

MINUTES OF THE PATERSON BOARD OF EDUCATION REGULAR MEETING

December 16, 2020 – 6:00 p.m.
Remote - Zoom

Mr. Zaydel: As everyone is signing on, I am just going to play a little slideshow that features some of the work performed and produced by students at Paterson's various schools, in preparation for the holidays.

HOLIDAY PRE-SHOW CELEBRATION

Ms. Peron: That was just the pre-show. That was the interlude into the real presentation that we are going to see in a few minutes. Commissioners, do you want us to start the next portion or do you want to start the meeting?

Comm. Redmon: You might as well continue with the next portion since they started with that first. We do not want to let the children wait.

Ms. Peron: Boris, let the show continue. I really have to give thanks to all the administrators, teachers, students, and the Department of Communications, Dan, for really collecting all of the different types of talent and products and putting them together into a wonderful presentation. We will recommend to the principals or each of their schools to place these presentations on their school websites so that parents can continue viewing them throughout the holiday break. A big shout-out and a big thank you to the Department of Academics, Associate Chief Nicole Brown and Joanna Tsimpedes, for really getting together and communicating to our wonderful administrators, school staff, and our wonderful kids to send in their display of the holidays. I'd like to wish everyone a Merry Christmas, Happy Hanukkah, Happy Kwanzaa, Feliz Navidad, and enjoy the show.

STUDENT HOLIDAY CELEBRATION

Ms. Peron: Ms. Shafer, I turn it over to you.

Ms. Shafer: Thank you, Ms. Peron. Good evening, Board members, parents, and Paterson community. What you just saw is just a sampling of why we all do what we do, so that we can see the smiles on our children's faces as they are learning remotely. I want to thank Deputy Peron and her committee on putting this show together, Dan Juan from our Communications Department, but more importantly, the principals, the staff, and students. You have touched our hearts tonight. In the midst of this difficult time of the pandemic, you have brought a smile to all of us. It shows us that our principals, staff, and students will not let COVID stop our students showing their skills, talent, and excitement for the holiday. To all the students who participated, you all did a fabulous job. We miss you and we look forward to the day when we are back in school in person. Thank you, parents, for continuing to work with us. Happy holidays to everyone. Please enjoy the break and please be safe. Wear your mask, social distance, avoid gatherings and crowds, and wash and sanitize your hands. Thank you, Mr. President.

Comm. Simmons: Thank you, Madam Superintendent, and thank you, Deputy Superintendent and all that were involved in putting this presentation together. I really

enjoyed it. I will open the meeting and then I will let Board members make remarks about the presentation. Is that good with everyone?

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. Manuel Martinez, Vice President

Comm. Joel Ramirez
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:

**Regular Meeting
December 16, 2020 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.

Comm. Simmons: Before we move into presentations, Board members can take this opportunity to give their remarks on the presentation.

Comm. Teague: I can start, Mr. President. I just want to congratulate the principals and all the staff that put this together. I'm sure you all know I haven't been feeling well at all these past few days, but I was not going to allow anything to stop me from seeing this presentation. I'm proud to see that even with all the changes we had to deal with this year, the students were able to adapt to all of that and still bring a holiday presentation 100% virtual. It just shows how talented our students are and we should all be proud of them. Thank you.

Comm. Ramirez: I just want to thank everyone that participated or put in their effort and their talents to deliver this great holiday treat for all of us. I want to thank the children, the teachers, the principals, and the administration that facilitated the creation of this presentation. It really brings much needed cheer to all of us at this time of year,

especially because of all that we've been through in these last seven to eight months. Thank you very much to all who made this possible.

Comm. Arrington: I concur with Comm. Teague. He really hit on it. It's great to see how our students integrated the arts and technology together for this presentation. They adapted very well. It was an awesome presentation and I want to thank them for it.

Comm. Hodges: I am heartened by this presentation. It's just another example of the many skills and abilities of our children and our community. I want to thank the school district for putting this together and presenting this to us and for all the efforts that went into this program. I cannot thank you enough. Again, it says so much about our children and what they are capable of. We need to look for more in the future. I also want to say to Mr. Teague to hang in there, best of luck, stay safe and get well soon.

Comm. Teague: Thank you.

Comm. Simmons: Thank you, sir. Any other comments before we move into presentations?

Comm. Castillo-Cruz: Just one thing, Mr. President. I just want to commend the administration, but especially our students. This is where we see our students thrive. It's been a challenging year. They've definitely had to make many changes and adapt, but they rise to the challenge every single time and they do it in such a graceful way. I want to thank them for participating, for being involved, for being encouraged, and for spreading the holiday cheer. It has not been an easy year for many of them and even through that they continue to persist. That's the best thing about our students, about young people in general, and that's the hope we need, especially during this time of the year. Thank you so much to all the students, the ones that were in the video, the ones that participated, and all the students in Paterson who are working diligently through this new virtual way of schooling and as well to the administration, principals, and teachers that helped put this together and that continue to encourage our young people in Paterson. Thank you.

Comm. Martinez: I thoroughly enjoyed seeing all the young people. I appreciate them. Happy holidays, everybody.

Comm. Redmon: I just want to say thank you to the students and staff members that put the presentation together and wish every family in the City of Paterson a happy and safe holiday season.

Comm. Simmons: Thank you. I forgot that. Merry Christmas Hanukkah to all.

Comm. Martinez: You're going to have to repeat that. I like that.

Comm. Simmons: I want to make sure I get everyone. I don't want any articles in the newspaper.

PRESENTATIONS AND COMMUNICATIONS

Redistricting Recommendations

Ms. Shafer: Thank you, Mr. President. At this time, I'm going to ask Neil Mapp to bring up the speaker for tonight regarding redistricting recommendations that are going to dictate our Five-Year Long Range Facility Plan.

Mr. Neil Mapp: Good evening, Mr. President, Commissioners, Madam Superintendent, Madam Deputy Superintendent. For the public, my name is Neil Mapp and I'm the Chief Officer of Facilities and Custodial Services. Today, we are presenting the redistricting recommendations to the Board for approval that we may include these recommendation objectives in the long-range facility plan. We are on the second phase of a three-phase process to revise our long-range facility plan. It's a five-year plan that's required by the Department of Education. We've completed the demographic study which gave us data on where every student in the city lives regardless of the school they attend. This second phase is redistricting recommendations based on that data, the student attendance and where they live. We are taking that data and trying to get recommendations on where they should attend school. We are ascribing school zones based on that data. I'm joined today by Donna O'Gorman of DMR Architects and Ross Haber, the consulting demographer for the long-range facility plan. I would ask that you save your comments until the end of our presentation. I kindly ask so. Before we begin, I would also like to thank Lisa Vainieri-Marshall who is the interim Executive Director of Transportation, Registration, and MIS, for lending her invaluable insight to the student registration process, the districtwide school programming, and transportation services. I'd also like to thank Ms. Susana Peron, Deputy Superintendent of Schools, for her foresight and guidance with respect to the long-term objectives for educational programming in the district. Before we start the presentation, we were looking at a small sampling of schools in the northeast and eastern sections of the city where we saw a need to reduce overcrowding and create capacity for special programming to keep students in their sending area from elementary schools through middle school. There are some things to keep in mind during this presentation. These recommendations have not yet been vetted with any of our other program groups or departments. We'll eventually get to them and introduce some of these recommendations to them and get their input. The attendance zones that will be represented here in the presentation are for students that live in those boundaries that ascribe the zone. Keep that in mind. The zones highlight where all students live in that particular zone and create ascending schools for that zone. In the northeast portion of the city, we chose this area of the city because of the new middle school that will open in September of 2021. There are opportunities to create attendance zones that feed the new middle school and will bring students back home to a neighborhood school. We also saw an opportunity to add a preschool component to this underserved area to prevent busing students across town. In the eastern portion of the city we sought to increase enrollment in the fine and performing arts offerings in that section of the city, to unify academic programs, and to redraw boundary lines to reduce enrollments and increase capacity for special programming such as bilingual, magnet and special education. We are now going to present substantiating data for our recommendations and our final observations. I introduce to you Donna O'Gorman from DMR. She is the lead architect in this long-range facility planning process.

Ms. Donna O'Gorman: Thank you for the introduction. Neil has really given the background of what our purpose was. I also want to thank Lisa Vainieri and Ms. Peron for helping us out and going on our weekly meetings to discuss how to redistrict these areas. Can you go back to the opening slide which shows on the right-hand side the new middle school? That's a rendering of what the school is going to look like and that's slated to open in September of 2021. Our project goals are districtwide although we are focused on the area and the attendance zone that feeds into the new middle school. When we go through these goals, they are district goals, not just for this attendance zone. The goals that you see on the screen are not in any particular order because they all have the same weight. The first is to create unified academic programs throughout the district in all schools. Decrease the need for in-district

transportation in order to provide savings and decrease the number of kindergarten students who need transportation. The number you see there, 25%, represents only this attendance zone. By the recommendations that we are making and the backup, you'll see that this will reduce your transportation for kindergarten students by 25%. It creates a balance in class sizes across all buildings. It reduces the class sizes to meet the educational adequacy standards, which means some schools will have more students to bring them up the educational adequacy standards. Schools that are overpopulated, the attendance will decrease and you'll have a balance of student class sizes. This recommendation also allows accessibility and flexibility for in-district special education programs. We will show how we have net classrooms available. As Neil said, we have not talked to those departments, but we will show where there are classes available and they can identify what programs will go into these available classrooms in each school. This also shows accessibility and flexibility for in-district preschool programs and to bring students back into the district for preschool. One of the major goals is to create neighborhood attendance zones as students will be brought back into their neighborhoods where they live, where they play, and where they can walk. The other is a new bullet that everybody is clearly used to hearing now, which is social distancing. By balancing the schools when they come back to school it will assist in the social distancing needs because the schools will have a balance of student populations. I'm going to introduce Ross Haber now. As Neil mentioned, Ross is our demographer and he's with Ross Haber Associates. He's worked diligently to equalize your redistricting attendance zone. We skipped a slide. I'm going to talk about how we came to these conclusions. Ross, do you want to go from here?

Mr. Ross Haber: First of all, good evening everybody. Again, I would like to reiterate my own gratitude to the help given by district personnel in putting this together. There was an enormous amount of data and it was given accurately and timely. When you do the kind of work I do, that's greatly appreciated so again my thanks to everybody. This part of the process looked at all general education students and assigned them to a home school. The counts for each of these attendance zones are based on students in their zone. For example, if we build a zone for School No. 28 and we took a look at the counts in that school in terms of general education students and based upon building capacities and classroom availability, it assigns students to that school. Once that was done, we moved on to the next school. The process did include geocoding or matching every single student in the district to a map of the district. We actually located students at their homes so we could accurately place them. The first bullet talks about general education students. We did recognize that in these counts there are students that based upon programs such as gifted and talented or other factors may be assigned to schools outside of their home attendance zone. Throughout the process, we recognized that we are putting students into schools. Even though we would calculate them within their neighborhoods, we did recognize that at some point some of these students would be going out to other schools so we had to make sure there was room in those places for them. As I said, all calculations were based upon capacities and available classroom space. We got that data from the district and from the previous long-range facility plan. In order to calculate this, we calculated everything based upon the ASSA enrollment in the district as of October 15, 2020. One of the most important guidelines that we followed is set limitations in terms of placement. We calculated that the ceiling for students in grades 1 through 8 should be no more than 25 students. We'll show this in further slides. There should be no more than 21 students for kindergarten and 15 students for pre-k. These were the general guidelines that I followed in doing this study. This slide takes a look at the schools that we looked at. We really began with the middle school to understand where kids were coming from in that geographic region and we set up an attendance zone to meet the capacities of that school building. We found approximately 971 students residing in that zone and built the school at 100%

capacity using 41 out of 41 classrooms. This is the one school in which we did include special education along with general education. From that, we built out the feeder schools. The school that was touched and reorganized was School No. 19. It currently services students in grades K through 4. The new proposed grade levels are pre-K to 2. We removed grades 3 and 4 from that school building. The building currently has an enrollment of 360 children in grades K through 4. The proposed enrollment is 204. There are 15 full-size classrooms available in that building and this proposal utilizes 14. We are going to go into more building details. We are proposing about a 93% utilization of classrooms in School No. 19. School No. 28 is currently a pre-k through 8 school, and it's a gifted and talented school. What we are proposing is that this building is pre-K, K to 5 with all non-G&T students going to the new middle school. Grades 2 through 8 will continue to be gifted and talented. There are currently 290 students in that building. Our proposed enrollment is 658 in the new attendance zone. There are 34 classrooms available in the building, of which 31 have been utilized in this project at about a 91.18% utilization rate.

Mr. Mapp: Excuse me, Ross. May I interrupt for one hot second? I would offer some perspective that School No. 19, the square footage of that school is roughly 35,000 square feet and they have 360 students currently. The square footage of School No. 28 is roughly 120,000 square feet, nearly four times the size of School No. 19, and has fewer students. This is where we look at creating balance in classroom counts and sizes across the district. This is a prime example of where we would like to even things out between schools. Continue, Ross.

Mr. Haber: Thank you for the perspective. That was great. School No. 5 is currently a K-5 and we are not proposing any change there. What we are proposing is reducing the number of students in that school. There are currently 744 students in School No. 5. The new enrollment under the new attendance zone is 563 students. There are 36 classrooms available in the building, of which 27 are proposed in this study. Keep in mind it's not just lowering enrollment. It's also creating space for special programs. It's also making sure that we can keep the average class sizes down to the levels that I talked about in the previous slide. We talked about the new middle school. School No. 1, which is currently a Choice school and we'll get into that, currently is a pre-k through 5 school and it's being changed now to a pre-k through 2 school. That will no longer be a Choice school. It will be a neighborhood school. There are currently 234 students in that building. Our proposed enrollment is 254. We will be using 14 out of 16 classrooms at about an 87.5% rate. We are pairing School No. 1 with School No. 26. School No. 26 is currently a k-8 school and the proposed grade levels we're putting in are grades 3 to 8. The current enrollment in the school is 521. Our proposed enrollment is 459. There are 26 classrooms available, of which we are using 20 and that gives us a 76.92% utilization rate. When we were able to reduce the enrollment by combining School No. 1 and School No. 26, we looked to a neighboring school, which is School No. 21. We found that school probably had a few more students in it. The enrollment was a bit high. We were able to change the attendance on it a little bit. Take the current enrollment of 694, reduce it to 657. Out of the 38 classrooms available we were able to use 32, which gave us an 84.21% utilization rate. School No. 24, which is a fine and performing arts school, it's currently a pre-k through 8 school. We are proposing that it becomes a pre-k through 3 school for neighborhood kids, kids living inside of the School No. 24 attendance zone, and students in grades 4 through 8 are fine and performing arts students. There are currently 528 students in that building. We were able to increase the enrollment to 570. We are using 30 out of 36 classrooms at about an 83.3% utilization rate. Finally, the Dr. Martin Luther King Jr. School is currently a K through 8 school. We are bringing it up to spec. It's been way below capacity. It would become pre-k through 8 school. There are currently 599 students in

that building. We're bringing the enrollment up to 1,148. There are 57 available classrooms. We will be utilizing 52, which is a 91.23% rate. This is a summary of the changes. We are going to go through some detail on all these schools in the next few slides. Let's take a look. First of all, the genesis of this whole thing really was the opening of the new middle school. We are able to take all the middle school students who go to Don Bosco and they are going to come back into this school. It will be their neighborhood middle school. All of the children in inside that black line in grades 6 through 8 are going to be assigned to the new Joseph A. Taub School. Referring back to one of the earlier slides from Lisa, this will cut back somewhere between 15 and 17 buses. At \$50,000 a bus, that's quite a bit of annual savings for the school district. It's not the main reason for doing it, but it's certainly a benefit. As you see here, we are going to have 266 general education kids in sixth grade, 251 in seventh, and 277 eighth. We are going to need a total of 33 sections. That's 11-11-11 and you'll see the average class size will be 24, 23, and 25. There are 96 special needs children who will be assigned to this building. We'll need eight sections for that with an average of 12 students per class. The total enrollment projected is 971. The total rooms available is 41, meaning that we are at 100% utilization.

Ms. O'Gorman: I just want to say one thing about the special education. This is the one school we have identified the eight classrooms for special education. They are eight available classrooms. If your school had another population growth they could go into this school, but this is one of the schools where we've identified the special education classrooms. We talked about having a meeting with that department to see where the students who are not in middle school where those programs will be attending. When Ross goes through the other slides, you'll see net rooms available. This one particularly says zero. The others you'll see numbers in. Those are the rooms that will be discussed. Not only could they be special education, but what type of IEP's or students they want to put in each school.

Mr. Mapp: We want to also talk about the boundaries that are established here creating feeder schools to that middle school.

