

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

April 14, 2021 – 6:10 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. 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:

**Workshop Meeting  
April 14, 2021 at 6:00 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.

## **REPORT OF THE SUPERINTENDENT**

Ms. Shafer: Thank you, Mr. President. Good evening, Board members, Paterson community, and staff. Today, I attended the groundbreaking ceremony of Hinchliffe Stadium along with Vice President Manny Martinez and Comm. Castillo-Cruz. I just want to let the Board know there were quite a few speakers and all of them thanked the Board over and over again for the role that you played with Hinchliffe. It will certainly benefit our students as we move forward. As part of my report, I would like to show the Board and the community a video that we have called "A day in the life of a student when we return to in-person instruction."

***(Video Presentation)***

Ms. Shafer: Thank you, Paul, everyone who participated from School No. 9, and security staff for putting that video together. At this time, I want to ask Neil Mapp to introduce the equipment that we have, including our air scrubbers and air purifiers. We can show a demonstration of the air purifiers.

Mr. Neil Mapp: Good evening. My name is Neil Mapp. I'm the Chief Officer of Facilities and Custodial Services for the Paterson Public School District. I just wanted to introduce everyone to some of the solutions that we are providing to keep our staff and students safe. What you saw in the video earlier was a little black box in the room, which is a Vollara Air and Surface Pro Purifier using Active Pure Technology. This unit is going to be installed in every occupied space. This unit is the latest technology in air purification and it will cover rooms up to 2,000 square feet. We are placing these units in all classrooms, main offices, principal's office, and counseling offices. As you can tell in the video, it's going to be used throughout the district. We've put in place, not only this unit, but also a larger unit using the same technology called a hydroxyl air blaster which will be used in gymnasiums, cafeteriums, and large volume spaces up to 20,000 square feet. You'll see these in auditoriums, cafeterias, and gymnatoriums throughout the district. This is the latest purification technology out. We have a video that we'd like to share from the manufacturer just to show how the technology works.

***(Video Presentation)***

Mr. Mapp: The Vollara Air and Surface Purifier is one of seven layers of safety precautions that we've put in place, not only with equipment but also policies and procedures. We have the air purification, social distancing, mandated mask wearing, and trifold partitions in classrooms. We are also opening at least two windows in every classroom to provide supplemental ventilation. The CDC recommends that you provide supplemental ventilation in rooms to dilute any virus that may be in the room. We are also upgrading our air filtration systems to Merv 11 where possible because our systems are relatively old. There are some cases where the equipment does not accommodate for Merv 11 filters, but we've overcome that issue using this particular technology. With this particular technology, the Active Pure system grabs onto molecules in the air, makes them larger, and they will be trapped in standard Merv 7 air filters. That's one way we've gotten around it and this unit is providing several benefits to us. We also mentioned in the video that there will be classrooms without windows. In those classrooms without windows, we are unable to provide supplemental fresh air ventilation through windows. We'll also be putting and supplementing those air purifiers in the room with a Carrier OPTI Clean air scrubber. This air scrubber comes with a pre-filter and a HEPA filter. It provides multiple air changes per hour in a room or space that's even better than any ventilation system that we currently have in the district. It provides more air changes where the air is purified and exchanged more rapidly and more often than regular ventilation systems. This solution is also going to be used where we have unit ventilators or units that break. Because of our aging infrastructure, they break now and then and have to be repaired. While they are being repaired and we are waiting on parts, we will use this system as a solution to provide ventilation and air purification in addition to that Vollara Air and Surface Pro unit. We are pretty excited about providing all these solutions to augment our educational environment and to keep our students, teachers, and employees safe. Thank you.

Ms. Shafer: Thank you, Neil. Thank you for all you are doing with the facilities staff in making the environments in our school district safe for everyone. Mr. President, that concludes my report.

## REPORT OF THE PRESIDENT

Comm. Simmons: Thank you, Madam Superintendent. For my report, I don't have much. Madam Superintendent already spoke about the Hinchliffe Stadium groundbreaking. I wish that event was coordinated with the district so that I could be there. I think it's safe to say I'm the only Board member that's actually participated in athletics, graduated, and walked across the grass in that stadium, but I digress. In place of my report, any Board members that have questions around any of the videos that we just watched can ask those questions now.

Comm. M. Martinez: I just have a statement. It's going to be brief, if you wouldn't mind, Doc. I appreciate you and I want to allot you the time that you so rightfully deserve. I just want to tip my cap to everybody in the district from the Superintendent to Mr. Mapp and everybody. You guys have been doing a yeoman's job in getting the schools ready for reopening whenever that may be. I just want to acknowledge the hard work and dedication you guys have been putting in to getting our schools open safely for our students and staff. Salute to you guys.

Comm. Hodges: I want to echo your comments. I'm deeply appreciative of the efforts the district is taking to make sure the classroom environment is as safe as possible given where we are today. I do have some questions for Mr. Mapp regarding the first instrument. What is released? Is that a chemical? Is it ions?

Mr. Mapp: It uses the humidity in the air to oxidize molecules and those oxidized molecules trap any viruses, pollen, and odor in rooms. We use the same technology after there's a fire in any one of our schools to clear those rooms of smoke.

Comm. Hodges: Basically, it's ionizing the air.

Mr. Mapp: Yes. Therefore, it's landing on all vertical and horizontal surfaces to disinfect also.

Comm. Hodges: There are no actual chemicals.

Mr. Mapp: None whatsoever. It's very safe.

Comm. Hodges: It's very important to get that out there.

Mr. Mapp: And it does not use ozone. A lot of air purifiers use ozone, which has been found to be hazardous in confined spaces.

