels, but we also have to remember we're coming back from a pandemic. We have to assess our students in September where they are with their reading comprehension levels and help them to flourish from that point forward.

Comm. Hodges: So we will be measuring or determining this two-level growth by what exactly?

Ms. Tsimpedes: The use of running records. We do this every year. They start in September and we look at where they are. They are assessed on a running record. From there, based on progress monitoring and continuation of support from the teacher they are assessed again, but you have to allow time to pass. They're usually assessed three to four times a year. That would determine from September through June how much growth occurs based on the interventions that are put into place for the child.

Comm. Hodges: I see. Thank you.

Comm. Arrington: How are we going to measure Goals #2 and #3?

Ms. Tsimpedes: When it comes to blended learning and pedagogy, you're going to be seeing that evidenced in the classroom. When we continue to do our walk-throughs, you'll be able to see how students are utilizing the devices inclusive of the teacher. How is she planning her mixed groupings? You'll have students who may be working on a platform while she's working with them in small group instruction. You'll be able to also measure it from the outcomes from our PD. It's not just for staff. It's inclusive of administrators because that's something they should be seeing in the classroom when they walk in. The technology is an instructional tool. It was not just purchased to be utilized during remote learning. We need to continue to utilize it during the classroom. It should be included as teachers are creating lesson plans and differentiating for our students. It now allows students to work on different things in the classroom. Before, you only may have had three desktops in your classroom so three kids might be working in one group and the other kids may be working on different items. Here with blended learning you'll be able to see teachers utilize the technology by incorporating the content within their lessons. We have been purchasing digital resources for our students so that they can get acclimated to using the technology in the classroom. That's going to be another area you're going to be seeing. When you walk into a classroom as an administrator, you'll be able to see if technology is being used with fidelity. Are students working on their platform? Are students using the Google Suites for Education platforms that we have to help them? You have walkthroughs that you'll be able to evidence by. You'll obviously have the professional developments that are taking place, the sign-in sheets, agendas, and continuation of lesson plans to show they're embedding technology into their everyday practice. Next year we're going to be working on response to intervention, truly understanding the RTI model for our teachers and students so that we can help our Tier I students who are showing they need additional support, as well as supporting Tier II and Tier III.

Comm. Arrington: Thanks. I really appreciate it. That answers that.

Comm. Hodges: It didn't quite answer it for me, though. How do we see that? Will it be what you present to us?

Ms. Tsimpedes: It will be the Media X report and through observations. It could be samplings of lesson plans that we would provide to show that teachers are using technology in this environment. It could also be the use of intervention in the classrooms. The programs that we have bought to address student learning, both for learning loss and learning acceleration, will be evidenced by the usage reports to ensure that students are using the platforms we have. Most importantly, it will be evidenced in our walk-throughs and observations that are conducted. Then reports can be run through Media X that shows focus on this.

Comm. Hodges: I'm more interested in having some sort of student outcome that we can point to. To me, that's more tangible.

Ms. Tsimpedes: The other piece you can have for student outcomes is the number of submissions of assignments in Google Classroom. That's showing you that students are continuing to utilize the platforms and using technology moving forward. It's not just something that was used during the pandemic and then we forget about the technology. That can be shown through the usage reports we have through Google Classroom.

Comm. Castillo-Cruz: Have we picked out the date for this retreat? I have a ton of questions myself, but if I submit them we might be here for a while. Have we chosen a date for this retreat?

Comm. Simmons: I have to get with Cheryl tomorrow. We began to look at some dates today, but most likely it will be at the end of this month because we want to be able to adopt goals in July.

Comm. Castillo-Cruz: Madam Superintendent, I didn't see it on my Google doc. Can you send that information? That way we can ponder it and come with questions to the meeting.

Ms. Shafer: We will send it.

Comm. Simmons: Board members, as you receive this information, just please think about your questions. You don't have to wait until the meeting to send your questions. You can send them through Cheryl and get your responses. It will help for a more efficient and effective meeting when we have this retreat because we will just be talking about goals. Unless there's an emergency, there shouldn't be anything else on that agenda.

RESOLUTIONS FOR A VOTE:

Comm. Simmons: I'm not sure if all Board members received the updated agenda. There's a fourth item on the agenda for a vote. It's the item that we discussed in executive session.