Mr. Haber: These are all reestablished attendance zones. If you take a look, the three main feeder schools to the new middle school are School No. 5, which is that pink zone and that's a redesigned zone; School No. 28, which is green and a redesigned zone; School No. 19, which is the pre-k through 2 school zone; and School No. 27. All the children living in those three zones who are in grades 6 through 8 will attend the new middle school. Students in grades 6, 7, and 8 who live in School No. 19 zone will have already been dispersed to the other three schools. They will be fed from those schools. Again, all students coming from this area will be fed into the Joseph A. Tab School and those numbers are indicative. All 971 are students who live within that blackout line, which is the new middle school attendance zone. This is School No. 19. In School No. 19, we created for growth purposes four sections in grades K, 1, and 2. There are four sections of kindergarten, four sections of grade 1, and four sections of grade 2. Based on the kids that lived there now, it's an average size of 14 for kindergarten, 18 for first grade, and 15 for second grade. We would anticipate those numbers to grow. In addition, we have two sections of pre-k. We topped pre-k at 16. Once we went over 15, we needed to create two sections. Currently, we are projecting a total enrollment of 204 students. We will need 14 rooms to accommodate these students and we have 15 rooms available, leaving us a net of one. A net of one allows us to bring a special needs class back into that school building. It's not a room that's not being used. It's a room that is dedicated to bringing in special needs children and having a special needs program in there. It's really up to the department to determine what level of IEP or what classification goes in there. If you take a look at the map, you see two black lines

dividing it. It just means that students in grades 3-5 in that zone that's outlined will attend School No. 27. Then eventually those students will go into middle school. The lower zone is for students in grades 3 through 5 who attend School No. 5. Those students are split at the end of grade two, one group going to School No. 27 and the other going to School No. 5. This is School No. 28. School No. 28 is a K through 5 school for neighborhood students. Students in grades 2 through 8 are also gifted and talented students. The students in the top row, the 18, 29, 29, 45, 37, 43, and 44, will stay in School No. 28 through eighth grade. The remaining students at the end of fifth grade will go to the new middle school. This is a neighborhood school through grade 5 and it's a districtwide school for gifted and talented in grades 2 through 8. There are 658 students in the school, 649 regular education and 9 pre-k. As Neil said in the earlier summary slide, this school has very low enrollment right now although it has a good deal of classroom space and square footage. Again, that's the overview of School No. 28. School No. 5 remains a k-5 school, but the attendance zone has been shrunk to reduce the enrollment. We are talking about grades k through 5 in that building. We have a total projected enrollment that exists in that zone now of 563 students. There are 36 net rooms in here. As I look at this, not only can those net rooms be used for special needs or other kinds of programs, they can also be used for class size reduction. For example, we are a little high in kindergarten here. It's possible to take one of those rooms and lower the class size in kindergarten back to the 21 level. This was just an automatic calculation. Those net rooms are for special education or class size reduction. It gives the district a lot of options, not the least of which is the ability to start thinking about bringing out-of-district special needs students back into the district. It's one of the benefits of this project going forward. School No. 27 is a proposed pre-k through 5 school building. You can take a look at the very good class size established here. This school has 77 pre-k students living in the zone. We created six sections of pre-k in this building. The ceiling for pre-k is 15 students per class. We have no more than 15 students. We are using 27 out of 36 classrooms, which gives us a net of nine. This school absorbs students from grades 3 through 5 from 19 attendance zones, and students in grades 6 through 8 will attend the new middle school. Here's what we talked about. We talked about changing School No. 1 and School No. 26. As I said earlier, School No. 1 is currently a Choice school. We are proposing that this become a neighborhood school and be paired with School No. 26. In School No. 1, as we see in the bottom, existing grades K through 5 is Choice school. I don't want to misstate that. Does it remain a Choice school in grades K through 5? It's a neighborhood school is K through 5, right?

Ms. Lisa Vainieri-Marshall: No. What you are proposing is for School No. 1 not to be a Choice school anymore.

Mr. Haber: I don't want that line to be misled. It's an existing school K through 5 Choice school. That's true. It's existing, but it will not be. It will be a neighborhood school going forward based on our proposal. As you can see above there, we have one net classroom open in that school building with 92.86% classroom utilization. We might want to use that one net room to reduce kindergarten enrollment, but that's the choice of the district. That flexibility is there. In School No. 26, currently existing is grades k through 8 as a neighborhood school. We are now proposing to turn it to a grade 3 through 8 neighborhood school. I don't know if you can see it. Can you go over to the map with the pointer? I just want to point out that the blackout line is the current combined attendance zones for School No. 1 and School No. 26. The green extension going past that was we were able to do student counts in there and move students from that area over to School No. 21 for the purpose of reducing enrollment. The next slide will show that. School No. 21 now has a total enrollment in K through 8 of 650. There will be 657 students in that building. We are using 32 out of 38 classrooms at 84.21%

classroom utilization and as you can see across the board the class size in that building becomes very good. That is the new School No. 21 zone. The purpose of the change in that zone was just enrollment reduction. It benefits School No. 1, School No. 26, and School No. 21. School No. 24 is proposed to be a pre-k, k, 1, 2 and 3 for neighborhood students and grades 4 through 8 for fine and performing arts students. Students in grades 5 through 8 who live in the School No. 24 attendance zone will then attend School No. 30, the Dr. Martin Luther King Jr. School. This provides an opportunity for increasing the number of students in the fine and performing arts program. If we go to the next slide on schools, we see that the Dr. Martin Luther King Jr. School will now be brought up to capacity. We will be using 52 out of 57 classrooms and still allowing for a net of five classrooms, which may be used for introduction of special needs programs or, if necessary, class size reduction. The proposed grades 4 through 8 come from School No. 24. It's important to note that students currently enrolled in the magnet program at School No. 16 that live in the Martin Luther King Jr. School attendance zone will remain at School No. 16. That's about 131 students. That is the detail of all of these changes. We turn it back to Donna to do the conclusion and next steps.

Ms. O'Gorman: As you see, our recommendations offer students an opportunity to enroll in the fine and performing arts, School No. 24, which Ross had already mentioned. It increases the ability for students to attend neighborhood schools. We are bringing them back to their neighborhoods. We know that there are reasons for certain school students. There are always exceptions, but we are trying to equalize and balance the schools and programs and where the students live. In the end, it will result in fewer students having to be transported, saving the district money on transportation, but also saving the students the time of being on a bus. The next steps after this, Neil mentioned that this was phase two of a three-phase process. In early January, we will convene with the long-range facility committee stakeholders, if this is accepted, to identify what facilities will need some additional work, maybe to bring in bathrooms for pre-k and K, and what other types of facility improvements we need to do. We will then update and submit the long-range facility plan to the New Jersey Department of Education, which needs to be done every five years. We are due to do our five-year projection. Once it's approved, the next step is to implement that approved long-range facility plan. Lisa has requested that we share the attendance zone maps and data with central registration so we will be doing that after this is approved. That will help them with transportation and assigning students to attendance zones and local neighborhood schools. In conclusion, we have questions and answers.

Mr. Mapp: Before we get there, may I? What we've done was to look at small samplings of areas within our school district to see where we can develop and increase capacity for specialized programs, not just sped, but bilingual, magnets, and other specialized programs that we have. I just want to say the diversity that exists in our community is an important feature of this district. It's imperative that we bring balance to our schools and give every student the opportunity to participate in the district's educational programming offerings. We are doing this. You can take this methodology of trying to increase capacity and superimpose it on any section of the city, and that's what we intend to do going forward in order to make our schools more efficient in providing these educational programs and services. Are there any questions?

Comm. Hodges: School No. 1 has been a Choice school for decades and they cherish that academic program. Where does that parental group go for specialized training that they anticipate at School No. 1?

Mr. Mapp: What's your question?

Ms. O’Gorman: Where will those students go for the specialized programs? This is a pre-k to five. Neil, do you want to answer this or do you want me to answer it?

Mr. Mapp: It's currently pre-k to 5. After fifth grade, the specialized programs end. Is that what you're saying?

Comm. Hodges: No. They end now because you are moving a Choice school.

Mr. Mapp: Even though they go after fifth grade.

Comm. Hodges: Where do they go now? It's no longer going to be a Choice school.

Mr. Mapp: This is one of our recommendations. We are asking to now think beyond the Choice schools because we are allowing students to not only go from pre-k to 2 in their neighborhood, but to then go to grades 3 through 8 in their neighborhood, as opposed to going outside or switching schools.

Comm. Hodges: I think they are more interested in the academic programming in School No. 1, as opposed to their neighborhood school. Otherwise, they would go to School No. 26. The reason why I'm bringing this up is because this has been an issue with the school before.

Mr. Mapp: Like the fine and performing arts program, if that's a special program that we choose to continue there and expand, then that's something we can look at also, much like School No. 24. We are choosing to increase the enrollment there for the fine and performing arts.

Comm. Hodges: I would hate for us to lose a Choice program. We don't have many in the district and any loss of them would be a problem.

Comm. Arrington: I want to echo what Dr. Hodges just said about School No. 1. I visit School No. 1 many times and spend time there. It is a special school and to take away that status of a school choice and change that program, I would have to process that. I think that school is really working well. To change that makes me wonder.

Comm. Simmons: When would this have to be approved? I know you said earlier that this is a lot to take in. When would this need to be approved?

Mr. Mapp: These are recommendations that we can move forward to the long-range facility planning effort. There we can have further conversations on whether or not it moves forward.

Comm. Hodges: Would there be an opportunity for parents to weigh in on this discussion?

Mr. Mapp: Certainly. The committee of stakeholders will include parents, clergy, members of the community, etc.

Comm. Redmon: Can we suggest that we combine both meetings and switch this over so the Board will have an opportunity to absorb what's being presented to us? This was a lot.

Comm. Simmons: Which meetings? This will ultimately be a part of the five-year facility plan, right?

Comm. Redmon: Which is fine. We still would have input from the community. Can we have another special meeting just regarding this topic by itself?

Comm. Simmons: We can do that.

Mr. Mapp: You'll have a second opportunity to opine on this when we bring forth the recommendations from the long-range facility plan. Nothing is final at all. It's just putting it as an agenda item in the long-range facility plan to be discussed and fleshed out. Yes, we take your concerns into consideration and we definitely bring it forth to the committee.

Comm. Hodges: I would really like to hear from parents, particularly the School No. 1 parents, who consider that to be a loss of their programming and their opportunities. Having heard from them before when it was proposed, I kind of anticipate what's going to happen. I'm concerned about that element of the program.

Comm. Arrington: I want to go back to School No. 1. Again, echoing what Dr. Hodges is saying, we are increasing the number of students by 20, but we are changing the grade level. I'm just trying to understand the value of the 20-student increase, but losing the school choice. What is that getting us?

Comm. Simmons: I think that's exactly what Dr. Hodges is saying. I think having the parents weigh in is what you need to hear before you can make a decision.

Comm. Hodges: Over and above that, I'm concerned about the loss of that program. I understand concern from the parents, but whether or not they appreciate what's going on, I don't want to see the loss of that kind of programming. I'm concerned about that. I do appreciate what you've done for the rest of the presentation, but the loss of that programming does concern me immensely.

Comm. Arrington: I know you know this, but we run the PNP program out of there. There are some special things going on at School No. 1. I believe the violin program runs out of there, if I'm correct.

Ms. Peron: It does. It runs out of School No. 1, School No. 26, and Norman S. Weir.

Comm. Simmons: Any other questions?

Comm. Martinez: I believe this presentation was emailed already. I think if we all have an opportunity to really sit down with it, look at it, and write down any questions, we can circle back at a later date. I just want to make sure that we're not locking in to any of this just yet before we are able to flesh it out a little bit more thoroughly. I do appreciate the efforts here. Pulling all of this apart and putting it back together the way you did was a large task. But I think the Board definitely needs some time to mull this over, look at it a little bit more, and then we can continue the discussion. I do thank you all for your efforts. This is very well done.

Ms. O'Gorman: Thank you. Keep this in consideration when you look at it. You're looking at it from your knowledge of the parents. We are looking at it from what works with numbers and to equalize and balance the school classes. We would take in your considerations and your comments and then we are going to meet with the stakeholders. Neil will set up several meetings with whoever those stakeholders are in that community. We'll try to go through the questions and get the best balance for the

district. I do have to add that this was a very tough year. Your opening students were amazing and this was a very tough act to follow. I commend you. It was really enjoyable. Thank you.

Mr. Haber: I want to thank you all also. Thank you for paying attention. I do appreciate questions. We were looking at this from a data point of view. As a former educator myself, I understand that education is the priority so I appreciate the last comments.

Comm. Simmons: Thank you.

Ms. O’Gorman: Neil, we’ll follow up with you tomorrow. If there are no more questions, I’m wishing you all a very happy, healthy, and safe holiday season.

Mr. Mapp: Thank you for your indulgence. It’s a lot of data to take in.

Comm. Martinez: Yes, indeed. If anyone is traveling tonight, please be safe. It’s treacherous out there right now.

Comm. Simmons: It really is. In the words Brian Gumble, let’s move on. I believe that was it for presentations, correct Madam Superintendent?

Ms. Shafer: That is the end of the presentations.

PUBLIC COMMENTS

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

Ms. Rosie Grant: Good evening Commissioners and thank you for this opportunity. Good evening to you also, Madam Superintendent, staff, and members of the community. First, I want to say what a wonderful student presentation we saw today. The artwork was great. Their research work was phenomenal. Really good presentation overall! Kudos to the students and the adults who worked with them! I did recognize some of the voices who were on this meeting. Kudos to you as well! Job well done! I would like to request a copy of the facilities presentation that we just saw. I have the same concerns about parent voice in decision making. This is something that this district has been committed to in the strategic plan by which we are operating. I join in with the Board members in encouraging that there are parent meetings, not just for School No. 1, but for all the schools before these decisions are made by the Board. I also have concern about School No. 24. I remember that the performing arts program was put in place so there would be feeder to Rosa Parks High School for Fine and Performing Arts. I would hope that would still recruit kids from across the district and not just the kids in that School No. 24 catchment area. Besides that, I would like to wish everyone good health and strength and wellbeing for the coming holiday season. I hope along with you that the new year will bring us reason for hope and resilience. Thank you so much.

Ms. Shaye Brown: Good evening Commissioners, Superintendent Shafer, and Paterson Public School administrators. Thank you for extending remote instruction and learning. I don’t think any of us were prepared for this pandemic and we still aren’t. Prayers to anyone who has lost a family member or friend to this virus. Superintendent, in October, I asked about what could be done for staff that has young children or elderly high-risk family members to care for in the event of a hybrid school opening. You

mentioned at the time coordinating with the daycares in Paterson and 4C's. I'm a teacher and I just received a letter that my son will be attending school on a Monday/Wednesday hybrid schedule. I also have a 10-year-old daughter. I'm worried because my son has autism. I would not place him in a daycare as he is a child that requires preparation for transitions and changes from his routine. Placing him in a daycare is not an option for me, especially with this COVID still spreading. How is this being addressed, especially for teachers who do not live in Paterson? I know you said you would speak with the childcare in Paterson, but what about those who do not live in Paterson? What happens if not enough staff is available to return five days a week? President Simmons, every year staff is required to participate in and complete a 2-hour training on dyslexia. Is there testing available for the children of Paterson? What specialists are being hired for this specific need? I've tried in the past years to refer students to be tested for dyslexia and I've been told there's no testing for dyslexia in the district. Is this true? As a resident of Paterson, a mother of a child with special needs that attends a Paterson Public School, a taxpayer, and a Paterson Public School special education teacher, I am begging you to take this request seriously and make this a priority. We can find money for testing and hands-on specialists if we can continue to pay high increments for administrators. We urgently need more reading specialists and dyslexia experts in our district – hands on, not consultants. Decisions for the people cannot be made without the people. I'm praying you all have a happy and safe holiday with your families and loved ones. Thank you so much for hearing me.

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

Comm. Hodges: Will there be a response to that question by the Superintendent?

Comm. Simmons: She typically does right after.

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

Ms. Shafer: First, let me say thank you to Rosie Grant for appreciating our students and their talent and what they did tonight. In response to the five-year long range facility plan, I think many of the Board members that are on now were at the last multiple meetings with a steering committee to take an in-depth look at the recommendations. Like with the last time we did this, folks at the table will be able to give their recommendations or any changes they would like to see in the long-range facility plan. Certainly, parents were on that committee. I think it was north of 60 individuals. We will certainly reach out to parents, not just those parents that are on the committee, but other parents as well so perhaps we can have a presentation just on the long-range facility plan to all parents. Whoever wants to get on the Zoom meeting can hear about the plan. Thank you, Shaye Brown, for your comments as well. I'm going to ask in a minute for Cheryl Coy to address the dyslexia testing and Joanna Tsimpedes to address the reading specialists. I will address the childcare. I have been working since the beginning of the pandemic with 4C's, some of the pastors, and the Boys and Girls Club, to see how we will be able to help folks when it comes time for us to reopen with the hybrid model. Just recently, I met with Reverend Lassiter who is going to open a program at Calvary just for this. The only thing I can do for folks who don't live in Paterson is for them to research what is available in their own districts. There may be after-school programs for students and families who are not living in Paterson. I would not be able to research all the different communities that our staff comes from. Right now, most school districts are remote because of the spike in the pandemic. Information will be coming out like it did early on about funding and for 4C's to be involved, as well as some other agencies like Boys and Girls Club and YMCA. We are

certainly looking into what is available in Paterson and we continue to do that. I don't know if Rosie Grant is still on, but she was part of it as well with 4C's. I'm going to ask now if Cheryl Coy would address the dyslexia testing.

Ms. Cheryl Coy: Good evening everyone. Dyslexia testing does not necessarily fall under special education. It's really in a general education capacity. Joanna Tsimpedes and I have been looking over some programs. Amira is one of them that will be able to support instructional staff with screening tools for children who potentially may have dyslexia.

Comm. Hodges: How do students get screened for it? Who has to submit them for that kind of screening? Is there some sort of standardized approach? Is it something that the teacher notices or a parent? Who decides that a child needs the screening? How is that screening put in place? Is there a system that's in place in order to capture cases at all grades?

Mr. Coy: Are you asking me, Dr. Hodges?

Comm. Hodges: Yes.

Ms. Coy: Dyslexia is normally identified through clinical testing. It's not a referral to special education, normally. A doctor can identify it. A parent can notice differences in the way that the child is writing numbers, transposing numbers, and so forth, and make a recommendation and referral. There is no specific. There is no designated test for dyslexia alone.

Comm. Hodges: It has to be something that's noticed by either a teacher or a parent?

Ms. Coy: Teacher, doctor, or parent. There are multiple people who can identify or notice that the dyslexia may be occurring. From there, it can be a referral to a psychologist to dig deeper with the assessments. There are also levels of visual dyslexia.

Comm. Hodges: That raises some concern because I'm aware of many students who aren't caught in a timely fashion, and that's a problem.

Ms. Coy: Sometimes dyslexia as well dyscalculia is hard to identify. The child would have to go through a series of tests. It would have to be something that somebody is really monitoring to identify if it truly is dyslexia or if it's a learning disability. It's not as easily identifiable as people think.

Ms. Shafer: Cheryl, can we look into this and see if we can put an assessment process together, even if it is the parent or the doctor or the teacher? From there, we can see what we can do about having the student tested so we can then help them after we know exactly what the problem is.

Ms. Coy: Yes. As I said, Joanna and I have been discussing, as well as with Ms. Brown, a program called Amira that can potentially identify a student who may have dyslexia. It's really just a trigger of. This child may have dyslexia. Now there are certain other actions that need to occur behind it. There are certain small levels of support that can go into place for the child during the process of fully identifying if the child is dyslexic. Dyslexia is normally not something that's 100% done at the school level. There has to be a combination of other parties involved when identifying a child who may have dyslexia. It definitely has to be the district in collaboration with a

physician and clinical psychologist with the testing. I will continue to work with Ms. Tsimpedes and bring some information for the Board to review.