Comm. Hodges: How many classrooms do we have?

Mr. Mapp: We purchased 3,000 units for classrooms and another 1,400 for offices.

Comm. Hodges: There are warranties, no doubt.

Mr. Mapp: Yes. There's a manufacturer's warranty for a year. Our reasoning behind choosing this particular device is that you don't need to stock filters for it. It has a reusable filter that we'll clean on a scheduled basis and it comes with two active pure cells with two settings. You can do a low setting and high setting. It will bring on one cell and then the high setting will bring on the second cell. We've also negotiated to have the supplier give us an additional cell for each one of our units in case anything goes wrong. There is a warranty and they've been standing by it. We've plugged in a

couple of them that have not worked and we have sent them back to them. We are verifying that all of them work and all the functions operate on the unit.

Comm. Hodges: How often does that cell have to be replaced?

Mr. Mapp: Every 3 to 5 years.

Comm. Hodges: I just want the community to be aware that there are no chemicals. There's no chance of an allergic reaction to what's being dispersed through the air.

Mr. Mapp: We've been using it in our offices for the last two months or so. We've been beta testing it in our offices and we've had no issues.

Comm. Hodges: Thank you very much and I appreciate the efforts on behalf of our students and staff.

Comm. Teague: I just wanted to echo the statements that were already made and just a comment to the public that's listening. I want you to listen carefully. I know there are things I can't go too deep into, but the commentary that the buildings aren't ready and are not working is fabrication. They are working extremely hard to make sure that the buildings are going to be safe. As I've told you all individually and I hope you are hearing it tonight, the district is working extremely hard to make sure these buildings are going to be safe for our children.

Comm. D. Martinez: I would like to echo what everyone said. I think you guys did a very good job with the video. The presentation has given me and the community a very clear light and image of what a student's day will look like. For staff, I think everything is very well taken care of and the children and staff will be safe. The only concern I have is about the partitions. I see that the students will be carrying their partitions with them back and forth between lunch, the cafeteria, and the classroom. I know that in the middle school and high school they will be able to handle this. Is this going to be the same process for our smaller children in the elementary level? Is this going to be the expectation for our special needs students? In that population some might not be able to carry those. What is the procedure for those students? What will be the other options for that?

Mr. Mapp: Before anyone else answers that, what you didn't see in the video is that there are two different sizes for those partitions. From K-3, they will have a smaller partition than you saw in the video. The ones that you did see in the video are for our fourth graders and up. There are smaller partitions for the little ones.

Comm. Castillo-Cruz: I concur with Comm. Martinez. There are smaller partitions, but students still have to carry them. Is there any way that we can put partitions in the cafeterias? They might be easier for someone to come and clean? Even for the older students, carrying their partitions while trying to carry lunch? Even in the video, it seemed a little difficult for a few of the young ladies to be able to grab the partition under their arm and grab their lunch. Have we talked about possibly putting those partitions in those areas and having someone come in and wipe them down or any other ways that it could be done, as opposed to them carrying it back and forth?

Mr. Mapp: Using the partitions is going to take a little getting used to by everyone. We are in a new environment with different standards. What you saw in the video could probably be amended going forward. A student can arrive with a barrier to the lunch room and set the barrier up. The barrier is personalized. We can't share the barrier and

each one will have their name on it or number assigned to them specifically. They can lay the barrier on the table, go get their lunch, and come back. It's going to take a little getting used to, but I think that's the only way we can continue to personalize and individualize the barriers. At the end of the day, the barriers are left in the homeroom and they will be sanitized by our janitorial staff. They will be misted, sanitized, and disinfected.

Comm. Castillo-Cruz: You are already sanitizing the tables when students come in and out of the lunchroom. Why can't we just sanitize the partitions instead of the students having to carry them back and forth? I think that's the part I'm missing out in.

Mr. Mapp: Because you cannot share the barriers. You're asking that we stock partitions in multiple areas and then reuse them. We are trying not to have persons use the same barriers.

Ms. Shafer: Oshin, let us take a look at what other remedy we can do for the cafeteria. We may not be able to do it for all students, but we'll take a look and see what we can do for the younger ones.

Comm. Castillo-Cruz: All I ask is that you look into it. For second and third graders, carrying partitions may not be convenient. Special education students might not have an aide with them. How would that work for that population?

Ms. Shafer: We'll look at it.

Comm. Hodges: If you are in an upper grade, is there still going to be travelling between different classrooms?

Ms. Shafer: Yes, in the upper grades. We are trying to limit travelling as much as we possibly can and have the teacher travel, but you can't do that at the high school level.

Comm. Hodges: Every class in the high school will be changing.

Ms. Shafer: That's correct.

Comm. Hodges: Those desks have to be sanitized when?

Ms. Shafer: In between classes.

Comm. Hodges: You have roughly four minutes of travel time in each building to sanitize all of those desks. I don't know how many desks you're going to have now, roughly 15 desks.

Ms. Shafer: Roughly 15. Neil has a solution. Neil, do you want to talk about the solution? If you spray it on, how long does it take to dry?

Mr. Mapp: We are using a single product called PureOxide that comes in two diluted strengths, green cleans and red kills. The red version disinfects. Every employee will have a personalized bottle of PureOxide. Every classroom is outfitted with hand sanitizer and paper towel dispensers. In between classes, the teacher can use the PureOxide to spray on every desk surface and let it sit on the desk. The PureOxide dries to water because it's a hydrogen-based product and it's non-toxic. It's a mist that quickly dries to water pretty quickly on the surface. If the surface remains wet, a student has the opportunity to use the paper towel dispenser to dry off the surface.