Resolution No. 1

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

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

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

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

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

CONFERENCE/WORKSHOP REQUESTS

STAFF MEMBER	CONFERENCE	DATE	AMOUNT
Dania Martinez	NSBA Equity Symposium Online Conference	July 13-14, 2021	\$150.00 (registration)
Board Member	Virtual		
Emanuel Capers	NSBA 2021 CUBE Annual Conference	September 15-18, 2021	\$2,519.00 (registration, transportation, lodging, meals)
Board Member	Atlanta, GA		

Dania Martinez	NSBA 2021 CUBE Annual Conference	September 15-18, 2021	\$2,519.00 (registration, transportation, lodging, meals)
Board Member	Atlanta, GA		
Kenneth Simmons	NSBA 2021 CUBE Annual Conference	September 15-19, 2021	\$2,391.00 (registration, transportation, lodging, meals)
Board President	Atlanta, GA		
Corey Teague	NSBA 2021 CUBE Annual Conference	September 15-18, 2021	\$2,519.00 (registration, transportation, lodging, meals)
Board Member	Atlanta, GA		

Total Number of Conferences: 4
Total Cost: \$10,098.00

Resolution No. 2

Whereas, the State of New Jersey (the "State") will again delay the receipt of the State aid payments until the State's next fiscal year; and

Whereas, The Board of Education of the City of Paterson in the County of Passaic, New Jersey (the "Board of Education") needs to borrow an amount in anticipation of the delayed June 2021 State aid payments in the principal amount not exceeding the amount of such delayed payments in order to meet its cash flow requirements for that period; and

Whereas, N.J.S.A. 18A:22-44.2 allows New Jersey school districts to enter into short-term loans with banks of their choice because of the delay in such State aid payments, and TD Bank, N.A. has provided a commitment letter for such loan as required by the State Department of Education guidance; and

Whereas, all borrowing under this statute requires the approval of the New Jersey Department of Education, upon written application of the Board of Education and a demonstration of need for such borrowing; and

Whereas, the interest on approved loans will be reimbursed to the Board of Education by the State, and the Board of Education is responsible for repaying the note and related interest to the lending bank;

Now, Therefore, Be It Resolved that the Board of Education hereby authorizes or ratifies the School Business Administrator/Board Secretary, or his designee, to submit the necessary application and supporting documentation to the Passaic County Executive Superintendent to obtain funding in an amount not exceeding the amount of the delayed State aid payments upon the terms and conditions approved by the Department of Education and authorizes the execution and delivery of a "State School Aid Anticipation Note" with the lender in accordance with its commitment letter to undertake the borrowing.

This resolution shall take effect immediately.

Resolution No. 3

Whereas, transfers to Food Service fund may be necessary in situations where a district charges for meals or receives state or federal meal subsidies, the activity of its food service operation must be accounted for in an enterprise fund. Any board contribution, including the payment of certain salaries or other identified specific expenditures should be budgeted and expended as a transfer to cover deficit in account 11-000-310-930. For CAFR presentation, the budgeted and actual transfer is presented as a general fund operating transfer.

Whereas, the Food Service program did not generate adequate revenue to support its operating expenditures, which created a deficit in the net position as, identified in the 19-20 audit. The District is responsible to raise \$1,003,808, in the subsequent General Fund budget to cover Food Service deficit in net position.

Whereas, the district has done an analysis of its Food Service's revenues and operating expenditures for the 2020-21 school year, and have calculated a projected deficit of \$2,500,000. Food services will not generate adequate revenues to exceed operating expenditures and will create a deficit in net position for 2020-2021. This is a direct result of COVID-19 and school closures, which created a reduction to meal counts and decreases the federal reimbursement.

Now therefore be it resolved, the board by resolution allow the transfer from the General Fund in budget account 11-000-310-930, Transfers to Cover Deficit, for 2019-2020 for \$1,003,808, as per audit.

Be it further resolved, the board approve transfer from the General Fund 11-000-310-930, Transfer to Cover Deficit, to the Enterprise Fund for 2020-2021 for \$2,500,000, to cover projected deficit and to comply with corrective action in place. Funds transferred to the Enterprise Fund for Food Services, at the end of the year are for the actual amount and any funds not needed for a deficit should be refunded to the general fund.

Be it further resolved, that this resolution shall take effect upon its adoption.

Resolution No. 4

WHEREAS, the District requires a custodial services contract to maintain its numerous facilities; and

WHEREAS, custodial services is a contract that typically is procured by advertising bid specifications to be awarded to the lowest responsible bidder;

WHEREAS, on October 26, 2020, under *N.J.S.A. 18A:18A-4.1(k)*, the Department of Community Affairs, Division of Local Government Services, approved the District to utilize competitive contracting (*N.J.S.A. 18A:18A-4.1 -- N.J.S.A. 18A:18A-4.5*) in lieu of traditional bidding (*N.J.S.A. 18A:18A-4*);

WHEREAS, on April 30, 2021, the District solicited proposals for RFP-401-22 – Custodial Services – 47 Facilities, and RFP-401-22SA – Custodial Services for Six Facilities Minority Set-Aside Contract, through competitive contracting, seeking requests for proposals (RFP) for a 2-3-year contract duration; and