Comm. Hodges: I'm just curious about what other districts are doing. Are there any other programs being utilized by other districts in the state or the county?

Ms. Coy: That's the unfortunate thing, Dr. Hodges. The state does not have any mandated dyslexia tests. That has been a problem for many years. The recommendation has been different programs to use to potentially see if a child may have dyslexia. But there is not a standard assessment that they have. Basically, you partner with other organizations and medical professionals to identify if a child has dyslexia.

Comm. Hodges: Do we know what the approximate instances of dyslexia are in the population?

Ms. Coy: No, I don't. I had my special education county roundtable today. I can definitely reach out to my colleagues there to find out what supports they have used in their district, if they have identified any students with dyslexia, and what has been the rate of success.

Comm. Hodges: It would be interesting to find out what the incidents of dyslexia are in the state and county. Perhaps St. Joseph's can be of assistance in that.

Ms. Coy: If you have contact information that I can reach out to directly and you can share that, I would definitely appreciate it.

Comm. Hodges: It would be the developmental pediatrics department. I don't know who's there anymore, but that would be the department to address.

Ms. Coy: Thank you.

Ms. Shafer: Joanna, can you talk about the reading specialists that we currently have?

Ms. Joanna Tsimpedes: The reading specialists we currently have in the district are primarily paid through the target and comprehensive schools SIA budget. Again, it comes down to having an individual reading specialist per each school. We have provided for the schools that show a need based on their test scores and the state analysis. When it comes down to pulling the budget from the SIA, principals have conversations with federal programs along with the assistant superintendents to see where the deficit in their building is. Based on that, if the moneys are allowable and the funding is available, it's usually reading specialists that schools have. I know there are several of them in the district. In order to have one at every school, it would require extra funding in terms of personnel. As you know, that's something that's a shortfall for us when it comes to classroom teachers. We make sure that our classroom teachers are properly housed, as well as our special programs. We can look in the future to see where they currently are in the district and see if there's a way to either share them or if there's additional funding available from the state that comes our way, we can place reading specialists in more schools. Unfortunately, it comes down to funding.

REPORT OF THE SUPERINTENDENT

Ms. Shafer: Last week at our workshop meeting, I did go over some of the highlights of the Superintendent's notes and I sent that out to the Board members today. This

afternoon, we found out that one of our students from BTMF Academy, Mr. Henry Mackiah, was accepted to Columbia University. Congratulations to Mr. Mackiah. He is a member of the John F. Kennedy Robotics College Prep Team, Ramapo College Outward Bound Program, Rutgers University, Society of Minority Engineers, the BTMF DECA, Paterson Youth Council, as well as volunteerism throughout the City of Paterson. Congratulations to Mr. Mackiah. Again, I just want to remind all of us this is all through remote learning, remote applications, and working with guidance counselors. I want to thank the guidance counselor and the principal for making sure he got his application in and had early acceptance. Because of the snowstorm, we will continue with remote learning tomorrow. We did put a memo out that if there is a power outage, yesterday and today the teachers were posting the assignments and instruction and learning would not be interrupted. Tomorrow will be a 1:30 dismissal day. On Monday the 21st, we will be handing out five days' worth of meals. We want to try to cover the meals for the winter break. On the 21st, which is Monday, we will be offering five meals. On the 23rd, Wednesday, we will be offering another additional five meals. This week, we were supposed to be giving meals out tomorrow but because of the snow we have changed it to Friday. This week, we'll be giving meals out on Friday and we sent notification to all the parents.

Principal Retirements

Ms. Shafer: Tonight, we have with us three principals who will be retiring as of January 1. In light of the tireless efforts of these three amazing women, their careers in Paterson span over decades and their service to our students is beyond measure. I want to introduce to you now Annette Romaniello, Cora Quince, and Virginia Galizia. All are leaving on a high note in their careers. These three principals are retiring January 1, 2021. Together, these amazing women have 110 years of service to the Paterson Public School community. Each has provided the necessary leadership to help their staff navigate the changing educational requirements imposed by the pandemic - beginning with the orderly closure of their building, organizing paper packets in the spring, adapting to evolving requirements of remote learning, and conforming to social distance guidelines. They are the proof that extraordinary times require extraordinary people. Each of them over the years has made contributions that serve our students to this day. The first principal I'd like to talk about is Annette Romaniello. Annette Romaniello is the current Principal of School No. 5. She has been with the district for 32 years. She started out as a teacher in 1981 at School No. 18. After 11 years, she left in 1992 to start a family but could not stay away and returned to the district in 2002 as a teacher at School No. 5. She stayed there for the rest of her career, becoming a Vice Principal in 2012 and then Principal in 2015. In collaboration with the bilingual department, a bilingual part-time pullout program was established at School No. 5. This program provides one period of native language/ELA instruction, and one period of native language/mathematics instruction a day for newly arrived English language learners in Spanish and Bengali. She is a leader in her own right. Ms. Romaniello will never forget her staff's dedication, students eagerly learning, and the commitment of the district's Full-Service Community Schools Department. On her retirement, Ms. Romaniello is looking forward to creating new memories with her family and friends while pursuing hobbies and traveling. I'm going to ask at this time if Assistant Superintendent Sandra Diodonet would say a few words.

Ms. Sandra Diodonet: Good evening everyone. It is my pleasure to say congratulations and a heartfelt kudos to Principal Romaniello and her family on her retirement. You can have her now 110% of the time. We thank you for sharing her with us for 32 years. Indeed, we have benefitted from her work, leadership, and dedication. Ms. Romaniello is one of the finest educators I know and have had the pleasure to work with over the

past 8 years. Ms. Romaniello served as my vice principal when I was the principal at School No. 5 and it was there that we developed a great professional and personal friendship. Ms. Romaniello earned my deepest respect for her consistent, exemplary work and dedication to our students, staff, and her family. Ms. Romaniello is a person that pays attention to details. If there is something that needs to be done, she will stay and complete it until it is done. If there is something that needs to be fixed, she will find it and fix it. She won't just fix it. She will fix it to perfection. She works tirelessly, weekends, holidays, vacations, early in the morning, and well into the night. She is an educator that will surely be missed in Paterson. Rest assured that students at School No. 5 have reached a level of excellence that will allow them to become successful learners because of all that you have done. Ms. Romaniello was kind, fair, strong, insightful, and a true instructional leader. She has an infectious laughter and when Rommy laughs, it makes us all laugh. Ms. Romaniello is also extremely professional, serious, and focused. You did not think that I would not take this opportunity to call you Rommy because we love you, Rommy. Ms. Romaniello, I'm sure you know that your students, staff, and School No. 5 family will miss you. We wish you nothing but happiness, health, and rest. That's a directive, Ms. Romaniello. Rest! You must learn how to rest and enjoy this precious time and new chapters in your life. Like one of our dear mentors, Maria Santa, taught us, you have left School No. 5 better than you found it. For that, we will never forget you and we are forever grateful. You will not be forgotten. Again, we love you and we will miss you. Farewell, dear friend. I can't wait to hear all about the wonderful things you will do during your retirement. So long and may god bless you and your family. Please enjoy your retirement. You indeed deserve it. We love you.

Ms. Shafer: Thank you, Ms. Diodonet. Ms. Romaniello, we will get this plaque to you. It says: "Paterson Public Schools. 32 years of service. Annette Romaniello, Principal. Thank you for your commitment and service to the students and staff of School No. 5. Paterson Public Schools, December 2020." Annette, on behalf of the Paterson School District and all the students whose lives you have touched, I say thank you on their behalf. Godspeed and may god bless you as you move into your retirement. If you would like to say a few words, please do so.

Ms. Annette Romaniello: Board Commissioners, Ms. Shafer, cabinet members, my School No. 5 community, and all the Paterson Public School community, the Paterson Public School System has been close to my heart throughout my lifetime as it's provided a solid kindergarten through high school education and allowed me to learn and grow in my career path while serving as teacher, instructional coach, vice principal, and principal. It's my hope that I served my students and all stakeholders well. As I move to a new phase in my life, it is bittersweet that I leave my students, my parents, my very, very dedicated teachers, my full-service partners, colleagues, supervisors, and districts that are very, very close to my heart. I extend my thanks to you, Ms. Shafer, Ms. Diodonet, the cabinet, my School No. 5 family, and all my Paterson Public School family for the opportunities and experience provided to me. To our School No. 5 students, my wish is that you continue to work to reach your goals as I told you every day. I know you can reach them. I know you can do it. To my dedicated school family, I sincerely thank you for your collaboration, your teamwork, and your support for each other and for me. I wish my School No. 5 community and the district continued success in educating our students and providing important support to the entire Paterson community. Thank you, Ms. Shafer. Thank you, Dio, for all the mentorship you have given me over the years. I appreciate it beyond what you know. Thank you.

Ms. Shafer: Thank you, Annette. Again, thank you for all the lives you have touched and may god bless you in your retirement.

Ms. Diodonet: Bye, Annette. God bless you.

Ms. Shafer: Our next principal who is retiring is Cora Quince. She has been in the district for 35 years. Before being the Principal at School No. 20, she started out as a music teacher at Eastside High School in 1985, staying for 10 years. Since then, she has been Vice Principal at John F. Kennedy High School from 1995 to 2003, back to Eastside High School as a Principal, as a Principal at School No. 28, the Academy of Performing Arts, and then Senator Frank Lautenberg Elementary School. She was the Principal of the district arts program from 2011 to 2020 before arriving at School No. 20 for the beginning of this school year. She headed many programs and initiatives, such as the Annual Paterson Museum Student Art Exhibition at Paterson Museum, and a roundtable for Rosa Parks High School students with Nate Adler, Jr. and numerous others. Notably, I was able to work with her closely on the Citywide Band halftime show last year and she taught me more than I could ever say about being the drum major. She is a leader in her own right. Ms. Quince will cherish moments of having the highest scores on the Brigance Test at School No. 28, reading the critiques from students after visiting various art venues in the predawn sight of parents and students gathered at School No. 20 to travel to the National Museum of African-American Culture in Washington D.C. In her retirement, Ms. Quince will continue to advocate for the arts and its education. At this time, I'm going to ask Mr. David Cozart Jr., Assistant Superintendent, to say a few words.

Mr. David Cozart: Good evening everyone. The name Cora Quince has brought many emotional responses. As a teacher, administrator, and mentor, her passion for the performing arts is undeniable. Her willingness to tap into the souls of students and highlight their creativity will always be honored. She demands excellence from her staff, for she believes they have a lot to give. What is her legacy? It is not her 35 years of service. It is not restricted to one location. It's not her passion for the arts. It's not defined with every song a child sings, every stroke an artist makes, or even a note a musician plays. It's her commitment to bring the arts back to the district, to afford us an opportunity to attend all city performing art showcases. It's providing all children an opportunity to express their intimate thoughts and talents and believe that their lives matter. It's through the arts and through the talents they offer that society is moved. On behalf of your supervisors, I want to say thank you for your advocacy, your professionalism, and your resilient nature. We love you. The city will always remember the booming voice in the hallways, the piano playing, auditorium assemblies, and staff meetings. We love you because of the fact that you loved us. Thank you very much and enjoy, enjoy, enjoy your family and retirement. Thank you.

Ms. Shafer: Thank you, Mr. Cozart. Cora, we have a plaque that we will get to you and it reads: "Paterson Public Schools. 35 years of service. Cora Quince, Principal. Thank you for your commitment and service to the students and staff of Paterson Public Schools. December, 2020." Cora, because you touched so many lives in so many different positions, we just felt that it needed to say all the students and staff of Paterson Public Schools. Cora, if you would like to say a few words at this time.

Ms. Cora Quince: Thank you, Ms. Shafer. I tell you on behalf of my husband, Mr. Kelvin Quince, my daughters, Kaila Crystal Quince-McMillan, a great teacher, educator, administrator, my daughter, Christina Belinda Quince, a great master teacher in the Baltimore Public Schools, and in memory of my beloved son, Rory Delon Quince, a master legendary drummer. I am most beholden, first of all, to my Superintendent who I hold as a true mentor through the years, who has inspired me, who has motivated me throughout my career. Most importantly, I am grateful to have served in the community

in which I have lived and worked for over 35 years. As Martin Luther King says, "Our lives cease to matter when we cease to forget about those people to whom we serve." Thank you, students, parents, and families in the Paterson community. Most importantly, my arts colleagues over the years who know exactly how my heart beats. I will continue to be an advocate for the arts and I will continue to advocate for the best in educational experiences and learning engagement for the students in the City of Paterson. Thanks to you all. God bless you.

Mr. Cozart: Ms. Quince, we love you. However, everyone who knows you, we need to hear you one more time, sing anything. We need to hear something from you. Thank you.

Ms. Shafer: Thank you, Cora. Let me just say to you on behalf of all the Paterson Public School students and the administrators in the district, we thank you and we wish you well in your retirement. God bless you as you move on to the next phase of your life. The next principal is Ms. Virginia Galizia. She's a Principal at Alexander Hamilton Academy, having been since 2006, but she's been with the district since 1977. 43 years of service to the district's students. She started as a basic skills teacher at School No. 6 and held that post until 2005. For 30 days in September of 2005, she tried out being a Coordinator of Instruction and Assessment at Alexander Hamilton Academy, but felt she could better serve as the Principal. So, she did. Of her accomplishments, she took part in writing the language arts in math curriculum in the 1990's. Later, at Alexander Hamilton Academy, she initiated a storytelling program through a grant. Teachers were taught to use stories as a hook for the students. Through listening to the stories, students showed gains in literacy as well as social/emotional development. Many teachers are still using this technique today to enhance the retention capabilities of their students. She also established community partnerships with William Paterson University for an after-school music program, the Gear Up Program with Passaic County Community College, and other programs with the YMCA, Boy Scouts, and the Girl Scouts. She is a leader in her own right. Ms. Galizia will always be thankful for taking part in the beginning of an early intervention program for three and four-year-old children with special needs back in the early 1980's. Being a resident of Paterson, her oldest son was part of this program and transitioned from Hackensack Hospital to Paterson Public Schools. Having watched the program grow and the successes of the children involved, it fell into place for her. In her retirement, Ms. Galizia is hoping to find some time to continue to coach teachers and work with professional development. She is looking forward to traveling, spending more time with her grandchildren, and taking a more active role in her church community. I'm going to ask Mr. David Cozart, Jr. to say a few words.

Mr. Cozart: Good evening. When you think of Alexander Hamilton Academy, you think of a dynamic, passionate leader, Ms. Virginia Galizia. One would think she spent her entire career at that location, but you are wrong. She began serving our community in 1977 and at Alexander Hamilton Academy in 2005. As a leader, she established a culture of her excellence with compassion, an environment that nurtures children, and addresses their emotional needs. Staff members are afforded autonomy with accountability. She welcomed and expected parent involvement. She advocated for her school's needs and she demanded everyone who came into contact with her students to respect the students for their talents and gifts, for these individuals will be future leaders. Her legacy is not her years of service or the time she spent in that building. Her legacy is entrenched in the lives she affected. She impacted the lives of both staff and students, for she was the matriarch who protected and cared for all. Ms. Galizia, when I first became her administrator, the first thing she wanted me to do is meet with her so she could tell me firsthand the Alexander Hamilton Academy way,

what her expectations are for the staff and for the students. She wanted to make sure I understood her commitment, her willingness to ignore schedules, her willingness to ignore directives, and to make sure her teachers have every opportunity to be successful. That is why she wanted to explain to me why her teachers always go above and beyond. On behalf of your administrators, we will always honor your respect, your commitment to excellence, and your ability to lead people. You are a true leader, the matriarch of that building, and you are always welcome to return as the person who can assist with staff development and just say hi to the kids. We love you and we are going to miss you. We know you are not too far behind. Take care. God bless you and enjoy yourself.

Ms. Shafer: Thank you, Mr. Cozart. I understand at this time that Kathy Redfern Thompson, one of Ms. Galizia's teachers, would also like to speak. Boris, can we give her that opportunity please?

Mr. Zaydel: I don't see her on.

Ms. Shafer: Ms. Galizia, thank you. On behalf of the Paterson Public School District and on behalf of the students, we wish you well in your retirement. God bless you. We will get this plaque to you. "Paterson Public Schools. 43 years of service. Virginia Galizia, Principal. Thank you for your commitment and service to the students and staff of Alexander Hamilton Academy. Paterson Public Schools, December, 2020." Ms. Galizia, would you like to say a few words?

Ms. Virginia Galizia: Yes. I would just like to take this opportunity to say thank you to everyone, my staff, my students, and most especially, all the administrators and people I've worked with throughout the years that have helped me to build what Alexander Hamilton Academy has become. Alexander Hamilton Academy is my life, my passion, my mission. I thank you, Ms. Shafer, for the opportunity to have served there and everyone there to have helped me to achieve what this has given me. As a Paterson resident, I'm dedicated to this city and to its children. Although I'm leaving this administrative position, now you can see me on the other end of that microphone. Thank you so much for everything.

Ms. Shafer: Lastly, let me just say that being an educator is something very special, not only for what we do, but also for those people that we meet in such a critical environment. Annette Romaniello, Cora Quince, and Virginia Galizia are perfect examples of the kind of people that make education successful. On behalf of the Paterson Public School District, I thank each one of you for putting your talents and skills to serve our students and their families. You will be celebrated and missed. Good luck and god bless each one of you as you move forward into your retirement. Thank you, Mr. President.