That's the way to disinfect them in addition to the Vollara Air and Surface Purifier, which will be on in the classroom. That allows oxidized molecules to sit on those surfaces. During classes and when classes are changed, those molecules are still working to disinfect surfaces. We have two levels of disinfection taking place continually in that space.

Comm. Hodges: Is it assumed that the teachers will be staying in the same classrooms all day? Don't some of those teachers travel as well?

Ms. Shafer: The teachers would be travelling, might have a free period, or might have lunch.

Comm. Hodges: How will they get to the classroom before the students in order to sanitize all 15 desks and allow them to dry before the students arrive?

Ms. Shafer: This would be at the end of the class.

Comm. Hodges: When the class leaves and before the teacher leaves they spray the desk. Is that the idea?

Ms. Shafer: Yes. Plus, you have the air purifier that's doing the same thing.

Comm. Hodges: I'm just worried about the contact. The students put things in the desk and they handle the desk. I'm just concerned about that area. If you are telling me that you are going to be able to do 15 desks before the teacher leaves to go to the next class, okay.

Mr. Mapp: We've put in the Air and Surface Pro because you may not be able to sanitize a desk in between periods. The air purifier is still working in the classroom to do the same thing, to sanitize all surfaces. You should expect it to be safe when you come into the classroom.

Comm. Simmons: Any other questions before we move on? Thank you for answering the questions, Mr. Mapp. Before we move into public comments, because I don't want to get beat up the next time I come into 90 Delaware, I stand corrected. Someone sent me a text. Although I said I'm the only Board member, I do see Mr. Price and I do see Ms. Coy that also took part in some extracurricular activity at Hinchliffe Stadium. I don't want to say it on here. Mr. Price is huge. I'll just leave it at that.

## **PUBLIC COMMENTS**

**It was moved by Comm. Redmon, seconded by Comm. M. Martinez 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, Mr. Chairman, members of the Board, Madam Superintendent, staff, parents, and community. Ms. Shafer, thanks to you and your staff for that very informative video. The one thing that remains unclear for me is the partitions that the kids carry. Will those be supervised overnight? I heard two things and I saw kids walk into the classroom and pick up the one on top. But then I heard that they won't be shared and those two things don't jive. If you don't mind, I would like some clarification on whether or not they will in fact be shared and disinfected overnight. I wanted to share that I've spent a lot of time in healing-centered engagement training with the staff and community partners from Full-Service Community School No. 2 and

the AI “Tambua” Moody Academy. I'm very excited about the healing-centered work that we are going to be doing. We've been trained in Adverse Childhood Effects Interface curriculum in trauma-informed care, in healing-centered engagement, and there will be additional training in mental health first aid. I'm really excited and anticipating that work and so are the staff members. Mr. Price and Ms. Coy are two of the nicest people ever. Thank you.

Ms. Mercedes Davidson: Good evening. We are in the homestretch of an unprecedented pandemic. Teachers have worked diligently and tirelessly in a new virtual environment. We want to go back to our regular routines when it is safe. It is preposterous to say we do not want to go back to work. I have a few questions. Where can we find the FAQs and answers? When can PEA representatives tour buildings at a reasonable hour? When can we be sure all measures of safety have been taken in all schools? Will you risk health and lives for 37 days of in-person instruction? Make that two-fifths of the time for students. That's 15 days if we begin May 3. I will say it again. 15 days for students. Are you willing to take a risk for 15 days of in-person instruction? Will you use those 37 days and the summer to ensure all stakeholders' safety? It's your choice and your responsibility. Thank you.

**It was moved by Comm. Castillo-Cruz, seconded by Comm. M. Martinez that the Public Comments portion of the meeting be closed.**

Comm. Hodges: I just want to make a comment. I received a phone call about our last meeting when we had one minute for public commentary. I was told that one minute was not enough time to really make a cogent message or express concerns, and I just hope that we can find some way to get around doing that in the future. I'm laying the message onto the Board because it did come to me with some earnest. I want you to consider that moving forward.

Comm. M. Martinez: I think several of us got that same message. Understandably, it was because of the volume. I think there were 60+ speakers so we had to cut it to a minute. That was the only reason.

Comm. Simmons: There were 160 registered. We ended up with 68.

Comm. Hodges: You can control the length of the public portion. It is within your abilities to do that. Even though you may stop the 150, you may cut them down to 30 if you maintain an hour. You have the right to do that, for sure. Just a suggestion because I did hear it and I said I would communicate that to the Board. I've done it.

Comm. Simmons: We all got the same message.

Comm. Teague: Quite colorfully as well.

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

Ms. Shafer: Rosie, thank you for your comments regarding our staff. They have been working extremely hard in preparing the schools, videos, checklists, and everything else that we have been working on. As far as the partitions go, each student will get their own partition each day. At the end of the day, all the partitions will be sanitized. I hope I answered your question. No partitions will be shared. Every student will have their own partition with their name on it. I want to thank our speaker who asked about the FAQs from the last Board meeting. I'm going to ask Boris to put the link up where you can find them on the district website. These are the questions. It's right on the page