WHEREAS, the advertised public notice appeared in The Bergen Record and the North Jersey Herald News on April 30, 2021;

WHEREAS, for the majority contract under RFP-401-22 – Custodial Services – 47 Facilities, competitive contracting / RFP specifications were e-mailed to 42 potential vendors;

WHEREAS, for the minority set-aside contract under RFP-401-22SA – Custodial Services for Six Facilities, competitive contracting / RFP specifications were e-mailed to 36 potential vendors;

WHEREAS, for the majority contract under RFP-401-22 – Custodial Services – 47 Facilities, five sealed proposals were received, opened, and read aloud on May 19, 2021, at 11:00 AM in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, New Jersey 07503, by the Purchasing Department;

WHEREAS, for the minority set-aside contract under RFP-401-22SA – Custodial Services for Six Facilities, four sealed proposals were received, opened, and read aloud on May 19, 2021, at 11:00 AM in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, New Jersey 07503, by the Purchasing Department;

WHEREAS, consistent with the rules for competitive contracting, the nine proposals were evaluated and scored consistent with the evaluation and scoring criteria established by the District;

WHEREAS, the quoted prices for all proposals received for the majority contract under RFP-401-22 – Custodial Services substantially exceed the Board's budget appropriation for custodial services for that RFP;

WHEREAS, the quoted prices for all proposals received for the minority set-aside contract under RFP-401-22SA – Custodial Services for Six Facilities substantially exceed the Board's budget appropriation for custodial services for that RFP;

WHEREAS, the quoted prices for all proposals received for the majority contract under RFP-401-22 – Custodial Services and under RFP-401-22SA – Custodial Services for Six Facilities, collectively, substantially exceed the Board's combined budget appropriation for custodial services for both RFPs;

WHEREAS, under *N.J.S.A. 18A:18A-4.5(d)*, the Board "shall have the right to reject all proposals for any of the reasons set forth in *N.J.S. 18A:18A-22*";

WHEREAS, under *N.J.S.A. 18A:18A-22(b)*, a Board may reject all bids if "The lowest bid substantially exceeds the board of education's appropriation for the goods and services";

WHEREAS, it may be more fiscally responsible and efficient, with better outcomes, if the custodial services contracts are advertised as bid specifications under *N.J.S.A. 18A:18A-4* to be awarded to the lowest responsible bidder for a 1-year contract duration;

WHEREAS, under *N.J.S.A. 18A:18A-22(d)*, a Board may reject all bids if "The board of education wants to substantially revise the specifications for the goods or services"; and

WHEREAS, under *N.J.S.A. 18A:18A-22(d)*, advertising bid specifications under *N.J.S.A. 18A:18A-4* to be awarded to the lowest responsible bidder and for a lesser contract duration of 1-year represents a substantial revision to the specifications for the custodial

services solicited through competitive contracting (*N.J.S.A. 18A:18A-4.1 -- N.J.S.A. 18A:18A-4.5*).

NOW, THEREFORE, BE IT RESOLVED, that under *N.J.S.A. 18A:18A-22(b)*, all proposals for RFP-401-22 and RFP-401-22SA are hereby rejected for substantially exceeding the Board's appropriations for custodial services;

BE IT FURTHER RESOLVED, that under *N.J.S.A. 18A:18A-22(d)*, all proposals are hereby rejected also because the Board desires to substantially revise the specifications for custodial services by resoliciting the services as a bid under *N.J.S.A. 18A:18A-4* to be awarded to the lowest responsible bidder for a one-year contract duration; and

BE IT FURTHER RESOLVED, that the Administration and Purchasing Office is hereby authorized to resolicit advertisements consistent with this resolution.

It was moved by Comm. Castillo-Cruz, seconded by Comm. Teague that Resolution Nos. 1 through 4 be adopted.

Comm. Arrington: On #2, can Leon briefly explain that? I'm not sure if I understand that.

Mr. Richard Matthews: This is typically done every year. Last year we did it in September. Because of the state's situation with the revenues, they held back on their state aid payment. They hold back the June state aid payment every year. In order to make it through the summer, even though our summer payroll is not as much as it is in September through June, we need to borrow this money. The state pays it back. It's zero cost to the district. The cash flow statement is showing that we do need the \$20 million. It's worked out through TD Bank. We're supposed to close on this sometime in early July so that we can make it through the summer.

On roll call all members voted in the affirmative. The motion carried.

Paterson Board of Education Standing Abstentions

Comm. Arrington

- Self
- Family

Comm. Capers

- Self
- 4th and Inches
- Westside Park Group
- Insight
- Jersey Kids

Comm. Castillo-Cruz

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

Comm. Hodges

- Self
- City of Paterson

Comm. Dania Martinez

- Self
- 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

ADJOURNMENT

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

The meeting was adjourned at 8:05 p.m.