REPORT OF BOARD PRESIDENT

Comm. Simmons: Thank you, Madam Superintendent. There is not much to my report other than a couple of things. I wanted to thank all of the retirees for their years of service and dedication, not only to the district, but to the students of this district as well. In particular, as a student at Eastside High School, I remember Ms. Quince coming in to replace the choir teacher – I believe it was Ms. Ray – and knowing that she had some big shoes to fill. I remember Ms. Quince from then. I've gotten to know her over the years and I've watched her dedication and how she's impacted students. Ms. Galizia has impacted my own children. Two of my sons attended Alexander Hamilton Academy from K through 8. I've gotten to know her over the years and watched her dedication

and commitment to the children. Beyond that, tonight is one my colleagues' last meeting, Comm. Ramirez. I want to thank him for his service and his impact on this Board and the things that he's pushed forward. I saw a video not too long ago and one of the things that come to mind is the Halal food program which he was committed to. He was passionate about making sure we were able to implement that program. Commissioner, I thank you for your service. I know you won't disappear. I know you will be around and I know I can expect some phone calls from you as we move forward and as you embark on your new journey and your next chapter. You will have time at the end as well, but I will yield the rest of my time to you if you have any words.

Comm. Ramirez: Thank you, Mr. President. It is bittersweet. I know there is a lot of work still to be done. We are all sharing in the good moments. First and foremost, I also want to join the chorus of congratulations and thanks to the retiring principals. They've impacted many lives. When you impact a child's life in education, you impact a whole generation and thousands of family generations to come. Thank you for their service. Thank you for this opportunity, Mr. President. Serving on the Paterson Public School's Board of Education has been one of the greatest honors of my life. I thank the voters. I thank the leadership who afforded me the opportunity. I thank you all, my colleagues. While we did not agree on everything, we always showed each other respect. I thank you all for showing me the respect whenever I dissented on any topic. Thank you for taking my calls and my text messages that sometimes were a little heated and heavy-handed, but my style is not to try to create animosity while the camera is rolling. I try to be diplomatic and resolve things as true diplomats do, with respect and not creating a show for others or for third parties. I thank you for the opportunity. As you said, I will stick around. I am fully vested in this city. I'm not going anywhere. Believe me, you will all hear from me again. You can all count on my support as you move this district to local control and forward. Please do not hesitate to ring my phone or show up at my house if you have to. I'm here to serve you and I'm here to help you. Again, thank you, not only to my colleagues, but to Ms. Shafer and Ms. Peron for having made my tenure here very enjoyable. I'm overwhelmed and thankful. Thank you, Mr. President.

Comm. Simmons: Thank you, sir. At this time, would any Board members or administration have any remarks?

Comm. Redmon: It has been a pleasure to serve with Comm. Ramirez. We served on another board and we got to know each other through the years. We did not agree on everything, but we remained friends at the end of the day. I do wish you the best on your future endeavors. I know that you will still be heavily involved in this city and your passion for the city is great. I like to talk to you offline and that's when we have our laughs and jokes. A lot of people think that Comm. Ramirez is so serious. He has a great sense of humor and I enjoy talking to him and getting his great sense of humor out. I wish you the best on your future endeavors and I know this won't be the last time that we will be together.

Comm. Hodges: Comm. Ramirez, I am sorry to see you leave. I do cherish the time that you have been on the Board. Your perspectives and your ideas have been very helpful and they have been of great use to the children of Paterson. I thank you very much for your efforts and I look forward to seeing you advocating again in the future for children of Paterson.

Comm. Arrington: I want to echo what Comm. Redmon says. He does have a great sense of humor and I love it. He does seem very serious in public, but he has an awesome sense of humor. He's an advocate for our children, like Dr. Hodges said.

He'll be around. We know that, Joel. Just hang around. We need your opinion. Best of luck!

Comm. Martinez: Joel, you've always been someone that we can lean on for sound advice and to be a straight shooter. The one thing I can say about you, and I'm sure everyone will agree, is that everyone knew exactly where you stood, whether one way or the other. There was no, "what do you think Joel thinks about that?" Joel would let you know exactly what he thought and there was no doubt about where he stood. You are a man of strong moral conviction and resilience. You will be missed on this Board, but you won't be missed in this community. You won't be missed in this city because we'll continue to work together and do good things for the city. I appreciate you. I love you man, and I'll see you around. This isn't goodbye. I'll be seeing you.

Comm. Castillo-Cruz: I would like to congratulate our principals who are retiring. Thank you for your service. Thank you for the dedication to our students and young people and always encouraging them, but most importantly, for being someone that they can look up to. We really appreciate your service and thank you so much. You've made changes in the lives of many of our young people in the city so you will definitely be missed. Comm. Ramirez, I can't even begin, and I won't because I'll get all emotional. You are a friend. You are a great colleague. We appreciate the work you have done on this Board. Like Comm. Martinez said, you definitely told us how it is and how you felt, but that is the best part of being a leader, about being an advocate. You stood your ground. You were always morally correct and I appreciate your service. I appreciate your professionalism. I appreciate you as a friend. Most importantly, you have earned the respect of everyone on this Board, the administration, and Patersonians. Thank you. You will be really missed. I will definitely miss you. You were definitely someone I can always rely on for opinion, for conversations, and to advocate for our students. Thank you so much and I will definitely be seeing you around. Hopefully, very soon after COVID we can hang out. Thank you so much, Mr. President.

Comm. Simmons: Thank you. I think we have Ms. Redfern on the line.

Mr. Zaydel: We do. I'm just unmuting her microphone now.

Ms. Kathy Redfern Thompson: Hi, everybody. My name is Kathy and with regards to Ms. Galizia, who has been my principal for the last eight years, she has done an amazing job as a principal. She has been committed to the staff. She has been committed to the students. Most importantly, she's also been committed to the parents. A lot of people don't know that Ms. Galizia, and I've seen her do this, has gone into her pockets to buy books for the students, to buy uniforms, to buy shoes, to buy food for our students, to pay rent for our parents, and things like that. She goes way beyond the call of duty. She is not only an educator, but she is definitely an amazing person because she gives of herself, she gives of her time, and she gives of her energy. For that, we at Alexander Hamilton Academy love her. It's going to be such a void when she leaves. No one can ever take her place. God bless the person who comes in to fill her shoes because they have big shoes to fill. Ms. Galizia, we love you, we appreciate you, and we are going to forever keep you in our hearts. Of course, you are not going anywhere because we still need you. It doesn't matter who is sitting in the principal's seat. We still need you and, of course, we are going to still call on you. I honestly believe that God is going to bless you for all of the years that you have given to the district, for what you've given to the staff, and for what you've given to the parents. We love you and we are going to miss you. Thank you, guys.

GENERAL BUSINESS

Items Requiring a Vote

PRESENTATION OF MINUTES

Comm. Simmons presented the minutes of the following meetings and asked if there were any questions or comments on the minutes:

- a. November 4, 2020 (Special)
- b. November 4, 2020 (Executive Session)
- c. November 12, 2020 (Workshop)
- d. November 18, 2020 (Regular)
- e. November 23, 2020 (Special)

It was moved by Comm. Arrington, seconded by Comm. Castillo-Cruz that the minutes be accepted with any necessary corrections. On roll call all members voted in the affirmative. The motion carried.

RESOLUTION ITEMS (1-28)

Resolution No. 1

WHEREAS, the district's five year's goal #1 is to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning and goal #3 to establish viable partnerships with educational institutions

WHEREAS, Passaic County Community College (PCCC) was awarded a grant designed to prepare Hispanic and other low income students to meet the rigors of four-year Teacher Education Programs and to achieve teacher certification. Using Title V dollars, the College and its partners will test new, scalable, and cost-effective solutions for connecting Hispanic and low-income students to the Teaching Profession Pathways

WHEREAS, the Partnership includes PCCC, the applicant; William Paterson University (WPU), a federally-defined HSI; the Paterson Public School District, and the Passaic Public School District. During the five year period, 1,730 Hispanic and low-income students will directly benefit from the project activities, including 530 newly-enrolled students and 1,200 continuing students.

WHEREAS, for 5 years, the District will:

- Arrange for minority teachers to serve as guest presenters at *Teacher Career Days* on the PCCC campus;
- Serve as a service learning site for 200-level teacher preparation students (40-50 hours);
- Assign a representative to serve on the Title V Advisory Council; and
- Assist in program evaluation.

THEREFORE, BE IT RESOLVED, the Paterson Board of Education approves that the District enter in a five year Partnership Agreement with Passaic County Community College at no cost to the District.

Resolution No. 2

WHEREAS, the Paterson Public School District is required by P.L.2007. c.260 and N.J.A.C.6A:13A to offer a preschool program to eligible three- and four-year-old children:

WHEREAS, the Supreme Court ordered the implementation of a full-day, full-year preschool services beginning in September 1999 for resident three-and four-year-old children in districts formerly known as Abbott. The Paterson Early Childhood Preschool Program serves approximately 3,600 children at a ratio of 2 adults and 15 children for six hours and fifty-five minutes of instruction. The collaborative consists of 23 Community Providers and 14 in-district sites: School #9, School #15, School #16, School #21, School #24, School #25, School #26, School #27, School #28, Dale Avenue School, Early Learning Center, Rev. Dr. Martin Luther King Jr. School, Dr. Hani Awadallah School, and Edward W. Kilpatrick School:

WHEREAS, The purpose of the plan is to provide a comprehensive description of how the school district will implement each component of a high-quality preschool plan for three and four year old children for the school years 2020-2021 through 2021-2022, as detailed in New Jersey Administrative Code (N.J.A.C.6A:13A and in the Preschool Program Implementation Guidelines;

WHEREAS, The Department of Early Childhood Education's (DECE) goal number 1: the DECE will work to maintain and promote high standards of achievement for all students and DECE goal number 2: will promote accessibility to research and resources to assure quality professional development that is on-going and systematic for all and is aligned to the District's Strategic Plan Goal Area number 1: Teaching and Learning, Goal Area number 3: Communications & Connections, & Goal Area number 4: Social/Emotional Learning:

WHEREAS, the District must submit the Annual Preschool Operational Plan Update:

THEREFORE BE IT RESOLVED that the Board of Education approve the submission of the Annual Preschool Operational Plan Update for 2021-2022 School Year.

Resolution No. 3

WHEREAS, Strategic Plan, Facilities Goal Area #2: To enhance and maximize learning opportunities provided by first class facilities and technological improvements that prepare students for 21' century learning; and

WHEREAS., Paterson Public Schools Department of Early Childhood Education is required to maintain, service and provide supplies for the Automated External Defibrillator machines (AED) at all State Mandated Preschool Provider Centers; and

WHEREAS, all preschool provider locations have received a (AED) machine in each building in accordance to Janet's Law C.18.A:40-41A thus, there is a need for the upkeep and maintenance of the AED equipment; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approve the contract with School Health Corporation for AED machine maintenance services for all State Mandated Preschool Provider Centers for a period of one year beginning January 1, 2021 until December 31, 2021. Not to exceed \$6,785.00.

Resolution No. 4

WHEREAS, the Paterson Public School District; Paterson-A Promising Tomorrow Strategic Plan Goal 1: Effective academic programs are aligned with the New Jersey Student Learning Standards for Science, and

WHEREAS, Students 2 Science, Inc. has offered to provide virtual lab workshops to middle and high school students to explore and deepen their awareness of STEM careers, in accordance with the New Jersey Student Learning Standards for Science and New Jersey Career Ready Practices, and

WHEREAS, the proposed workshops are aligned to the pacing and students learning objectives determined by the New Jersey Department of Education's New Jersey Student Learning Standards for Science.

WHEREAS, the Paterson Public Schools Board of Education approves the donation (16) sessions of services from Students 2 Science, and

WHEREAS, the district will be responsible for the cost of (16) sessions at \$625.00 per session, for the instructional materials that support New Jersey Student Learning Standards for Science (NJSL-S) and the district curriculum at an amount not to exceed \$10,000.00 for implementation in the Paterson Public Schools.

Resolution No. 5

WHEREAS, the District's priority is effective academic programs under the 2019-2024 Strategic Plan. The Department of Special Education has aligned programs to meet this priority. The placement of this student will achieve this priority through implementation of his/her IEP; and

WHEREAS, the Department of Special Education has aligned its education goals and efforts to accomplish and promote high standards of academic achievement for all students; and

WHEREAS, the District is required under N.J.A.C. 6A:14 to ensure that the services and placement needed by each student with a disability in order to receive a free, appropriate public education are based on the student's unique needs; and

WHEREAS, the State District Superintendent has determined that the District is in need of instructional services for a student in accordance with the student's Individualized Education Program; and

WHEREAS, Passaic County Technical Institute represents that it is fully qualified to provide the services hereunder and has and will maintain all required licenses, approvals and certifications;

NOW, THEREFORE, BE IT RESOLVED, that the District approve agreements to provide tuition reimbursement to Passaic County Technical Institute for a total cost not to exceed \$58,944.70 during the 2020-2021 school year.

September 1, 2020 — June 30, 2021 (RSY 10 mos.) — Interpreter Services Only

K.B. 2061200	\$3,424.75 x 10 mos. = \$34,247.50
G.N.P. 5212708	\$1,712.38 x 10 mos. = \$17,123.80

Resolution No. 6

WHEREAS, increasing student achievement through effective academic programs is Goal 1 of Priority 1 of the Strategic Plan for Paterson Public Schools and creating and sustaining partnerships with community organizations, agencies, and institutions is Goal 3 of Priority 3; and,

WHEREAS, the Paterson Public School District P>TECH@PANTHER/Academy of Earth and Space Science seek to continue a partnership with the Girl Scouts of Northern New Jersey for 20 weeks. The program is designed to expose students to various career opportunities in the STEM field, strengthen and discover STEM-related concepts, especially Coding and Cybersecurity and build young ladies' courage, confidence, and character to make the world a better place.

WHEREAS, the partnership between Paterson Public Schools and the Girl Scouts of Northern New Jersey will occur remotely one day a week from 1:30 pm to 3:00 pm and open to female students in Grades 9-12.

THEREFORE BE IT RESOLVED, that the Paterson Board of Education approve the Paterson Public Schools partnership with the Girl Scouts of Northern New Jersey. The program will take place remotely one day a week from 1:30 pm – 3:00 pm. The program is designed to expose students to various career opportunities in the STEM field, strengthen and discover STEM-related concepts, especially Coding and Cybersecurity and build young ladies' courage, confidence, and character to make the world a better place. The program will begin in January 2021 and end in June 2021, at no cost to the district.

Resolution No. 7

WHEREAS, the Paterson Public School District is committed to providing additional academic opportunities to all students for college and career readiness, lifelong learning, and extra-curricular experiences to students to create necessary connections with strategic planning and core subject areas; and

WHEREAS the District's Strategic Plan's Goal 1 is; To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning and to empower educators to integrate the arts in all areas of learning. Goal 3: To establish viable partnerships with community Organizations, Agencies, and institutions. Goal 4: Create a culture that recognizes the need to educate the whole child by meeting their social, emotional, academic, and physical needs; and

WHEREAS, the vision for the Renaissance One School of Humanities partnership with the Metropolitan Opera Guild Virtue! Residency Program Repertoire Exploration is to assist educators in building the knowledge and skills to incorporate the elements of opera: libretto writing, music composition, staging, acting singing, literary analysts, and critical response into ongoing instruction through synchronous and asynchronous virtual lessons led by a Guild Artist and provides students with opportunities to create, present, and appreciate opera

WHEREAS, the Metropolitan Opera Guild teaching artists will collaborate with classroom teachers in Renaissance One School of Humanities and will use district curriculum for Grades 3-5 to provide integrated instruction with explicit connections to curriculum standards and address specific skills aligned with the New Jersey Student Learning Standards and the Paterson Public School District; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves the participation in this program for a duration of 5 Workshops- beginning January 2021-and Ending-May 2021. AT NO COST TO THE DISTRICT.

Resolution No. 8

WHEREAS, the Brighter Futures Strategic Plan Priority 1: Effective Academic Programs, has a focus on increasing the graduation rate of students and their college preparedness, and;

WHEREAS, in 2020 the United Way of Passaic County (UWPC) was awarded a Rising Cities grant from the National College Access Network, to support the expansion of the agency's FAFSA preparation services, and;

WHEREAS, the goal of the Rising Cities grant is to help cities launch a FAFSA Challenge grant that will increase college access in the City of Paterson by increasing FAFSA completion rate in the city by a minimum of 10%, and;

WHEREAS, the Paterson Public School District will be part of the UWPC FAFSA Challenge team and will work collaboratively to create a 2020/2021 Challenge plan which will contain 2020/2021 and 2020/2021 high school seniors' statistics and information.

THEREFORE BE IT RESOLVED, the Board of Education approves that the district be part of UWPC FAFSA Challenge and provides senior students' statistical information as needed.

Resolution No. 9

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

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NJSA 18A: 18A-4.5, using the request for proposal (RFP) document was solicited for RFP-477-21, Digital Learning Professional Services for the 2020-2021 school year(s). Twenty-three (23) potential vendors were mailed/e-mailed RFP specifications, the list of which can be reviewed in the Purchasing Department, out of which one (1) vendor(s) responded and proposal is on file in the Purchasing Department; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on October 13, 2020. Sealed proposal was opened and read aloud on November 10, 2020 at 11:00 am in the Conference Room, 4th floor, 90 Delaware Avenue, Paterson, NJ 07503 by the Purchasing Department, and

WHEREAS, this award is in line with—the 5 Year Strategic Plan 2019-2024, Goal Area #1: Teaching & Learning, and

WHEREAS, based on the recommendation of the Evaluation Committee Members, it is recommended that this contract be awarded for RFP-477-21, Digital Learning Professional Services to Eduscape Partners. Inc., 28 West Grand Avenue, Suite 5, Montvale, NJ 07645, based on 18A:18A-4.5; and;

NOW THEREFORE, BE IT RESOLVED that the District Superintendent supports the above-mentioned recommendation that Eduscape Partners, Inc., be awarded a contract for RFP-477-21, Digital Learning Professional Services, for the 2020-2021 school year(s), at a cost not to exceed \$175,000.00.

Resolution No. 10

WHEREAS, the District Strategic Plan, Paterson- A Promising Tomorrow's Goal 4: Build the capacity of all stakeholders to address the social and emotional needs of the students and staff through professional development, instruction and support services;

WHEREAS, according to the CDC, "the coronavirus disease 2019 (COVID-19) pandemic may be stressful for people. Fear and anxiety about a new disease and what could happen can be overwhelming and cause strong emotions in adults and children. Mental Health is an important part of overall health and wellbeing. It affects how we think, feel, and act. It may also affect how we handle stress, relate to others, and make choices during an emergency."