with the restart plan and then it's public portion question and answer. You can find all the answers there on the website. As far as touring the buildings on reasonable hours, I do want to explain. On March 18, Mr. McEntee asked me if the delegates could join my administrative team who were going to be doing walkthroughs already. We had already planned this. We did walkthroughs in August when we thought we were opening in September and we're doing walkthroughs next week. Our walkthroughs were going to be conducted during the school day. I guess about two weeks after he asked if the delegates could walk with us. He sent me a letter that he wanted to do the walkthroughs at 3:30 and save the district money for substitutes. I certainly agreed with him. I thought that was commendable that he was looking to save the district money, not only with substitutes but also class coverage. We had to conduct two a day, like we had in our original schedule. We were not changing the schedule. We are going to start one at 3:30 as per his request and the other one at 7:30. In this way, we'll be done with walkthroughs in two days. We'll exchange checklists. We'll have a checklist along with the principal and the delegates will have a checklist. We can combine the checklists and address any deficiencies or issues that we may find as quickly as we possibly can. Talking about risking lives, we have not risked any lives since the pandemic 13 months ago. We have been looking at the science and the data and then making well-informed decisions and we will continue to do that. I am sure that our schools are safe. We have had staff in our schools since September off and on. Our principals have been in. So have our guidance counselors, nurses, and child study team. Our child study team right now has the highest IEP compliance rate in a very long time and that's at 93%. People are working extremely hard in the buildings, following all of the safety precautions. We are going to continue to do that. For me, our students have been out of school for 13 months. If they were even able to get in for one day, it would help them. They have been isolated. Maybe some of them have not been able to go out after school to play. Or if they don't have any siblings, they're isolated by themselves. I see a lot of people on Facebook doing all kinds of things and going to all kinds of places. We also offered the vaccine and many of our staff took advantage of that. To date, we have about 1,600 staff members who received the double vaccine. We have all types of precautions. We've done everything we possibly can to make everyone safe. You'll see that next week during the walkthroughs. You saw a little bit of it tonight. When we feel that it's safe and we are ready to open, that's when we'll open, even if we can get students in for one day. As you said, we're looking at 15 days and that's opening May 3. A decision was made two weeks ago at the Board meeting that we are not opening May 3. Thank you, Mr. President. I think I answered all the questions.

Comm. Redmon: Ms. Shafer, because we are doing two walkthroughs per building for the two days, are we responsible for the overtime for the staff members that are going to be walking through the buildings after hours?

Ms. Shafer: No. This was a decision that the PEA President made. He wanted us to start the walkthroughs at 3:30. My original plan was to do the walkthroughs during the school day. We would be able to get two in each day and complete the entire district in two days. Since he asked to change them to 3:30, that means that we would have to start one at 3:30, keep the same schedule, and do the second one at 7:30.

Comm. Redmon: Are we still going to have to pay overtime for the maintenance crews?

Ms. Shafer: Yes. We will have to pay for the maintenance crew.

Comm. Redmon: As far as PEA leadership, that's on their own time?



Ms. Shafer: Right. It's union business. That's on their time and they requested this time.

Comm. Hodges: They have specified that they don't want payment. Did they make that clear?

Ms. Shafer: They requested that the walkthroughs be done at 3:30. We were doing them during the day. It is also their union business. They decided this. We did not tell them that they have to come at this time.

Comm. Hodges: I just want to make sure that's verified. Unless it's very clear...

Ms. Shafer: It's clear to me.

## **RESOLUTIONS FOR A VOTE AT THE WORKSHOP MEETING**

### **Resolution No. 1**

Whereas, the Paterson Public School District approves the payment of bills and claims dated April 14, 2021, beginning with direct deposit number starting with 941 and ending with 965, and check number beginning with 225941 and ending with 225965 in the amount of \$8,005,799.41, and wire in the amount of \$8,000,000.00, for a total of \$16,005,799.41;

Be It Resolved, that each claim or demand has been fully itemized, verified and has been duly audited as required by law in accordance with N.J.S.A. 18A:19-2.

**It was moved by Comm. M. Martinez, seconded by Comm. Redmon that Resolution No. 1 be adopted. On roll call all members voted in the affirmative. The motion carried.**

### **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. 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

## **Resolution No. 2**

Recommendation/Resolution; Family and Community Engagement/ Full Service Community Schools - Small Business Development Center (WPU) To Provide Virtual Bilingual (Spanish) Entrepreneur Certificate Program 2021

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

WHEREAS, The Department of Family and Community Engagement/ Full Service Community Schools recognizes the many barriers to education that exists with many families, and the case of limited or no ability to speak English, take a bilingual certificate/ job training program to further enhance their employment opportunity and

WHEREAS, The Department of Family and Community Engagement/ Full Service Community Schools will partner with Small Business Development Center (WPU) to provide a Virtual Bilingual Entrepreneur Certificate Program via the platform of Zoom at the Full Service Community Center and

WHEREAS, The Department of Family and Community Engagement/ Full Service Community Schools will secure services with the Small Business Development Center (WPU) for the certificate program, commencing on April 13, 2021 and ending on July 30, 2021 at no cost and

THEREFORE, BE IT RESOLVED, The Department of Family and Community Engagement/ Full Service Community Schools- Full Service Community Center shall secure services with the Small Business Development Center (WPU) to provide the certificate program as detailed in the attached scope of work and program summary.

**It was moved by Comm. Redmon, seconded by Comm. M. Martinez that Resolution No. 2 be adopted.**

Comm. Hodges: That's an excellent program. It appears to be. Is it just for bilingual students?

Ms. Shafer: Joanna?

Ms. Joanna Tsimpedes: It's Kemper.

Ms. Cheryl Williams: The one for English-speaking students was approved a month or two ago.

Comm. Simmons: Does that answer your question, Dr. Hodges?

Comm. Hodges: Yes, it does. Thank you.

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

**Paterson Board of Education  
Standing Abstentions**

Comm. Arrington

- Self
- Family

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

### **Resolution No. 3**

Resolution of the Paterson Board of Education under N.J.S.A. 18A:18A-55 designating the multi-year custodial services contract as a minority business enterprise set-aside contract with a 15% set aside.

WHEREAS, on December 16, 2020, the Paterson Board of Education ("Board") passed Resolution No. 28, which established a minority business enterprise set-aside program under the Public School Contracts Law at N.J.S.A. 18A:18A-51, et seq., and

WHEREAS, Paterson Public Schools ("District") has numerous facilities that require the District to procure custodial services from vendors; and

WHEREAS, there are various custodial services contractors who qualify as a minority business enterprise as defined under the Public School Contracts Law at N.J.S.A. 18A:18A-51, et seq., and

WHEREAS, on October 26, 2020, the Department of Community Affairs, Division of Local Government Services, gave official approval to the District under N.J.S.A. 18A:18A-4.1(k) authorizing the District to procure custodial services through competitive contracting, i.e., Request for Proposal ("RFP"), under N.J.S.A. 18A: 18A-4.1, et seq., and

WHEREAS, if the Board advertises for custodial services as a minority business enterprise set-aside contract, the Board anticipates that it is likely to receive RFP responses from at least two minority business enterprise vendors at a fair and reasonable price; and

WHEREAS, in accordance with the Board's established minority business enterprise program, the District desires to designate the custodial services contract as a minority business enterprise set-aside contract for approximately 15% of the District facilities' square footage or approximately 15% of the total anticipated contract price; and

WHEREAS, under N.J.S.A. 18A:18A-55, prior to advertising the RFP for a minority set-aside contract, the Board must designate the custodial services contract as a set-aside contract; and

NOW, THEREFORE, BE IT RESOLVED, that the multi-year contract for custodial services is hereby designated as a minority business enterprise set-aside contract with a 15% set aside; and

BE IT FURTHER RESOLVED, that as a minority business enterprise set-aside contract, the multi-year custodial services contract shall be advertised and awarded only to a qualified minority business enterprise for approximately 15% of the District facilities' square footage or approximately 15% of the total anticipated contract price.

**It was moved by Comm. Redmon, seconded by Comm. M. Martinez that Resolution No. 3 be adopted. On roll call all members voted in the affirmative. The motion carried.**

## **Paterson Board of Education Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. 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

### **Resolution No. 4**

Resolution of the Paterson Board of Education under N.J.S.A. 18A:18A-51, et seq., establishing the six facilities that comprise the 15% set-aside of the multi-year custodial services contract designated as a minority business enterprise set-aside contract.

WHEREAS, on December 16, 2020, the Paterson Board of Education ("Board") passed Resolution No. 28, which established a minority business enterprise set-aside program under the Public School Contracts Law at N.J.S.A. 18A:18A-51, et seq., and

WHEREAS, Paterson Public Schools ("District") has numerous facilities that require the District to procure custodial services from vendors; and

WHEREAS, there are various custodial services contractors who qualify as a minority business enterprise as defined under the Public School Contracts Law at N.J.S.A. 18A:18A-51, et seq., and

WHEREAS, on October 26, 2020, the Department of Community Affairs, Division of Local Government Services, gave official approval to the District under N.J.S.A. 18A:18A-4.1(k) authorizing the District to procure custodial services through competitive contracting, i.e., Request for Proposal ("RFP"), under N.J.S.A. 18A:18A-4.1, et seq.; and

WHEREAS, if the Board advertises for custodial services as a minority business enterprise set-aside contract, the Board anticipates that it is likely to receive RFP responses from at least two minority business enterprise vendors at a fair and reasonable price; and

WHEREAS, in accordance with the Board's established minority business enterprise program, the District desires to designate the custodial services contract as a minority business enterprise set-aside contract for approximately 15% of the District facilities' square footage or 15% of the total anticipated contract price; and

WHEREAS, under N.J.S.A. 18A:18A-55, the Board passed a resolution designating the custodial services contract as a minority business enterprise set-aside contract with a 15% set-aside; and

WHEREAS, the District took an accounting of its numerous facilities, and identified six facilities comprising approximately 641,953 square feet as comprising approximately 15% of the District facilities' square footage; and

WHEREAS, the Board desires to designate those six identified facilities as part of the minority business enterprise set-aside contract; and

NOW, THEREFORE, BE IT RESOLVED, that the multi-year contract for custodial services designated as a minority business enterprise set-aside contract with a 15% set aside shall be comprised of the following six facilities:

1. P.S. 15 (147,502 sq./ft.) 2. P.S. 21 (119,516 sq./ft.) 3. P.S. 24 (100,800 sq./ft.) 4. Martin Luther King (107,168 sq./ft.) 5. Roberto Clemente (41,967 sq./ft.) 6. New Roberto Clemente (125,000 sq./ft.)  
TOTAL 641,953 sq./ft.

BE IT FURTHER RESOLVED, that these six facilities shall be advertised in accordance with N.J.S.A. 18A:18A-4.1, et seq., for competitive contracting (RFPs) and N.J.S.A. 18A: 18A-51. et seq., as a minority business set-aside contract for custodial services; and

BE IT FURTHER RESOLVED, that these six facilities shall be excluded from the general RFP specifications seeking proposals for custodial services for all other facilities.

**It was moved by Comm. Redmon, seconded by Comm. M. Martinez that Resolution No. 4 be adopted. On roll call all members voted in the affirmative. The motion carried.**

**Paterson Board of Education  
Standing Abstentions**

Comm. Arrington

- Self
- Family

Comm. 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

**Resolution No. 5**

Resolution of the Paterson Board of Education authorizing the advertisement for procurement of COVID-19 testing services to be administered before and during the return in the 2020-2021 school year, and for the Superintendent to present recommendations and options to the Board regarding COVID-19 testing.