WHEREAS, the district will be conducting a mental health series as a mechanism to aid with the current COVID-19 pandemic stressors for the district wide community (inclusive of but not limited to Administrators, Principals, Directors, Supervisor, Teachers, IA's, clerical assistants and parents/stake holders);

WHEREAS, the District solicited quotes from various social emotional learning providers and Dr. Jason Coleman's proposal has been deemed the most advantageous to the District price and other factors considered;

WHEREAS, Dr. Jason Coleman will be conducting workshops focused on building coping strategies and resiliency. Participants will be provided with activity packets containing psychoeducational materials and suggestions of methods to implement coping activities.

WHEREAS, the series of 15 workshops will be divided into 3 modules and foci: Parent Training Modules with a focus on current environment: impact on families, Administrator Training Modules with a focus on emotional functioning, coping, stress and Staff Training Modules with a focus on Emotional Functioning & Stress; and

WHEREAS, the series of 15 workshops will occur from January 2021- May 2021 as follows:

January 2021	March 2021	May 2021
-1 Workshop for Administrators/Central Offices/Clerical Assistants	-1 Workshop for Administrators/Central Office/Clerical Assistants	-1 Workshop for Administrators/Central Office/Clerical Assistants
-1 workshop for Principals/Vice Principals	-1 workshop for Principals/Vice Principals	-1 workshop for Principals/Vice Principals
-2 workshops for Teachers/Personal Assistants/Instructional Assistants	-2 workshops for Teachers/Personal Assistants/Instructional Assistants	-2 workshops for Teachers/Personal Assistants/Instructional Assistants
-1 workshop for the Community	-1 workshop for the Community	-1 workshop for the Community
Total Workshops: 5	Total Workshops: 5	Total Workshops: 5

THEREFORE, BE IT RESOLVED, that the Board of Education approve Dr. Jason Coleman's services for a cost of \$1,100 per workshop for a total cost of \$16,500.

Resolution No. 11

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
*Tyeshia Hilbert	Initiative for Race Research and Justice (RRJ) Racial Justice in Education and Society	December 5, 2020	\$125.00 (registration)
Vice Principal/DFN	Virtual		
*Eileen F. Shafer	Initiative for Race Research and Justice (RRJ) Racial Justice in Education and Society	December 5, 2020	\$125.00 (registration)
Superintendent of Schools	Virtual		
*Cicely Warren	Initiative for Race Research and Justice (RRJ) Racial Justice in Education and Society	December 5, 2020	\$125.00 (registration)
Assistant Superintendent	Virtual		
*Rebecca Cecala	Blue Ribbon School of Excellence Conference	December 10-11, 2020	\$199.00 (registration)
Principal/School 7	Virtual		
*Diana Gerges	Blue Ribbon School of Excellence Conference	December 10-11, 2020	\$199.00 (registration)
Teacher/School 7	Virtual		
*Gina Johnson	Harvard Medical School – “Diversity in Mental Health”	December 11-12, 2020	\$350.00 (registration)
Student Assistance Counselor/ Schools 10, 12 and 18	Virtual		

*Leonard Miller	Harvard Medical School – “Diversity in Mental Health”	December 11-12, 2020	\$350.00 (registration)
Student Assistance Counselor/ Schools 26, SFLS & DBTA	Virtual		
Ayoka Clifford	Harvard Medical School – “Diversity in Mental Health”	January 29 & 30, 2021	\$350.00 (registration)
Student Assistance Counselor/ YMLA & RPHS	Virtual		
Gina Johnson	Harvard Medical School – “Diversity in Mental Health”	January 29-30, 2021	\$350.00 (registration)
Student Assistance Counselor/ Schools 10, 12 & 18	Virtual		
Leonard Miller	Harvard Medical School – “Diversity in Mental Health”	January 29-30, 2021	\$350.00 (registration)
Student Assistance Counselor/ Schools 26, SFLS & DBTA	Virtual		
Laurel Olson	Harvard Medical School – “Treating the Addictions”	March 5-6, 2021	\$350.00 (registration)
Supervisor/Student Assistance Programs	Virtual		

***FOR RATIFICATION**

Total Number of Conferences: 11

Total Cost: \$2,873.00

Resolution No. 12

WHEREAS, the Board of Education and the State District Superintendent support N.J.S.A 18A:37- et. Seq. by prohibiting acts of harassment, intimidation, or bullying of our students grades Pre-K thru 12. A safe and caring environment in school is necessary for pupils to learn and achieve high academic standards, and

WHEREAS, Harassment, Intimidation, or Bullying (HIB) means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents, and

WHEREAS, the law requires a thorough and complete investigation to be conducted for each report of an alleged incident of harassment, intimidation, or bullying, and

WHEREAS, the chief school administrator shall report the results of each investigation to the board of education no later than the date of the regularly scheduled board of education meeting following the completion of the investigation, and

WHEREAS, the chief school administrator's report also shall include information on any consequences imposed under the student code of conduct, intervention services provided, counseling ordered, training established or other action taken or recommended by the chief school administrator, and

WHEREAS, at the regularly scheduled board of education meeting following its receipt of the report or following a hearing in executive session, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision,

NOW THEREFORE, BE IT RESOLVED, that the Board of Education has reviewed the HIB investigations for the months of October 2020 in which there were a total of 6 investigations reported; 2 being confirmed bullying incidents requiring consequences, and

BE IT FURTHER RESOLVED, that the Board of Education affirms the chief school administrator's decision in accordance with the law.

Resolution No. 13

BE IT RESOLVED, that the list of bills and claims dated December 16, 2020, beginning with direct deposit starting with 825 and ending with 838, and check number 224874 and ending with check number 225041, and wire in the amount of \$5,260,149.30, for a total of \$13,904,161.74; and

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

Resolution No. 14

WHEREAS, the School Business Administrator, pursuant to 18A:22-8.1, has prepared and presented for approval the monthly transfer report 1701, for the month of October 2020, and

WHEREAS, the New Jersey Administrative Code 6A:23A-13.3 requires the Board Secretary and the Board of Education to certify that no budgetary line item account has been over-expended and that sufficient funds are available to meet the District's financial obligations, all transfers were fully executed consistent with code and policy prior to obligating funds.

NOW THEREFORE BE IT RESOLVED, that the Board of Education approves transfer of funds within the 2020-2021 school year budget, for the month of October 2020, so that no budgetary line item account has been over-expended and that sufficient funds are available to meet the district's financial obligations, as requested by various budget managers, and as identified in the list of transfers attached hereto and shall be made part of the minutes. Furthermore, the transfers were approved by the Department of Education.

Resolution No. 15

WHEREAS, the School Business Administrator, pursuant to 18A:17-9, has prepared and presented the Board Secretary Report, A-148, for the month of October 2020, and

WHEREAS, the School Board Administrator certifies, pursuant to N.J.A.C. 6A-23A-16.10(c)(3), that no line item or program category account has been over expended,

and that sufficient funds are available to meet the district's financial obligation for the remainder of the fiscal year, and

WHEREAS, the Board Secretary's Report is in agreement with the Treasurer's Report, A-149, and

WHEREAS, the Board Secretary's Report is subject to adjustments following annual audit and Department of Education directions regarding Fund 15's School Based Budgets, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt and certifies the Board Secretary Report for October 2020 pursuant to N.J.A.C. 6A-23A-16.10(c)(4), acknowledging no line items or program category account has been over expended and that sufficient funds are available to meet the district's financial obligation for the remainder of the fiscal year, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Board Secretary's Report for the fiscal period ending October 2020, as part of the minutes of this meeting and note the public discussion of same for the minutes; and, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with Treasurer's Report, and,

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

Resolution No. 16

WHEREAS, the Treasurer of School Monies, pursuant to 18A:17-36, has prepared and presented the Treasurer's Report, A-149, for the month of October 2020, and

NOW, THEREFORE, BE IT RESOLVED, the Paterson Public Schools acknowledges receipt of the Treasurer's Report for October 2020 and acknowledges agreement with the October 2020 Board Secretary's Report, and

BE IT FURTHER RESOLVED, that the Paterson Public Schools hereby incorporates the Treasurer's Report for the fiscal period ending October 2020, as part of the minutes of this meeting and note the public discussion of same for the minutes; and, that the School Business Administrator be directed to forward to the County Superintendent the minutes together with Treasurer's Report, and

BE IT FURTHER RESOLVED, that this resolution shall take effect upon its adoption.

Resolution No. 17

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 11/13/2020 for in the grand sum of \$12,089,752.96, beginning with check number 1012693 and ending with check number 1012722, and direct deposit number D003256436 and ending with D003260346.

WHEREAS, the Paterson Public School approves payment for the gross payroll checks and direct deposits dated 11/30/2020 for in the grand sum of \$12,240,516.62, beginning with check number 1012723 and ending with check number 1012753, and direct deposit number D003260347 and ending with D003264301.

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

Resolution No. 18

WHEREAS, To create a student-centered environment to prepare students for career, college readiness and lifelong learning.

WHEREAS, The Paterson Public School District wishes to recognize eight (8) high school seniors for the 2020 cohort who are pursuing science related majors and disburse \$1,250.00 checks (\$10,000) from the 2019-2020 scholarship bank funds.

WHEREAS, the recipients chosen, have decided to major in the field of science, and the 2020 Independent Chemical Corporation scholarship recipients are:

- Batoul Ajouz - JFK-STEM
- Nyrobi Dixon - EHS-GOPA
- Jessica Gil - JFK-STEM
- Jarlin Hernandez - HARP Academy
- Shubon Huan - JFK-STEM
- Samiya Lija - JFK-SET
- Iamni Maggette – HARP Academy
- William Rosario - Rosa Parks

WHEREAS, in recognition of their accomplishments and to encourage them to continue pursuing academic excellence, if the above named individuals provide proof of enrollment and registration at a college or university, they will be awarded a \$1,250.00 scholarship check payable to the individual listed above. Ms. Ajouz is attending Montclair State University, Ms. Dixon is attending Fairleigh Dickinson University, Ms. Gil is attending Ramapo College of New Jersey, Ms. Hernandez is attending Seton Hall University, Mr. Husan is attending Rutgers University, Ms. Lija is attending William Paterson University, Ms. Maggette is attending Felician University and Mr. Rosario is attending William Paterson University and;

THEREFORE, BE IT RESOLVED, the Board of Education approves disbursement of the approved eight (8) scholarship \$1,250.00 checks (\$10,000.00) from the Paterson Public Schools Scholarship Bank Account.

Resolution No. 19

WHEREAS, approving the Vertiv Corporation service contract Whereas Paterson Public Schools "Paterson - A Promising Tomorrow Strategic Plan" Goal Area One Teaching & Learning is to create a student-centered learning environment to prepare students for career, college readiness and lifelong learning; and Goal One: Objective 5 is to increase educators' capacity to utilize technological resources and strategies to prepare students to become future-ready leaders;

WHEREAS, pursuant to 18A:18A-5a(19) the District is allowed to procure goods and/or services for the "*support and maintenance of proprietary computer software and hardware*" by resolution at a public meeting without public advertising for bids and bidding; and

WHEREAS, the Department of Technology has determined the need to procure annual maintenance service for the Liebert Uninterruptible Power Systems (UPS) and Standard Air Conditioning System to protect the District Mission Critical Servers and associated equipment located in the Network Operation Center. This operation supports the District Business, Educational System as well as email, Internet and all technology-based equipment, and

WHEREAS, the Vertiv Corporation, maintenance agreement will allow the Technology Department access to the following services: A/C Comprehensive Full Service (APL), UPS essential service including guaranteed 4-hour response 24 hours/day, 7 days/week, emergency service, labor and travel, parts and preventive maintenance, corrective maintenance; and

WHEREAS, the procurement of the Vertiv Corporation maintenance agreement constitutes proprietary hardware applicable to Technology Department operations, which includes maintenance of the following hardware: Uninterruptible Power Systems/Stationary Battery Systems (to maintain power in the event of an electrical power failure) and Air Conditioning System (which maintains constant temperature in the Network Operating Center preventing overheating); and

WHEREAS, Vertiv Corporation has been the only sales and service representative for Liebert and the maintenance agreement is \$40,095.00,

THEREFORE BE IT RESOLVED, that Paterson Public Schools approves this resolution for Vertiv Corporation service so they may meet the needs of the district by providing the necessary Maintenance Agreement to the Department of Technology for the 2020-21 school year in the amount of not to exceed \$40,095.00.

This resolution shall take effect with the approval signature of the Superintendent.

Resolution No. 20

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

WHEREAS, the Director of Family & Community Engagement determined that the district has a need for Translation Services, PPS 198-21 for the 2020-2021 school year(s) and provided the specifications for this formal public bid process; and

WHEREAS, twenty (20) vendors were mailed/e-mailed bid specifications (the list is available for review in the Purchasing Department), which three (3) responded to the district's solicitation; and

WHEREAS, this solicitation was made by advertised public notice appearing in The Record and The Herald News on December 4, 2020. Sealed bids were opened and read aloud on December 15, 2020 at 11:00 am via Zoom - Live streamed online; and

WHEREAS, as per the attached bid summary, the Department of Family & Community Engagement along with the Department of Purchasing recommend that the bid for Translation Service, PPS 198-21 be awarded to the lowest responsive and responsible bidder(s) for the 2020-2021 school year(s) to the following vendor(s):

Daniel Shamebo Sabore dba: Languages Translation Services 34726 31 CT SW Federal Way, WA 98023 (PPrimary)	Indus Translation Services 7 Lincoln Highway, Suite #227 Edison, NJ 08820 (Secondary)
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WHEREAS, the awarding of this contract is in line with Paterson - A Promising Tomorrow Strategic Plan 2019-2024, Goal Area #1, Teaching & Learning; To create a student-centered learning environment to prepare students for career, college readiness and lifelong learning, now

NOW THEREFORE, BE IT RESOLVED that the District Superintendent supports the above mentioned recommendation that Daniel Shamebo Sabore dba: Languages Translation Services, be awarded a contract, as the primary vendor and Indus Translation Services, as the secondary vendor, as needed for Translation Services, PPS 198-21 for the 2020-2021 school year(s) not to exceed \$50,000.00.

Resolution No. 21

WHEREAS, The Great Falls Academy (GFA) program has officially been renamed the Alonzo "Tambua" Moody Academy (ATM) by the Paterson Board of Education during the 2019-2020 school year. This action was taken to recognize and honor the extensive community work of Mr. Alonzo "Tambua" Moody for over 50 plus years in the city of Paterson.

WHEREAS, Mr. Alonzo Moody is credited with being one of the pioneers and founding fathers of the Great Falls Academy currently known as the Alonzo "Tambua" Moody Academy. It is with this in mind that the Paterson Public School District will enter into an agreement with the Halls That Inspire Inc. (HTI) to serve as the company that will execute and complete the art work package that will beautify the school in preparation for the official school naming ceremony as well as create the optimal learning environment for the students who attend ATM Academy.

WHEREAS, 18A:18A-5(1) allows the Board of Education to negotiate and award a professional service contract by resolution at a public meeting if the provision or performance of goods or services are original and creative in character in a recognized field of artistic endeavor; and

WHEREAS, The staff and students of ATM Academy will have the opportunity to enter a building that has been strategically designed with artistic concepts that permeate positive messaging throughout the school day. It is imperative that all members of the community feel a sense of overwhelming positivity as they peruse the hallways of our community school. It is with great pride that current as well as future students and staff members acknowledge the work and legacy of Mr. Alonzo "Tambua" Moody as they attempt to emulate the mantra of creating a world better than the one that we all inherited. This is the prevailing concept of our school that is geared toward restorative practices and the overarching concepts of social justice.

THEREFORE BE IT RESOLVED, The Paterson Board of Education approves to support the contract between Halls That Inspire Inc. and the Alonzo "Tambua" Moody Academy in order to design create and implement the art work package to beautify the inside of the Alonzo "Tambua" Moody Academy. The total contract for this inside package cost \$8500.00.

Resolution No. 22

WHEREAS, The Superintendent recommends the appointment, salary adjustments, transfers, supports the Paterson: A Promising Tomorrow Strategic Plan 2019-2024 which amongst its strategies goals is Priority I- Effective Academic Programs-Goal 1 - Increase Student Achievement; and

WHEREAS, The Board of the Paterson Public School District has reviewed the recommendation of the Superintendent; and

WHEREAS, The Board of the Paterson Board of Education communicated expectations that such recommendations are made on a timely basis and include the proposed appointment, transfer, personnel in compliance with the contractual and/or statutory requirements.

NOW THEREFORE BE IT RESOLVED, The Board of the Paterson Board of Education accepts the personnel recommendations of the Superintendent adopted in the December 16, 2020 Board Meeting.

PERSONNEL

F.1 Motion to take action on personnel matters, as listed below; and appoint and submit to the County Superintendent applications for emergent hiring and the applicant's attestation that he/she has not been convicted of any disqualifying crime pursuant to the provisions of N.J.S.A. 18A:6-7.1 et. Seq., N.J.S.A. 18A:39-17 et. seq., or N.J.S.A. 18A:6-4.13 et. seq. for those employees listed below:

(All appointments are contingent upon receipt of proper teaching certification and all salary placements are pending receipt of college transcripts verifying degree status and letter stating years of service in other districts).

A. POSITION CONTROL ABOLISH/CREATE

Action to move **PC# 2448** from BTMF to ACT and reclassify to Teacher Special Ed BD.

Action is requested to reclassify **PC# 1611** from Lead Monitor to Cafeteria Monitor at Don Bosco Academy.

Action to reclassify **PC# 1065** from Technology Integration Program Supervisor to Director of Technology and Integration and appoint **Tammy Williams** effective January 1, 2021.