WHEREAS, on or about March 9, 2020, Governor Murphy declared a state of emergency in New Jersey due to the COVID-19 pandemic; and

WHEREAS, since March 2020, Paterson Public Schools ("District") has been operating under full-time remote/virtual instruction, and

WHEREAS, based on guidance from the New Jersey Department of Education, the Superintendent published and presented, "Keeping the Promise: The District's Restart

(and Reopening) Plan for 2020-2021", which included steps to restart in-person instruction for the 2020-2021 school year, and

WHEREAS, consistent with the guidance from federal, State, and local government and health officials, the District remains committed to implementing health and safety measures to ensure that the reopening of schools is done in a safe and effective manner; and

WHEREAS, since the initial declaration of the pandemic, COVID-19 testing has become more accessible and reliable; and

WHEREAS, school districts have partnered and collaborated with government and non-government entities for the provision of free or reduced-cost COVID-19 testing; and

WHEREAS, under the Public School Contracts Law at N.J.S.A. 18A:18A-4.1(1), laboratory testing services may be procured through competitive contracting; and

WHEREAS, dependent upon the type and delivery of the service, COVID-19 testing may be procured through public bidding under N.J.S.A. 18A:18A-4 or as a professional service under N.J.S.A. 18A:18A-5; and

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes the District to advertise for COVID-19 testing services to be administered before and during the return to in person instruction in the 2020-2021 school year, and

BE IT FURTHER RESOLVED, that the Superintendent shall, in consultation with the Board and counsel, and in consideration of the objectives, dates, timelines, and deadlines for returning to in-person instruction for the remainder of 2020-2021 school year, determine whether the COVID-19 testing services, if any, are to be: a) procured as a bid to the lowest N.J.S.A. 18A:18A-4; or b) procured through competitive contracting as a laboratory testing service under N.J.S.A. 18A:18A-4.1(i); or c) procured as a professional service under N.J.S.A. 18A:18A-5; and

BE IT FURTHER RESOLVED, that the Superintendent shall explore and present to the Board options or opportunities for the District to partner or collaborate with other government and non-government entities for free or reduced-cost COVID-19 testing for staff and students; and

BE IT FURTHER RESOLVED, that the Superintendent shall explore and present to the Board conclusions on whether implementing a District-sponsored COVID-19 testing program is feasible, effective, necessary, and/or recommended.

**It was moved by Comm. Redmon, seconded by Comm. M. Martinez that Resolution No. 5 be adopted.**

Comm. Hodges: How is this going to work?

Ms. Shafer: Right now, we're going out for an RFP to be able to do testing when we need to for in-person instruction.

Comm. Hodges: This is going to be for our teaching staff?

Ms. Shafer: This will be for all employees as well as students.



Comm. Hodges: Will there be specifications about the return of the results? We've had testing in the city and it didn't prove to be beneficial if the results came back five days later. I'm just wondering what the requirements are going to be around getting the results back in a reasonable amount of time.

Ms. Shafer: Right now, a reasonable amount of time with the testing is anywhere from 24 to 48 hours.

Comm. Hodges: That's right, two days.

Comm. Castillo-Cruz: It's really going to depend on what lab they use. Depending on the amount or how busy the lab is, that's what can take a little longer. Some of our smaller labs that might not have as many employees and who are being used by many doctors or agencies may take a little longer to get results from if there is a high rate of individuals getting tested.

Comm. Hodges: Part of the advertisement should be the requirement that the results be returned within 48 hours.

Comm. Simmons: Do you want that as part of the bid specs?

Comm. Hodges: That's right. I want it to be part of the specs so we don't have to go through what the city went through.

Comm. Simmons: I also have a question with regards to payment because I know that this can be costly. Will this be covered by insurance? Are we expected to pay for this? Or are we looking for companies that can accept the healthcare insurance?

Ms. Shafer: We are looking for both. We are looking for the insurance. For students, then we would have to pay. It's a combination of both.

Comm. Simmons: Let's say staff doesn't do this one. Let's say they go to a Walgreens and it's a PCR test, would that be acceptable?

Ms. Shafer: We haven't really thought about that. Honestly, those PCRs are not coming back accurate. We would definitely have to look at that.

Comm. Simmons: Although we are going out for RFP, have we also thought about partnering with maybe the county or somebody that's already done this in large scale too?

Ms. Shafer: We have a lot of information around testing. I'm going to ask Boris to chime in. Boris is taking the lead on this. We have a lot of folks who have reached out to us that want to partner with us. Boris, do you want to talk about that for a minute?

Mr. Zaydel: Sure. We have explored options with the city and with the county and they're kind of running their own mobile test operations. Their capacity is fairly limited although their labs are very reliable. There's just not the ability to provide a service to our district based on its size, especially with the frequency that we are discussing implementing a testing strategy. There are a number of providers out there who can do it through insurance reimbursement for insured individuals and through CARES Act funding for uninsured individuals. New York has a contract with a provider where the provider gets paid directly by the city. They are completely at the school district's

disposal and they have built up their operations around the city's needs. That's why we want to have both options available.

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

**Paterson Board of Education  
Standing Abstentions**

Comm. Arrington

- Self
- Family

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

**GENERAL BUSINESS**

**Items Requiring a Vote**

***Instruction and Program***

Comm. Castillo-Cruz: I&P met on Monday. In the committee meeting was Comm. Arrington, Dr. Hodges, and myself. We saw a presentation about learning loss and monitoring the performance for our students mostly. The district has been monitoring the performance for the students throughout the year on the various assessments to

determine the proficiency level beginning with the knowledge checks in September and other several steps that will be taken moving forward. During the current school year, the curriculum pacing was adjusted to allow teachers to prioritize the essential standards and address the same prerequisite skills from the prior year. Students are provided with access to digital intervention platforms. We actually talked about ALEX and Istation which you'll see as a Board resolution moving forward for students to have more intervention. Teachers provided interventions during the school day as well. For the summer, the conversation is for students in k-8 being able to participate in summer school focusing on language arts, math, science, physical education, arts, and social/emotional learning. The idea is for this summer school program, which we haven't done in a while, to be available to a vast majority of our students, in-person and for some virtual learning as well. We talk about students having to attend summer school. This year is going to be a choice, which we haven't done in a very long time. We expect it to be successful as well as adding intervention programs so that students can also self-assess which will also allow parents to help them during the summer as well. K-5 students would be in-person and 6-12 students would be remote. High school students would be provided the opportunity to participate in Credit Recovery to remediate any course failure. For the upcoming school year, students will have the expanded access for digital intervention. This is where the two platforms come into play. There are more Board items coming along. We talked about it in I&P. We talked about the interventions that are happening now, for the summer and for the school year and some adjustments that were made. High school students have the option to participate in tutoring sessions, which I think is a great opportunity as well. Teachers will not necessarily be the only ones to say that this student needs tutoring. If the student can self-assess and say they need additional support in a certain area, they will be able to get that tutoring session after school. Each building is to determine how long that is, whether it's an hour or two hours, and the days of the week. As we move into the summer and the winter, some students have been doing great in online learning. But for those who need extra support, that intervention will be there in various programs for our general education as well as for our bilingual students, and allowing additional resources like tutoring for students as well as we move forward in bringing some students back. That's it.

Comm. Hodges: During the conversation at the I&P meeting, we were talking about whether or not there were any particular strains of difficulty that our students were having, whether they were just some particular areas of difficulty. The conversation was that there are global problems with our students. If it isn't that global, how do we know whether there's a teaching problem versus whether there's a curricular problem? Or are we saying that the students have the issue if the problem is global? What is your approach to figuring that out? That's my concern. I wouldn't know how we get better. How do we determine where the problem is if the issues are global issues, as opposed to just being certain areas of difficulty in math, science, or language arts?

Comm. Castillo-Cruz: I know that Ms. Tsimpedes is on. Just to add to that as well, obviously after Dr. Hodges gets the answer to his question of course, the information that we'll be receiving once students are back. One conversation we did have is that it's been a little difficult to assess where some of the students are because of the virtual learning. The students, the teachers, and the administration would benefit to have some of the students back and really get to gauge where our students are in different subjects and in their learning process. Some students have been very engaged in online learning. It's not as easy to gauge where the student stands in their learning in a virtual setting where these teachers aren't seeing them on a day-to-day and the teaching is definitely different.

Comm. Hodges: The question I asked was about the areas where we have already determined were problems. The clear answer to me was that the problems were global and not specific. I'm trying to figure out if the problems are global, then how do we know the problem isn't the curriculum or the teaching? How do we determine between the two and what is our approach for that determination in how we move forward?

Ms. Tsimpedes: My response to that on Monday was that it's too hard to gauge right now because of remote learning. When you're looking at assessing students online, especially the younger ones, at this current time we are seeing a lot of parental support which sometimes may skew the data that we receive. My response on Monday was that when we return to in-person instruction, especially in September, and we have our students in for in-person instruction whether it's hybrid or 4 or 5 days, we would have the students in front of us and be able to assess them and gauge where they are. When it comes to identifying where the issues are, it varies across grade levels. We know that we have students who are going to have deficiencies in math. We know there are students who are going to have deficiencies in ELA, science, and social studies - all across in all content areas. Then, we'll have students who continue to grow, as was said by Comm. Castillo-Cruz. We do have students who thrive with remote learning and we do have students who have challenges. When it comes to providing our teachers with the support that they need, we have done an extensive amount of professional development this year to provide teachers with the tools needed to instruct in remote instruction because these are new tools they have. We did not have technology for all students last year. Hence, our students and our teachers need to become acclimated to using the tools in the classroom. Our teachers have received professional development in content development, professional development in utilizing Google educational apps, as well as other software programs that are helpful to our students. Comm. Hodges, if you want a list we can provide you the assessment reports that we had this year so that you can see where our kids are. We gave the initial knowledge check and we gave our midyear assessment, which teachers then utilized to continue to provide differentiation as well as intervention in the classroom.

Comm. Hodges: Your answer to me was regarding the global nature of the difficulty. I'm not blaming this just on remote learning. I'm trying to figure out whether or not the problem is because we need more time for professional development for teachers or is there something with the curriculum. Are you saying that this is primarily due to the remote learning?

Ms. Tsimpedes: It depends on the children and on the grade level. You can't paint everyone with the same brush. As was said before, we have students who are thriving. Regardless if there's remote instruction or if you were in a traditional classroom setting, we have students who are able to thrive. We have students who are working right on grade level. We have students who are below grade level. It's important that we continue to work with the students and look at the data we have. The teachers continue to work with them in intervention. The most important piece is that we monitor the students as they are in their learning and seeing the improvements and the gaps they have so that we can continue to help them grow.

Comm. Hodges: That's not the response to the question that I asked in the meeting. I'll wait rather than delay the meeting. I'll try to get that question answered. My question was, were there any particular strains that we were noticing in our students' difficulties. You came back and told me that the problems were global.

Ms. Tsimpedes: I don't believe I used the word global.

Comm. Hodges: Yes, you did. I didn't use the word global. You did.

Ms. Tsimpedes: I said that it is hard to gauge where they are right now because of the fact that they are in remote instruction and having additional support at home. It makes it difficult to see the validity of assessments that are provided to us.