B. SUSPENSIONS- N/A

C.RESIGNATION/ RETIREMENT

D. TERMINATIONS

E. NON-RENEWAL

F. LEAVES OF ABSENCE

G. APPOINTMENT

Last Name	First Name	School/Location	Title	Salary	Reason
Abdeliaziz	Eyad	JFK Complex	Head Coach - Wrestling	\$9,087	filling vacancy
Aftys	Ichraf	School # 5	Cafeteria Monitor	\$11/hr	filling vacancy
Alexander	Iyana	Napier Academy	Instructional Aide Special Ed/LLD	\$32,033	filling vacancy
Aviles	Maxine	School #18	IA Sped/LLD	\$31,133	filling vacancy
Branagh	Michael	JFK Complex	2nd Assistant Basketball Coach	\$5,746	filling vacancy
Brandt	Jason	JFK Complex	1st Assistant Coach - Wrestling	\$6,239	filling vacancy
Burgees	Marquette	JFK Complex	Head Coach - Girls Basketball	\$10,402	filling vacancy
Castillo	Georgina	YMA	Custodial Worker Chief A	41585 + \$700 = \$42,285	filling vacancy
Cavallo	Matthew	School# 1/School# 26	Teacher Music	\$ 58, 105.00	filling vacancy
Cheatom	Lashawn	JFK Complex	1st Assistant Coach	\$2,956	filling vacancy
Collins	Carzell	JFK Complex	Frosh Assistant Coach - Boys Basketall	\$5,746	filling vacancy
Cordero	Shantel	Norman S Weir	Teacher Guidance Counselor	\$57,605	filling vacancy
Davila	Luis	School #13/YMLA	Teacher Phys Ed/Heatlth	\$56,605.00	filling vacancy
Dove	Kadeer	School # 16	Teacher Grade 5-6 Science	\$57,605	filling vacancy
Dupiche	David	JFK Complex	1st Assistant Coach - Indoor	\$5,638	filling vacancy
Fortuna	Stephanie	School #18	Teacher Gr. 7-8 Lang Arts	\$57,605	filling vacancy
Galizia	Ralph	JFK Complex	Strength and Conditioning	\$2,633	filling vacancy
Gandhi	Rekha	School # 27	Preschool Teacher	\$56,605	filling vacancy
Hernandez	Abryanna	School #9	Teacher Special Ed. Resource	\$56,605.00	filling vacancy
Johnson	Latonya	JFK Complex	2nd Assistant Basketball Coach - Girls Basketball	\$5,746	filling vacancy
Latini	Kim	School# 26	Teacher Grade 2	\$58,105	filling vacancy
Martindale	Tiffany	Special Services Department	PT Secretary	\$17/HR	filling vacancy
Martinez	Joy	JFK Complex	Head Coach - Indoor Track	\$7,829	filling vacancy
McCollum	Andre	EHS CAHTS	Teacher Sped. Resource	\$56,605	filling vacancy
McDonald	Maurice	ATM Academy	IA Alternate Education	\$31,133	filling vacancy
McKenzie	Moses	School# 20	Interim Principal	\$750 per month	filling vacancy

				stipend	
Mojica	Andrew	Superintendent's Office	Interim Confidential Secretary	\$42,000.00	filling vacancy
Moore	Darnell	School #13	Teacher Phys Ed/Health	\$56,605.00	filling vacancy
Morris	Ann	JFK Complex	Athletic Treasurer	\$3,914	filling vacancy
Nkundikije	Sylvie	School# 26	Teacher Special Ed. Resource	\$59,105.00	filling vacancy
Owens	Shanieya	EHS Op	School Secretary	\$31,226	filling vacancy
Patterson	Tommie	JFK Complex	Head Coach - Boys Basketball	\$10,402	filling vacancy
Pierce	Clarence	JFK Complex	1st Assistant Basketball Coach - Girls Basketball	\$6,949	filling vacancy
Pinkett	Travell	JFK Complex	Head Coach - Cheerleading	\$3,914.50	filling vacancy
Punjabi	Pooja	School # 5	Teacher Kindergarten	\$57,105	filling vacancy
Rodriguez	Manuel	JFK Complex	Head Coach - Bowling	\$5,912	filling vacancy
Rosen	Blake	JFK Complex	Assistant Coach - Indoor	\$5,638	filling vacancy
Santos	Addys	Roberto Clemente	Teacher Gr. 5 Bilingual	\$57,105	filling vacancy
Semeniuck	Nicholas	JFK Complex	Athletic Team Trainer	\$3,995.00	filling vacancy
Simmons	Charlene	JFK-BTMF	Teacher Biology	\$69,105.00	filling vacancy
Smart	Jerome	JFK Complex	1st Assistant Basketball Coach	\$6,458	filling vacancy
Somoza	Peter	School# 20	Interim Vice Principal	\$500 per month stipend	filling vacancy
Vargas	Marisol	Panther	Teacher World Language	\$57,105.00	filling vacancy
Walker	Randy	JFK Complex	Frosh Assistant Coach - Girls Basketball	\$5,746	filling vacancy
Williams	Tammy	Accountability Office	Director of Technology and Integration	\$129,528 + longevity	new appointment
Yildiz	Hilal	School # 15	Teacher Guidance Counselor	\$57,105	filling vacancy

H. TRANSFERS

Last Name	First Name	School/Location	Title	Salary	Reason
Mott	Sharonda	School# 2	Lead Cafeteria Monitor	no change	transfer
Small	Devere	JFK-ACT	Teacher ESL	no change	transfer
Spallino	April	School # 25	Teacher Grade 7 Math	no change	transfer

I. RECALL FROM RIF

J. LEAVE REPLACEMENT

Last Name	First Name	School/Location	Title	Salary	Reason
Flood	Bernadette	School #13	Teacher Gr. 3 - Leave Replacement	\$56,605.00	leave replacement

K. DISTRICT/SCHOOL PROGRAM HIRING - N/A

NAME	POSITION	LOCATION	DISCUSSION
Shenita Davis Renee McMillan Winston Persad Paul VanderWende Subs: Ayanna DeFreese Denise Hanna (Abdelmalek) Daoud Hussein Daisy Fabian Laura Centeno Ralph Gioia	Staff Members	Academic Services	<p>To Hire: Four (4) Site Administrators and Alternate/Substitutes for 2020-2021 Virtual Credit Recovery and HS Programs. Program will run from 11/23/2020 – 6/30/2021. Hours per week per administrator and/or substitutes will be predicated on student enrollment, credit recovery needs, required reports, and scheduled PD sessions or meetings. If/when needed to facilitate credit completion toward graduation, hours may be shared by the Site Admin & Substitute, however, total hours will not exceed the allocated TOTAL of 720 hours over the course of the program.</p> <p>720 total hours at \$40/HR Dates: 11/23/2020 – 6/30/2021 Rate of pay: \$40/HR Not to Exceed: \$28,800.00 Funding Source: 11.421.240.103.650.053.0000.000</p>
Roman, Kenneth Sub: Davis, Shenita	Staff Members	Academic Services	<p>To Hire: One (1) District Technology/Data Coordinator and Alternate/Substitute for 2020-2021 Virtual Credit Recovery and HS Programs. Program will run from 11/23/2020 – 6/30/2021, on a M-F schedule & Sat, if warranted. Hrs/wk per Coordinator/Sub will be predicated on student enrollment & CR needs, which will include maintenance/input of Edgenuity CR & HS program data, site monitoring & tech support, meetings/PD Sessions, completions of reports pertaining to students' online CR course & HS progress, graduation progress reporting, and/or other required reporting. Hrs may be shared w/ Subs if needed, but total hours will not exceed the allocated 120 hours over course of the program.</p> <p>360 Total Hours at \$40/HR Dates: 11/23/2020 – 6/30/2021 Rate of pay: \$40/HR</p>

			Not to Exceed: \$14,400.00 Funding Source: 11.421.240.100.650.053.0000.000
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K. DISTRICT/SCHOOL PROGRAM HIRING - N/A (CONT.)

NAME	POSITION	LOCATION	DISCUSSION
Fernandez, Rocio	Staff Member	PACE	To Hire: One (1) Part-time Adult High School Evening Program Teacher for 3hrs/day, 2days/week, at \$35/hr (hrs & days will vary) according to the guidelines and procedures of the Adult High School for 2020-2021 continuation of program approximately 30 weeks. Dates: 10/05/2020 – 6/30/2021. Rate of pay: \$35/HR Not to Exceed: \$6,700.00 Funding Source: 13.602.100.101.410.053.000.0000.000
Walton, Alicia	Staff Member	PACE	To Hire: One (1) Part-time Data Entry Specialist from 11/01/2020 – 6/30/2021, at \$55 per hr. (days and hrs will vary) according to the grant guidelines and procedure for the 2020-2021 continuation of the Paterson Adult and Continuing Education programs. Dates: 11/01/2020 – 6/30/2021 Rate of pay: \$55/HR Not to Exceed: \$5,157.00 Funding Source: 20.261.200.110.410.053.000.0000.0001

L. STIPENDS

Last Name	First Name	School/Location	Title	Salary	Reason
Conley	Dwuane	EHS	School Secretary	\$4,000	stipend for athletic Dept until Hill started
Ellerbee	Lisa	Special Services Department	covering extra responsibilities and training new hire	\$250/month	12/1-1/31
Hill	Tororris	EHS	Interim Athletic Supervisor	\$500/month	Stipend while Interim
Kopic	Wanda	DBT	Interim Vice Principal	\$500/month	extension of Interim assignment
Taylor	Ryan	Facilities	Interim Sector Supervisor	\$500/month	Interim Stipend

L. STIPENDS (CONT.)

Action is to stipend 1 Lead Teacher for the School 25 Virtual Enrichment Program. The program is scheduled to start in November 2020 and run through June 2021.

1 Lead Teacher x 40.00 an hour x 82 hours = \$3,280.

Lead Teacher – **Hernandez, Anel**

Lead Teacher Substitute – **Grant, Mitchel**

Account# SIA FUND – 20.238.100.101.653.083.1025.000.001

Up to and not to exceed: \$3,280.00

Action to stipend fifteen (15) teachers to participate in the SEL PLC as per the Annual School Plan for the New Comers School Virtual PLC SEL Program. See below.

15 Teachers x 35.00 an hour x 20 hours - \$10,500.00

1. **Belen Barreto**
2. **Nicole Berger**
3. **Juana Borbon**
4. **Jessica Cannataro**
5. **Louis Colli**
6. **Marlon Flores**
7. **Santiago Gamarra**
8. **Jaqueline Gonzalez**
9. **Claudia Guerschanik**
10. **Sandra Hernandez**
11. **Victor Alemany**
12. **Mary Elizabeth Lantigua**
13. **Jeanette Plaza**
14. **Marisel Jose-Pardo**
15. **Luis Palacio**

Account# SIA Fund- 20.238.100.101.653.074.1302.000.0001

Up to and not to exceed: \$10,500.00

Action is to stipend one (1) Lead Teacher to supervise and lead the MLK Hybrid After School Program for 100 hours. The program is scheduled to start in November 2020 and run through June 2021.

Landis, Jaime - Lead

Salvatore Picinich – Lead Substitute

1 Lead Teacher x 40.00 an hour x 100 hours - \$4,000.00

Account# SIA FUND- 20.238.100.101.653.083.1030.000.0001

Up to and not to exceed \$4,000.00

L. STIPENDS / CONT.

To hire four (4) new New Jersey Youth Corps students to receive stipend at \$20/day – flat fee for participating in community service learning activities to the guidelines and procedures of funded programs FY 2020-2021. See below listing for student information. The amount is not to exceed \$3,200.00

Bridges, Jeremiah
Cruz, Jeramiah
Dicks, Ashanda
Garcia, Justin

Account# 20.606.200.110.410.000.0000.002 Not to exceed: \$3,200.00

Action is to stipend a lead teacher to supervise the School 12 Virtual Saturday Program for 52 hours. The program is scheduled to start in October 2020 and run through June 2021.

Lead Teacher – **Boblyn Dobbs**

Substitute - **Jennifer Decker**

1 Lead Teacher x 40.00 an hour x 52 hours - \$2,080.00

Account# SIA Fund- 20.238.100.101.653.083.1012.000.0001

Up to and not to exceed: \$2,080.00

Action is to stipend one (1) lead teacher to supervise, support, and track attendance for the Power Hour Program as it is written in the ASP for Dr. Hani Awadallah to improve student achievement. The program is scheduled to start in November 2020 and run through June 2021.

Lead Teacher – **Robin Malone**

\$40.00 an hour x 100.00 hours x 1 Lead Teacher = \$4,000.00

Account# SIA Fund- 20.238.100.101.653.083.1313.000.0001

Up to and not to exceed: \$4,000.00

Action is to stipend three (3) teachers for the School 12 Virtual Saturday Program for 52 hours. The program is scheduled to start in October 2020 and run through June 2021.

Kara Leslie

Laura Osback

Jasmine Kennedy

3 teachers x 35.00 an hour x 52 hours - \$5,460.00

Account# SIA Fund- 20.238.100.101.653.083.1012.000.0001

Up to and not to exceed: \$5,460.00

L. STIPENDS /CONT.

Action is to stipend eight (8) teachers to teach virtually in the Power Hour Program as it is written in the ASP for Dr. Hani Awadallah to improve student achievement. The program is scheduled to start in November 2020 and run through June 2021.

Baki Baykal- SPED, Rehab Fahmy-ESL, Irene Abbassi, Helene Prevosti,

Jennifer Crocker, Tatiana Taylor, Dalia Ibrahim, Jasmine Kennedy

8 Teachers x 95 hours x \$35.00 an hour = \$26,600.00

Account# SIA FUND- 20.238.100.101.653.083.1313.000.0001

Up to and not to exceed: \$26,600.00

Action is to stipend one (1) Lead Teacher to supervise, support, and track attendance for the ESL Program as it is written in the ASP for DR. Dr. Hani Awadallah to improve

student achievement. The program is scheduled to start in November 2020 and run through June 2021.

Rehab Fahmy – Lead

70 hours x \$40.00 an hour x 1 Lead Teacher = \$2,800.00

Account# SIA Fund- 20.238.100.101.653.083.1313.000.0001

Up to and not to exceed: \$2,800.00

Action is to stipend five (5) teachers to teach virtually in the ESL Program as it is written in the ASP for Dr. Hani Awadallah to improve student achievement. The program is scheduled to start in November 2020 and run through June 2021.

Dalia Ibrahim, Baki Baykal, Irene Abbassi,

Taghreed Hammad, and Tatiana Taylor

5 Teachers x 65 hours x \$35.00 an hour = \$11,375.00

Account# SIA Fund- 20.238.100.101.653.083.1313.000.0001

Up to and not to exceed: \$11,375.00

Action is to stipend six (6) teachers to teach virtually in the STEAM program as it is written in the ASP for Dr. Hani Awadallah to improve student achievement. The program is scheduled to start in November 2020 and run through June 2021.

George Cooper, Helene Prevosti, Jennifer Crocker,

Jasmine Kennedy, Marie Scott, and Andrea Hammond

6 Teachers x 30 hours x \$35.00 an hour = \$6,300.00

Account# SIA Fund- 20.238.100.101.653.083.1313.000.001

Up to and not to exceed: \$6,300.00

L. STIPENDS /CONT.

Action is to stipend one (1) Lead Teacher to supervise, support, and track attendance for the STEAM Program as it is written in the ASP for Dr. Hani Awadallah to improve student achievement. The program is scheduled to start in November 2020 and run through June 2021.

35 hours x \$40.00 an hour x 1 Lead Teacher = \$1,400.00

Christopher Awad – Lead

Account# SIA FUND- 20.238.100.101.653.083.1313.000.001

Up to and not to exceed: \$1,400.00

Staff members who fulfill the PEA Article 22:5-2 and volunteer to teach in the designated at risk area shall be provided with a Superintendent's Educational Grant Program honorarium of \$2,500.00 annually based on 10 months (September through June) of instruction in a Math classroom.

Heather Pearson (School 9)

Helene Prevosti (School 12)

Said honorarium shall be paid no later than the last day of school in June 2020.

2 Teachers x \$2,500.00 = \$5,000.00

For FY 2020/2021

Account# 11.000.223.280.630.000.0000.000

Not to exceed: \$5,000.00

Action to stipend 3 Lead Teachers to research, supervise, and lead the SEL PC as per the stated in the Annual School Plan for the NEW COMERS School Virtual PLC SEL Program.

Lead Teachers: **Gisela Adorno, Carlita Rodriguez, Maria Francisco**

3 Lead Teachers x 40.00 an hour x 50 hours - \$6,000.00

Account# SIA FUND- 20.238.100.101.653.074.1302.000.0001

Up to and not to exceed: \$6,000.00

Action to compensate the below mentors for the 19-20 SY.

Account:	Amount to be paid:	Novice Teacher		Mentor to be Paid:
11.140.100.101.690.110	\$1,000	Villaverde	Manuel	Carmelo Vega
11.130.100.101.690.110	\$550	Cincotta	Angela	Stephanie Mearizo

Action is to stipend 5 teachers for School MLK Hybrid After School Program for 82 hours. The program is scheduled to start in November 2020 and run through June 2021.

Gearin, Linda

Cannon, Monique

Kennedy, Jasmine

Lobosco, Nicole

Cravo, Janet

5 teachers x 35.00 an hours x 82 hours - \$14,350.00

Account# SIA FUND- 20.238.100.101.653.083.1030.000.0001

Up to and not to exceed: \$14,350.00

L. STIPENDS /CONT.

Action to provide a \$400 stipend to applicants who completed the Level I Google Certification to assist in providing Google PD for district staff as needed. This stipend is inclusive of exam costs. Please see list, below.

Last Name	First Name
Sumter	Rhonda
Carrera	Natasha
Quiles	Jennifer
Colli	Louis
Gonzalez	Sandralis
Barrientos	Delia
Reed-Williams	Essence
Ruth	Sheila
Dietz	Rebecca
Lopez	Jose
Cusack	Amanda
Cheski	Irene
Assaf	Sabreen
Lawrence	Trudi-Ann
Narvaez	Claudia

Reyes	Amy
De Dios	Melanie
Kelly	Ryan
Ibrahim	Dalia
Robinson	Myeshia
Williams	Magalys
Ziem	Samantha
Fernandez	Rocio
Joseph	Julie
Manlapid	Enrique
Drozdowski	Amanda
Davis	Rashad
Nelson-Piccott	Latoya
Linter	Dierdre
Leslie	Kara
Gerges	Diana
Jaworowski	Jennifer
Hobbs	Carolyn
Blue-Gaskin	Yolanda
Kochaniec	Kimberly
Pindilli	Carmen
Reilly	Michael

Account# 11.000.223.110.650.053.0000.000 Not to exceed: \$16,000.00

L. STIPENDS /CONT.

Action is requested to stipend **Lisa Ellerbee** for process McKinney Vento Contracts and training new hire. Stipend for \$250 per month is effective December 1, 2020 and will terminate as of January 31, 2021.

Account# 20.250.200.110.655.053.0000.001 Not to exceed: \$500.00

Action is requested to stipend staff to facilitate the YMLA Saturday program. Teachers and Counselors will be paid at rate of \$35.00 per hour for 32 hours – See below list.

Marc Meldey will stipend at rat of \$40.00 per hours for 32 hours.

12 x \$35.00 x 8 sessions x 4 hours = \$13,440

1 x \$40.00 x 8 sessions x 4 hours = \$1,280

Dayna-Marie Zisa	Room #1	Reading/Specialist
Ricardo Walker	Room # 2 -HR 5 th	Sceince/SS 3-5
Krista Bell	Room # 3 – HR 4 th	Language Arts 3-5
Avanti Ghodiwala	Room # 4 – HR 3 rd	Math 3-5
Suzy Rimoh	Room # 5	Spec. Ed./Resource
Solomon Emeghara	Room # 6 – HR 6 th	Math 6-8
Kim Williams-Nutter	Room # 7 -HR 7 th	Lang. Arts 6-8 (SS)
Keith Edghill	Room #8 – HR 8 th	Science 6-8
Jarel Lowery	MPR	Physical Ed
Nancy Lomax	MPR	Art
Mervin Griffiths	Guidance	Guidance 6-8

Ayoka Clifford	Guidance	Guidance 3-5
Marc Medley	Main Office	Principal

One session a month from November – June

Account# 20.250.200.110.655.839.0000.001 Not to exceed: \$14,720.00

Action is requested to stipend staff for development of SEL/Mental Health Teacher Resource Tools Staff at rate of \$35.00 per hour for 100 hours per staff member:

Latoria Scott, Joanna Norton, Shaun Douglas, Quester Hannah, Danelle Perrone, David Suro, Gail Nolton, Melissa Barbi, Danelle Perrone-Nelson, Natalia Frazier-Thompson, and Tiffany Jacobs from December 11, 2020 – June 2021.

Action is requested to stipend staff for development of SEL/Mental Health Teacher Resource Tools Staff at rate of \$40.00 per hour for 100 hours per staff member:

Account# 20.250.200.110.655.839.0000.001 Not to exceed: \$39,000.00

M. AMENDMENTS

To amend **PTF# 21-390** to add **Martha Bendezu** PC # 2599 to teach a 6th period class during her supervisory or preparation period to be paid as per negotiated contract for the School of Government and Public Administration at Eastside Educational Campus effective September 8, 2020 until June 30, 2021.

N. ATTENDANCE INCENTIVES

Process payments for the below list as outlined in the negotiated agreement between the district and the Non-Bargaining contract for Vacation Day Buy-Back program. Payments due on December 23, 2020.

Account# 11.000.291.290.690.050.000.00 Not to exceed: \$6,705.65

Last Name	First Name	Location	Union (PEA, PPA, NONBARG)	Buy-Back Days	Daily Rate	TOTAL TO BE PAID
Fiorillo	Michele	690 Department of HR	NONBARG	5	571.86	2859.3
Mitchell	Jalyn	690 Department of HR	NONBARG	10	187.14	1871.4
Gales Varlack	Stephanie	680 Repairs & Maint.	NONBARG	5	394.99	1974.95
						6705.65

Process payments for the attached list as outlined in the negotiated agreement between the district and the Non-Bargaining contract for the Vacation Day Buy-Back program. Payments due on January 29, 2021.

Last Name	First Name	Location	Union (PEA, PPA, NONBARG)	Buy-Back Days	Daily Rate	TOTAL TO BE PAID
AYALA	RUBEN	643 NETWORK TECH	NONBARG	10	338.99	3389.9

						3389.9
--	--	--	--	--	--	---------------

Account # 11.000.291.290.690.055.000.00 Not to exceed \$ 3389.90

O. SICK/VACATION DAY PAY OUT

Request to process payment for one (1) employee **Eva Razzak PC# 4696** for unused sick days due to retirement effective 11/01/2020.

Per Diem \$263.85

Sick Days 263.85 x 14.50 = **\$3,825.83**

Account# 11.000.291.299.690.058.0000.000 Not to exceed: \$3,825.83

O. SICK/VACATION DAY PAY OUT (CONT.)

Request to process payment for two (2) employees for sick/vacation days due to resignation/retirement/deceased/ RIF. effective 12/1/2020. As per contractual agreement. Please see attached roster

NEW HIRES ON OR AFTER JUNE 8, 2007 WOULD BE HELD TO THE \$15,000.00 CAP FOR SICK DAYS PAYMENTS FOR ALL GROUPS

RETIRE/RESIGN AS OF 12/1/2020

NAME	DOH	TITLE	LOCATION	REASON	VACATION	SICK/PER.	DAILY RATE	TOTAL
Mastroieni, RoseMarie	1/15/1993	Teacher	024	Ret.		33	\$510.26	\$16,838.58
Rodriguez, Lourdes	2/1/1991	Principal	034	Ret.		90	\$745.09	\$67,058.10
							TOTAL	\$83,896.68

Account # 11.000.291.299.690.058.0000.000 Not to exceed \$83, 896.68

P. WITHHOLDING OF INCREMENTS

Q. HEALTH BENEFITS

The PEA and COSA contract mandates payments to PEA and COSA members who waive their health benefits coverage. In accordance with Paterson Public Schools' policy, employees who are members of the Non-Bargaining Group will also be eligible for these payments. In accordance with State Law these payments cannot exceed the lesser of 25% of the employer savings or \$5,000 per employee per year. See attached list for health benefits waiver payments for September - December to be paid December 2020.

Account # Fund 11 account per attached list
\$3,023.78

Health Benefits Not to Exceed:

Account # Fund 15 account per attached list
\$4,255.49

Health Benefits Not to Exceed:

TOTAL Not to exceed: \$7,279.27

WAIVER PAYMENTS SECOND PTF NOVEMBER BOARD MEETING DECEMBER PAYMENT			
LAST NAME	FIRST NAME	HB Account	Waiver Payment
ABUGOSH	HAIFA	11000217270690	\$ 911.82
KAY	GREGORY	150002912700330000000000	\$ 1,688.88
MATTHEWS	RICHARD	11000251270690	\$ 2,111.96
OUELLETTE	SARA	150002912700210000000000	\$ 878.05
VAN TASSELL	GABRIELLE	150002912700210000000000	\$ 878.05
YUKNALIS	SUSAN	150002912700020000000000	\$ 810.51
TOTAL		Total	\$ 7,279.27

R. MISCELLANEOUS

Action is requested to adjust salaries as per the PFSA – (Paterson Food Service Association) contract. Please see below list for adjustment details. Effective 7/01/20.

		FROM SALARY:			TO SALARY:		
EMPLOYEE	Degree	2020-21 Base Salary	LONGEVITY	TOTAL SALARY	NEW 2020-21 Base Salary	LONGEVITY	TOTAL SALARY
ABREU-RODRIGUEZ INDIANA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
ABUHAMDEH ZAHIAH	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
AKTER KAZI	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
ALMONTE DE MERCEDES CHARITIN	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
ALMONTE DE PEREYRA ANA	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
ALSTON CYNTHIA	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
ALZATE OLGA	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
ARA JENNY	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
ARGUELLO YESENIA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
ARIAS ANGELA	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
BANDALA ALBA	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
BARRIENTOS IRIS	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38

BOLAND LAKESHIA	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
CABALLERO ALIX	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
CALATAYUD EVELYN I	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
CAYAS TACSI YENNY	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
CHOWDHURY AZIZUN	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
CLINE SARAH	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
COLLADO ANA H.	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
COLLADO ANA L.	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
COLLAZO EVA	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
COLQUICOCHA ANA	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
CONCE EMILENY	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
DE FENZA STACY	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
DE FRANCESCO ERSILIA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
DEMAREST ARLENE C	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
EMERY NICHOLE	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
FIGUEROA GLADYS	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
GARABITO CHEILY	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
GARCIA DEL GIUDICE ISABEL	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
GARCIA LEIBY	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
GOMEZ AGLAE	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
GOMEZ OLGA	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
GUTIERREZ DE SANCHEZ NANCY	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
HARRIS SHANNA	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
HUSSAIN SHAMMI	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
JACKSON BETTIE	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
JENKINS CYNTHIA CARLEAN	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
KATERJI SAMAR	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38

LANTIGUA DE GARCIA JACQUELINE	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
LEWIS TANYA	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
LIRIANO DE ARAUJO ANDREA	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
LOPEZ MATIAS MARIA	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
LOPEZ-MATIAS REYNA	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
MATUTE-CODERO JESSICA	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
MC KINNON TIMOTHY	FSE 3.75	10,761.00	1,125.00	11,886.00	\$ 10,821.38	1,125.00	\$ 11,946.38
MEDRANO DORA	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
MORAN DELORES	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
NAVARRO CARDENAS ARLENE	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
NIEVES DE CASTILLO IRSI	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
NUNEZ DE HERNANDEZ FIORDALIZA	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
ORRALA MERCHAN BLANCA	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
PENA DE REYES ARQUIDAMIA	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
PEREZ ANA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
POLANCO ARODY	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
POMALES PEREZ ROSA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
PRIETO MARTHA J	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
RAMIREZ CARMELA	FSE 3.75	10,386.00	750	11,136.00	\$ 10,446.38	750	\$ 11,196.38
RAMIREZ-VELEZ ROSA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
RATLIFF SANDRA S	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
REYES-DE URENA OLGA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
RIVERS JANICE	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
RODRIGUEZ ELVIRA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
RODRIGUEZ KAREN	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
RODRIGUEZ YAJHAIRA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38

ROQUE OROVILLA SILVIA J.	FSE 3.75	9,080.00	0	9,080.00	\$ 9,696.38	0	\$ 9,696.38
ROQUE-LEONARDO LILIAN	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
ROSA-PAULINO GLENIS	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
ROSEBORO MILLIE	FSE 3.75	10,386.00	750	11,136.00	\$ 10,446.38	750	\$ 11,196.38
SEGURA DE LA ROSA YUBELKIS	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
SIMMS TAYASIA	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
TAPIA DE HERRERA GRISELI	FSE 3.75	9,447.00	0	9,447.00	\$ 9,696.38	0	\$ 9,696.38
TAYLOR ROBIN SHAKIRA	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
TORRES ALICIA	FSE 3.75	10,011.00	375	10,386.00	\$ 10,071.38	375	\$ 10,446.38
TORRES NELLY	FSE 3.75	10,386.00	750	11,136.00	\$ 10,446.38	750	\$ 11,196.38
VALDEZ BRENES MARJORIE	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
VASQUEZ DEYANARA	FSE 3.75	9,262.00	0	9,262.00	\$ 9,696.38	0	\$ 9,696.38
VENTURA- RODRIGUIZ ARELIS	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
VOLQUES DE NUNEZ MARIA	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
WASH FANNIE	FSE 3.75	10,386.00	750	11,136.00	\$ 10,446.38	750	\$ 11,196.38
WEL DINORAH	FSE 3.75	9,636.00	0	9,636.00	\$ 9,696.38	0	\$ 9,696.38
ZULOAGA FIORELLA	FSE 3.75	8,902.00	0	8,902.00	\$ 9,696.38	0	\$ 9,696.38
ALTIDOR CHARITE	FSE 5	\$ 13,152.00	0	13,152.00	\$ 14,206.88	0	\$ 14,206.88
AVALOS ANA	FSE 5	\$ 13,415.00	0	13,415.00	\$ 14,206.88	0	\$ 14,206.88
BASSOLE KAREN	FSE 5	\$ 13,415.00	0	13,415.00	\$ 14,206.88	0	\$ 14,206.88
BELFIELD EVELYN	FSE 5	\$ 13,152.00	0	13,152.00	\$ 14,206.88	0	\$ 14,206.88
BENCOSME VIELKA E	FSE 5	\$ 13,415.00	0	13,415.00	\$ 14,206.88	0	\$ 14,206.88
DETT ESTHER	FSE 5	\$ 13,415.00	0	13,415.00	\$ 14,206.88	0	\$ 14,206.88
DETT PINEDO AMALIA	FSE 5	\$ 13,415.00	0	13,415.00	\$ 14,206.88	0	\$ 14,206.88
GALAN ANNY	FSE 5	\$ 13,415.00	0	13,415.00	\$ 14,206.88	0	\$ 14,206.88
KEARNEY- GRAYSON JOANN	FSE 5	\$ 13,151.00	0	13,151.00	\$ 14,206.88	0	\$ 14,206.88
PERKINS RUTHIE M	FSE 5	\$ 13,957.00	0	13,957.00	\$ 14,206.88	0	\$ 14,206.88

RESENDIZ FRANCISCA	FSE 5	\$ 13,415.00	0	13,415.00	\$ 14,206.88	0	\$ 14,206.88
RESTREPO-MERCADO MARGY	FSE 5	\$ 13,152.00	0	13,152.00	\$ 14,206.88	0	\$ 14,206.88
DELGADO MARIA	FSE 6.5	\$ 20,500.00	750	21,250.00	\$ 21,548.18	750	\$ 22,298.18
GUTIERREZ PAULINA	FSE 6.5	\$ 20,895.00	750	21,645.00	\$ 21,548.18	750	\$ 22,298.18
MCPHERSON LATOYA	FSE 6.5	\$ 20,125.00	375	20,500.00	\$ 21,173.18	375	\$ 21,548.18
ORTIZ JOSEFINA	FSE 6.5	\$ 20,125.00	375	20,500.00	\$ 21,173.18	375	\$ 21,548.18
ROSARIO HILDA	FSE 6.5	\$ 20,500.00	750	21,250.00	\$ 21,548.18	750	\$ 22,298.18
WARREN WANDA R	FSE 6.5	\$ 20,895.00	750	21,645.00	\$ 21,548.18	750	\$ 22,298.18
ESTUPINAN ANA	FSM	26,464.00	0	26,464.00	\$ 27,782.75	0	\$ 27,782.75
MCDANIEL SONJI	FSM	26,464.00	0	26,464.00	\$ 27,782.75	0	\$ 27,782.75
RODRIGUEZ RUTH DEL ROSARIO	FSM	26,884.00	420	27,304.00	\$ 28,202.75	420	\$ 28,622.75
TAVAREZ YARITZA	FSM	26,464.00	0	26,464.00	\$ 27,782.75	0	\$ 27,782.75

R. MISCELLANEOUS (CONT.)

Last Name	First Name	School/Location	Title	Salary	Reason
Bassolino	Carmine	School 21	Custodial Worker Chief C	\$60,775 + \$700 = \$61,475	increase due to additional responsibilities
Charles	Shannon	Adult School	Teacher Social Worker	no change in hourly rate	increase hours/PT salary
Huachaca	Hebert	JFK-STEM	Teacher world Language		Extending LR Assignment
Lopez	Julio	Dale Ave	Custodial Worker Chief B	\$59,225 + \$700 = \$59,925	increase due to additional responsibilities
Marski	Diana	Repairs and Maintenance	Custodial C Floater	\$53,625	adjust base salary
Mustafa	Soha	Dr. Hani Awadallah	Leave Replacement Grade 3	\$56,605.00	Extending LR Assignment
Naveira	John	Facilities	Custodial Worker C, Floater	no change	reclassify

S. MISCELLANEOUS (FUNDING.)

Action is requested to inform of the 2020-2021 School Year funded staff.

5242 Teacher Reading Specialist **Perry, Joan** @ School 4 #20.238.100.101.653.000.1004

6565 Math Intervention Teacher **Slota, Terry Nicole** @ School 12 #20.238.100.101.653.000.1010

5191 Teacher Reading Specialist **Keppler, Patricia** @ School 15 #20.238.100.101.653.000.1015

6723 Teacher Reading Specialist **Gilmore, Donna** @ School 27 #20.238.100.101.653.000.1010

6724 Math Intervention Teacher **Moran, Veronica** School 27 #20.238.100.101.653.000.1027

6728 Math Intervention Teacher **Joshy, Mangalithil** @ School Act #20.238.100.101.653.000.1307

T. ADDITIONAL RESPONSIBILITIES

U. Administrative Longevity

V. RESTORE INCREMENTS

W. NEGOTIATIONS

The Paterson Board of Education hereby approves the negotiated agreement between the Paterson Custodial and Maintenance Association in accordance with the provisions negotiated by the parties. The salary increases for all PCMA employees shall be retroactive to the effective date of the contract and is outlined as follows:

July 1, 2020 – June 30, 2025

2020-2021 = 3% increase (inclusive of increment)
2021-2022 = 3% increase (inclusive of increment)
2022-2023 = 3% increase (inclusive of increment)
2023-2024 = 3% increase (inclusive of increment)
2024-2025 = 3% increase (inclusive of increment)

The Paterson Board of Education hereby approves the negotiated agreement between the Central Office Supervisor Association in accordance with the provisions negotiated by the parties. The salary increases for all COSA employees shall be retroactive to the effective date of the contract and is outlined as follows:

July 1, 2020 – June 30, 2025

2020-2021 = 3% increase (inclusive of increment)
2021-2022 = 3% increase (inclusive of increment)
2022-2023 = 3% increase (inclusive of increment)
2023-2024 = 3% increase (inclusive of increment)
2024-2025 = 3% increase (inclusive of increment)

X. JOB DESCRIPTIONS

1244 Assistant Superintendent for Special Education
1420 Chief Academic Officer

Y. Grievance Settlements

Resolution No. 23

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

WHEREAS, the Paterson Public School District recognizes the need to obtain various grievance arbitrators required by the eight (8) Collective Bargaining Agreements currently in effect within the District; and

WHEREAS, the cost for arbitrations (arbitrator fees and travel expenses) are split cost between the District and the Association, and

THEREFORE, BE IT RESOLVED, the State Operated School District of the City of Paterson, awards the below grievance arbitrators from July 1, 2020 through June 30, 2021 the ability to perform the services of Fact Finder/grievance arbitrators as described below

NOW THEREFORE BE IT RESOLVED, The Board of the Paterson Board of Education accepts the personnel recommendations of the Superintendent adopted in the June 2020 Board Meeting.