Comm. Hodges: I responded to the global part. That's okay. I'll move forward from here.

Comm. Castillo-Cruz: I definitely think it's a deeper conversation to have. Again, Dr. Hodges, you've been here way longer than most of us. A global strain may be difficult because we have so many students. While some may strain in one area, others are being able to handle or manage it. The same approach doesn't work for all students.

Comm. Hodges: That was my point. Were there areas of difficulty? Was algebra the problem? Were fractions the problem? Were there any particular areas that we saw in common? The answer I got back was that it was global. Since I heard it was global and it wasn't just any particular areas, if it's across the Board in terms of difficulty, what is causing that difficulty to occur? That's my question. Is it the curriculum or is it the teaching? What's causing the widespread area of difficulty for our students? That's the question I was trying to get answered.

Comm. Simmons: I think she answered that.

Comm. Hodges: She didn't answer it for me.

Comm. Simmons: I thought her response was that they would have to wait until they get the students back in front of them.

Comm. Hodges: She already answered that question for me in the meeting. I'll wait until our next meeting when I'll pursue it further.

Comm. Martinez: It's probably a combination of all the things that you listed. There's no one-size-fits-all blanket approach or answer to the collective ills, if you will. It's probably a little bit of all those things. Curriculum probably needs to be tweaked. Teaching approaches probably need to be tweaked. Some student approaches probably need to be tweaked. Again, it's hard to paint with one brush everyone in the same light. It's a combination of all those things. It's a global situation for a reason. If folks knew the answer, they would have applied them already. It's one of those tough conundrum kinds of questions.

Comm. Hodges: That's my point. If we don't know, then what's our approach to try to figure out what's going on? That's my question.

### ***Operations***

Comm. Teague: Operations met today at 5:00. We met briefly. Members present were Comm. Arrington, Comm. D. Martinez, and myself. Staff members present were Mr. Cozart and Ms. Vainieri. We discussed five resolutions that are being presented, O-9 through O-13. It's pretty much around transportation. It wasn't a long meeting. We just briefly discussed it and there weren't many questions or concerns about the items. We concluded after about 10 minutes or so. That's pretty much what I have for tonight.

## ***Fiscal Management***

Comm. Simmons: The Fiscal committee met yesterday. We discussed some of the items that were on the agenda for tonight for a vote. The minority set aside, what that would look like, and how we got to the 15%. Basically, the custodial bid will go out in two bids. There will be one next week because it has to be approved by the State for the remaining 85%. Tonight's 15% was already approved. It didn't need to have that approved by the State. The other things we discussed were all of what you heard from Mr. Mapp regarding the air filters and the air purifiers. That was the gist of our meeting yesterday. We have the usual items on for next week's vote, such as the bills list.

## ***Personnel***

Comm. Redmon: Personnel met on Monday. Present were myself, Comm. Simmons, Ms. Shabazz-Charles, and Ms. Amir. We discussed the true vacancy list number, which is now at 36. We talked about retirements/resignations up to this point. We discussed filling all positions at the building level. Everything that you see is only at the building level. There are no administrative promotions or anything like that. We discussed the district participating in virtual job fairs at William Paterson, CC&J, Rowan, and Ramapo. I requested the information stats from Pillar College and talked about the certification programs and how many people are participating. I got that information today. When we started in 2017, we had a total of 136 undergrad inquiries and 122 graduate inquiries, for a total of 258 inquiries altogether. We had a total of 92 applications that were administered to Pillar College. We had a total of 31 people that enrolled. We still have a total of four active people there. We have two people on academic probation, eight people actually withdrew from the program, and we have 17 graduates from the program thus far. Pillar College will be sending us more information with their graduate and undergraduate programs. We had information sent yesterday by Mr. Rojas to Montclair's University Educational Leadership Program focusing on human services at Montclair. They are taking applications for the 2021 semester. Their virtual session will begin on Tuesday, April 20 at 4 p.m. If anyone is interested, the information is emailed to every Board member. Our meeting concluded at 4:45 p.m.

## ***Governance***

Comm. M. Martinez: The Governance committee is scheduled to meet this upcoming Monday.

## **Committee Reports**

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

Comm. D. Martinez: We met last month on the 25<sup>th</sup>. Members present were myself, Assistant Superintendent Susana Peron, Evelyn Pena, Gilman Choudhury, and Kemper McDowell. We talked about programs that I had recommended and I wanted to see provided to the parents, which were presented on Monday and Tuesday. They were the IEP review and the processes. They actually did a very good job. They exceeded my expectation. It was more than what I expected it to be. I'm very happy about that. We will be meeting at the end of this month where we will be discussing further programs and workshops for the families. I recommended gang awareness and violence awareness workshops.

## ***Technology***

Comm. Hodges: Technology has not had a meeting yet.

## ***Policy***

Comm. Arrington: The Policy committee met on March 23. Present were myself, Board President Simmons, and Comm. Hodges. Staff present was Cheryl and Boris. We reviewed some policies that were abolished covering family leave and the New Jersey Family Leave Act insurance programs. We also reviewed some revised policies in reference to Cannabis, earned sick leave, and family leave. The meeting began at 5:30 and we were done by 5:50. The notes are on the Google Drive.

Comm. Simmons: Note that those policies are actually in the governance section, items 21 and 22, the policies that were discussed for first reading.

## **OTHER BUSINESS**

Comm. Simmons: Does anyone have anything to add for the good and the welfare before we proceed to close?

Comm. M. Martinez: Today was a great day.

## **ADJOURNMENT**

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

The meeting was adjourned at 7:40 p.m.