Martin F. Scheinman (Not to exceed \$12,000)
Conduct grievance/arbitration hearings
Board shares half of the payments for arbitrations \$900.00 each review parties submittal and testimony \$9000 each,
additionally reimburse travel expenses estimated at \$60.00 per visit (split cost).
\$3600.00 1/2 \$1800

Resolution No. 24

WHEREAS, the Paterson Board of Education Policy Manual receives periodic revisions and additions, and

WHEREAS, the Policy Committee has reviewed policies and regulations for submission to the Board for first reading, and

WHEREAS, a public comment session will be held at the December 16, 2020, board meeting on said policies and regulations, now therefore

BE IT RESOLVED, that the Board of Education approves the following policies and regulations for first reading:

0164.6	Remote Public Board Meeting During A Declared Emergency (M)
P1620	Administrative Employment Contracts (M)
P2431	Athletic Competition (M)
P2431.1	Emergency Procedures for Sports and Other Athletic Activity (M)
P2451	Adult High School (M)
P5330.05	Seizure Action Plan (M)
R5330.05	Seizure Action Plan (M)
P6440	Cooperative Purchasing (M)
P6470.01	Electronic Funds Transfer and Claimant Certification (M)
R6470.01	Electronic Funds Transfer and Claimant Certification (M)
P7440	School District Security (M)
P7450	Property Inventory (M)
P7510	Use of School Facilities (M)
P8420	Emergency and Crisis Situations (M)
R8420	Emergency and Crisis Situations (M)
P8561	Procurement Procedures for School Nutrition Programs (M)

FINALLY RESOLVED, that in the event any policy, part of a policy or section of the bylaws is judged to be inconsistent with law or inoperative by a court of competent jurisdiction or is invalidated by a policy or contract duly adopted by the Superintendent or Board of Education, the remaining bylaws, policies, and parts of policies shall remain in full effect.

Resolution No. 25

WHEREAS, the Cigna Foundation Donation for School 15 supports the District Strategic Plan - Paterson, A Promising Tomorrow in Goal area #3 Communication and Connections: to establish viable partnerships with parents, educational institutions and community organizations to support Paterson Public Schools educational programs, advance student achievement and enhance communication; and

WHEREAS, Cigna Foundation has selected School 15 to partner with through the Healthier Kid for our Future Program, including participation in the Full Cart Grocery Program in Summer 2020 and the grant award to St. Paul's to address food insecurity for School 15; and

WHEREAS, Cigna Foundation has donated \$5,000 to School 15 for unrestricted use in honor of the School 15 students for World Children's Day; and

WHEREAS, Principal Garcia and her team at School 15 would like to use the funds to celebrate the students and bring joy by purchasing each child a small gift and tying to a school SEL activity or theme, especially during this challenging time of the COVID-19 pandemic; and

THEREFORE, BE IT RESOLVED, that the Paterson Board of Education approves of the acceptance of the Cigna Foundation donation for School 15 students to be deposited in the School 15 Student Activity Account in the amount of \$5,000, at no cost to the District.

Resolution No. 26

WHEREAS, the Paterson Board of Education ("Board") and legal representatives of student M.M. (collectively, the "Parties") have negotiated a Settlement Agreement (the "Agreement") in connection with special education lawsuits captioned Docket Nos. 2:17-cv-11948 and 2:19-cv-16838; and

WHEREAS, the Parties have agreed, by way of this Agreement, to resolve the above-referenced litigation and matters referenced in the Agreement; and

WHEREAS, the Board has reviewed the Agreement and determined that it is in its best interests of the District to settle this matter without further litigation and additional expense.

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby approves the Agreement and authorizes the Board President and the Business Administrator/Board Secretary to execute the Agreement on behalf of the Board, to issue settlement payment in the amount of \$75,000, and to take such further steps as may be necessary to effectuate the Agreement and carry out this action of the Board.

Resolution No. 27

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

WHEREAS, on the Authorization of the Business Administrator the competitive contracting process NISA 18A:18A-4.5, using the request for proposal (REP) document was solicited for Full Service Partners for the Paterson Public Schools' Full Service Community Schools for College and Career Readiness and Evaluation (School 2 and John F. Kennedy Educational Complex), RFP-476-21(2), for the 2020-2021, 2021-2022, 2022-2023 school years, pending the availability of funds and satisfactory performance; and

WHEREAS, this Request for Proposal (RFP) solicitation was made by advertised public notice appearing in The Bergen Record and The North Jersey Herald News on November 13, 2020. Request for proposals were mailed/ e-mailed to eight (8) potential vendors, in which the mailing list can be reviewed in the Purchasing Department; and

WHEREAS, two (2) sealed proposals were received on December 2, 2020 at 10:00 a.m. at 90 Delaware Avenue, Paterson, New Jersey 07503 by the Purchasing Department resulting in the following:

School Year	Felician University	ActKnowledge, Inc.
2020-2021	\$40,000.00	\$46,000.00
2021-2022	\$40,000.00	\$46,000.00
2022-2023	\$40,000.00	\$46,000.00

*See cost breakdown of services provided from each vendor in Exhibit 1 of Bid Summary

WHEREAS, according the attached RFP Summary & Contract Award Recommendation, including Exhibit 1, the evaluation committee recommends that each vendor prevailed in a number of key areas that promises to impact student achievement through extended services for students, families and community members of School 2, and John F. Kennedy Educational Complex, and

WHEREAS, based on the score sheets from the Evaluation Committee Members from the Department of Full Service Community Schools, it is recommended that this contract be awarded for Full Service Partners for the Paterson Public Schools' Full Service Community Schools for College and Career Readiness and Evaluation (School 2 and John F. Kennedy Educational Complex), RFP-476-21(2), to the following vendors:

- Felician University
- Act Knowledge, Inc.

WHEREAS, this award is in line with the 5 Year Strategic Plan 2019-2024, Goal Area #3: Communications & 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; now

THEREFORE, BE IT RESOLVED that the Superintendent supports the Departments of Full Service Community Schools and Purchasing's recommendation on page 1 of this

document that the following vendors be awarded contracts for Full Service Partners for the Paterson Public Schools' Full Service Community Schools for College and Career Readiness and Evaluation (School 2 and John F. Kennedy Educational Complex), RFP-476-21(2), for the 2020 2021, 2021-2022, 2022-2023 school years, pending the availability of funds and satisfactory performance, at a not to exceed amount of \$86,000.00, in total, annually:

Community Partner:	Address:	Schools:	Not to Exceed:
Felician University	262 South Main Street Lodi, New Jersey 07644	School 2 and JfK Educational Complex	\$40,000.00
ActKnowledge, Inc.	372 Fifth Avenue, 9E New York, New York 10018	School 2 and JfK Educational Complex	\$46,000.00

Resolution No. 28

WHEREAS, the Paterson Public School District encourages open public bidding for goods and services, and

WHEREAS, the Paterson Board of Education (Board) may, by resolution, establish a minority business enterprise, women's business enterprise and a small business enterprise set-aside program. In authorizing such programs, all or in part, the Board shall establish a goal of setting aside a certain percentage of the dollar value of total procurements to be awarded as set-aside contracts to the various enterprise groups. The Board has recognized the enormous value of incorporating a set-aside program to formally address this concern with the following parameters:

"Minority" means a person who is:

- (1) Black, which is a person having origins in any of the black racial groups in Africa; or
- (2) Hispanic, which is a person of Spanish or Portuguese culture, with origins in Mexico, South America, Central America, or the Caribbean Islands, regardless of race; or
- (3) Asian-American, which is a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, Hawaii, or the Pacific Islands; or
- (4) American Indian or Alaskan native, which is a person having origins in any of the original peoples in North America;

"Women's business enterprise" means a business which is independently owned and operated, which is qualified pursuant to N.J.S.A. 18A: 18A-27 and which is:

- (1) A sole proprietorship owned and controlled by a woman;
- (2) A partnership or joint venture owned and controlled by women in which at least 51% of the ownership is held by women and the management and daily business operations of which are controlled by one or more women who own it; or
- (3) A corporation or other entity whose management and daily business operations are controlled by one or more women who own it, and which is at least 51% owned by women, or if stock is issued, at least 51% of the stock is owned by one or more women;

"Minority business enterprise" means a business which is independently owned and operated, which is qualified pursuant to N.J.S.A. 18A:18A-27 and which is;

- (1) A sole proprietorship, owned and controlled by a minority;
- (2) A partnership or joint venture owned and controlled by minorities in which at least 51% of the ownership interest is held by minorities and the management and daily

business operations of which are controlled by one or more of the minorities who own it; or

(3) A corporation or other entity whose management and daily business operations are controlled by one or more minorities who own it, and which is at least 51% owned by one or more minorities, or if stock is issued, at least 51% of the stock is owned by one or more minorities;

"Small business enterprise" means a business which is independently owned and operated, which is qualified pursuant to N.J.S.A. 18A:18 A-27 and which is a sole proprietorship, partnership or corporation which is a size and type defined by the Commissioner of the Department of Commerce, Energy and Economic Development;

"Set-aside contract" means (1) a contract for goods, equipment, construction, or services which is designated as a contract for which bids are invited and accepted only from small business enterprises, minority business enterprises or women's business enterprises, as appropriate, (2) a portion of a contract when that portion has been so designated, or (3) any other purchase or procurement so designated; and

"Total procurements" means all purchases, contracts or acquisitions of a board of education, whether by competitive bidding, single source contracting, or other method of procurement, as prescribed or permitted by law.

WHEREAS, the Board's statutory set-aside contracting program shall require that the District make a good faith effort to award a total of 15% of the dollar value of contracts for goods and services to eligible small businesses, women or minority owned enterprises as established by resolution Small businesses should be registered with the New Jersey Division of Revenue, Small Business Enterprise Unit. Under the Board's set-aside program, 5% of the dollar value of contracts should be awarded in each of the three established enterprise categories above for a total of 15%. These goals will be reached through the use of set-aside and/or subcontracting contracts through small threshold quotes, formal bidding and/or competitive contracting, and

WHEREAS, when to use set-aside contracts is the driving factor for District officials to meet organizational goals. The Board prefers to contract with established set-aside enterprises whenever possible. Determination to offer a set-aside contract to the marketplace will depend largely on a few factors. The number and type of small businesses that are able to do the work; how much the contract is worth; and the contractual set-aside targets socio-economic programs The decision-making rationale must be documented to support the specific set-aside. Rationale should include the type and extent of any market research performed. Rationale topics should include: at least two qualified set-aside enterprise businesses are likely to submit offers and the contract can be awarded at a fair market price. There shall be no order of preference among the set-aside enterprise programs. District officials must base the decision on sufficient facts to prove that they've made a reasonable assessment. The District can use different methods such as review of procurement history and market surveys to assess the availability of enterprise businesses in marketplace; and

WHEREAS, any goal established pursuant to the Board's set-aside program may be attained by requiring that a portion of a contract shall be subcontracted to a small business enterprise, minority business enterprise or *women's* business enterprise, in addition to designating entire contracts to these enterprises. The Board of Education shall make a good faith effort to attain any goal established, Only certified firms may be used to satisfy set-aside goals, Set-aside subcontracting limitations, Under SBA rules, the small business prime contractor can utilize similarly situated enterprise

subcontractors to meet these performance requirements. A similarly situated subcontractor is a subcontractor that has the same required enterprise designation status as the prime contractor; and

WHEREAS, all provisions of the "Public School Contracts Law," N.J.S.A. 18A:18 A-1, and any supplements thereto, shall apply to purchases, contracts and agreements made pursuant to this set-aside provision otherwise superseded by the provisions of this act.

WHEREAS, the Board of Education which has established a small business enterprise set-aside program, a minority business enterprise set-aside program or a women's business enterprise set-aside program shall designate that a contract, subcontract or other means of procurement of goods, services, equipment, or construction shall be awarded to a designated enterprise vendor if the Board is likely to receive bids from at least two enterprise vendors at a fair and reasonable price. The designations shall be made prior to any advertisement for bids. The advertisement for bids shall indicate that the contract to be awarded is a small business enterprise set aside contract, a minority business enterprise set-aside contract or a women's business enterprise set-aside contract. All advertisements for bids shall be published in at least one newspaper which will best provide notice to small business enterprises, minority business enterprises or to women's business enterprises sufficiently in advance of the date fixed for receiving the bids to promote competitive bidding, but shall not be published less than 10 days prior to that date, and

WHEREAS, if the board of education determines that two bids from small businesses, minority or women's businesses cannot be obtained, the board may withdraw the designation of the set-aside contract and resolicit bids on an unrestricted basis pursuant to the provisions of NJSA. 18A:18 A. The cancelled designation shall not be considered in determining whether or not the board attained its goal established in the set-aside program. If the board of education determines that the acceptance of the lowest responsible bid will result in the payment of an unreasonable price, the board shall reject all bids and withdraw the designation of the set-aside contract. Small business enterprises, minority business enterprises or women's business enterprises, as appropriate, shall be notified in writing of the set-aside cancellation, the reasons for the rejection and the board's intent to resolicit bids on an unrestricted basis. The cancelled bid solicitation shall not be considered in determining whether or not the Board attained its goal established in the set-aside program, and

WHEREAS, the Board shall prepare a report by January 31 of each year describing the board's efforts in attaining the set-aside goals and the percentage of the dollar value of total procurements awarded in the immediately preceding local fiscal year. The board of education shall publish a list of its attainments in at least one newspaper circulating in the school district by March 1 of each year; and

WHEREAS, where the Board determines that a business has been classified as an approved enterprise on the basis of false information knowingly supplied by the business and has been awarded a contract to which it would not otherwise have been entitled under the set-aside provisions, the Board shall have the authority to: Assess the business any difference between the contract amount and what the Board's cost would have been if the contract had not been awarded in accordance with the provisions of this act. In addition to that amount, the Board may assess the business a penalty in an amount of not more than 10% of the amount of the contract involved and order the vendor ineligible to transact any business with the local Board for a period of up to two - years. Prior to any final determination, assessment or order under this section, the

Board shall afford the business an opportunity for a hearing on the reasons for the imposition of the penalties set forth in this section.

WHEREAS, complying with Federal Contracts 2CFR 200.321 (a) the board agrees with federal government procurement regulations 2CFR 200.321 (a) that the following affirmative steps will include: Placing qualified small and minority businesses and women's business enterprises on solicitation lists; Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources; Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises; Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises; and

WHEREAS, the awarding of this initiative is in line with the Five-Year Strategic Plan 2019-2024, Goal Area # 3 Communication & Connections; and

THEREFORE, BE IT RESOLVED that the Board of Education of the School District of the City of Paterson, County of Passaic and State of New Jersey is hereby authorized to enter into a Set-Aside program for the purchase of goods and services and supplies as needed.

It was moved by Comm. Redmon, seconded by Comm. Castillo-Cruz that Resolution Nos. 1 through 28 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. Martinez

- Self

Comm. Ramirez

- Self
- Berkeley College
- City of Paterson

Comm. Redmon

- Self

- Historic Preservation of the City of Paterson
- County of Passaic

Comm. Simmons

- Self
- Family

Comm. Teague

- Self
- YMCA

Comm. Simmons: I know reports were given at the workshop meeting, but is it just technology and policy that were given? If I'm not mistaken, I&P was also given. Fiscal just met on Monday so I don't have the minutes yet. Once I get them, they will be sent to Board members and they will be presented at the next meeting.

Governance

Comm. Martinez: The governance committee did meet and the information was shared on the drive. We discussed some updates of current litigation, which is probably best not to discuss publicly, but the minutes are made available on the drive.

Operations

Comm. Simmons: Operations was given, if I'm not mistaken.

Comm. Ramirez: Yes, the report was given at the workshop meeting.

Personnel

Comm. Redmon: Personnel met Monday. We discussed the current vacancy list. We also discussed the information provided by Kelly Services and what our current budget is. That was all that we discussed for personnel. The minutes are up on the Google Drive.

OTHER BUSINESS

Comm. Simmons: Thank you. Does anyone have any items for information purposes?

Comm. Arrington: Mr. President, we didn't say it earlier but Happy Kwanza. We didn't mention that so I just want to say that.

Comm. Castillo-Cruz: Mr. President, can you use that word you used earlier with everything included?

Comm. Simmons: ChrismaHanuKwanzakah.

Comm. Castillo-Cruz: I have to learn that.

Comm. Arrington: Thank you, Mr. President. That's all I want to say.

Comm. Hodges: I do want to ask the Superintendent if she has an opinion about the ESSA testing.

Ms. Shafer: My opinion right now is since we have been out all this time I think it would be very difficult to have the students take it. Once the new president takes over, I think they will be looking at states to see how many districts are now remote and make that decision at that time. I just think it's not a fair assessment for the students since we've been remote since March. It would certainly give us some additional data, but with what students have been going through with remote, I just don't think it would be fair to give that to them now. Some of our students and families are really struggling for a number of reasons, whether it's financial, family members who have tested positive, or family members and friends that they have lost through this pandemic, and I just think it would put so much more additional pressure on our students who right now are very fragile and want to get back to school. That's my opinion. I'm not sure if anybody agrees with that opinion, but I can tell you based on some of the conversations that I have with parents and students who email me, there are some folks out there that are really struggling for a number of reasons.

Comm. Hodges: Thank you. I think there is a petition being circulated in part by the Education Law Center to have a waiver from that. I'm waiting to see what the government is going to do.

Ms. Shafer: I think it's going to be something that the new president will look at. As you know, the outgoing president wants everybody in school regardless of the virus and how serious it is in some places, but not all. He thinks it's a cookie-cutter and everybody should be back in school, but you saw the data last week. That is not the case for Passaic County or for the City of Paterson.

Comm. Hodges: It's something that the Board should be kept abreast of. I didn't know anything about it until today. I heard about it today and it's something that we need to pay attention to. I concur with your position.

Ms. Shafer: Thank you.

Comm. Simmons: Thank you.

Comm. Hodges: I just want to give my thanks to the principals for their years of service and give them hearty thanks for what they have done for our students, schools and parents. One more time, I want to thank Comm. Ramirez, and lastly to wish Mr. Teague a full recovery.

Comm. Simmons: Thank you.

Comm. Martinez: Corey, rest up and get well.

ADJOURNMENT

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

The meeting was adjourned at 8:37 p.m.